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A  
TENTATIVE  
CURRICULUM  
GUIDE  
for  
GRADES 5 and 6  
POSTON SCHOOLS



Changes and inserted pages made by  
Poston I Elementary Teachers during  
spring conferences.



### BASIC UNDERSTANDINGS

To develop individual and group responsibility.

To promote the social adjustment of the child.

To develop individual and group cooperation within the class; among classes; between teacher and class; among teachers; among class, teacher, home and community.

To develop an understanding of man's interdependence for the fundamentals of life: food, shelter and clothing.

To show that the Japanese race does not stand alone, but shares with the other races of the world the basic needs of food, clothing and shelter; other wants and satisfactions.



# BASIC ATTAINMENTS - LANGUAGE ARTS

## GRADE 5:

- Ability to comprehend and interpret reading material ~~of the~~ <sup>on his own reading</sup> ability level.
- ~~fifth year level.~~
- Ability to comprehend and interpret directions.
- Ability to listen.
- Ability to alphabetize.
- Ability to use index.
- Ability to use table of contents.
- Ability to use glossary.
- Ability to use dictionary.
- Ability to <sup>select</sup> research material.
- Ability to care for books properly.
- ~~Emphasis on good habits of enunciation, pronunciation and emphasis in oral reading.~~
- Ability to read orally with good enunciation, pronunciation, and emphasis.
- ~~Emphasis on Good reading posture, at all times.~~
- Ability to read silently without lip movements.
- ~~Emphasis on <sup>Improved</sup> good eye habits in reading.~~
- Increase in rate of silent reading. (Work type material - 170 words per min. - 5<sup>th</sup> Gr.)
- Ability to choose suitable material for pleasure reading.
- Ability to speak thoughtfully.
- Ability to give directions and to follow them.
- Ability to tell a story <sup>or</sup> to retell a story.
- Ability to carry on conversation.
- Ability to tell things ~~as they happened.~~ in the sequence in which they happened.
- Ability to make simple book reports.
- An acquaintance with the use of the telephone.
- Ability to participate in dramatization, both formal and informal.
- Ability to speak before a group with poise and good delivery.
- Ability to read vocabulary needed for unit activities.
- Ability to spell words <sup>commonly</sup> needed for written work growing out of unit.
- ~~Development of a~~ Consciousness of good spelling.
- ~~Development of a~~ Pride in good spelling.
- ~~Development of~~ Good spelling study habits.
- Ability to use verbs and nouns in agreement.
- Ability to write a short original composition.
- Ability to write ten sentences on one subject.
- Ability to use periods, commas, question marks, capitals, and exclamation marks.
- Ability to write one paragraph on a subject.
- Ability to write quotations, direct and indirect.
- ~~Opportunity for creative writing.~~
- Correct use of plurals and possessives.
- Ability to write business letters and friendly letters as need arises.
- Ability to address envelopes.



GRADE 6:

- Ability to comprehend and interpret reading material ~~of the~~ <sup>on his own read-</sup>ing ability <sup>level.</sup>
- Ability to ~~write~~ know how and when to skim.
- Ability to write ~~sentences~~ outlines.
- Ability to ~~keep a class diary~~ <sup>at least</sup> record happenings.
- Ability to write ~~three or more paragraphs on one subject,~~ <sup>with summary.</sup>
- Ability to recognize and use the simple parts of speech.

Nouns  
Verbs  
Pronouns  
Adjectives  
Adverbs  
Prepositions  
Conjunctions  
Interjections



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BASIC ATTAINMENTS - HEALTH

GRADE 5:

Practice of

~~Continued emphasis on~~ essential personal health habits, such as:

- a. Sleeping hours
- b. Eating green vegetables, fruit, milk every day
- c. Hand-washing after toilet and before food
- d. Bowel movement
- e. Playing vigorously outdoor
- f. Drinking water freely
- g. Brushing teeth especially before going to bed
- h. Bathing frequently

~~Emphasis on~~ C Correction of wrong health habits that may have been previously established.

~~Establish~~ H Habit of taking salt in hot weather.

Knowledge of sanitation for school grounds and school buildings.

~~Establish~~ H Habits of cleanliness and order in the home, in the school, in public places.

~~Build up~~ K Knowledge for the need of quarantine, inoculation, immunization, vaccination, pasteurization.

Knowledge of proper garbage disposal at home, at school, and in public places.

Knowledge of the habits and menace of flies and mosquitoes.

Knowledge of fly and mosquito control.

Knowledge of the implications of the continued loss in weight.

GRADE 6:

Continued emphasis on essential health habits.

Knowledge of the structure and functions of the body as a basis for understanding the principles of healthful living and disease prevention.



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## BASIC ATTAINMENTS - ARITHMETIC

### GRADE 5:

Mastery of column addition with carrying. (Whole numbers.)  
Mastery of subtraction with borrowing, including all zero difficulties.  
Mastery of multiplication facts and utilization of these in the multiplication processes. (Whole numbers.)  
Mastery of the division <sup>facts + division</sup> process with a one-place divisor. (Whole number.)  
Introduction to addition and subtraction of simple fractions (halves, thirds, fourths, sixths, and eighths).  
Ability to recognize the processes involved in <sup>one step</sup> ~~one step~~ <sup>thought</sup> problems and to apply same in their solution.  
Introduction to decimals as used in dollars and cents.  
Ability to tell time from a time piece having either Arabic or Roman numerals.  
Ability to recognize money and make change up to \$1.00.  
Ability to make original number problems of one ~~and two~~ steps.  
Ability to read picture, bar and simple line graphs.  
Ability to make simple bar and line graphs.  
Ability to check problems in all four processes.  
Ability to read and write dates.  
Ability to read and record child's own height and weight.  
Ability to work problems dealing with measurements of time (months, days, weeks, hours, minutes).  
Ability to <sup>give</sup> ~~compute~~ tell and write day, month and year of birth and ~~compute~~ age in years and months.  
Ability to measure: - linear, dry and liquid. (dry - bushel only)  
Ability to read Roman numerals including dates.

### GRADE 6:

Mastery of division processes with <sup>two</sup> ~~more than one~~ place divisor.  
Mastery of addition and subtraction of fractions.  
Ability to multiply and divide fractions and mixed numbers.  
Ability to recognize larger money denominations and make change up to \$5.  
Ability to read and make ~~more difficult~~ charts and graphs <sup>as needed</sup> on this grade level.  
~~Ability to make simple budgets.~~  
Ability to ~~compute areas and perimeters of rectangles.~~ <sup>find areas and perimeters of rectangles.</sup>  
~~Ability to read and use arithmetic vocabulary.~~  
Mastery of addition and subtraction of two place decimals.  
Introduction to ~~three place decimals including multiplication and division.~~ of one- and two-place decimals.  
Introduction to addition and subtraction of time and the meaning of time belts.



read and  
Ability to write Roman numerals up to 50, also write 100,  
500, and 1000.

Ability to draw to scale.

Ability to recognize the processes involved and to solve two-step  
~~statement problems adapted to the sixth year level~~ stated.  
in terms of his reading ability.



## History

### Grade 5

Colonial Period  
Revolutionary War  
Westward Expansion (Growth of U. S., Immigration)  
Civil War

### Grade 6

The historical backgrounds which contributed to the culture of the people and area studied.

## Geography

### Grade 5

Directions on maps and globes  
Acquaintance with map of U. S. and names of States  
Knowledge of names and locations of continents

### Grade 6

Ability to read map legends  
Introduction to latitude and longitude  
Meaning of altitude

## Civics

### Grade 5

Introduction to democratic organizations and procedures  
through class organization

### Grade 6

Knowledge of the scheme of organization of our government that will enable the student to make comparisons between our own country and that of the other countries studied in this grade.



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BASIC ATTAINMENTS - SOCIAL SCIENCE

GRADES 5 and 6:

History (to come out of the unit) See opposite pages.  
Geography (to come out of the unit) See opposite pages.  
Civics (to come out of the unit) See opposite pages.

BASIC ATTAINMENTS - GENERAL SCIENCE

GRADES 5 and 6:

Nature Study (to come out of the unit)  
Natural Resources (to come out of the unit)  
Conservation of natural resources (to come out of the unit)

BASIC ATTAINMENTS - GAMES

GRADES 5 and 6:

Ability to participate in group activities.  
Development of a sense of fair play.  
Ability to play for the team rather than for self.  
Development of muscular coordination through highly organized active games, such as basketball, softball, and football.  
Ability to be a good loser or a good winner.  
Development of ability to think quickly and clearly in action.  
Opportunity for table and indoor games in which small groups participate.  
Ability to keep score.  
Opportunity for shifting game groups and teams so as to include all members of the class.  
Ability to follow rules of the game.



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BASIC ATTAINMENTS - ARTS AND CRAFTS

GRADES 5 and 6:

Opportunity for much expression through arts and crafts

Opportunity for creative expresstion.

Appreciation for the artistic expression of others.

Proper care of tools and materials.

Further knowledge of form, balance, color, and design.

Increased skill in use of tools.

Forms of expression to come out of unit work, preferably child initiated.

BASIC ATTAINMENTS - MUSIC

GRADES 5 and 6:

Ample opportunity for group singing.

Improvement in tone quality.

Further development of sense of rhythm.

Ability to sight-read simple songs.

Ability to recognize common key signatures and meter signatures.

Ability to sing two-part music.

Opportunity for rhythmic expression.

Opportunity for creative music.



SCOPE	SEQUENCE					
	ADAPTING OUR WAY OF LIFE TO THE USE AND CONTROL OF SCIENCE AND INVENTION					
	K	1	2	3	4	5
MAJOR FUNCTIONS OF SOCIAL LIFE WITH EMPHASIS ON LIFE IN POSTON	Living in the immediate environment			Contrasting Communities		How Modern Man Uses Science and Inventions
A. <u>Human Relations - Cooperative Living</u> : 1. Personal health. 2. Public Health and sanitation. 3. Education - Child & adult. 4. Religion. 5. Recreation - Physical & aesthetic. 6. Community Welfare. Hospitals & other institutions.	HOME AND FAMILY LIFE - Grade I	SCHOOL AND NEIGHBORHOOD - Grade II	<del>OUR COMMUNITIES</del>	PRIMITIVE COMMUNITIES Compared with Other Present Day American Communities	EXPLORATIONS AND PIONEER COMMUNITIES of North America	EFFECTS OF DISCOVERIES, INVENTIONS, AND DEVELOPMENTS OF MACHINERY OF OUR LIVING IN THE U. S.
B. <u>Protecting, Conserving, and Using Our Resources</u> : 1. Conserving soil. 2. Conserving plant & animal life. 3. Conserving minerals. 4. Security & safety. (a) Fire Dept. (b) Police Dept. (c) Public Health & Sanitation.						
C. <u>Producing, Distributing, &amp; Using Food</u> : 1. Growing & harvesting food. 2. Soil & water. 3. Buying & selling. 4. Transporting. 5. Health & growth.						
D. <u>Manpower &amp; producing for Sale &amp; Use</u> : 1. Work problems. 2. Industry. 3. Canteens - Stores - Markets - Cooperatives. 4. Arts & Crafts. 5. Public Services. 6. Personal Services. 7. Supplies & transportation.						
E. <u>Consuming Goods</u> : 1. Food. 2. Clothing. 3. Shelter. 4. The arts.						
F. <u>Planning &amp; Governing</u> : 1. Cooperative Enterprises. (a) Water Supply (b) Public Utilities. (c) Transportation. (d) Roads & Bridges. (e) Education - Schools, Libraries, etc. 2. Cooperative procedures. (a) Discussing & deciding. (b) Voting. (c) Appointing (d) Regulating & Law Making 3. Administration. (a) Organization. (b) Officials & other workers.						
G. <u>Communicating</u> : 1. The Mail. 2. Telephone. 3. Telegraph, teletype, cable. 4. Radio & Television. 5. Press. 6. Motion Pictures						
				Our Primitive		EFFECTS OF DISCOVERIES, INVENTIONS, AND DEVELOPMENTS OF MACHINERY OF OUR LIVING IN THE WORLD AT LARGE



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A. HUMAN RELATIONS - COOPERATIVE LIVING

1. Personal Health: How do we guard and improve our personal health in Poston? Are our personal health problems the same as those in other part of the U. S? Of the world?

How much sleep does a boy or girl of 9-10 years need in Poston? Of 11-12 years?

Do children in other communities need the same amount?

When is the best time to get sleep - early in the evening or late in the morning?

How much fresh air do we need at night?

Do our barrack rooms have sufficient ventilation?

Is it enough to have the windows only one side open?

How can children get enough rest in Poston?

How does light or noise affect the amount of rest we get?

Why do children sometimes move a lot in their sleep?

Are they really resting?

What causes dreams?

Should we play hard just before going to bed?

How do exciting stories affect our rest?

What are some ways we can get rest without going to sleep?

Why is sufficient rest very important to boys and girls? To grown-up people?

Do children in other parts of the U. S. have the same rest problems as the ones in Poston? In other parts of the world?

Can we really get clean under a shower? How do we go about it?

How often should we take<sup>a</sup> shower? What time of day is best?

Why do we bathe frequently?

Is frequent bathing as necessary in cold climates as in hot places like Poston?

What interesting bathing customs are found in the U. S.? In other countries?

Have Americans always believed that frequent bathing is necessary?

How did the Pioneers bathe?

What peoples do not believe in bathing? Where do they live?

Why do they not bathe?

How much water should a child in Poston drink?

Why does a child in a cool place not need as much?

What does water do for our health?

How long can we live without water on the desert? In other parts of the world?

How much water should we drink at one time on a hot day in Poston?



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A. HUMAN RELATIONS - COOPERATIVE LIVING

1. Personal Health: (Cont'd)

Why is it best to take a drink often and a little at a time?

When can drinking ice water hurt us? Why?

Where do we get our drinking water in Poston? Where do other American communities get theirs?

Is all well water pure enough to drink? How can we tell?

What is done to make water safe to drink? In Poston?

What does impure drinking water have to do with the tea drinking habits of the Japanese and Chinese? With the wine drinking habits of the Italians and Spanish?

What diseases can we get from impure drinking water? Could we get any of these in Poston?

What are some things that make water unsafe to drink?

What can we do to make our water safe?

What danger is there in swallowing canal water while swimming?

How is the water in swimming pools made safe?

Is the food we get in our mess halls the right kind for us?

How do we know if we are getting the right food?

Do older children need milk? How much?

What does milk do for us?

Where does our Poston milk come from?

How is it treated before it is shipped?

What is pasteurization? Why do we pasteurize milk?

Who discovered pasteurization?

Is milk pasteurized in other parts of the U. S. A.? Of the world?

What is Homogenization? Who discovered this process?

Who is responsible for inspecting milk?

What does the inspector test the milk for?

What laws do we have requiring inspection in Arizona?

In other parts of the U. S.? In other countries?

Can milk from a diseased cow hurt us?

What states (countries) require all dairy animals to be tested? How often are tests made? What becomes of diseased animals?

What two tests are given?

What important dairy products besides milk do we get in our mess halls?

Why should we eat butter? Cheese?

Is margarine as good for us as butter?

Why do we eat meat? Is any special kind better for us than other kinds?

Why are fried foods not very good for us?

Why should we eat vegetables?

What kinds of vegetables do we need?

How many kinds should we eat in one day?

Do vegetables lose any food value if they are not cooked soon after picking?



## A. HUMAN RELATIONS - COOPERATIVE LIVING

### 1. Personal Health: (Cont'd)

How should vegetables be cooked?  
 Does the water vegetables are cooked in have any food value? How should it be used?  
 Why are raw vegetables better for us than cooked?  
 Why do we need whole grain cereals in our diet?  
 In what forms do we get cereals?  
 What are the most important food cereals?  
 Why is whole wheat bread better for us than white?  
 Why is unpolished rice better for us than polished rice?  
 Why should we take salt tablets in Poston?

2. Public Health and Sanitation: How do we guard and improve public health in Poston? How are our public health problems the same as those in other parts of the United States? Of the world? How are they different? What system of public sanitation is provided for use in Poston? What systems of public sanitation are provided for other parts of the United States? Of the world?

What are the major health laws set up and put into force by the Public Health Department in Poston?  
 Why do we have quarantine for certain diseases?  
 What are some of the diseases for which we quarantine in Poston? Elsewhere in the U. S.? In the world?

How are epidemics prevented in Poston?  
 For the prevention of what diseases are serums used?  
 What is vaccine?

How often should one be vaccinated against small pox to keep immune to it?

Who was Edward Jenner?

What did Koch do to make himself well-known?  
 For what public services is Louis Pasteur known?  
 If you lived where there was no pasteurized milk, how could you make milk safe?

Why is pasteurization of milk and all milk products essential to public health?

Why are Red Cross seals sold every Christmas?

What other work does the Red Cross sponsor in public health in the U. S.? In other countries?

What is done to control the spread of leprosy in the countries of Asia?

Where are leprosy victims treated in the U. S.?

Why do we have fly and mosquito control in Poston?

How are mosquitoes eliminated?

Where do they grow?



A. HUMAN RELATIONS - COOPERATIVE LIVING

2. Public Health and Sanitation: (Cont'd)

- What diseases do mosquitoes carry?
- What diseases do flies carry?
- What did DR. Walter Reed do for the improvement of public health?
- What did Gorgas do?
- What is known about poliomyelitis? What is not known?
- How can we prevent the spread of common colds? What menace are they?
- What are the common epidemic diseases in Poston?
- How do we try to control these epidemics?
- What is trachoma? How is it transmitted?
- What are the symptoms of trachoma? Why do we have so much trachoma in Poston?
- How can trachoma be treated?
- How can we control the spread of trachoma in Poston? In other parts of the U. S.? In other countries?
- What do we mean by venereal diseases?
- Why are these diseases dangerous?
- How are these diseases spread? How can we control the spread of such diseases?
- What steps has our government taken to control the spread of these diseases? State? National?
- What other countries are trying to control venereal diseases?
- What is rabies? Why is it common in Arizona?
- Why should dogs not be allowed to run loose in Poston?
- What can be done for a dog that has rabies? For a person who has been bitten by a "mad" dog?
- Who developed the serum for rabies? When?
- How is it administered? When?
- How do other peoples treat people who are bitten by "mad" dogs?
- How does the coyote help spread rabies?
- How and where should you wash the dishes and linens used by persons with communicable diseases?
- Why shouldn't isolation tubs in the laundry be used for any other purpose?
- What is the purpose of having children checked before returning to school after illness?
- What are the epidemic diseases of other parts of the U. S.?
- How is hook worm spread?
- What damage does it do to human beings?
- Where is it prevalent?
- What are some of the common epidemic diseases of other parts of the world?
- What is done to prevent such epidemics?
- What else could and should be done?



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A. HUMAN RELATIONS - COOPERATIVE LIVING

2. Public Health and Sanitation: (Cont'd)

How should we dispose of left-over food coming from a person with a contagious disease?  
What is meant by public sanitation?  
How is our sewage disposed of in Poston?  
How is it disposed of in other areas of the U. S.? Of the world?  
Why is proper disposal of sewage important to public health?  
How is our garbage disposed of in Poston?  
How is it disposed of elsewhere in the U. S.? In rural areas? In cities?  
How do the peoples in other countries dispose of their garbage?  
Why is the care of the public health of the people of the islands of the South Pacific important to us in Poston?  
How are we protected against diseases that might be spread through the sale of food in our stores and markets?

3. Education:

What are the different ways in which we get an education?  
Why have children in the U. S. not always gone to school to get an education? In other parts of the world?  
How does our home life educate us?  
How does going to school help us to get a better education?  
How can we know whether or not the things we learn in school will help us?  
What things must we have if we are going to get an education?  
What kind of school buildings did pioneer children have?  
What kind of books did pioneer children have?  
What kind of school buildings do we have in the U. S.? In other countries?  
How do country schools differ from city schools?  
Why are country schools as good as city schools?  
What are school buildings in other countries like? How do they differ from ours?  
What is a consolidated school?  
What countries have consolidated schools?  
What are the advantages of a consolidated school? What are the disadvantages?  
How do children who can't go to school get an education in this country? In other countries?  
Who pays for our schools?



## A. HUMAN RELATIONS - COOPERATIVE LIVING

### 3. Education: (Cont'd)

What other countries have free public schools?  
 Why do we have compulsory education in U. S.?  
 What other countries have compulsory education?  
 How old must a child be before he can quit school  
 in the U. S.? In other countries?  
 How many years of schooling do we think an average  
 person should have? In other countries?  
 Why is a college graduate not necessarily better  
 educated than a high school graduate?  
 How does an education help us to be better people?  
 Better citizens?  
 What subjects are taught in elementary schools in  
 U. S.? In other countries?  
 Why are these subjects important?  
 What is co-education? How long have we had it?  
 What other countries have it? Which do not?  
 At what age do children in this country usually start  
 school? In other countries?  
 How long is our school day in Poston? In the schools  
 we came from? In other countries?  
 Why do we have adult education?  
 Do other countries have adult education?  
 How do we carry on our adult education work in Poston?  
 In other parts of the U. S.?  
 Why is it not compulsory?

### 4. Religion: What are the major religions of the world? How do they affect the daily life of the people?

What different religions do we have in Poston?  
 What are the principal religions of the world today?  
 In what parts of the world are these religions fol-  
 lowed?  
 Out of what earlier beliefs have these religions  
 grown?  
 How have religions beliefs helped developed civili-  
 zations in the world?  
 What great religions have taught democracy?  
 How have religious teachings affected the position  
 of women in different parts of the world?  
 How have the different religions regarded children?  
 What do different religions teach about the posi-  
 tion of children in the home? In the community?  
 What do the different religions teach about God?  
 What do the different religions teach about life  
 after death?



A. HUMAN RELATIONS - COOPERATIVE LIVING

4. Religion: (Cont'd)

What customs of burial do people of these different religions follow?  
What are the marriage customs of different peoples?  
What customs connected with birth have come from the different religions?  
How have religious teachings affected personal health? Public health?  
What customs of dress have resulted from different religious beliefs?  
What interesting customs in the home have developed out of various religions?  
How do religious beliefs affect the treatment of the aged? Of the handicapped?  
What are the important festivals of the different religions?  
How have the different religions helped or hindered in the preservation and spread of knowledge?  
Who were the founders of Buddhism? Of Mohammedanism? Of Hinduism? Of Judaism? Of Christianity? Of Shintoism?  
What are the sacred books of these religions?  
Where are the holy places of these religions?  
Why are they considered sacred?  
What are their places of worship called?  
What types of architecture have been developed by these different religions?  
When and where did these religions have their beginning?  
What contribution has religion made to art? To music?  
How are worship services carried on by different religious groups?  
How do different religions get new followers?  
How do religious beliefs affect peoples occupations?  
What is the attitude of different religions toward war?

5. Recreation: Physical and Esthetic: What is recreation? What do people do for recreation in Poston? In other parts of the U. S. A.? In other parts of the world? What other leisure time activities are there besides physical? How occupation affect people's choice of recreation?

What does "recreation" mean?  
What are the different ways of getting recreation?  
Name some games which are good recreational activities.  
How are ball games good recreation for the onlookers as well as for the players?  
What do people do for recreation in Poston?



## A. HUMAN RELATIONS - COOPERATIVE LIVING

### 5. Recreation: Physical and Esthetic (Cont'd)

How much time does a person need for recreation each day?

When is the best time to take it?

Why is swimming a good form of recreation?

What do peoples living in regions of ice and snow do for recreation?

Why does the form of recreation change with the season?

How do people in isolated communities get recreation?

What games do the boys and girls of different countries play?

What is the favorite national "sport" in the U. S.A.? In other countries?

What kinds of recreation do you like best?

What kinds of recreation do people living beside streams, rivers, lakes or the ocean have?

What kind of recreation do people living in the mountains get?

How does the recreation of city people differ from that of country people?

How have recreational activities contributed to friendly relations among different peoples?

What are the Olympic games? How did they originate?

How are they carried on now?

What are some other forms of recreation besides physical activities?

What are some forms of intellectual recreation?

What are some forms of aesthetic recreation?

What are hobbies?

What hobbies can we enjoy in Poston?

How does a person's occupation influence his recreation?

What are the advantages of group recreation?

What forms of recreation can we enjoy when we are alone?

6. Community Welfare - Hospitals and other Institutions: What institutions are provided by the community for the sick, handicapped, orphans, and aged? What national and international organizations help community welfare?

What are the main types of hospitals?

In what areas do we find the largest number in the U. S. A.? In other countries?

Upon what factors does the distribution of hospitals depend?

Why are hospitals increasing in number in U. S. A.? In other countries?

Why are smaller hospitals disappearing in favor of larger ones?



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A. HUMAN RELATIONS - COOPERATIVE LIVING

6. Community Welfare - Hospitals and Other Institutions: (Cont'd)

What kind of hospitals are not available to the general public?

What factors in the locality enter into the choice of the place for a hospital?

What are the different kinds of work to be done in operating a hospital?

What is a ward?

Why do some people select a private room and others a ward?

What is the procedure of being admitted to a hospital?

What patients are not allowed to receive visitors?

What are some of the ordinary rules and regulations that must be observed in a hospital?

How may the doctors that work in a hospital be classified according to the degree of their education and training?

What do the different costumes and caps worn by the hospital nurses signify?

How may a worker be sure of hospitalization where he needs it? What is the hospital service plan?

How many wards in the Poston General Hospital?

How many beds has it? How many doctors?

How many nurses?

What and how many other workers?

What are the visiting days and hours?

How has war-time affected availability of hospital care?

What are the different services provided by a clinic?

Is a clinic a part of a hospital or independently operated?

What are the main reasons for the development of treatment clinics?

What are the primary reasons for the opening of preventive clinics?

What group of preventive clinics is most popular?

Why do some industrial companies maintain clinics?

Why do some groups of physicians use them?

How many clinics are there in Poston?

Where else in the world have clinics played an important part in public health?

What is a nursing home?

What kind of patients may be admitted to a nursing home?

What is the importance of the nursing home to community welfare?



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A. HUMAN RELATIONS - COOPERATIVE LIVING

6. Community Welfare - Hospitals and Other Institutions: (Cont'd)

- Why has the development of nursing homes been so slow in the U. S. A.?
- Where else has it been developed?
- What is the purpose of the Rest Home to be opened in Camp II?
- In connection with what institutions is the work of the visiting nurse mainly done?
- Among what types of families does she devote most of her service? Why?
- What other duties has she in connection with the public health program?
- What are her services for the school-age group?
- Do we have visiting nurses in Poston?
- How many visiting nurses do we have in Poston?
- What are their special duties here?
- Why is the public health nurse important in isolated areas?
- What qualifications must she have for this work in the U. S. A.? In other countries?
- What are the principal causes of crippling?
- How are crippled children located?
- What is the first service that is done for them?
- How are they cared for in convalescent homes and foster homes?
- What provisions are needed for their education?
- What are some of the vocations for which they receive training?
- How are the blind treated in the U. S. A.? In other countries?
- Where and when was the first organized effort made to educate the blind?
- Why have institutions for the blind decreased in number?
- What provision is made for the education of the pre-school age group?
- What activities are emphasized in the schools for blind children?
- How is it possible for blind students to carry on their classes in some public schools and colleges?
- How is the newly blinded adult helped to acquire new techniques in the routine of daily living?
- What are the main occupations in which the blind one taught to become skilled?
- What types of literature are most used in teaching the blind to read?
- What is meant by "seeing eye"? Where did this originate? What kind of dogs are used?



A. HUMAN RELATIONS - COOPERATIVE LIVING

6. Community Welfare - Hospitals and Other Institutions: (Cont'd)

- How long does it take for them to become well trained?
- How are the deaf treated in the U. S. A.? In the other countries?
- What are the different classes of schools provided for the deaf?
- What three methods of communication are used in the schools?
- How has the use of electrical hearing aids affected the methods of teaching the deaf?
- For what types of employment are the deaf trained in the schools?
- How are the mentally ill treated in the U. S. A.? In other countries?
- What change has taken place in the construction and supervision of hospitals for the mentally ill?
- What do the functions of a mental hospital include?
- What is the average period of hospital life of patients in mental hospitals?
- How are hospitals linked with the community to care for a convalescent patient?
- Why are child guidance clinics so important?
- What hospitals are available to the people of Boston?
- How are the aged treated in the U. S. A.? In other countries?
- What types of homes are especially provided for old people?
- What are the reasons for the increase in the population of these homes in certain communities?
- What are the reasons for the decrease in the population of these homes in other communities?
- What factors have made a change in the nature and programs of these homes?
- What is the medium age?
- What types of service are offered to the people in these homes?
- What are some of the effects of war on these homes?
- What old age benefits are provided for retired workers?
- At what age are qualified workers eligible to receive the old age pension?
- In case of the worker's death, to whom are the benefits payable?
- How much is the minimum monthly benefit?
- How much is the maximum payment a month?
- How were orphans cared for in the early history of our nation? In other nations?
- What change in standards of care took place through the development of orphanages?
- What were the evils of this type of institutional care in this country? In other countries?



A. HUMAN RELATIONS - COOPERATIVE LIVING

6. Community Welfare - Hospitals and Other Institutions: (Cont'd)

What new principles were adopted at the first White House Conference in 1909?

Why are increasing numbers of orphans being cared for in foster families rather than in institutions?

What are the types of foster family care?

What precautions are taken before placing a child in a foster family?

In what ways are the individual needs of the children met in the more progressive orphanage homes?

How are the handicaps of isolated institutional living being overcome?

What is the average length of care in a good institution?

How many years is now considered a maximum?

Where, when, and why was the Red Cross started?

What did Florence Nightingale have to do with Red Cross nursing?

What are the branches of service rendered by the Red Cross?



## A. HUMAN RELATIONS: Cooperative Living

### Activities

#### Arts and Crafts

Make health posters.  
 Make movies of schools in other lands.  
 Construct game equipment for class or Red Cross use.  
 Make toys for children in the hospital.  
 Make greeting cards for the hospital patients.  
 Put on a bazaar for the benefit of welfare.  
 Make puppets and marionette for dramatizations.  
 Build an art exhibition of things which have grown out of the unit.

#### Language Arts

Write an invitation to the Public Health Nurse to speak to the class on personal or public health problems as the need arises. Organize the class for the talk. Write thank you notes or letters.  
 Invite the sanitation engineer to speak to the class on any phase of public sanitation as the need arises.  
 Write letters for information about the correspondence schools for elementary school children in Australia. Address letters to the Chief Inspector of Schools for Western Australia at Perth.  
 Give a broadcast such as would typify educational broadcasts given in various nations on the adult level, such as, some phase of stock raising for a stock raising community.  
 Dramatize religious hero stories.  
 Dramatize the story of religious freedom in America.  
 Dramatize a pioneer school in America and a present day one.

### EXPERIMENTS:

#### Experiment in Nutrition

Purpose: To test the value of certain foods for health and growth.

Apparatus: Two cages, two young white rats of the same size, water dishes and feed dishes, supply of food.



Procedure: Put one rat in each cage and label them so as to be able to distinguish them during the experiment. Feed one rat a diet which is deficient in vitamins. Feed the other one a well-balanced diet. Give each sufficient water and exercise. Weigh before experiment begins and at frequent regular intervals. Keep a careful record of diets and weights. Make notes on other evidences of diet deficiencies.

Results: The rat fed on the balanced, and adequate diet should show regular gains in weight and a smooth coat. The rat on the deficient diet should show little or no gain in weight and develop a rough coat.

Purpose: To show under what conditions mosquitoes breed and how their breeding places can be destroyed.

Apparatus: Two glass jars with the same size necks, adhesive tape, stagnant water with wrigglers in it, string, cheese cloth, sugar, fuel oil.

Procedure: Break the bottom out of one jar. Put the stagnant water with the wrigglers, in the other jar. Invert the bottomless jar and tape the two necks together. Cover the bottom of the inverted jar with cheese cloth to which several strings have been attached in such a way that the strings will hang into the lower jar. Put a little sugar on the cheese cloth. Observe the development of the larvae. Put a few drops of fuel oil over the water and observe the effect it has on the remaining larvae.

Result: The mosquitoes live on the sugar. They will settle on the strings where their structure can be observed easily.

The oil will kill all the remaining larvae.

Discussion: Mosquitoes breed in stagnant water. We have the malaria carrying mosquitoes in Poston. The Sanitation Department has asked that fish be kept in all ponds. Why? Oil is spread over all stagnant water by the Sanitation Department in order to destroy the larvae of the mosquitoes.

#### RECREATIONAL ACTIVITIES:

Learn folk songs, games, and dances of the region or nation studied.

Organize recreation teams.

Put on an entertainment program for a neighboring class.

Plan a recreation period once or twice a week when the children can read, draw, dramatize, play games etc. for pleasure.

Organize hobby groups such as a stamp club, Junior Red Cross Club, Nature Study Club, Glee Club, etc.



Put on an evening program for which admission is charged.  
Use the funds for welfare.

MISCELLANEOUS

Make a Poston scrap book for Junior Red Cross exchange.  
Make scrap books for children in the hospital.  
Conduct membership drive for the Junior Red Cross.  
Show moving pictures that will visualize such things as  
schools in other lands, health instruction, sanitation  
problems, or the work of Red Cross.



1. Soil Conservation: Why is soil conservation vital to human existence? What kinds of soil are there and how can we make the best use of them? What discoveries and invention help us to analyze soil, to add to its nutritive value, and to check soil erosion? Where are the eroded areas in the United States? In the world?

What kind of soil is found in Poston?

How do scientists analyze soil?

Who analyzes soil in Poston?

Does the wind harm the soil which is to be used for agriculture?

Do heavy rains harm the soil?

What can be done to prevent the wind and rain from harming the soil?

What are the areas which have suffered most from soil erosion in the United States?

What other countries have problems of soil erosion?

What caused the great floods in China?

Why did the people have to move away from southern sections of Italy years ago?

What is meant when we say "Babylonia was the cradle of the world"?

Why did that land furnish food for large numbers of people in ancient times?

Why are most of the people who live there now very poor and sickly?

Does the soil in Poston have enough food in it for the plants so that they will help keep us healthy?

How can plant food be added to the soil?

Where does plant food come from?

What other kinds of vegetables must we have to keep us healthy?

What is meant by "crop rotation"?

Did Indians rotate their crops? Did Indians irrigate their crops?

What fertilizers cannot be obtained because of priorities?

What substitutes can be used?

Where is guano found?

What are the Chilean nitrate beds?

How do countries like China, Mexico, and other fertilize their crops?

Why is it dangerous for an American to eat fresh fruit and vegetables in those countries?

Why is it necessary to change from one type of plant crop to another?

What kind of vegetables grow best in the Arizona climate?

Why is it possible to raise two crops a year in Poston?

Can two crops a year be raised in any other section of the country?

Where does Poston's irrigation water come from?

Do other countries use dams to check soil erosion and to store water?

Why are there no longer bad floods in the Nito Country?

What has China done to check the bad floods in the Yangtze River?



## B. PROTECTING, CONSERVING AND USING OUR RESOURCES:

### 1. Soil Conservation (Cont'd)

Has China been able to prevent these floods?  
 What kind of damages are done by floods?  
 What is meant by the "dust bowl"?  
 Where is it located?  
 What caused it?  
 What kind of land was found there originally by the pioneers?  
 What kind of farming was done there just before the depression?  
 Can this land be restored to the people? If so, how?  
 What has been done to help restore this land?  
 What has been done by the Federal Government to re-forest this land and prevent wind erosion?  
 Are there any dust bowls in other parts of the world?  
 What are the procedures that foreign countries have used to prevent the formation of these dust bowls or to restore their fertility after they have been formed?  
 What is "top soil"?  
 How long does it take for top soil to be produced?  
 How can we replace top soil which has been lost due to wind or rain?  
 What is meant by a "virgin forest" or "virgin land"?  
 Are there any sections in the world where we can find virgin forests or virgin land?  
 How have the people of Japan, Java, and the East Indies tried to conserve their soil when they must use hillsides for agriculture?  
 What kind of soil did the early southern colonists find in the southern states?  
 What crops did they raise there?  
 What happened to the soil?  
 What is the condition of the people in certain sections of the south now?  
 Why are they unable to make a living?  
 What is being done to help restore the fertility of the soil?  
 What kind of soil did the New England colonists find when they landed in America?  
 What have been the chief industries in the New England states? Why?  
 What were the chief industries in the New England states just before the last war?  
 What is meant by the "cut-over land" of the Great Lakes?  
 What sort of country was this before the lumbermen came in?  
 What is being done to this land?  
 What is happening to the many lakes and streams in this section of the country?  
 What has happened to the great forests of Washington, Oregon, and California?  
 Why was this allowed to happen?  
 Is anything being done to restore these forests?  
 What is the National Government doing to save the remaining forests in this country?  
 What countries have been the leaders in forest conservation?  
 What kind of laws did they have?  
 Where are the important forests in the world?



## B. PROTECTING, CONSERVING AND USING OUR RESOURCES

### 1. Soil Conservation: (Cont'd)

What sort of lumber comes from each important locality?  
 How does the National Government try to prevent fires from ruining our forests?  
 What men help in this work?  
 What sort of training do they need?  
 Have you ever talked to one of these men?  
 How does the cutting down of trees affect rainfall?  
 What happens to rain which falls in a forest?  
 What happens to rain which falls on bare land? What happens happens to the land?  
 What happens to the people who live on this land?  
 Why do people who live on one side of the mountain have better food than those on the other side?

2. Conservation of Plant and Animal Life: Why is it important to conserve plant life? Why is animal life important to human life? What are the native plants and animals of Boston and what measures should we take to protect the valuable types? What plants and animals in the United States need Federal protection to prevent their becoming extinct?

Why do no trees with large leaves grow on the desert?  
 What sort of plants grow on the desert near Boston?  
 What sort of animals live in the desert near Boston?  
 Are these plants and animals found in any other section of the country?  
 What other deserts are there in the United States?  
 Do people live on these deserts?  
 Are any of these deserts under cultivation?  
 How does our desert compare with the desert in Lybia?  
 Where are other great deserts located in the world?  
 What is an "oasis"? Do we have any oasis in our deserts?  
 What sort of insects and pests are likely to attack our vegetables?  
 What can be done to prevent pests from ruining our crops?  
 Is there any danger of farm animals being infected with diseases?  
 What can be done to prevent this from happening?  
 What is the famous pest that spoils the cotton crops?  
 Do farmers near Boston have any trouble with it?  
 How has it affected the cotton crops in the south?  
 What has been done to get rid of this pest in the south?  
 What has happened to the great schools of salmon that used to go up the rivers of the northwest?  
 Why can they no longer go up these rivers?  
 What kind of laws are made to help take care of this situation?  
 What else is being done to help the salmon and other fish in this country?  
 What is meant by "extinct"?  
 What other kinds of fish may become extinct?  
 What is the national government doing about this problem?  
 What sort of laws do foreign governments have to prevent fish from becoming extinct?



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## B. PROTECTING, CONSERVING AND USING OUR RESOURCES

### 2. Conservation of Plant and Animal Life: (Cont'd)

Why do we have so few buffalo today?  
What other animals are in danger of becoming extinct?  
What laws has the Federal Government made to protect them?  
What is meant by "in season" in regard to deer hunting?  
What is the fine for pulling up cactus in Arizona and why?  
What is the fine for taking desert holly out of the state and why?  
How can flowers and leaves be picked without injuring the plant?  
Why do states have laws against picking wild flowers?  
What is the State flower of Arizona, of California, or of any other states which you know?  
Why do we protect trees?

### 3. Conservation of Minerals: What minerals are found in Boston and also in other areas of the United States? Of what value are these minerals to us and how can we best conserve them for future generations?

What other valuable minerals are found in the United States?  
Where are these mines located?  
What are the uses of these minerals?  
How does the shortage of coal, iron and oil in Germany affect the war?  
Where are the large deposits of oil found in the world? Of coal? Of iron?  
What is meant by the Russian "scorched earth" policy?  
Why are the Caucasus Mountains so important in this war?  
Why is so much of the war being fought in North Africa?  
Why is coal used so little in the west?  
What fuels do we use for power?  
Why was gasoline rationed in the east before it was rationed here?  
What changes are people in the east making in the heating of their homes?  
How did people do their cooking in colonial days?  
What was the Franklyn stove?  
Why was it an improvement over earlier heating methods?  
How does a modern furnace work? When is steam heat used?  
When is hot air used? When is a circulating heater used?  
How are furnaces regulated automatically? How is heat controlled by a button? How do air conditioners work?  
What causes the beautiful colors in the rocks and mountains around Boston?  
Are there any valuable minerals here?  
What caused the boom in Parker in 19--?  
Have all the valuable minerals been removed?  
How are minerals refined?  
What is meant by "ore"?  
What metals are on priority now?  
What happens to a mine if excavation is stopped when the easily available mineral has been removed although much valuable but less attainable minerals remain?



B. PROTECTING, CONSERVING AND USING OUR RESOURCES

3. Conservation of Minerals: (Cont'd)

What mineral was discovered in California about 90 years ago?  
What happened to California after this mineral was discovered?  
Do you know any stories about the gold rush?  
Where else was gold discovered later in the century?

4. Security and Safety:

a. The Fire Department: How does the Fire Department protect our lives and property? What scientific discoveries and inventions do they use to make their work more effective?

Are Forest fires necessary?  
What kinds of fire extinguishers are there?  
How do they work?  
Do you have a fire extinguisher in your apartment?  
Do you know where it is?  
What would you do if a fire started in your home?  
What ways are there to put out a fire if you do not have a fire extinguisher?  
How can you help the firemen in case of a fire near your home?  
How is the water pressure produced by the fire truck?  
Where do the firemen get reserve water?  
What are some of the famous fires we have had in this country?

b. Police Department: How does the Police Department protect us and what scientific discoveries and inventions do they use to make their work more effective?

How do the police help to prevent crime?  
What are the United States Federal Police called?  
What are the Canadian Federal Police called?  
What is the nickname of an English policeman?  
What is the French policeman called?  
Are there any policemen to enforce countries to obey international laws?  
What happens if countries do not obey these laws?  
How is the work of a Federal policeman different from that of a city policeman?  
What is meant by the "Big Brother" movement among the police?  
How does the organization of playgrounds and recreation centers help prevent crime?  
What connection does the Poston police department have with Yuma County and the State of Arizona?  
What types of cases are referred to the county sheriff and to the state police?  
How does the radio help the police?  
How do the police use the teletype, telephone, telegraph, and the printing press?  
How does our Poston police system protect us?  
Why do we need police in Poston?  
What happenings should be reported to the police?  
Who is the chief of police in Poston?



## B. PROTECTING, CONSERVING AND USING OUR RESOURCES

### 4. Security and Safety: (Cont'd)

#### b. Police Department:

Why is it necessary to have a chief?  
 What are his duties? Who assist him?  
 What are the various ranks in the Police Department?  
 What is the duty of each rank?  
 How do the policemen help the firemen?  
 How do the police help the Department of Public Health?  
 What is the difference between a petty offense and a felony?  
 How do fingerprints help the police?  
 Do we use fingerprints for other purposes? Footprints?  
 How can a criminal be identified by his fingerprints?  
 What device is used for this process?  
 What other measurements are used to identify criminals?  
 How are chemical tests and the microscope used to identify criminals?  
 How are blood tests used and what are the limitations of these tests?

#### c. Sanitation: How does the Public Health Department help us live more safely? What scientific discoveries and inventions do they use to make their work more effective?

How is the garbage disposed of in Boston?  
 What danger is there to people in careless disposal of garbage?  
 How is the sewage disposed of in Boston?  
 What sort of a process is used to disinfect the sewage and why?  
 What are the sewers in Paris used for besides carrying away waste material?  
 What cities dispose of their sewage by emptying it into rivers and lakes?  
 How can drinking water be infected by this practice?  
 Why is it dangerous for children to swim in our canals? In the Mississippi River?  
 Why do many people bathe in the Ganges River in India? What is the danger of this practice?  
 Is the Colorado River polluted by any large city?  
 Why cannot states protect themselves from polluted water?  
 What are the rivers where this problem is the greatest?



## B. PROTECTING, CONSERVING AND USING OUR RESOURCES

### Suggested Activities

DISCUSSIONS, SPECIAL READINGS and REPORTS on questions previously suggested in this section, such as, meaning of "dust bowl", great floods in China, losses caused by forest fires, etc.

### EXPERIMENTS:

Simple tests to demonstrate the difference in the water-holding capacity and drainage of various types of soils in Poston.

Apparatus: Sandy soil samples, clay soil samples, loamy type of soil sample, funnel or milk carton with perforations at one end and open at the other end, cup or glass for water, cup or glass to collect water (3), and filter paper.

Procedure: Place some of each soil sample (which should first be broken into minute particles) into either a funnel or a milk carton so that there will be a funnel or carton containing a sample of (1) sandy soil, (2) clay soil and (3) loamy soil. Place a filter paper in the funnel or carton before putting in the soil samples. Pack the soil down in each case. Then pour equal amounts of water (COLORED WATER WOULD BE GOOD FOR DEMONSTRATION) into each container and observe the funnel or milk carton. Also the relative amounts of water which has collected after a certain length of time should be noted.

Result: The sandy soil should show the quickest penetration of water and appear first beneath the funnel or carton, the loam and the clay soils may not show much difference although the loam, if a sandy loam, may show a more accelerated penetration. The results in the amounts of water collected should show the most water from the sandy soil, and about the same amount in the case of the loam and clay soils. Here again, if sandy loam soil is used, a difference may be noted.

Discussion: This demonstration can be used to point out that soils vary in the speed with which water will move through the soil depending upon the soil type. Also after a rain, the puddles which often remain in certain areas of the camp, while not in other parts of the camp, can be explained by the difference in soils. For the teachers' information the size of the individual soil aggregates determine the speed with which water can move through the soil. The sandy soils, because of the much larger individual sand grains, possess more and large air spaces through which the water can move down. The loam being composed of both sand and clay would react differently from either. Because of the smaller soil particles, the clays and loams will retain more of the water and therefore, have superior water holding capacities. Water-holding capacity is a desirable factor of soils for agricultural use.



## B. PROTECTING, CONSERVING AND USING OUR RESOURCES

### EXPERIMENTS: (Cont'd)

#### Simple Litmus Paper test to determine the Acidity or Alkalinity of Poston Soils.

Apparatus: Soil sample, two small glass jars or cups, litmus paper (red and blue), water, dilute hydrochloric acid and dilute sodium or potassium hydroxide (.10 N).

Procedure: Place some of the soil sample into two glass jars or cups making sure that the soil particles are first broken into minute particles. Place a piece of red litmus paper into the soil sample in one of the containers (A) and place a piece of blue litmus paper into the soil sample in the other container (B). Pour into both containers enough water to completely saturate the soil (a slight excess will not harm the results). After a short time, take out the litmus paper from each of the jars and observe the change in color, if any, in each case.

Result: The soils of Poston are largely alkaline soil and so the litmus paper should be blue. The litmus (red) in container (A) should be blue, and the litmus (blue) in container (B) should be unchanged.

Discussion: This simple experiment can be used by the teachers to demonstrate to their pupils that soils of Poston are so-called alkali soils. The dilute hydrochloric acid could be used with litmus to determine the acid reaction on both blue and red litmus. (Blue litmus in the presence of acid will turn red, and the red litmus in acids will not show any change.) The same could be done with the dilute base solution (red litmus in the presence of base will turn blue, and the blue will show no change). Explain that the white crust so often seen on the soil surface is the salt in the soil coming to the surface and that this salt is harmful to the plants themselves. Because of the excess alkali in the soils of Poston, many of the vegetables will not grow as they normally should, but instead are weak-looking and stunted in growth.

#### Simple test to demonstrate the reason for the "Dust in Poston and the effect of a cover as a control method."

Apparatus: Small boxes or nursery flats, soil samples, water in glass, grass seeds, oats, etc.

Procedure: Place the soil, which should first be broken into minute particles, into the boxes or nursery flats. Plant seeds in one and allow time for seeds to sprout. When the flats are ready, place the unplanted flat on a table. Stand on one side and place mouth near the box and blow. Observe the result. (Caution - blow hard enough to see the dust from the soil.)



## B. PROTECTING, CONSERVING AND USING OUR RESOURCES

### EXPERIMENTS:

#### Procedure: (Cont'd)

Place the planted flat on the table and blow on it with the same velocity and observe. Sprinkle enough water over the surface of the unplanted flat to cover it, blow again and observe.

Result: The exposed soils (i.e., without covering or moisture) should show the dust when blown. The soil with greenery should show little dust and the moistened soil show little dust.

Discussion: The reason for the dust in Poston during any wind is because the native vegetation was entirely removed to build our community which resulted in the exposing of the soils to the natural element - wind. Therefore, every time it blows, the minute soil particles are carried by the wind creating the dust which we see. This is called wind erosion. So often when the wind is blowing in Poston, and the dust is so evident and discomforting here, outside the camps, the dust does not seem evident. This is because of the natural covering which is still there as a protective covering. The demonstration showed that a natural covering will protect the soil surface from wind erosion. Also, the watering of the roads of Poston is done because, as the result of the experiment showed, the water lessens the dust by forming a moist covering which acts as a protection against the wind action.

Experiment on Drainage: Get two small boards approximately the same size. Cover one board with a piece of carpet. Leave the other bare. Place both boards so that they incline slightly. Pour a quarter of a cup of water on each board and compare the amount of water that collects in the containers placed at the bottom of each board. Discuss the difference. Discuss the similarity of the carpet to the "forest cover". Discuss the possibility of floods when all the water runs off at once, also the loss of top soil. Discuss the gradual seeping of the water into the streams through the forest cover so that much water is retained and the rest runs off gradually.

Consider what happens to the people who live on the "cut-over land" and on forest protected land.

Experiment: Place a small candle in a glass jar, light the candle and screw the cover on tightly. Discuss why the flame is gradually extinguished. Discuss why a blanket, rug or coat thrown over a burning material would operate the same way. Watch a fireman demonstrate the use of a pump fire extinguisher in Poston.

#### Experiment to show why crickets are likely to eat clothing.

Collect two or three crickets and place them in a large glass



## B. PROTECTING, CONSERVING AND USING OUR RESOURCES

### EXPERIMENTS:

#### Experiment to show why crickets are likely to eat clothing: (Cont'd)

jar with holes on the cover for air. Secure two pieces of cloth and saturate one with salt by soaking it in salt water. After it is dry, place both pieces of cloth in the jar with the crickets which have been provided with other food such as bread crumbs. Observe what the crickets eat.

Discuss what other insects damage clothing. Read the life story of the moth and try to find why moths eat clothing. Try to find out what sort of insects are likely to attack our vegetables. Collect insects from various vegetable crops. Look these up in books to find their names and whether or not they are helpful or harmful to vegetables.

Experiment: Put a little oil in the bottom of a glass jar. Pour water over it and observe the effect. Carry on the same experiment with a tin can out of doors with the can sitting in a bank of sand. The teacher will light the oil floating on the surface of the water.

Discussion: One should never try to put out an oil or grease fire by pouring water on it. Sand or dirt will put the fire out.

#### Experiment to demonstrate that animal bones have the same elements in them as are found in the soil.

Place a piece of bone in hydrochloric acid and watch the bone dissolve. Place some soil (salty) in a glass, add hydrochloric acid and watch the mineral (calcium) in the soil. Compare to that in bone.

#### Experiment to demonstrate how plant food can be added to soil.

Arrange three milk cartons on a table. One milk carton should contain plain sandy soil, the second should contain sandy soil with nitrogen (sodium nitrate) added and the third should contain sandy soil with vigoro added. Plant tomatoes in each carton and compare for height and color. This experiment takes about a month. Small holes should be placed in the bottom of each carton so that there will be drainage.

#### Experiment to show why trees with large leaves do not grow on the desert.

Observation: Put a potted plant with large leaves under a glass jar in the sun light and watch the moisture collect on the inner surface on the top of the jar. Put a potted desert plant under another glass in the sunlight and observe the amount of moisture which will collect on top of that jar. Compare the amount of moisture which is sent out by each plant.



## B. PROTECTING, CONSERVING AND USING OUR RESOURCES

### EXPERIMENTS:

Experiment to show why trees with large leaves do not grow on the desert: (Cont'd)

Discussion: Plants which have large leaves allow a great deal of moisture to pass from the plant into the air. This is because the large surface of the leaf allows a large quantity of water to evaporate. Plants with small, narrow leaves do not allow so much water to evaporate. Hence, they are better adapted to the desert. As a sequence, the cotton woods (trees with large leaves) are found near the banks of a river where there is plenty of moisture and the mesquites (trees with small leaves) are found out in the dryer parts of the desert.

Experiment on Evaporation: Fill two glasses with equal amounts of water. Mark the surface of the water by tying a string around the glass at that level. Put one glass in the sun and keep the other glass in the classroom. Observe the evaporation and compare each day.

Discussion: When people walk or work outside in the sun, they perspire and lose a good deal of water from their bodies. They must drink more water to replace the water that they have lost.

Experiment: Fill two glasses with equal amounts of water. Add a teaspoon of salt to each glass of water. Stir until the salt is dissolved. Cover each jar with a piece of cloth which is allowed to touch the surface of the water. It is important to keep this cloth floating on the top of the water at all times. After three or four days remove the cloth, dry it out and observe the salt crystals which have collected on its surface. Wash the salt from the cloth and observe the cloth when it is dry.

Discussion: As the water evaporate, the salt which is in the water collects on the surface of the cloth. As water evaporates from the body in perspiration salt collects on the skin and is brushed off by clothing or washed off by bathing as happened when you wash the cloth. In very hot weather when one perspires a great deal, a large quantity of water and salt are lost from the body. Frequent drinking replaces the water lost, but the salt can be replaced by eating salt tablets or by taking additional salt in food. If the loss of salt is not made up, one may become very ill from heat exhaustion. This illness is due more to loss of salt than to the heat. It is important to take salt in the hot summer months in Boston. To prevent harm from the direct rays of the sun on the head, it is important to wear helmets or carry umbrellas.

Simple test to demonstrate the effect of covering as a control method to prevent soil erosions from rain.

Apparatus: Small boxes or nursery flats, soil samples, water in sprinkling can, if possible, and one nursery flat planted with grass or oats.



### Procedure: (Cont'd)

Pack bare soil into a nursery flat or box which is placed on a slight incline. Sprinkle for a few minutes with water and observe the movement of the soil. Catch some of the "run-off". Let this water settle and observe the sediment. Also observe the eroded surface of the soil. Contrast the results in the experiment with the tilted flat with a flat sprinkled when placed on the level; when planted with turf and placed on a slope; and when covered with straw and placed on a slight slope.

Result: The exposed soil when placed on a slope should show the loss of considerable soil as it is washed down with the water and this soil should be deposited as a sediment in the glass in which the water is caught. The exposed soil in the flat which is placed on the level should not show loss of soil if the water is sprinkled gradually enough and in reasonable quantity. The flats which are covered with turf or straw may show a small loss of soil when gently sprinkled, but the loss will not compare in any way to that found from the bare flat. It is important to see that the sprinkling is gentle and not too prolonged so that the effect is that of a rain and not a cloud burst.

Discussion: When vegetation is completely removed from the soil, there are no plant roots to hold the soil together. As a consequence, a rain hitting a sloping surface washes down considerable soil and thereby reduces the fertility of the land. Agriculture lists agree that crops should not be planted on land which has a 5% or greater slope unless terracing or a special agricultural method is used. Natural vegetation, at least roots, remain in the soil during the entire year, but when crops are planted in the soil, the harvesting process usually requires the removal of plants, roots and all and hence, leaves the soil on the hillsides in a condition to be rapidly washed away.

### COLLECTIONS

Make a collection of leaves of plants which grow on the desert near Poston. Keep them in notebooks all carefully labeled.

Collect rocks and classify for types and label.

There is no need to keep more than one good example of each type of rock.

Keep collection in boxes which have transparent covers if possible.

Cellophane may be used if available.



### EXCURSIONS

Take a field trip to find samples of soils of various texture and to collect these samples. Try to find pure clay, pure sand and loam which is a mixture of sand and clay. Some loam is very sandy and some has more clay in it.

Interview the Poston Police Department to find out what connection they have with Yuma County and the State of Arizona. Find out what types of cases are referred to the county sheriff and to the state police.

Visit the fish hatchery in Poston and interview the supervisor. After the interview, read pamphlets from the United States Department of Fisheries.

Learn how the water pressure is produced by the fire truck. Visit the fire station and ask the fire chief to explain this process to you. Investigate where the firemen get their reserve water in case of a bad fire.

Read about some of the famous fires we have had in this country.

Discuss the various kinds of fire extinguishers and try to find out how they work. Interview the fire chief or a fireman and ask him about those which you do not understand.

### MAP MAKING

Make a map of the national forests in the United States. Read about forest fires in geographies and discuss how they can be prevented.

Find out what is the Arizona state flower, the California state flower, and make a map of the United States showing all the state flowers.

Make maps showing the location of the large deposits of oil, coal and iron in various parts of the world.

Learn the national flowers of some foreign countries.

### MISCELLANEOUS ACTIVITIES

Bring in magazines and newspaper articles which tell of the changes people are making in the east in the heating of their homes.



MISCELLANEOUS ACTIVITIES (Cont'd)

Find magazine or newspaper articles which tell about the Russian "searched earth" policy.

Find out how the garbage is disposed of in Poston, how often it is collected and what is done with it.

Check in your block to find out when garbage is collected from your mess halls. Keep a record for two weeks of your observations made once each day to see if the garbage containers in your block are covered.

Learn why you have one can for garbage and one can for trash. Find out what is done with the trash and also the garbage.

Discuss how the sewage is disposed of in Poston.

Find out what sort of a process is used to disinfect the sewage and why.



## 9. PRODUCING, DISTRIBUTING AND USING FOODS

1. Growing and Harvesting Food: What are the physical conditions essential to the growth of plants which are used for food? How do animals furnish food for man.

Why is a specific type of soil suitable to one plant and not another?

What are the various kinds of soil?

What are the characteristics of the various types of soil?

What is humus? How does it aid growth?

What part does climate play in growth of plants?

What is topography? How does it affect crops?

What special problems confront this region?

What is hybridization? What is a hybrid plant?

Why is Luther Burbank's work considered important?

What is cross-fertilization? Cross-strain?

What things aid in pollenization of various plants?

What results from and continual planting on one strain of seed?

What is the importance of seed germs?

How do seeds sprout and grow?

How is food stored in seeds?

How are seeds protected?

In what other ways are plant foods stored?

What were some primitive ways of planting?

How was the scythe an improvement in sickle?

How did the cradle aid in faster harvesting?

Where are primitive methods of cultivation still used?

What were the advantages of sowing broadcast as over against stick planting?

How is seed planted today (by what machinery)?

How has the use of the airplane changed the planting of field crops?

How did the first reaper work?

How many men were necessary to operate it?

How does the work done by a modern combine compare in amount with that done by the old method?

What is a combine?

What are its advantages over a reaper?

What special care must be taken of a given crop?

What creatures are beneficial to plants?

What steps must the farmer take to insure proper selection or hybridization?

Why is fertilizer necessary? What types?

What are the present major problems in agriculture?

What animals are raised for food in the U. S.?

In other countries?

What are the different breeds of domesticated food animals?



## C. PRODUCING, DISTRIBUTING AND USING FOODS

### 1. Growing and Harvesting Food: (Cont'd)

What are their characteristics? What are the advantages of each breed?  
 What has been done with cross-breeding?  
 Where are the great animal raising centers in the U. S.? In other countries? Why?  
 What are some of the difficulties of the stock raisers?  
 How is the work of 4-H or F. F. A. important?  
 What feed is given animals?  
 How does their diet differ with the seasons?  
 How is their diet adapted to the use for which they are raised?  
 Where is their feed obtained? How much of it does the farmer raise?  
 How are they housed?  
 What are the various types of housing and what are the advantages of each?  
 How much grazing land necessary for each animal?  
 How are animals slaughtered?  
 What laws of sanitation are enforced?  
 What are subsidies? How do they work? Who is benefited?  
 What mechanical inventions have improved production of animals for food? Fishing? Dairying? Poultry?  
 What are the provisions of the Pure Food, Dry and Cosmetic Act?  
 It regulates the sale and use of what foods?  
 When was it passed?  
 Why is it necessary?  
 Who is responsible for administering it?

2. Soil and Water: What kinds of soil are there and what crops are they best suited to produce?  
 Why is water so vital for food production? How has man increased his food production by his control of soil and water?

What kinds of soil are there?  
 What kinds of soil do we have in Poston?  
 What crops grow best in each of these kinds of soil?  
 What crops grow best in Poston?  
 Why do these crops grow best here?  
 What can be done to improve soil?  
 How many different ways can it be done?  
 Which method seems most successful?  
 Which method is most expensive?  
 What different methods are used in different sections of the country? Of the world?  
 Why are different methods used?  
 What has been done to improve the soil of Poston?  
 How is soil tested?  
 What do native plants tell about the soil?



## C. PRODUCING, DISTRIBUTING AND USING FOODS

### 2. Soil and Water: (Cont'd)

Who analyzes soil?  
 Why is the soil of some sections of the U. S. better than the soil in other parts? In other parts of the world?  
 How does the type of soil in a section of the country affect the number of people who live there?  
 Why do we need water to grow plants?  
 In what ways do farmers get water for their crops?  
 Why are different methods used?  
 What kinds of crops are worth irrigating?  
 Why is irrigation an expensive method of crop production?  
 What sections of the country need irrigation? Of the world?  
 Why do these sections need irrigation?  
 How long have these sections been using irrigation?  
 How long has irrigation been used in the world?  
 How can foods be grown by chemicals and water?  
 What crops can be profitably produced this way?  
 At what season does Arizona get its rain? Other parts of the U. S.? Of the world?  
 How is rain "stored"?  
 How can we raise our crops in such a way as to conserve our soil?  
 Why can we have more and better food since men have learned to save water and soil?  
 What causes floods? What areas of the U. S. are subject to floods? What areas of the world?  
 What causes drought? What areas of the U. S. suffer from drought? of the world?  
 What is done to prevent floods or drought?

### 3. Buying and Selling: How has buying and selling made men interdependent? How has it made communities interdependent? Nations interdependent? How have the various states of the United States protected the producer and consumer of foods? How have other nations done it?

How is food bought for us at Poston?  
 Who buys it?  
 Where does the food come from?  
 Where do we get our milk? Meat? Vegetables? Other food stuffs?  
 Who sets the prices on our food stuffs?  
 How are the vegetables which are grown here sold?  
 How are the chickens that are raised here sold?  
 The hogs?  
 Who sets the price on them?



# C. PRODUCING, DISTRIBUTING AND USING FOODS

## 3. Buying and Selling: (Cont'd)

- Who handles food for foreign markets?
- What is a wholesaler?
- What is a retailer?
- What is a cooperative enterprise?
- What is a consumer's cooperative? Name some which you know.
- What is a producer's cooperative?
- Where in the U. S. can we find producer's cooperatives?
- What other countries buy and sell through cooperative enterprises?
- What are the advantages of buying and selling through cooperatives?
- How did they begin? Where?
- How did the early settlers in America get their food?
- How do the primitive peoples of Africa, Asia and the Americas get their food?
- What is barter?
- When was money first used in a medium for trade?
- How are prices set and controlled on wheat? Corn? Rice?
- How are prices set and controlled on sugar?
- How are prices set and controlled on other foods on the international market?
- What is the Federal Trade Commission?
- What is the International Board of Trade?
- What notions belong to it?
- How can we be sure that the food we buy is worth the money we pay for it?
- How can we be guided in selecting good quality in food which we buy?
- How has advertising influenced buying in America?
- What are some well-advertised brands of food stuff?
- Why do some people suffer from lack of necessities when there are plenty in the country? In the world?
- Why did the Great Plains wheat growers burn part of their crop a few years ago?
- Why did California growers dump oranges into the sea or let them rot under the trees a few years ago?
- Why did Brazil burn much of her coffee production several years ago?
- What is the U. S. Bureau of Standards?
- What other countries have a similar system?
- How does this bureau protect us when we buy goods?
- What do we mean by tariff?
- Why do we have tariffs on imports and exports?
- What imports have high tariff in the U. S.?
- What imports have a low tariff or none?



C. PRODUCING, DISTRIBUTING AND USING FOODS

3. Buying and Selling: (Cont'd)

What countries have no tariff on some goods? Why?  
 What is a sales tax?  
 What states have a sales tax?  
 Of what advantage are tariffs and sales taxes?  
 Of what disadvantage?  
 How has rationing affected buying and selling in the U. S.? In other countries?  
 What goods are rationed? Why?  
 What are priority rights for buying?  
 Why are they fixed?  
 Who controls prices in the U. S. now?  
 What is the O. P. A.?  
 How is the sale of all drugs controlled in the U. S.?  
 Why is this necessary?  
 How are quantities of a certain drug on the market controlled?  
 On what countries do we depend for some essential drugs?  
 How has this affected us recently?  
 How has chemistry changed our source of supply of many necessities?  
 What are some of these goods?  
 How does international trade make for friendly relations among nations?  
 What is the Interstate Commerce Commission?  
 What goods can not be privately carried into Arizona?  
 Other states? Other nations? Why?  
 What is a cartel?  
 What products are controlled by cartels?  
 What nations belong to these cartels?

4. Transporting: How are the various food products transported from production centers to local markets? To national markets? To international markets? How has the transportation of foods affected the movement of peoples?

How are our vegetables moved from the fields to the mess halls?  
 How is our food distributed from the warehouses to the mess halls?  
 How are our vegetables brought from other Relocation Centers?  
 How are the foods which we receive from Los Angeles transported?  
 How are fresh perishable foods shipped long distances to market?  
 When were refrigerated railroad cars first used?  
 How did this make it possible for people to have fresh foods out of season? Far from production centers?



## C. PRODUCING, DISTRIBUTING AND USING FOODS

### 4. Transporting: (Cont'd)

How has air transportation affected food distribution in this country? In other countries?  
 What would happen to our food supply in Poston if rail and truck transportation were cut off?  
 How have improved transportation facilities aided in the distribution of food in the U. S.? In the world?  
 What laws control the transportation of food between states? Between nations?  
 What is the Federal Trade Commission?  
 How does it function?  
 What is the International Trade Commission?  
 What countries are members of it?  
 How has it aided in friendly relationships among nations?  
 How are foods insured in transit in the United States? In international trade?  
 Why do all large communities have to have good transportation facilities for their food supply?  
 How did modern transportation facilities make so large a community possible in Poston?  
 Why did the pioneers settle where they could produce all of their own food?  
 How can Los Angeles provide food for such a large population? Other large industrial centers in the U. S.? In other countries?  
 How has the lack of food transportation facilities encouraged migration and colonization through the ages?

5. Health and Growth of Foods: How has man improved the quality and health of food-plants and animals? What laws control the spread of diseases which may be communicated through plant and animal foods?

What do we call the enemies of food-plants?  
 Why are they pests?  
 In what ways do farmers seek to improve the strain of plants and animals?  
 Why do we often see bags tied on branches of trees?  
 What are some things done for pest control by the state? By our federal government? By other governments?  
 What has Luther Burbank done to improve the health of food-plants?  
 What has he done to develop new food-plants? How?  
 What is grafting? Why is it done?  
 How is it done? Who does it?  
 How does the kind of fertilizer used affect the growth of the plant? Its usability as food?



## C. PRODUCING, DISTRIBUTING AND USING FOODS

### 5. Health and Growth of Foods: (Cont'd)

- What is tree-surgery?
- What is pruning? Why is it done?
- What are some of the diseases which attack fruit trees?
- What is done to prevent their spreading?
- What is done to cure them?
- What steps have been taken for the control of food animal diseases?
- What are the common disease of food-animals? Which of these make men sick?
- What state laws are there regarding the health of food - animals? Federal laws?
- What is the tuberculin test for cattle?
- What is the Bangs test?
- How do housing conditions affect the health of food animals?
- What sanitary conditions are maintained in housing animals?
- Why are food - animals vaccinated?
- Why are they inoculated?
- How are disease-ridden animals disposed of?
- What is a veterinarian?
- How does the food of the animal affect his health?
- How does the animal's water supply affect its health?
- Why are cattle, sheep and hogs given salt?
- How does the diet of animals affect their value as food?
- Why is exercise necessary for animals grown for food? How do they get it?
- What state and federal government agencies assist animal raisers in promoting the health of food-animals?
- What laws are there which protect the health of the consumer of food-animals? State? Federal? International?
- What quarantine regulations are there regarding the shipment of live food-animals? Between States? Between nations?



## C. PRODUCING, DISTRIBUTING, AND USING FOODS

### ACTIVITIES

#### Arts and Crafts:

- Make an illustrated book on the history of food industry or occupation, such as; stock-raising.
- Build models as needed, for example; make model feeding racks while working on a dairying unit; make model boats; make a clay model of low hills to show how water collects in reservoirs; make a model of a wind mill and well.
- Make posters advertising various food products.
- Make a movie of the development of a food industry, such as dairying.
- Collect pictures of machinery used in food production.
- Make classified exhibits culminating in a scrap book.
- Collect pictures of breeds of food animals for bulletin board.

#### Language Arts:

- Dramatize the history of trade so as to include a suggestion of commodities, barter, medium of exchange, weights and measures, sources of materials, keeping of records.
- Have a panel discussion on stock marketing.
- Invite the stock expert on hog raising to talk to the class.

#### Arithmetic

- Keep a temperature chart, recording temperature twice a day. Compute averages and make a graph. Record temperature indoors and out of doors, if possible.
- Make arithmetic problems based on amount of food consumed per animal and cost of food per month, year, etc. For entire herd, flock, drove.

(These problems should be adjusted to level of arithmetic ability of children using them)

- Keep an account book such as a food producer would keep. (Farmer, dairyman, stock-raiser, fisherman.) From these accounts, make arithmetic problems using the four fundamental processes in whole numbers, fractions and dollars and cents.
- Make arithmetic problems based on the yield of products and selling price, for example - eggs, milk, beef.

#### Maps

- Make an outline map of the world showing different major food areas.
- Make an outline map of the U. S. (the world) showing prevailing winds, depth of water, good harbors,



## C. PRODUCING, DISTRIBUTING, AND USING FOODS

### Maps

ocean currents, rivers and other geographic features. (These maps should be made to scale. The block method of doing this is the easiest and most accurate for children to use. If a small master map is to be enlarged, it can be done in the following way. Divide the master map into one inch squares by the use of colored threads. If the copy is to be three times as large as the master map the paper should be marked into three inch squares. Copy the map square by square. Chalk makes an excellent outlining and coloring medium, measuring and number experiences, accuracy, and other important learnings should come out of this activity.)

Make an outline map of the world. Use colored threads to show where the food produced in a certain area is marketed.

Make an outline map of the U. S. (of the world) to show the time zones through which various food products pass in going from production center to market.

\*Make a relief map.

Make a relief map of an area of varied topography (hills and valleys). Sprinkle sawdust on the map. Use a small electric fan to show the effect of topography on wind currents.

\*Paper mache for relief maps may be made as follows:

Tear newspaper or layer division sheets of egg crates into very small pieces. Soak with plenty of water for two or three days. Squeeze out surplus water and spread the paper in small amounts on a board or piece of carton. Beat it with a hammer or heavy stick until the paper is very fine. Add 3 cups of flour paste to each bucket of mache and mix it in thoroughly. To keep it from souring add  $\frac{1}{2}$  ounce oil of cloves or 2 tablespoons of powdered alum to the paste. The map should be built up slowly in order to allow it to dry evenly. Care should be taken not to let it dry too quickly or it will crack. Dampen the surface before adding a fresh layer to insure proper adhesion.

Commercial clay is an excellent medium for small relief maps, but it has to be worked more quickly, and is more fragile when dried.

### Miscellaneous

Plant peas, corn, or other food plants to show what plant foods and environment are necessary for the development of healthy food plants.



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D. MANPOWER AND PRODUCING FOR SALE AND USE:

1. Work problems: By whom and under what conditions are the things we use produced?

Where are commercial products made?

What do we call the people who make the products?

What are the divisions of labor in an industrial organization?

Why is it necessary to have such organization?

What is a labor union?

How long have we had them?

How do these labor organizations maintain their power to control?

What is good or bad about strikes?

What do we mean by labor specialization?

How does it cause laborers to be mobile?

Which sections of our country are mainly industrial?

What is a sweat-shop?

Why do we have sweat-shops?

Why are they not lawful?

What do we mean by child-labor?

What conditions made child labor necessary in the U.S.? In other countries?

What employment prejudices do we find in the U.S.? In other countries?

Why do these conditions exist in a democracy?

How long have we had laws governing working conditions? State? Federal?

Why was it necessary to have these laws?

What other countries have such laws?

How has the place of women in industrial plants changed in the last hundred years? Why?

How long have we had medical care for industrial workers?

Why is it necessary?

Who profits by this service?

Who pays for the medical services?

Why do we have accident insurance for industrial workers?

What security do industrial workers have?

How does the number of industrial workers compare with the number of agriculturalists?

What is the average age of the industrial worker?

What is the average income of the industrial worker?

What is social security?

How long have we had social security?

What is the largest industry in the United States today?

What are the arguments in favor of private industry?

What are the arguments in favor of government controlled industry?

How much are industries taxed?

How does cooperative organization function in industry?

What are some large cooperative industries in the U.S. In other countries?



D. Manpower and Producing for Sale and Use?

2. Industry: What is the story of the development of industry? What are our major industries in Poston? In the United States? Of the World?

- What do we mean by industry?
- Why did industries develop?
- What are some of the recent industries?
- What is the oldest industry?
- What do you need in order to start an industry?
- What are the major industries of Poston?
- Why does Poston have industries?
- How are they different from similar industries located in other sections of the U.S.? Of the world?
- What are the major industries of U.S.? Of the world?
- Where are these industries located?
- Why are they in these sections?
- How long have they been developing?
- How many of these major world industries are common to the U.S.?
- What becomes of the things produced in Poston industries?
- U.S. industries? World industries?
- What inventions have promoted industry?
- How long have we been using these machines?
- Why do we have so many accidents in factories?
- How can accidents be prevented?
- What do employers do to try to prevent accidents?
- How has mass production made the world more interdependent?
- How has specialization in industry made the world more interdependent?
- How do industries cooperate with each other?
- How has competition improved production?
- How has it hindered production?
- How important is advertising to the success of an industry?
- What is an employer? An employee?

3. Canteens, Stores, Markets, Cooperatives: How are the goods, produced by others, made available to us?

- What is trade?
- How has trade helped civilization progress?
- How did people first learn to trade?
- Why did people trade?
- What inventions aided trade?
- What is barter?
- How did money come into use?
- How did money help trade?
- How did trade help carry civilization from one country to another?
- What kinds of things were traded?
- Who were the merchants?
- Who were the first people to learn to trade?
- How did the early merchants travel?
- What happened to trade during the Dark Ages?
- How was it that trade again began to flourish?
- Why did the merchants become rich?



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D. Manpower and Producing for Sale and Use:

2. Canteens, Stores, Markets, Cooperatives (Cont'd):

What is profit?  
How did trading stimulate exploring?  
Who were some of the first explorers?  
What were the explorers searching for?  
What has been the history of trade in the U.S.?  
How have our many natural resources helped our trade?  
How well do the people of the world share the wealth of the world?  
How have machines effected trade?  
How does the world trade today?  
What does export mean?  
What does import mean?  
Why does one nation import goods from another?  
Why do countries try to sell as much as they buy?  
How are goods transported today?  
How do countries at war manage to get what they need?  
Why must we learn to share the world's wealth?  
What does a country do if it cannot get what goods it wants?  
How can fair trading practices help us share the world's wealth?  
What are our canteens for?  
What is sold at the canteen?  
Who buys the goods for the canteen?  
Where does he buy?  
Where does he get the money to pay for the goods?  
How does he know what to buy?  
How are the goods transported?  
What does this transportation cost?  
What determines the location of a factory?  
What is a wholesale house?  
What is a jobber?  
What is the difference in buying from a wholesaler and a jobber?  
Why is it not profitable for the canteen to buy from a retail store?  
What is a retail store?  
Why is it cheaper to buy at wholesale than at retail?  
Who can buy from a wholesaler?  
Why is the canteen a retail store?  
How is the canteen managed?  
How is the canteen different from a retail store in Parker?  
What is the C Cooperative Congress?  
Who is elected to the Cooperative Congress?  
Who elects these representatives?  
Does the Congress make the policies of the canteen?  
Why does the Congress elect a Board of Directors?  
What are the various offices of the Board?  
What does the President do?  
What does the Secretary do?  
What does the Vice-President do?  
What does the Education Committee do?  
How do the canteen prices compare with those of a store in Parker?



D. Manpower and Producing for Sale and Use:

3. Canteens, Stores, Markets, Cooperatives: (Cont'd)

Who sets the price on the goods?  
How is the price determined?  
What does profit mean?  
What is done with the profit?  
How is the profit returned to the people? What part of it?  
What is done with that which is not given back?  
Why is it good to have some money on reserve?  
What is loss?  
When is it good to take a loss?  
What does incorporate mean?  
Why is the canteen incorporated?  
Who pays the people who work in the canteen?  
Where does the canteen get its products?  
Where does a wholesale house get its products?  
What costs are involved in manufacturing and producing?  
How does the producer or manufacturer set a price on his goods?  
Why can a wholesaler and not a retailer buy directly from a producer or manufacturer?  
Where does a wholesaler store his goods?  
How does a wholesaler set a price on his goods?  
How are goods transported from wholesaler to retailer?  
What does "ceiling price" mean?  
What kinds of stores do we have today?  
What is meant by a private store?  
What is the purpose of a private store?  
Who says how a private store is to be run?  
Who gets the profit?  
Who decides what products to sell in the store?  
What is meant by a "chain" store?  
What advantages does a chain store have over a private store?  
Who gets the profit of a chain store?  
What laws are there pertaining to chain stores?  
What is a cooperative store?  
What are the advantages of a cooperative?  
Who gets the profit in a cooperative store?  
Who makes the policies of a cooperative store?  
What is the purpose of a cooperative?  
What laws are there regulating cooperatives?

4. Arts and Crafts: What are the arts and crafts of Boston people? Of other people?

What do we mean by "crafts"?  
What are the most important tools we need when we learn a craft?  
What materials are used in different crafts?  
What crafts were carried on in the town you came from?  
Where in Boston can we learn the use of different tools?  
What activities do you engage in at home which can be called craft work?  
What other craft work can we do in Boston?  
What kind of art work do you do at home?



D. Manpower and Producing for Sale and Use:

4. Arts and Crafts: (Cont'd)

- How can you decorate the inside or the outside of your home to make it more attractive?
- What can we use for paints?
- What can we use to make colors when we dye materials?
- How can we use discarded materials for handicrafts in Poston?
- What nice things have you seen which you know were made from discarded materials?
- Who could help us in our arts and crafts work in Poston?
- Why are these craftsmen willing to help us?
- Have you read any stories which tell about what the early pioneers made to use in their homes?
- What were the necessary tools that the early pioneers brought with them from Europe?
- Were these people craftsmen in their field in the old country?
- Where in the U.S. is a craft the business of the whole community?
- What crafts were engaged in by the early pioneers to send back to England in order to receive from England more tools and materials which they needed?
- In 1843, how many crafts had the early pioneers perfected in this country?
- In 1840, pioneer craftsmanship was not needed on the eastern coast. Where did these expert craftsmen go?
- What kind of homes did they have?
- What arts and crafts did they have to use to make it into a home?
- What group of people did the early pioneers meet who were expert craftsmen?
- What crafts did they excel in?
- What other peoples in the whole world could we call craftsmen?
- Where do these primitive people live?
- What tools do these primitive craftsmen use?
- What are tools made of now?
- What kind of craft work have the Girl Scouts of Poston done?
- How can we appreciate arts and crafts made by others?
- Which people of the early days were noted for their artistic taste?
- How has their art influenced our art of today?
- What kind of toys do children in different lands like to play with?
- Who makes them?
- What materials can girls use to make their dolls? Beads?
- What crafts are suitable for group work?
- What are some good monthly art and craft magazines which we can use?
- What crafts did the early pioneer women engage in?
- What have women all over the world always had to contribute to make the home comfortable and attractive?
- How has women's craft work changed between 1843 and 1943?
- How has the work which women do today outside of the home interfered with the development of crafts in the home?



D. Manpower and Producing for Sale and Use:

4. Arts and Crafts: (Cont'd)

What are the arts and crafts which the settlers brought to America from all parts of the world?  
What is meant by ceramics?  
What materials does a potter use in his work?  
What tools and machines does a potter use in the U.S. today? In olden times? In other parts of the world?  
How are designs and colors applied to pottery and china?  
What is glaze?  
How is pottery glazed?  
What must a potter know in order to do his work?  
What are some of the important centers of pottery and china making in the U.S.? In other parts of the world?  
Why did this craft grow up in these particular places?

5. Public Services: Fuel for heat, light, power; water, banks; communication; scientific experimentation and labs; sources of information (library-bulletins, etc.); patents & copyrights. What Public Services are available to the industries of Poston? Of the rest of the United States? Of the rest of the World? How are they made available?

What does Parker Dam furnish for the industries of Poston?  
What is the source of light, heat, and power for industries in other parts of the U.S.? In other parts of the world?  
Why are the sources of light, heat, and power different in various parts of the world?  
Why is it important to have an adequate water supply when establishing an industry?  
In what ways do industries make use of water?  
What is the source of industrial water supply?  
Why is the purity of water for industrial purposes not important?  
Why must an industrial plant have access also to a pure water supply?  
Why are water rates lower to an industry than to a private home?  
What public services do banks render locally? Nationally? Internationally?  
How is industry responsible for the growth and development of banking?  
How did the exchange of goods in quantity develop the necessity for the use of money?  
What difference did the Industrial Revolution make in public services?  
Why did the development of early industry parallel the development of writing?  
How has the development of the telephone affected industry?  
How has the development of industry affected the telephone?  
What other means of communication have been developed by industry? As a result of industry?  
Why has industrial development brought about the dissemination of racial cultures? How has it done this?



2. Manpower and Producing for Sale and Use:

5. Public Services: (Cont'd)

How has science profited by competition in industry?  
How has industry profited by the sharing of scientific knowledge?  
What outstanding contributions has industry made to science?  
Why do most large industries have a research department?  
What methods do industries use to share their scientific findings with the world?  
Where in the U.S. are there important industrial museums and libraries? Where else in the world?  
What are some of the outstanding industrial magazines published in our country? What kinds of information do they contain?  
How do patents and copyrights protect industry?

6. Personal Services: What personal services are granted by industries to their employees?

How do workers get their meals while at work if they can't go to their homes for them?  
How do restaurants and cafeterias in large manufacturing plants produce a better output of the manufactured goods?  
How do many large industries take care of housing their employees?  
How are the personnel at Poston housed?  
How are workers housed in other countries which have become industrialized? Japan? Russia? etc.  
In such places as bakeries where clean white uniforms are needed daily by all workers, how is the laundry care furnished?  
Why is plenty of light of the right kind for workers an advantage which the employer is glad to provide?  
Why do health inspectors demand proper rest rooms in industrial plants?  
Why are 15 minute rest periods given to employees besides their lunch hour now in most of the large industrial plants?  
Why is music played during work hours in many places of business?  
How do libraries and night classes offered free to employees also help the employer?  
How do large businesses and factories take care of illnesses of employees?  
What is hospitalization insurance?  
How does it work?  
How many employees in a factory demand by law that they have a nurse on duty?  
What recreation facilities do some business places and factories provide for employees?  
Why is sick leave with pay now a common practice in the larger companies in the U.S.?  
Is sick leave with pay practiced in other countries?



D. Manpower and Producing for Sale and Use:

6. Personal Services: (Cont'd)

Is hospitalization provided by industrial firms in other countries?  
What advantages do many firms provide for the children of employees?  
Why are barber shops and beauty shops necessary in many factories and places of business?  
What purchasing privileges do many large retail stores grant their employees?  
What is an employment agency?  
Why do many large businesses have their own employment agencies?

7. Supplies and Transportation: How are supplies made available for our industries in Poston? In other parts of the U.S.? Of the World? How are goods transported to markets?

What things were necessary before any goods could be manufactured in Poston?  
Where did we get the machinery for Poston Industries?  
What machinery do we have?  
Where are some centers for the manufacture of industrial machinery?  
What countries buy industrial machinery from us? What kinds?  
What other countries manufacture their own machinery for industry?  
To what countries do they export it?  
How has the use of steel and concrete in buildings revolutionized industry?  
What industries need special types of buildings?  
What precautions are taken to prevent fires in industrial plants? Explosions? Accidents?  
What types of fuel are used in Poston's industries? In industries in other parts of the U.S.? Of the world? Why?  
What lubricants are used for industrial machinery?  
Where are the raw materials obtained for the industries of Poston? For industries in other parts of the U.S.? Of the world?  
What other supplies and equipment are necessary besides machinery and raw materials?  
Where are they obtained?  
What factors determine the location of industrial plants?  
How is machinery transported to industry?  
How is raw material transported?  
How are supplies that are necessary for the workers in industry brought to them?  
How are supplies transported within the industrial plant to proper departments?  
How is the finished product carried to places of storage and to market?



D. Manpower and Producing for Sale and Use:

7. Supplies and Transportation: (Cont'd)

Why are industries producing heavy, bulky goods located near water ways, if possible?

How has air transportation made possible the development of some industries throughout the world?

How has rail transportation extended the market for manufactured goods?

How has automotive transportation facilitated the movement of raw materials and manufactured goods?



## D. MANPOWER AND PRODUCING FOR SALE AND USE

### ACTIVITIES

Arts and Crafts: Weave rugs such as would be produced by the area studied.

Make hot dish mat of arrow weed.

Weave baskets of tule.

Carve animals of wood.

Carve decorative objects.

Make dolls of wood wire, or papier mach'e and dress in national costumes.

Make embroidery, knitting, crocheting as they are made by peoples studied.

Collect shells, seeds or seed pods and make pins, necklaces, belts, etc.

Make clay models of farm and ranch animals.

Make a display of arts and crafts of Poston.

Collect pictures showing how supplies are transported in modern industry.

Build a model silo and fill it with proper materials.

Make a model of a wooden churn and churn butter.

Collect pictures of industrial machinery used today. Collect pictures of machinery used 100 years ago. Display on bulletin board.

Language Arts: Write letters to Gila Center sixth graders to ask them about dairy machinery used there.

Write stories about migrant and immigrant laborers.

Hold a panel discussion on some phase of an industry's problems, such as health of workers in the coal mines.

Write letters to dairy cooperatives for information about producer and consumer cooperatives.

Arithmetic: Secure figures from Poston Canteens and make problems on profit.

Make a budget of a worker's time when studying any group of people.

Miscellaneous: Churn butter in classroom.

Make cottage cheese in classroom.

Make a collection of by-products of any industry studied.

Make a chart showing source of commodities used daily by any peoples studied.

Collect samples of products of any area and make an exhibit.

Maps: Show on a map by using colored thread where meat is marketed in war-time and peace time.

Excursion: Visit Poston's industries.



## H. Consuming Goods

1. Food: What foods form the principal articles of the diet of the people of Poston? Of the other parts of the United States and of the World? How do they get these foods?

What eaten - nutritional value - balanced?

Why?

How gotten?

How prepared?

Consumer education - rationing.

What food do you eat everyday?

What groups or classes of foods do they come under?

How much milk should every boy and girl drink a day?

Why?

What does milk contain?

In what other foods can we get the same things?

What kinds of vegetables should we eat every day or every two or three days?

What food values do vegetables contain?

What are vitamins?

What vitamins do we need in our regular diet?

From what foods can we best get them?

What are calories?

How many do growing boys and girls need a day?

How many do laboring men need? Men who do less active work? Women who do housework?

How much meat do we need every week?

What makes a balanced diet for growing boys and girls?

What are some meat substitutes?

How much meat per person are we allowed per week in our present rationing?

Why are some foods rationed?

How is the amount decided?

What does a service man's A ration contain? B? C?

What are dehydrated foods?

What foods are dehydrated for market?

How are they prepared to eat?

What foods are canned for us commercially?

Before commercial canning was done, how did people store food for the winter?

What laws protect us so that the food we buy is safe?

What other countries have such laws?

What dangers do our laws protect us against?

How is margarine made?

Why are butter, margarine and cheese rationed?

How much are we allowed on our ration coupons per month for each person?

Where do we get the margarine we use in Poston?

Where is most of the butter used in the U. S. produced?

What countries export butter? cheese?



## B. CONSUMING GOODS

### 1. Food: (Cont'd)

- What other milk products are exported by these countries?
- Where do we get our beef in Poston?
- What part of the U. S. produces much beef?
- What other countries produce much beef?
- Where do we get our pork in Poston?
- What part of the U. S. produces much pork?
- What other countries export much pork?
- What animals furnish us mutton?
- Where are they raised in the U. S.?
- What other countries use and export much mutton and lamb?
- Where do we get the fish we eat in Poston?
- What kinds of fish are edible?
- How are they preserved for use away from rivers, lakes and the ocean?
- What countries use much fish in their diet?
- What kinds of fish do they have?
- Where do we get the chickens we eat in Poston?
- Where are many chickens raised for meat in the U. S.?
- What other fowl is used for food?
- Where is it raised?
- Why is chicken fed to sick people when meat is not?
- What peoples do not eat any meat or fowl? Why?
- What is your favorite meat?
- What are some of the favorite foods of other parts of the U. S.?
- What are some of the favorite foods of the peoples of other countries?
- How do they prepare them?
- Why are eggs so important in one diet?
- How do we get eggs in our diet besides those we eat boiled, fried or poached?
- What other eggs besides chicken's eggs are good to eat?
- What are some rare foods which you like?
- How do you like them prepared?
- What are some of the rare foods which peoples of other countries like and eat for special feasts?
- How do they prepare them?
- What part of our earnings should we spend on food?
- How do we know that the prices asked for certain foods are fair?
- What is the Consumer's Guide?
- When you lived outside of Poston at what kind of stores did you buy your food?
- How is milk made available to people who live far from dairy animals?
- What is evaporated milk? Condensed milk? Powdered milk?
- What is pasteurized milk?
- Why should we only use fresh milk that is pasteurized?
- What peoples use pasteurized milk?
- What is homogenized milk?
- Why is it good for us?
- Where was it first used?



## E. CONSUMING GOODS

### 1. Food: (Cont'd)

What peoples use little or no milk in their diet?  
 What foods are graded for market?  
 What does grade A mean in canned good? Butter? Eggs?  
 Milk?  
 What do Grade B and C mean?  
 Which is the best grade to buy for your money?  
 How are fruits and vegetables preserved for use out of season?  
 Why do frozen fruits and vegetables taste better than canned?  
 How is the food value of canned and frozen foods preserved?  
 Why does America produce more canned goods than any other country in the world?  
 How have Libbys, Heinz, and Campbells made canned goods available all over the world?  
 How does the farmer preserve meat for the use of his family throughout the year?  
 How are hams cured for market?  
 In what different ways can fish be preserved?

### 2. Clothing: Why do people wear different kinds of clothing in different parts of the world? How do they obtain their clothing?

How they dress - style?

What clothes made of -

- (a) Wool, cotton, silk, linen, grasses, other natural fibers, skins.
- (b) Synthetics - rayon, nylon, aralac, etc. water proof goods.

Why - that kind?

Climate - seasons  
 Custom and tradition  
 Available material  
 Occupation

How obtained?

Local or imported materials or finished product  
 Local or imported manufacture

Consumer education -

Choice of clothes  
 Care of clothes

What is the most practical kind of clothing people wear in Poston?

Why would you not advise the people living here to wear thick or heavy wool garments?

When you buy garments in the stores what would you look for on the tag to determine if it is wise to purchase it?

What effect does water have on the fabric?



2. CONSUMING GOODS

2. Clothing: (Cont'd)

- What basic material would you need to make linen?
- Where is it grown?
- Who invented the Cotton Gin?
- What effect did that have on the cotton industry?
- How does the cotton weevil harm cotton?
- Name the cotton growing regions of the United States?
- Of the world?
- How did the people of long ago dye their materials?
- What clothing is rationed today?
- Why does a Hindu wear a large turban on his head?
- The people of what countries wear wooden shoes? Why?
- What clothing industry developed in Poston, uses scraps?
- Why would you consider the use of clothing a sign of civilization?
- List the items of clothing that you think the average well dressed business man of today wears?
- Most of the cotton of the United States is picked by what people?
- What vegetable fiber ranks next to cotton in commerce?
- What is linen used for?
- From what part of the plant do you obtain linen?
- What material are used in making hats?
- What island is wellknown for growing hemp?
- What is the chief animal fiber of today?
- What insect in Poston eats clothing; especially rayon fabrics?
- Why are straw hats worn in the summer?
- Why are felt hats worn in the winter?
- What materials are used in making different kinds of buttons?
- What work goes on in the tanneries?
- What is the difference between dry cleaned and laundered clothing?
- Why does a Brazilian lad wear very little clothing?
- What animals other than sheep have been found to produce excellent wool?
- What worm can be raised to supply the cocoon that can be woven into silk threads?
- What is their main source of food?
- What is taken from the rubber tree and then manufactured into rain coats and rubbers?
- Why would you class rayon as synthetic material?
- What do we mean by synthetic goods?
- From what materials are stockings and socks made?
- How is Aralac made?
- What other synthetic fabrics are there?
- How are they made?
- What clothing are they used for?



## 2. CONSUMING GOODS

2. Clothing: (Cont'd)

- Why is it not possible to purchase nylon hosiery at the present time?
- In what form does the United States import silk?
- Who was responsible in making the rubber serviceable?
- What is jewelery made of?
- When did people start weaking ornaments or jewelery?
- What are some of the popular hobbies practiced in Poston pertaining to clothing?
- Name some of the materials used in making shoes?
- On a rainy day how would the average person dress?
- Why do we starch clothing?
- What are zipper made of?
- Define sanforized-shrunk?
- Where are the main cities in this country noted for its origination or popular fashion?
- Where do fashions originate in the United States?
- Where are other fashion centers in the world?

3. Shelter: What types of shelter do men have? What changes and improvements have men made in their homes?

- How do nomad shelters differ from the shelters of farmers? Why?
- How do nomad shelters differ from those of hunters? Why?
- How does the kind of occupation affect the type of shelter?
- Why do people of the same occupation have the same general type of shelter?
- How does climate affect the type of shelter used?
- What do natural resources have to do with the structure of primitive houses? Of modern American homes?
- Why is adobe a suitable building material in Poston?
- In what other parts of the U. S. can it be used?
- In what other parts of the world?
- Why didn't the early American pioneers in the Eastern U. S. use adobe?
- Why are country homes usually larger than city chomes?
- Why did pioneer homes usually have only one room?
- What are some of the other peoples of the world who have one room homes? Why?
- How do social customs dictate the number of rooms in a home?
- To what extent does the wealth of the owner affect the number of rooms in a home in U. S.? In other parts of the world?
- How does wealth affect the kind of building material used in America? In other parts of the world?



## A. CONSUMING GOODS

3. Shelter: (Cont'd)

- What things determine the shape of the shelter?
- Why do houses in California usually have almost flat roofs?
- Why do houses in other parts of the U. S. have peaked roofs?
- Why are houses in eastern America built stronger than those in Southern California?
- Why do California houses have many windows?
- How do the windows of mid-western and eastern houses differ from those in Southern California?
- Why did pioneer homes usually have only one small window in a room?
- How does the number of windows in a house affect the health of the people?
- Why do lots with an east frontage get higher prices than others?
- Have people always liked plenty of light and sunshine in their homes?
- Why is it best to build a house on a high piece of land instead of in a hollow?
- Why is it not good to build a house near swampy places?
- Why have people crowded together in cities in America? In England? In China and Japan?
- How has crowding in the cities affected the kind of shelters people live in?
- What is a tenement? Do we have tenements in Los Angeles? In other large American cities? In other parts of the world?
- Why are people willing to live in tenements?
- Why do people from the tenements often make bad citizens or criminals?
- Why is there a great deal of disease and sickness in tenement areas?
- How many rooms do tenement families usually have?
- What provision is made for sanitation in such areas?
- Why do the children play on the streets and in the alleys?
- Where is Hull House and what is it?
- Why do we call Jane Addams one of America's greatest women?
- Who else has tried to help the people of the slums?
- What has Los Angeles done for its slum people?
- Who pays for tearing down the old houses and building new ones?
- What other cities in U. S. have done the same kind of thing?
- Why does it pay the city to do all this work?
- Would Al Smith have made a better mayor if he had had better home surroundings?
- Whose fault is it if a city has slums?
- What can we as citizens do about it?



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## E. CONSUMING GOODS

### 3. Shelter: (Cont'd)

- What cities in other countries have a slum problem?  
What are they doing about it?  
How do the state and Federal governments help in solving the problems?  
Are the governments of other countries interested in getting rid of slums? How are they helping?  
Why is it possible now for most people in the U. S. to own their own home? What is the F. H. A.?  
Who can get an F. H. A. loan? Why are the terms easy?  
What other countries have the same plan?  
Who makes the plans for F. H. A. homes?  
What are architects and why do they plan our houses?  
Who plans the homes of primitive peoples?  
How does furniture make our homes more comfortable?  
What kind of furniture did the pioneers have? Where did they get it?  
Why did the pioneers not make their furniture more comfortable and beautiful?  
What kind of furniture do people in other countries use?  
How does their furniture differ from ours? Why?  
Where do people of other countries get their furniture?  
How do people of other countries finish and decorate their furniture?  
Why do the nomads not use as much furniture as we do?  
What kind of furniture do they have?  
What kind of furniture did the North American Indians have? Ancient peoples?  
Why do most Americans not like furniture with a lot of carving?  
How can furniture affect the health of people?  
Do all people in America need the same kind and amount of furniture? Why?  
What things determine the kind and amount of furniture that different people need?  
What homes in America have plumbing?  
How can country people have plumbing?  
Why do not as many homes in other countries have plumbing as in America?  
Who can install a plumbing system in America cities? In country homes?  
About how much does a plumbing system in a five room house cost?  
What makes it so expensive?  
How does plumbing make our homes more comfortable and healthy?



## E. CONSUMING GOODS

3. Shelter: (Cont'd)

- When and who first used plumbing?  
 How do we know that ancient peoples had plumbing systems?  
 How were these systems like ours?  
 How were they different?  
 How are better homes heated in the colder parts of the U. S. A.? In other cold parts of the world?  
 How do we heat our houses in Poston? In California? In other warmer parts of the world?  
 How much should we heat a house in winter to be comfortable and healthy?  
 What kinds of fuel do we use in the U. S. A.? In other parts of the world?  
 What is the history of the stove?  
 With what did the early pioneers light their homes?  
 What is used instead of electricity in some parts of the U. S.?  
 How long have we had electric lighting? Who developed it?  
 How can we protect our eyes when we read by artificial light? By daylight?  
 How are homes in other parts of the world lighted?  
 What sort of things cause accidents in the home?  
 What can we do about it?  
 How does the cleanliness of the home affect our health?  
 How does the neatness of the home affect our health?  
 What affects do the beauty or ugliness of our home surroundings have on our health - mental and physical? How can we make our homes in Poston more attractive?  
 How can we make our homes in Poston safer?  
 How can we protect our health in our homes in Poston?  
 Why are we not allowed to use electrical appliances in our homes whenever we want to?

4. Arts: Why are the arts important to our lives in Poston? To the rest of the world? What artistic expressions are peculiar to different peoples of the world? in the past? now?

- Why are the arts important to our lives in Poston?  
 To the rest of the world?  
 What artistic expressions are peculiar to different peoples of the world? In the Past? Now?  
 How has the art of other peoples been incorporated in our own?  
 What is a good definition of architecture?



## E. CONSUMING GOODS

4. Arts: (Cont'd)

From what country or countries did our forefathers obtain their ideas for their architecture? What are some of the famous buildings or houses in the U. S.? In the world?

What buildings in other countries were they patterned after?

What is one feature of modern architecture that makes it so different from the older type? Name other features.

What are the characteristics of Gothic architecture? Of Romanesque? In what types of buildings have these two kinds of architecture been used?

Who are some of our famous modern architects?

What types of early furniture are still prominent today?

Who are the men responsible for these types?

What are some of the most beautiful buildings in the world?

What materials are used today?

How does music enter into our lives at Poston? Why is it necessary to have it?

What are the four types of instruments? How do they differ from each other?

What materials were used in making the early percussion instruments?

How did the dance originate? What instruments did the early Egyptians use to accompany their dances?

What are the legends concerning the origin of different instruments?

How did the Greeks improve upon musical instruments?

What part did horns and trumpets play at the Olympic games?

What was the most important instrument of the early Greek culture?

Who was the goddess of music?

What part of Europe is famous for its violin-maker?

Name one family who is famous for its violin makers?

Who, of our artists, use these violins today?

Are they expensive?

Who are some of the famous composers of today? Of the past?

What class of people played these instruments?

What has music to do with the theater?

What was the new kind of "show" introduced, (what was it) during the 16th century?

What is an opera?

What else is included in an opera beside music?

What is a ballet? Where did it originate?

How many kinds of theaters are there?



## E. CONSUMING GOODS

### 4. Arts: (Cont'd)

- How many do we have in Boston?
- What is a operatta? A musical comedy?
- Where did the pageant begin? How long Ago?
- Who were some of the famous poets of early Greece who contributed the first plays?
- What is a drama?
- What is a pantomime?
- What part did William Shakespeare play in the theater?
- What are the two kinds of drama inherited from the Greeks?
- Who are some of our great cartoonists? What subjects do they use for their cartoons?
- Who are some of the great painters of the past?
- What are their most famous pictures?
- Who are some of the well known living painters of America? Of other countries?
- What is a mural? Where are some of the most famous ones?
- What materials do sculptors use?
- Who are some of our great American sculptors? What are their most famous pieces of work?
- Who are the famous sculptors of other countries?
- What ancient people is noted for its sculptoring?
- What are some of their famous pieces of sculptoring?
- How are art works preserved and restored in peace times?
- In war times?



## K. CONSUMING GOODS

### ACTIVITIES

Arts and Crafts: Dress dolls in national or period costumes.  
 Design and make costumes for a dramatic play.  
 Knit socks or gloves.  
 Carve and decorate costume jewelry.  
 Make wooden clogs and cloth slippers.  
 Visit shoe repair shop.  
 Have a member of the pattern making class explain to the group how patterns are made.  
 Make a frieze depicting the change and development of homes and home furnishings over a certain period.  
 Make models of different types of homes.  
 Make a collection of building materials available in Boston.  
 Make blueprint plans for the kind of house you would like to live in.  
 Make a collection of house plans.  
 Make models of types of lights used in the area studied.  
 Dip candles.  
 Collect pictures for the bulletin board which show proper home lighting.  
 Collect samples of fabrics for an exhibit.  
 Collect pictures of famous buildings.  
 Draw typical characteristics of various styles of architecture.  
 Collect pictures of famous designs of furniture.  
 Make a model of a Greek stage, - of a Shakespearean stage.  
 Pantomime the Christmas story or the story of Thanksgiving.  
 Make a flute.  
 Make a drum.  
 Have a musician come into the classroom and play and explain his instrument.  
 Have a phonograph concert.  
 Team songs by famous composers.  
 Sing folk songs of the people studied in unit.

### EXPERIMENTS

Purpose: To discover what fabrics wash best, and the effect of temperature on wet fabrics.

Apparatus: 2 samples each of different qualities of rayon, cotton and wool, an electric iron, hot and cold water.

Cut samples same size and measure carefully.

Procedure: Put one sample of each fabric in hot water. Let stand 2-3 minutes. Put other samples in luke warm water. Let stand same length of time. Which fabric sample tears most easily? Press samples with cool iron. With a hot iron. Observe how each material reacts. Measure the pressed pieces.

Result: Rayon tears easily when wet. Wool

Wool will shrink if the water is too hot

A cool iron presses rayon and wool the best. A hot iron "cooks" rayon and scorches wool. A hot iron is needed to press cotton.



## E. CONSUMING GOODS

### EXPERIMENT (cont'd)

Purpose: To discover what type of soap should be used with different materials and what types of print or colored materials are most nearly fast color.

Apparatus: 3 samples each of different qualities of rayon, cotton and wool. Ivory or lux flakes, a strong soap powder.

Procedure: Prepare one vessel with ivory or lux suds of medium temperature. Soak one sample of each material for 5 minutes. Prepare second vessel with soap powder suds at the same temperature. Soak one sample of each material for 5 minutes. Rinse all washed samples thoroughly, being careful not to mix the two groups. Dry thoroughly and compare the colors with the unwashed samples.

Result: Some samples are not fast color in water. Others will not fade or run with a mild soap but are spoiled by the strong soap.

### MISCELLANEOUS

Have a party and serve as refreshments an important or typical food item of the region studied.

Plan a typical menu such as might be used in a dairying or fishing region.

Prepare as the classroom some of the simpler foods of the area studied.

Make a recipe book of favorite foods of the people of an area. Can vegetables grown in the school garden.

Dehydrate vegetables and apples.

Salt and smoke fish or meat.

Pickle cucumbers, onions, beets, etc.

Make apple butter.

Use a microscope to show food contamination by dust or flies.

Construct an out-door cook stove to use for food preparation.

Make models of cook stoves of other lands.

Make food charts showing food content and balanced diets.

Make charcoal and use it for fuel.

Collect pictures showing cross sections of houses fitted with different types of furnaces.

Make a model of this area showing how we get our electricity in Poston.

Darning and patching hose and other clothing.



## F. GOVERNING AND PLANNING

1. Cooperative Enterprises: How are public services provided for the people of Poston? For other communities of the U. S.? For the peoples of other countries?

### a. Water Supply:

Where does Poston get its water?

How is a well dug?

How does the water get from the well into the tank?

How does the water come to be there in the ground?

How far down is the water table here in Poston?

What advantages and disadvantages are there in having a water table close to the surface (particularly when the soil is sandy)?

How is the water purified?

How is water tested?

Where do big cities get their water?

Where does Los Angeles get its water?

How is the water taken from the Colorado River, stored, and sent down to Los Angeles?

Why was the Parker Dam Built?

What other dams have been built in the U. S., and why were they built?

What are hydro-electric plants?

How do hydro-electric plants work?

Who builds these plants?

What is done with the electricity that is generated?

Where do we get our electricity?

How is electricity brought to Poston?

What must be done to the electricity before we can use it in our homes?

What is a transformer?

What is a circuit?

What is a short circuit?

What is insulation?

Why is insulation necessary?

What is a fuse?

What materials are insulators - or non-conductors?

What is a magnet?

How is a magnet made?

What is an electro magnet?

What are electro-magnets used for?

What are the ways in which we use electricity?

What safety rules should you follow in connection with electricity?

What are two forces that are used to run the generators which make electricity?

### b. Public Utilities:

What is energy?

Why are heat and light energy?

For what purposes do we need heat in Poston?

What fuels do we use in Poston?



## F. GOVERNING AND PLANNING

b. Public Utilities (cont'd)

What other fuels are there?

Where do we get our oil?

What kind of oil do we use?

What are the different kinds of oil?

Where does oil come from?

How does oil come to be in the earth?

How do we get the oil out of the ground?

How is the oil shipped from the wells to other points?

What must be done to the oil before it can be used?

Where do we get the wood we burn?

Where do we get charcoal?

How is charcoal made?

Who makes charcoal here in Poston?

What is charcoal used for?

What kind of gas is used here in Poston? What is it used for?

Where does the gas come from?

Where do they use coal for heat?

Where does coal come from?

What is coal?

Where do you find the largest coal deposits in the U. S?  
In other countries?

How is coal mined?

What is the correct temperature for a room?

How is our hospital heated? Other hospitals?

What is central heating?

What has been the historical development of heating?

Who owns the natural resources from which we get our fuel?

How is the production and consumption of our country's  
natural resources planned and managed? Of other  
countries?

What is power?

In what does we find power?

How have we put power to work for us?

How do we dispose of garbage in Poston? In other parts of  
the country?

How are standards of sanitation maintained?

What are some of the dangers connected with garbage?

What are some things that can be done to maintain a high  
standard of cleanliness?

How is sewage disposed of in Poston? In other parts of  
the U. S.? In other countries?

How does the sewage disposal plant work?

Who is in charge of it?

What are some ways we can cooperate with the Department  
of Sanitation?

What are some of the things that have helped make the  
people now healthier than the people of long ago?

What does the Department of Public Health do?



## F. GOVERNING AND PLANNING

b. Public Utilities (cont'd)

Why do they quarantine some people?  
 How do they educate the people for better living?  
 What are some things you have learnt since coming to  
 Poston about health precautions?  
 How are germs spread?  
 What are some ways to prevent germs from spreading?  
 Do we have any laws in Poston concerning health?  
 What state and federal laws are there concerning  
 health?  
 What state and federal laws are there concerning inspect-  
 ion and transportation of plants and vegetables?  
 What laws are there concerning the production and  
 marketing of foods and drugs?  
 What have other countries done in public health?

c. Transportation.

What are the different means of transportation?  
 What has been the development of transportation?  
 What is the most important means of transportation  
 today?  
 What are the different services that railroads, ships,  
 planes, and trucks offer?  
 What laws are there (state, federal, and international)  
 concerning transportation?  
 How have the various changes in transportation through-  
 out the years affected the ways and thinking of the  
 people?  
 What can we look forward to in transportation?  
 How has the airplane changed our conception of the  
 world today?  
 Who owns and operates the various transportation  
 facilities? here and in other countries?  
 How are the different means of transportation affected  
 by weather?

d. Roads and Bridges:

Who plans and constructs the bridges and roads in the  
 U. S.? In other countries?  
 How are such bridges and roads financed?  
 Who looks after and finances the up-keep of roads and  
 bridges?  
 What kind of roads do we have today?  
 Why have roads been marked?  
 How have roads been marked?  
 Who is responsible for marking roads?  
 What road maps are there?  
 Who makes the road maps?  
 How do you read road maps?  
 What are some modern trends in road construction today?  
 What machinery is used in construction roads? Bridges?  
 What materials are used in the construction of roads?  
 Bridges?



## PLANNING AND PLANNING

### d. Roads and Bridges: (cont'd)

What factors must be taken into consideration in the construction of roads? Bridges?

### e. Education - Schools and Libraries, etc.

What does education mean?

What are the different ways in which a person can become educated?

What are the different kinds of schools to which a person can go?

Who finances the public schools?

Who says what is to be taught in public schools? Private?

Why does the Government provide free education?

What kinds of educational services do we have here in Boston?

What is the purpose of education?

Why do people go to college?

Who pays for college education in the U. S. ? In other countries?

Do all people have chance to get a good education?

What prevents some people from getting a decent education?

What per centage of Americans have an elementary education?

What have been some of the interesting changes in the development of schools? Early Roman? Dame Schools? etc.

How is a form of government related to education?

What needs have we for education today?

What kind of libraries do we have in this country? In others?

How are public libraries financed?

What purposes do libraries serve?

How do you use a library?

How do you use a card catalogue?

Why do New England towns have more libraries per person than towns in almost any other state?

What is a "bookmobile"?

When were radios invented?

How does a radio work?

What kinds of programs come over the radio?

What kinds of educational programs are there on the radio?

What is the value of news broadcasts?

What kind of educational programs might be introduced for boys and girls?

What are the things that a radio broadcaster must keep in mind when planning and giving his program?

How will television change the type of programs now being given?

What new things will be able to be done with television?

How has the radio changed our ways of living and thinking?

How many people read in the U.S. ? In other countries?



## F. GOVERNING AND PLANNING

### e. Education - Schools and Libraries, etc. (cont'd)

- How many people read newspapers?
- Who published the newspapers?
- Who decides what is to be written in the newspaper?
- Are there any laws and regulations concerning newspapers and other printed matter?
- What kinds of newspapers are there?
- What things are written up in newspapers?
- What is considered news?
- How is a newspaper put out?
- How have newspapers and pamphlets been used in the past?
- How are newspapers and pamphlets used today?
- How is news collected?
- What makes the difference between one newspaper and another?
- What effect do newspapers have on the lives of the people?
- Should newspapers be free?
- How can newspapers be used in classrooms?
- How could newspapers be used in clubs?
- What is a lecture?
- How can lectures be used in connection with school work?
- What makes a lecture interesting?
- What is a convention?
- What kinds of movies do we have today?
- How can movies be used to advantage in the school?
- What are the things that a movie can teach - in or out of the classroom?
- What is the advantage of teaching through movies?
- Of what educational value were the New England Town Meeting?
- What is the history of the New England Town Crier?

### 2. Cooperative Procedures: What cooperative procedures are there for planning and governing a community? How are they used in Poston? In other communities of the world?

- What cooperative procedures are there for planning and governing?
- Why would we rather "discuss and decide" in the U.S. than dictate?
- How is Poston governed?
- How are council representatives chosen?
- What matters does the Community Council attend to ?
- How does the Community Council "govern"?
- How does the Community Council do business?
- How did the New England Town Meeting differ from our Community Council?
- What is the purpose of the Community Council?
- What powers does the Community Council have?
- What is a public forum?
- When is a public forum desirable?
- How is a forum organized?



## V. GOVERNING AND PLANNING

### 2. Cooperative Procedures (cont'd)

- What is a pannel discussion?
- When is a pannel discussion most appropriate?
- What is a conference?
- How is a conference planned and organized? By whom?
- How has public speaking been used in past years in connection with government and planning?
- Why is it better to discuss and come to a common decision rather than simply tell people what to do?
- Why is it easier to "tell" people what to do?
- What are some important things to remember in carrying on a discussion?
- Why should you define big words before using them?
- What do we mean by an "open mind"?
- Why do people vote?
- What kind of things do we vote on in school?
- What sort of things do our Council Representatives vote on?
- What are the different ways in which one can vote?
- Who can vote in State elections?
- Who can vote in Federal elections?
- How old must one be to vote in state and federal elections?
- What other requirements are there for voting?
- Why do they have these requirements?
- Which of these are requirements are the same for other states? Other countries?
- What is the correct procedure for voting?
- Why is it important to educate people in a democracy?
- What is the "pole tax"?
- What has been the development of the franchise from the Greek City states, through the Roman Empire, and on up through our modern democracies?
- What are appointments?
- Who makes appointments?
- Who may be appointed?
- For what sort of duties are appointments made?
- What is law?
- Who makes laws?
- How are laws made?
- Which of our activities need to be regulated?
- What are some ways in which our activities are regulated?
- What kinds of regulations have we found necessary here in Poston?
- What does the Community Council have to do with making laws and regulations?
- How do they enforce laws and regulations?
- What penalties do they impose?
- How do States make laws and regulations?
- What kind of laws can a state make?
- What kind of laws do states make?
- How do they enforce their laws?
- What kinds of penalties do they have for law-breaking?



## F. GOVERNING AND PLANNING

### 2. Cooperative Procedures (cont'd)

What kind of laws can the Federal government make?  
 How does the federal government enforce its laws?  
 How do other nations make and carry out their laws and regulations?  
 How does the British Parliament function?  
 How does the German Reich make and carry out its plans?  
 How does the Diet of Japan construct and initiate laws?  
 What kind of laws does the U.S.S.R. have?  
 How does the U.S.S.R. enforce its laws?  
 What penalties does the U.S.S.R. have?  
 How do the different states compare in their law making?  
 How do the different countries compare in their method of construction and execution of laws and regulations?  
 Why do laws have to be interpreted?  
 Who interprets the laws?

3. Administration: What is the plan of organization for governing our community of Poston? Of each state? Of our Country? Of other countries of the world? Who are the officers who administer these plans?

How is Poston organized for self-government?  
 Who elects the representatives to the Community Council?  
 What are the duties of the Community Council?  
 How is the Council organized? Officers? Division of duties?  
 How have the states organized themselves for the administration of their government?  
 What duties and positions are there in the administration of state governments?  
 What kind of organization does the U.S. have for the administration of its government?  
 What are the different branches of the government?  
 What are the various necessary administrative officers?  
 What kind of organization do other countries have for the administration of their government?  
 What are the different kinds of kingdoms?  
 What is an empire?  
 What are the different kinds of empires?  
 What is a monarchy?  
 What is an absolute monarchy?  
 What administrative organization does a totalitarian government have?  
 What has been the historical development of kingdoms, empires, republics, and dictatorships?



## F. GOVERNING AND PLANNING

### ACTIVITIES

Language Arts: Set aside a library shelf or corner. Have class choose a librarian and helper. Set up rules governing use of library books. Classify them, etc.  
 Build up bibliographical file for class reference.  
 Catalogue books in class room.  
 Broadcast class news bulletin.  
 Have students write up research material and reports in pamphlet form for class room use. This can become a part of class library to pass in to other classes.  
 Unite with another class and invite someone to speak on travel experiences. Let committee chosen by class make all arrangements.  
 Hold a fifth or sixth grade class convention tying up with unit work. Have students plan program.  
 Organize class as a cooperative community. Elect officers, appoint committees. Elect a council to advise the president.  
 Draw up class rules. Keep records, such as minutes of meetings.  
 Invite a member of the Poston Community Council to speak to class on community organization in Poston.  
 Invite a member of Community Enterprises to talk to class on the organization and functioning of a cooperative industry in Poston.

### MISCELLANEOUS

Prepare a sample page for a medieval illuminated book.  
 Prepare a chart showing school organization in Poston.  
 Prepare a chart showing community organization in Poston, state or nation.



## G. COMMUNICATING:

1. Mail: How do the people of Poston get their mail?  
How do the peoples in other parts of the world get their mail?

How is mail distributed in Poston? In other parts of the U.S.? In other parts of the world?

How are parcels and packages handled?

Who make up the post office personnel?

How are post office workers selected for their positions?

How is the post master selected?

What are some of the services rendered by the post office?

How is mail collected in other parts of the world?

What methods are used to carry mail in modern times?

How did people and countries communicate with each other in ancient days?

Upon what were the first letters written?

When did postal service begin in America?

What famous man facilitated the establishment of post offices in the colonies? How did he do it?

Who was the first post master general of the 13 colonies?

Where were the first post offices established?

How long were the first mail routes?

What methods were used to carry mail in the colonies?

How often was mail delivered?

Who controls the handling of mails in the U.S.? In other countries?

When were adhesive stamps first introduced?

What method of paying postage was used before the use of adhesive stamps?

Who is the present postmaster general?

What powers does he have?

Who has the power of approval of his appointments?

How was the charge for letters and other mail determined in the colonial days?

When and why was the pony express first introduced?

About how long did they take for a coast to coast delivery?

What invention did away with the pony express?

What part do boats play in the delivery of mail?

When are waterways important in mail delivery?

What part does the railroad play in mail service?

Does the U.S. government own or rent the mail car on each train?

How is out-going mail sorted in the U.S.?

What is the R.F.D.? How does it function? What other countries have a similar service?

When was airmail service first established? Where?

What countries have airmail service?

What international airmail services are there in peace time?

How much does air service speed up the delivery of mail?

What is V-mail?

What is the advantage of the V-mail system?

How is mail classified? Why is it so classified?



## G. COMMUNICATING:

In what country was the system of registering mail first introduced? Where is it now used?  
 When did the parcel post system begin to operate?  
 How does the domestic money order system operate? How does the foreign money order system operate?  
 When did money order first come into use?  
 What are the rates for sending domestic money orders? Foreign money orders?  
 What are the advantages of the money order system?  
 What information is stamped on each piece of mail?  
 What are some of the laws regulating the use of the postal system?  
 What is registered mail?  
 What is the charge on registered mail in the U.S.?  
 What are the advantages of special delivery?  
 What does C.O.D. mean?  
 Why is C.O.D. a convenience?  
 Of what value is it to insure mail?  
 How are postal rates in the U.S. fixed? How are international postal rates fixed?  
 What nations belong to the international postal union?  
 For what purposes are postal revenues used?  
 Under which department of our government does our postal system come?  
 Who prints the stamps in the U.S.? In other countries?  
 Under what circumstances may mail be censored? What laws control the censorship of mail in the U.S.? In other countries?  
 What is the stamp machine? How does it work? Why is it a convenience?

2. Telephone: In what ways has the use of the telephone changed our lives in Boston? In other parts of the U.S.? In the rest of the world?

Who invented the telephone? When was it invented?  
 Where was it first used? How was it first used?  
 On what scientific principle does the telephone work?  
 What men contributed to the invention?  
 What mechanism is necessary for a telephone system?  
 How does the dial telephone system work?  
 What is a telephone pay station and how does it operate?  
 Who owns the telephone systems in the U.S.? In other countries?  
 How are transcontinental calls made possible? How are calls from one country to another made possible?  
 How are telephone calls sent over the ocean?  
 What is the purpose of using the party call?  
 What is a switchboard? How does it operate?  
 What is a walkie-talkie?  
 What factors control the cost of using the telephone?  
 What promoted the increased use of the telephone?  
 How does the telephone benefit individuals and their families?



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## G. COMMUNICATING:

How does it benefit society?

How does the use of the telephone aid in the conservation of natural resources?

How does the telephone conserve time? Energy?

How does the telephone conserve transportation facilities?

3. Telegraph, Teletype, and Cable: How have the telegraph, teletype, and cable overcome time and space for the peoples of the world?

What is a telegram?

How did the primitive people send wireless messages?

Who invented the telegraph?

How was the telegraph first used?

How does a telegraph work? What mechanical devices are necessary for a telegraph system?

What are the American Telephone and Telegraph and International Telephone and Telegraph?

Who controls the telegraph systems of the U.S.?

How is a photo sent by cable?

How are messages sent over the wires?

What is the morse code?

Why is it useful as an international code?

Is there a special operator for the telegraph service in postamt?

Through the hands of how many workers does a telegram pass?

What determines the rates on telegrams?

What is the teletype? How does it differ from the telegraph?

What are its advantages?

How does the training differ for a teletype operator and a telegraph operator?

In what ways is the teletype used today?

What were some of the difficulties that hindered the laying of the cable?

Who controls these trans-ocean cables?

Where are the trans-ocean cables laid?

How fast can messages be sent over these cables?

How has the trans-ocean cable been a means of bringing nations closer together?

When was the first trans-ocean cable laid? Across which ocean?

4. Radio and Television: How has radio made life richer?

What is the story of television and what do we expect it to do for us?

Who invented the radio?

In what year was it invented?

Where was it invented?

What are Hertzian waves?

What is meant by tuning in?

Who first succeeded in sending a message across the English channel?

What ship first called for help by radio? Was it successful? Did help come?

What is meant by high-frequency radio sets?



## 4. COMMUNICATING:

Who invented the radio tube?  
 What use is a radio aerial?  
 What is the cheapest radio set you can make?  
 Why should a radio be grounded?  
 What is the difference between a rectifying tube and a magnifying tube?  
 What is a radio speaker?  
 What are some of the important radio stations?  
 How is radio used for educational purposes?  
 What use is a radio on a ship?  
 What is a microphone?  
 What does broadcasting mean?  
 How do the police use the radio?  
 How has radio helped in the field of entertainment?  
 What is meant by remote control?  
 How has radio made life richer for all of us?  
 What steps and relays are used in bringing a speech made in England to your own radio?  
 To what uses have electronics been put?  
 What is the story of television?  
 How is it used?  
 What do we expect it to do for us?  
 When was the first public demonstration of television made?  
 What is meant by "color television"?  
 How is it possible for two persons holding a telephone conversation to see each other by television?  
 How would radio television help us enjoy speeches, dramatic plays, news reports, and music?  
 Who has done the most for television? Or radiovision?  
 How is television operated?  
 What kind of tube was developed so that it will project its rays on screen?  
 Whom was it developed by?  
 How would radio television help in education?  
 How is television possible with home radio receiving sets?  
 How can television aid aviation?

5. Press: What has been the impact of printing on the history of the world?

When was the first printing press invented? Where?  
 What kind of a press was it?  
 How was it operated?  
 How were books made before the first printing press was used?  
 How did this influence the invention of the printing press?  
 What took the place of the newspaper before the printing press was invented?  
 When was the first newspaper printed in the U.S.A.?  
 When was the first book printed?  
 What was the first book printed in Europe? In the U.S.A.?  
 When was the first printing press used in the U.S.A.? By whom?  
 What kind of a press was it?  
 What is a linotype? How is it operated?



## G. COMMUNICATING

How has it made possible mass production?  
 How are pictures printed for newspapers, magazines, and books?  
 What process is used to print multi-colored pictures?  
 What far reaching effects has the invention of the printing press had?  
 The work of what groups of people is necessary to publish a large metropolitan daily paper?  
 What are "slick" magazines? What are "pulp" magazines?  
 What people work to make our popular magazines possible?  
 Of what is paper made?  
 How does the modern printing press work?  
 How are photostatic copies of printed matter made?  
 What is verityping? How is it being used at present?

### 6. Motion Pictures: What place do motion pictures have in communicating ideas?

What is a kinetoscope? Who invented it? How does it work?  
 What machines followed this as invention improved the picture projector?  
 How were the first pictures made to move?  
 What is film? Of what does it consist?  
 What are celluloid films?  
 Of what importance is photography in motion pictures?  
 How did scientific investigation improve films?  
 What is a projector? How does it work?  
 What principle is the projection of film based on?  
 Who invented the camera which would take a series of pictures?  
 What was this camera called?  
 What are the three chief parts of a camera?  
 What is the essential requirement of a motion picture camera?  
 How are sound pictures made?  
 When were the first talkies shown?  
 What improvements have come in sound projection?  
 What is a technicolor film?  
 Where is the center of the America's film industry? Why is it there?  
 How are talkies made available to people of other languages?  
 What other countries produce their own moving pictures?  
 What other countries have contributed to our advance in the photography and projection of moving pictures?  
 How is it possible for amateurs to make moving pictures to-day?  
 How are moving pictures a valuable help in education? What kinds of educational films are available?  
 How are moving pictures used for social and political purposes in the U.S. A.? In other countries.



## G. COMMUNICATING

### ACTIVITIES

Language Arts: If possible obtain two model telephones to have conversation practice. Use dial phone to learn principle of its use.

Secure a newspaper from a dairying community.

Make one issue of a newspaper which the people of a given area would like to read..

Organize a class newspaper as an on-going activity.

Secure V-mail stationery and write a letter. Examine a V-mail letter received by some member of class.

Write telegrams and cables on proper blanks.

### MISCELLANEOUS

Visit the Chronicle Office.

Make a movie showing the history of mail service in the U.S. In the world?

Secure the services of a motion picture projector operator to explain and demonstrate the use of the projector.

Bring an amateur's moving picture camera into classroom to examine.

If possible obtain a discarded telephone and study its receiver and transmitter.

Build a simple telegraph set using dry cells. Learn Morse Code to use in sending messages.

Learn signalling, such as the Scouts use.

Organize a stamp club.

Visit the Poston Post Office to see how incoming and outgoing mail is handled. Watch mail being stamped; find out how mail is registered and insured, how C.O.D.'s and money orders are handled.



A CUMULATIVE LIST OF SUGGESTED ACTIVITIES  
FOR THE FIFTH AND SIXTH GRADE LEVEL

Keep weather charts	Draw pictures
Make collections	Model
Make spatter and ink prints	Experiment with
Make booklets	Dramatize
Carve	Construct (measure)
Have parties	Take a trip
Entertain	Secure a speaker
Make a museum	Make a movie
Weave	Secure visual aids
Write letters	Sing, Dance
Cock	Broadcast
Sew	Write creatively
Make murals	Make blueprints
Make maps	Newspapers
Make simple pictures charts	Diaries
Make puppets (stick)	Give oral reports
Performing in a shadow play	Tell stories
Reading	Create poetry
Write reports	Create song
Write stories	Make a garden
Discuss	Write original arithmetic problem
Find pictures	Make & dress dolls in national costumes
Make scrap book	Science experiment

Note: Bibliographies for each of the seven divisions of the scope for these grade levels are to be worked out later with reference to the materials available in each of the libraries of the three camps.