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Arts & Crafts

67/14
C

53.52

AMACHE SECONDARY SCHOOLS
FINAL REPORTS

Suggested Form for "Activities" final Reports.

1. Short historical statement
2. Summarize high lights
3. Organization
 - a. why
 - b. when
 - c. how
4. Evaluation
 - a. what did it contribute to the school program
 - b. strengths
 - c. weakness
5. Membership statistics (brief)

Suggested Outline for School Subject Reports:

1. Aims
2. Offering
3. Plan of work
4. Time Allotments (Where applicable)
5. Standards (Where applicable)
6. Accomplishments

AMACHE SECONDARY SCHOOLS

FINAL REPORT

INDUSTRIAL ARTS DEPARTMENT

The Industrial Arts Department was instituted in a barrack recreation hall with all equipment in one room, few tools, and one circular saw. In the new high school building by the fall of 1944, a separate power room with 8 woodworking machines, a lumber room, paint room, store room, and bench stations for 24 pupils had been provided. Most of the construction of these facilities was done by the students. Classes ranged from 11 to 28 in number.

Aims

General objectives for the Industrial Arts department were as follows:

1. To provide general industrial education without restriction to specific trades or professions.
2. To enable students to judge the qualities and values of the products of specialized occupations.
3. To provide an intellectual apprehension of the productive industry and the ability to think in terms of realities.
4. To furnish new emphasis and interest in avocational and leisure time activities.
5. To create habits and disposition of being active and taking pride in accomplishment.
6. To satisfy that desire in most boys to express themselves through the medium of tools.
7. To gain a sympathetic attitude toward the laboring man and his social problems.

8. To develop habits of neatness and orderliness as well as accuracy and orderly procedure in the construction of projects.
9. To develop initiative and confidence in one's ability to do things.
10. To develop intelligent appreciation of industrial work and its place in society.
11. To furnish broad studies in modern industry.
12. To provide exploratory occupational experiences to determine the student's mechanical aptitudes.
13. To give pre-vocational training to those who must leave school early to earn a living.
14. To make the student a self-reliant citizen.
15. To meet special needs of over-age pupils.
16. To develop sufficient skill to apply the knowledge to practical situations and thus be of service to school, community, and about the home.

To summarize the general objectives:- The shop furnishes the means for both physical and mental growth. It inculcates the character virtues of foresight, initiative, original effort, self-reliance, responsibility, perseverance, straight thinking, dependability, co-operation, and respect for labor. In short, the aim of the industrial arts department has been to develop good citizenship along with industrial intelligence.

JUNIOR HIGH INDUSTRIAL ARTS

Aims

The junior high course in Industrial Arts was largely exploratory and aimed:

1. To help pupils to acquire information that would aid them in educational and vocational selection.
2. To provide knowledge of materials used in industrial occupations.
3. To teach names and care of hand tools and to provide opportunities for their use.
4. To teach shop theory and practice.
5. To teach fundamentals of mechanical drawing and the ability to interpret diagrams and prints.
6. To help pupils appreciate and strive for good workmanship.

Offering and Time Allotment

Junior high classes in Industrial Arts met for one double period each week taken from scheduled English-Social Studies time. Required of all boys in the 7th, 8th, and 9th grades. Basic texts used included:

Douglass: Instruction and Information Units for Hand Woodworking

Badger: Introduction to Applied Drawing

Daugherty: Sheet Metal Pattern Drafting and Shop Problems

Berg: Mechanical Drawing, Books I and II

Plan of Work

Junior high classes developed progressive units in mechanical drawing; studied types of lines, lettering, reading and making diagrams, charts, and maps; did problems in orthographic drawings; studied theory and had some

practice in shop work. Some of the units studied were:

1. Geometric constructions involved in the various phases of instrumental drawing--arcs, angles, triangles, squares, hexagons, octagons, etc.
2. Orthographic drawing--what it is, the American standard projection, the glass box principle, views needed.
3. Pictorial drawings--Isometric, Oblique, Cabinet
4. Lines and line work used in mechanical drawing--outline of parts, section lines, hidden lines, center lines, dimension and extension lines, cutting plane lines, break lines, ditto lines.
5. Dimensioning

Many simple projects were made by students of the junior high classes, such as: geta (wooden sandals), tie racks, puzzles, book ends, coat hangers, tin trays, shoe racks, bread boards, desk sets, model airplanes, and shelves.

Evaluation

Junior high boys were able to plan and make simple projects in wood-working; make and understand various types of charts, diagrams, graphs; do simple and artistic lettering; became proficient in the care and use of hand tools; gained a knowledge of various industrial occupations; were able to use the knowledge and skills gained throughout the course in making and fixing things for the home and for school. A number of boys selected Industrial Arts courses later in the senior high school.

MECHANICAL DRAWING

Aims

Specific aims for the courses in Mechanical Drawing were:

1. To enable pupils to acquire skill in the use of drawing instruments.
2. To teach them to read blue prints, charts, and plans.
3. To teach drawings to scale.
4. To teach the relationship of the various views required in drafting.
5. To teach sketching of mechanical objects.
6. To teach tracing and the blue print process.
7. To present interesting facts about industrial^s organization, machines, and materials.
8. To teach pupils to draw the development and intersections of geometrical shapes.

Offering and Time Allotment

Mechanical Drawing I and II, single periods throughout the year, with one unit of credit yearly. Open to all senior high school boys. First-year course was a pre-requisite for the second-year course.

Basic texts used included:

Klende: Advanced Mechanical Drawing for High School

Garner: Machine Design; Questions and Problems

Albert: Machine Design; Drawing Room Problems

Gilsecke: Technical Drawing

French: Engineering Drawing

Plan of Work

Progressive units of work included:

1. Lettering
2. One-view, two-view, three-view, and sectional drawings
3. Screw threads--left and right, single and double, pitch, lead, thread forms
4. Screw fastenings--bolts, stud bolts, cap screws, set screws, keys
5. Auxiliary view drawings
6. Detail drawings
7. Assemblies of details
8. Gears--spur, bevel, worm, helical, racks
9. Cams--shafts, bearings, couplings, belts, pulleys, levers, cranks
10. Sheet metal layout and practice
11. Isometric drawings
12. Oblique drawings
13. Cabinet drawings
14. Mechanical perspective
15. Sketching
16. Tracings
17. Blue prints

Much of the work in mechanical drawing was carried through into the wood-working department. Plans were made for all projects undertaken by students. Individuals were permitted to work at their own speed and many extra original drawings were made. Emphasis was placed upon neatness, accuracy, and detail. As much work as possible of a practical nature was provided.

Evaluation

Mechanical drawing functions in the life of every citizen.

Practically all manufactured articles are made from a sketch or blue print which the draftsman had to make and the craftsman had to be able to read. All boys who are interested in a trade find that mechanical drawing is a stepping-stone for entrance into a vocation. It is one of the few high school subjects which develops the ability to think, to see, to imagine, and to do. Much of the work in these courses fitted into and was used in the woodworking classes. The boys in the advanced classes were able to make original drawings of geometric figures and simple machines, to develop, read, and work from blue prints.

WOODWORKING

Aims

Specific objectives for the Woodworking classes were:

1. To provide opportunities to learn the fundamental principles of industrial processes and power tool operations used in trades.
2. To provide opportunities to acquire skill in the use of both hand and power machines.
3. To provide a maximum amount of on-the-job experience.

Offering and Time Allotment

Woodworking I and II offered to all senior high boys, 2 periods daily throughout the year. During the school terms of 1942-43 and 1943-44, one unit of credit was allowed for each period; during the term of 1944-1945, one-half unit was given for each period yearly. Woodworking I was a Pre-requisite for Woodworking II. A large variety of reference books in trade and vocational fields was used as needed.

Plan of Work

Progressive units of work studied included:

1. Study of the Tree-its nature, structure, growth
2. The lumber industry
3. Practice in tool operation
4. Wood finishing
5. Care of equipment
6. Function of machines
7. Design and type of furniture--period furniture
8. Opportunities and requirements in woodworking trades

9. Occupational information
10. Study of glue
11. Study of fasteners
12. Study of abrasives
13. Shop mathematics
14. Miscellaneous repair work
15. Safety consciousness
16. Making out bills and computing costs
17. Judging materials, construction, and workmanship of manufactured articles
18. Units in home building and maintenance for advanced classes
 - a. Practices employed in the construction of buildings
 - b. Estimating quantities of materials for various sizes of buildings
 - c. Safety rules for the installation and maintenance of electrical equipment
 - d. Mechanical equipment for the home
 - e. Fire protection and fire prevention
 - f. Floors--finish, installation, covering, maintenance
 - g. Heating, ventilation, air conditioning
 - h. Roofing
 - i. House modernization and remodeling
 - j. Federal Housing Administration and F.H.A. plan of small house ownership

Visual aids, outside reading, class discussions, demonstrations, and practical work on class and individual projects were used in these classes. Much on-the-job training was acquired through the making and maintenance of school property.

Accomplishments and Evaluation

100 baby beds were made for the Amache Center by the boys of the woodworking classes.

Many school projects were completed, some of which were:

- Cabinet and table for the Red Cross
- Counter, locker, drawing boards for the art room
- Portable blackboards
- Cabinets for music room and other departments
- Music stands
- Shelves for various departments
- Bookcases for classrooms
- Magazine racks
- Work benches
- Screen hangers, drapery hooks, baby bed, coffee table, serving table, partition wall, sink cabinets, etc. for homemaking department
- Counter for main office
- Shelves, supply cabinet, book case, office partition, etc. for shop
- P. E. and gym equipment--high jump standards, track team blocks and stakes, baseball bases, duck board for showers, ping pong paddles, first aid chest, balcony partition, etc.
- Trellis, lattice frames
- Speaker's stand
- Christmas sign
- Sign boards
- Newspaper rack
- Flag standards
- Repair of sewing machines, filing cabinets, doors, windows, locks, tools, machines, typing desks, music stands, ironing boards, etc.

An average of 400 individual small projects were made by the students each year. These included such items as:

- Autograph albums, scrap books, knick-knack shelves, boxes, chests, lapel pins, book ends, lamps, desk sets, candle sticks, toys, wall shelves, etc.

Each pupil advanced at his own rate of speed and worked out projects suited to his own taste and ability. That the work in the Industrial Arts department was worthwhile and of practical value was shown by the fact that several boys who relocated secured shop jobs immediately at \$1.10 per hour. Boys who went into the army were assigned to mechanical divisions in their

camps, while several who entered college enrolled in advanced mechanical drawing and drafting. A few entered trade schools. All were able to use both hand tools and power machines, to make repairs around the school and home, to read intelligently and make simple objects from blue prints, and to turn out neat, well-constructed small items.

In general, Amache students worked slowly but were better than average in precision and neatness. They showed a greater degree of patience in finishing work than most high school students. They were quite artistic and prided themselves on their craftsmanship.

One of the drawbacks of the Industrial Arts program at Amache was the fact that a number of practical projects had to be eliminated because of the camp situation. For example, there was no opportunity for house painting, for making lawn furniture, for interior decorating, for boat building, for upholstery, for refinishing furniture, etc.

SUMMER VOCATIONAL CLASSES

During the summer sessions of 1943 and 1944, two classes in cabinet making were established, one group meeting for the entire morning, the other for the afternoon. In 1943, one-half unit of credit was given for the 9 weeks' term; in 1944, the boys were paid for their work and no school credit was given. Most of the work done by these classes were projects and repair and maintenance for the school property. Some of the school projects accomplished by these classes included:

Painting showers and floors of the gymnasium

Boarding up gym balcony

Boarding up gym balcony

Making shelves for homemaking department and storerooms

Transoms for lavatories

Counter for office

Portable collapsible stage platform

Lighting equipment cupboard, backstage

Art room cabinet

8 inclined art tables

Newspaper rack for library

Co-op store counter

P. E. lockers for girls, boys

Painting and raising flag pole

Making shop fixtures--lumber rack, students' shelves, display shelves, paint table, corner shelves, etc.

Monthly Report

Report 9/15/44

Mr. Colvin

JB 52

In Art

In brief the first two weeks in the II and I hr Art classes is a review and practice in handling media, with special attention to their application to familiar subjects. For example we are just finishing some water colors of Anache Sunflowers.

The plan for the next two weeks is to continue this work expanding the subject to include some work in crafts such as as making tile and possibly a little attention to commercial art

UNIT (ART DEPT.)

MAY 1-15-43

J3,52

717374 GRADES

GRADE:

COLORADO MAPS.

CLAY-WORK

717273 LINOLITHUM PRINTS.

MARIONETTES.

74. LAPPEL PINS.

81 POSTERS:

LETTERING

LINOLITHUM BLOCK (GENERAL ED.)

TEXTILE IN CRAYOLA (" ")

LAPPEL PINS

82 MARIONETTES

COIN PURSE

QIMP BRAIDING

FINGER PAINTING (SCRAP BOOK)

SKETCHING

83 FOLDERS

LETTERINGS.

83 BEADS WORK

LAPPEL PINS (WALNUT SHELL)

FASHION DESIGNS.

FOLDERS (GENERAL ED.)

84. WATER COLOR

QIMP BRAIDING.

DESIGN FOR STRAW WORK.

BEDSIDE DOLLS.

WRIST BANDS (SCRAP LEATHER).

91-92-93-94-95

LEATHERCRAFTS.

DESIGNING.

APPLICATION

PLASTICS.

PINS.

RINGS

FASHION ILLUSTRATION.

WATERCOLOR WASH.

TEXTILE.

CURTAINS FOR MR. George
(TEXTILE PAINT).

UNIT ON SO. AMERICA.

PICTURE MAPS.

SCHEDULE FOR ART CLASS 2nd QUARTER

MARIONETTES

A. Stories

1. Snow White
2. Bambi
3. 3 Little Pigs
4. Wind and the Willows
5. Peter and the Wolf
6. Any Other Stories which will be selected by the students.

B. Drawing

1. Character Study (Paper Mache')
2. Stage Study and Stage Crafts
 - a. background
 - b. Color Study (Characters and background)
 - c. Paper cut out
3. Composition
 - a. Figure and Stage
4. Costume Designing
 - a. Textile printing
 - b. Costume

Home making---Sewing costume

Industrial---Drafting stage and application

English class-voice and diction, dramatizing, dialogue

Music-----Instrumental music, singing.

SCHEDULE FOR ART CLASS 2nd QUARTER

MARIONETTES

A. Stories

1. Snow White
2. Cinderella
3. 3 Little Pigs
4. Wind and the Willows
5. Peter and the Wolf
6. Any Other Stories which will be selected by the students.

B. Drawing

1. Character Study (Paper Mache')
2. Stage Study and Stage Crafts
 - a. background
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 - b. Costume

Home making---Sewing costume

Industrial---Drafting stage and application

English class-voice and diction, dramatizing, dialogue

Music-----Instrumental music, singing.

TEXTILE

Methods of applying design:

1. Block printing--linoleum
potato
2. Hand painting
3. Silk screen (large design)
4. Stenciling (small design)
5. Air brushing (large or small design)

On or for:

1. Table cloth and napkins
2. Aprons
3. Material for dress or a ready-made dress
4. Drapes
5. Handkerchief
6. Scarfs
7. Smocks
8. Lamp shades
9. Initials and monograms
10. Adding color on hats or on commercially
printed materials
11. Wall hanging
12. Knitting bags

THINGS TO MAKE	MATERIALS AVAILABLE	MATERIALS TO BE PURCHASED
<u>Bunny sack</u> Mats Picture frame Tapestry Animal	Dye, beet juice Coffee, carrot spinach juice	
<u>Seeds</u> Beads Necklace Bracelet Lapel decoration Ring Novelty	Pumpkin Melon Peach pit Prune pit	Shellac Color
<u>Tucca</u> Weaving Soap		
<u>Celetar</u> wall hanging Screen		
<u>Wire</u> Clothespin bags		
<u>Glass</u> Pencil holder Vase Glasses	Jar Bottles	

LINOLEUM -- WITHOUT BLOCKS

1. Block prints-- printing on textile, greeting cards, leather, border or repeated design on paper.
2. Book ends
3. Decorative table tops
4. Wall panels
5. Cabinet doors
6. Box tops
7. Foot stools
8. Small screen (as for phone)
9. Novelty pins
10. Decorated stationery

PAPER CRAFT

THINGS TO MAKE	MATERIALS AVAILABLE	MATERIALS TO BE PURCHASED
1. Lamp shades	Cardboard	Parchment paper, shellac, string, colors, linseed oil, turpentine
2. Animal statuettes	Newspaper, wire	Color Shellac
3. Bowls, Trays, Vases	Newspaper	Spar varnish, Paste-hold to Paint, sandpaper, cheese cloth, lardor grease
4. waste basket	Cardboard Can	Paint Shellac String
5. Beads--lapel pins, belts, bracelets, necklaces	Magazine	Paste Shellac
6. Doll Puppets Masks	Newspaper, material	Cheese cloth Shellac Paint
7. Artificial fruits and vegetables	Newspaper	Color
8. Artificial Flowers		Crepe paper wire
9. Shade pulls Curtain pulls	Thread spools	Color Wire
10. Greeting cards	Newspaper Magazine Sage brush	Color Paste Glue
11. Scrap book		
12. String-holder Knitting box	Salt boxes, etc.	Paint Paste
13. Trinket box Cardboard bank	Wood Cardboard	Paint
14. Mats		

PAPER CRAFT

THINGS TO MAKE		MATERIALS AVAILABLE	MATERIALS TO BE PURCHASED
15.	Kites	Crates boxes wrapping paper	String
16.	Jigsaw puzzles	Magazine Cardboard	
17.	Silhouettes (cut-outs)		Colored paper
18.	Picture frame	Newspaper	
19.	Christmas projects and decorations		
20.	Valentine		
21.	Easter		
22.	Halloween		
23.	Wall hanging		
24.	Gelestar		
25.	Toy furnitures	Cardboard	
26.	Place cards		
27.	Pan		
28.	Paper dolls		

WOOD CRAFT

1. Necktie racks
2. Toothbrush racks
3. Wall hangings-- cut-outs
4. Buckles
5. Belts
6. Mats
7. Bowl-- carved
8. Buttons
9. Trays
10. What-not shelves
11. Waste baskets
12. Picture frames
13. Book ends
14. Soap boxes
15. Novelty pins
16. Sandals
17. Mailboxes
18. "Leave a Note" boxes
19. Name plates
20. Chain and ball
21. Novelty statuettes
22. Paper weights
23. Shade pulls
24. Handle for knitting bag
25. Curtain rods
26. Door stops
27. Letter openers

LEATHER CRAFT

1. Binder
2. Purse
3. Book ends
4. Bolero jackets
5. Wallets
6. Coin purses
7. Key cases
8. Belts
9. Desk blotter edge

TEXTILES

Methods of applying design:

1. Block printing--linoleum
potato
2. Hand painting
3. Silk screen (large design)
4. Stenciling (small design)
5. Air brushing (large or small design)

On or for:

1. Table cloth and napkins
2. Aprons
3. Material for dress or a ready-made dress
4. Drapes
5. Handkerchief
6. Scarfs
7. Smocks
8. Lamp shades
9. Initials and monograms
10. Adding color on hats or on commercially
printed materials
11. Wall hanging
12. Knitting bags

Batik

Crayoned

Dye and tie

THINGS TO MAKE	MATERIALS AVAILABLE	MATERIALS TO BE PURCHASED
<u>Gunny Sack</u> Mats Picture frame Tapestry Animal	Dye, beet juice Coffee, carrot spinach juice	
<u>Seeds</u> Beads Necklace Bracelet Lapel decoration Ring Novelty	Pumpkin Melon Peach pit Prune pit	Shellac Color
<u>Tucca</u> Weaving Soap <i>carving from root</i>	<i>belts</i> <i>hats</i> <i>basket</i> <i>shipper</i> <i>mats</i> <i>rug</i> <i>brush</i> <i>doll</i>	
<u>Celetax</u> Wall hanging Screen <i>picture frame</i>		
<u>Wire</u> Clothespin bags		
<u>Glass</u> Pencil holder Vase Glasses	Jar Bottles	

LINOLEUM -- WITHOUT BLOCKS

1. Block prints-- printing on textile, greeting cards, leather, border or repeated design on paper.
2. Book ends
3. Decorative table tops
4. Wall panels
5. Cabinet doors
6. Box tops
7. Foot stools
8. Small screen (as for phone)
9. Novelty pins
10. Decorated stationery

PAPER-CRAFT

THINGS TO MAKE	MATERIALS AVAILABLE	MATERIALS TO BE PURCHASED
1. Lamp shades	Cardboard	Parchment paper, shellac, string, colors, linseed oil, turpentine
2. Animal statuettes	Newspaper, wire	Color Shellac
3. Bowls, Trays, Vases	Newspaper	Spar varnish, Paste-hold to Paint, sandpaper, cheese cloth, lardor
4. Waste basket	Cardboard Can	Paint Shellac String
5. Heads--Lapel pins, belts, bracelets, necklaces	Magazine	Paste Shellac
6. Doll Puppets Masks	Newspaper, material	Cheese cloth Shellac Paint
7. Artificial fruits and vegetables	Newspaper	Color
8. Artificial Flowers		Crepe paper Wire
9. Shade pulls Curtain pulls	Thread spools	Color Wire
10. Greeting cards	Newspaper Magazine Sage brush	Color Paste Glue
11. Scrap book		
12. String-holder Knitting box	Salt boxes, etc.	Paint Paste
13. Trinket box Cardboard bank	Wood Cardboard	Paint
14. Mats		

PAPER CRAFT

	THINGS TO MAKE	MATERIALS AVAILABLE	MATERIALS TO BE PURCHASED
15.	Kites	Crate-boxes Wrapping paper	String
16.	Jigsaw puzzles	Magazine Cardboard	
17.	Silhouettes (cut-outs)		Colored paper
18.	Picture frame	Newspaper	
19.	Christmas projects and decorations		
20.	Valentine		
21.	Easter		
22.	Halloween		
23.	Wall hanging		
24.	Skeletox		
25.	Toy furnitures	Cardboard	
26.	Place cards		
27.	Fan		
28.	Paper dolls		

WOOD CRAFT

1. Necktie racks
2. Toothbrush racks
3. Wall hangings-- cut-outs
4. Buckles
5. Belts
6. Mats
7. Bowl-- carved
8. Buttons
9. Trays
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11. Waste baskets
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19. Name plates
20. Chain and ball
21. Novelty statuettes
22. Paper weights
23. Shade pulls
24. Handle for knitting bag
25. Curtain rods
26. Door stops
27. Letter openers

LEATHER CRAFT

1. Binder
2. Purse
3. Book ends
4. Bolero jackets
5. Wallets
6. Coin purses
7. Key cases
8. Belts
9. Desk blotter edge

ART DEPT. ACTIVITIES Okamoto

Nov. 1 - 15 - 1942

7¹ 7² 7³ 7⁴ Girls — PAPER CRAFT:
(PAPER BEADS)

7¹ 7² 7³ 7⁴ Boys — DESIGN2:
DESIGNS FOR WASTE PAPER
BASKETS + LAMP SHADES.

8¹ 8² 8³ 8⁴ Girls — PAPER CRAFT:
(ADVANCED PAPER BEADS.)

8¹ 8² 8³ 8⁴ Boys — CRAYOLA TECHNIQUES.
(TEXTURED: SAND PAPER
SCREEN, & COMBINATION
SUBJECTS: LANDSCAPES,
ARMISTICE.

~~9¹ 9² 9³ 9⁴ 9⁵ GIRLS —~~

9¹ & 9⁵ — MURAL STUDY
Boys — GENERAL
GIRLS — FAIRY TALES

9² 9³ 9⁴ — PERSPECTIVE
LANDSCAPE.

ART DEPT. NOV 15-30

Tan Okawoto, A740341, KIKOON
Julia & Lyber Tanzi

Nov. 14 Nov 30,

7¹ 7² 7³ 7⁴

Girls - { paper beads, using construction paper.

Boys - { lampshade, waste basket, book mark,
Each using their design made during
the previous weeks.

Nov. 20. { Thanks giving theme. Finished

Boys - { drawings were distributed to the
different General Ed rooms.

8¹ 8² 8³ 8⁴

girls { paper beads

Boys - { lettering square and circle.
Thanksgiving theme

9¹ 9² 9³ 9⁴

Both boys and girls touched a
little of interior perspective, and
a box form with roof. (2 points perspective)
Thanksgiving theme.

9¹ & 9⁵

Boys - mural. Theme; COOPERATIVE
IDEA.

girls - celotex relief drawing of
mother goose rhyme.

A UNIT OF THE ART DEPT.

JAN. 1 - 15 - 1943

L. TANJI

J. TANJI

A. KIKUCHI

T. OKAMOTO

7¹ 7² 7³ 7⁴

STORY SKETCHES:

7¹ - RUMPELSTILTSKIN

PRINCESS & THE PEA

7² DUMBO, SNOW WHITE

7³ JACK & THE BEAN STALK

LITTLE BLACK SAMBO

7⁴ BEAUTY & THE BEAST

8¹ 8² 8³ 8⁴

STORY SKETCHES:

8¹ HANSEL & GRETEL

8² CINDERELLA

8³ THE TRAVELING MUSICIANS
OF BREMER

8⁴ THREE LITTLE PIGS

MED. — PENCIL, CHALKER + CRAYOLA

9¹ 9² 9³ GEOMETRIC FORMS STUDIES

9⁴

MEDIUM — CHALKER

OVER

95 - MURAL STUDY

MED. - CHALKER LINES ON
CECETEX BOARDS.

PROGRAM FOR 1-15 TO 1-31

ALL 7TH & 8TH GRADES

INTRODUCTION OF A MARIONETTE
SHOW.

91 92 93 94 - STILL LIFE WITH
CHALKER

95 - MURAL - COLOR CHALKS.

~~96 - MURAL - COLOR CHALKS.~~

UNITS of ART DEPT.
(JAN. 15 - 31, 1943)

INSTRUCTORS:

MISS L. TANJI

" J. TANJI

MIR. A. KIKUCHI

" T. OKAMOTO

7¹ 7² 7³ 7⁴

A. DESIGNED FOLDERS TO KEEP INDIVIDUAL'S
WORK. MEDIUM: TEMPERA COLORS

B. STORY SKETCHES:

7¹ - RUNNER'S - STILT - SKIN

7² - DUMBO, CINDERELLA

7³ - GOLDLOCK, BLACK SAMBO

7⁴ - BEAUTY AND THE BEASTS.

JACK AND THE BEAN STALK

MEDIUM: CLAYOLA, WATERCOLORS.

8¹

CHARCOAL STUDY

OUTDOOR SKETCH - PENCIL

FOLDER

TEMPERA

8²

STORY SKETCHES:

SNOW WHITE - CLAYOLA, TEMPERA

BUY BOND POSTER - TEMPERA

8³

FOLDER:

a. TEMPERA

b. COLOR STUDY - 12 COLORS.

STORY SKETCHES:

SLEEPING BEAUTY

8⁴ — FOLDERS — TEMPERA
STORY SKETCHES;

3 LITTLE PIGS —

MEDIUM;

PENCIL
CLAYORA.

9¹ POSTERS & LETTERINGS.

a. WAR

b. SAFETY

c. HEALTH

d. CONSERVATION

MEDIUM:

SHOW CARD PAINT, WATER-
COLOR, CLAYORA, & CHALK.

9² DITTO

9³ DITTO

9⁴ DITTO + CLAY (MRS. SASAKI),
LEATHERCAST (PRELIMINARY
STUDY)

9⁵ MURAL ON CELTEX BOARDS
MEDIUM: COLOR CHALK
TEXTILE DESIGN
LINOLEUM BLOCK CUTTING.

UNIT FOR ART DEPT.

Feb 1 - 15.

7TH GR. BOYS & GIRLS

CELESTEX WORK:

LOW RELIEFED OF FIGURES &
SCENES & COLORED WITH
CLAYOLIT & SHOW CARD PAINT

8TH GR.

BOYS & GIRLS

POSTERS:

THEMES —

WAR, WAR BONDS & STAMPS,
SAFETY & SANITATIONS.

MEDIUMS.

CLAYOLIT, POSTER PAINTS.

9TH GR.

BOYS & GIRLS.

A. COMMERCIALS & LETTERING.

B. STUDIES FOR LEATHER CRAFTS.

C. OUTDOOR SKETCHINGS WITH
PERSPECTIVES.

SCHEDULE FOR ART CLASS 2nd QUARTER

MARIONETTES

A. Stories

1. Snow White
2. Cinderella
3. 3 Little Pigs
4. Wind and the Willows
5. Peter and the Wolf
6. Any Other Stories which will be selected by the students.

B. Drawing

1. Character Study (Paper Mache')
2. Stage Study and Stage Crafts
 - a. background
 - b. Color Study (Characters and background)
 - c. Paper cut out
3. Composition
 - a. Figure and Stage
4. Costume Designing
 - a. Textile printing
 - b. Costume

Home making---Sewing costume

Industrial---Drafting stage and application

English class-voice and diction, dramatizing, dialogue

Music-----Instrumental music, singing.

SCHEDULE FOR ART CLASS 2nd QUARTER

MARIONETTES

A. Stories

1. Snow White
2. Bambi
3. 3 Little Pigs
4. Wind and the Willows
5. Peter and the Wolf
6. Any Other Stories which will be selected
by the students.

B. Drawing

1. Character Study (Paper Mache')
2. Stage Study and Stage Crafts
 - a. background
 - b. Color Study (Characters and background)
 - c. Paper cut out
3. Composition
 - a. Figure and Stage
4. Costume Designing
 - a. Textile printing
 - b. Costume

Home making---Sewing costume

Industrial---Drafting stage and application

English class-voice and diction, dramatizing, dialogue

Music-----Instrumental music, singing.

12th March

Feb 23 - April 15

7, Easter drawing
Finger painting (experimenting)
Finger painting applied to craft.
(Note books)

7₂ girls making marionettes of
"Snow white"

7₄ boys Poster ideas + roughs.
Foundamentals of cartooning
Finger painting
Application of finger
painting on crafts
Outdoor sketching

8, Easter card.
Textile design for curtain.

8₂ Pencil drawing
Easter drawing
Outdoor sketching
Clay modelling (boys)

84. boys. Easter drawing
Easter Poster
Penoleum cut

91. Pencil sketching
making art Folder
Lapel pin (girls) out of wood
Poster. (Illustrated)

92. Lettering (freehand) boys
girls Lapel pin (out of wood)
Textile design for curtain.

93. Lettering (boys) freehand
water color
Pencil sketch

94. Water color (girls)
free hand Lettering (boys)

95. free hand Lettering
Pencil sketch

Crafts

Art Dept.

9th

plastic cont

Leathercraft cont

other possibilities - gerts - rag. shippers
- Textile Print

boys & girls - cork.

8th

Linoleum block printing cont.

Quip braiding cont

other possibilities - wood carving

7th

Marionette dolls cont

clay modeling

Paper bowls

Yucca brown

Kite -

ART DEPT.

LYDIA TANJI

JULIE TANJI

ATSUSHI KIKUCHI

TOM OKAMOTO

THE UNITS of MARCH 1ST - 15TH 1943

7¹ GIRLS — DESIGNING of COSTUME FOR
'RUMPELL-STILL-SKIN'

7¹ BOYS — LETTERING
CARTOONING (FRIDAY)

7² GIRLS — MASK (PAPER ON CLAY) FOR
MARIONETTE HEADS.

WATERCOLOR STUDY FOR
BACKGROUNDS — 'SNOW WHITE'

7² BOYS — SCALE STUDY of MARIONETTES
& BACKGROUNDS — 'DUMBO'

7² GIRLS — SCENERY & MARIONETTE HEADS
(PAPER ON CLAY) — 'THREE BEAR'

7³ BOYS — LETTERING

7⁴ GIRLS — WOODEN BEADS, COSTUME
ILLUSTRATION, LAPEL PINS (WOOD &
WALNUT SHELL)

7⁴ BOYS — LETTERING

8¹ GIRLS — SKETCHING

8¹ BOYS — BLOCK PRINTING, GUM BRAIDING
HEADS.

8² GIRLS — MARIONETTE HEADS

BOYS — CLAY MODEL

8³ GIRLS — BEAD WORK

BOYS — MASK (FULL SIZE)

8⁴ GIRLS — LAPEL PINS FROM MATERIAL
(WOOD + NUTS)

8⁴ BOYS — COMMERCIAL (PASTER)
CARTOON

9¹ 9² 9³ 9⁴ 9⁵ —

★ LEATHERCRAFT.

BELT, WALLET, COMB CASE, COIN
PURSE, WRIST PURSE.

METHODS — BRAIDING, PLAIN TOOLING,
CARVED TOOLING.

★ PLASTIC WORK

★ FASHION DRAWING

★ COMMERCIAL (LETTERING & LAYOUT)

★ CARTOON

★ SKETCHING.

ART DEPT.

~~MARCH~~ 1ST — 15TH
April

7¹ Boys:

FINGER PAINTING

7¹ GIRLS:

~~MARIONETTE~~

MARIONETTE BODY

7² Boys:

MARIONETTE HEAD

7² GIRLS:

MARIONETTE BODY

7³ Boys:

CLAYOLA Etching

7³ GIRLS:

MARIONETTE BODY

BACKGROUND + PROPERTY

7⁴ Boys:

FINGER PAINTING

7⁴ GIRLS:

LAPEL PINS (WOOD)

8¹ Boys:

POSTER

GIRLS:

SKETCHING

8² Boys:

LETTERING, SKETCHING

GIRLS:

PAINTING MARIONETTE HEADS

83 Boys:

STORY SKETCH (CARTOON)
PAPER MASK

83 Girls:

LAPEL PINS (WALNUT SHELL)
INDIAN BEADS

84 Boys:

STORY LAYOUTS

84 Girls:

LAPEL PINS (WALNUT SHELL)

91 Boys:

LEATHER CRAFT

91 Girls:

LEATHER CRAFT

92 Boys & Girls:

PLASTIC, COMMERCIAL, WOOD CRAFT.

93 Boys & Girls:

LEATHER CRAFT, TEXTILE DESIGNING,
FASHION DESIGNING, SKETCHING.

94 Boys & Girls:

CARTOON, COMMERCIAL, LEATHER,
FASHION

95 Boys & Girls:

CLAY MODELING, COMMERCIAL, LEATHER

ART DEPT. April 15th through 30th.

7-1 Boys:	finger painting
7-1 Girls:	marionette body
7-2 Boys:	marionette head
7-2 Girls:	marionette body
7-3 Boys:	Clayola etching
7-3 Girls:	marionette body--background and property
7-4 Boys:	finger painting
7-4 Girls:	lapel pins (wood)
8-1 Boys:	poster
8-1 Girls:	sketching
8-2 Boys:	lettering, sketching
8-2 Girls:	painting marionette heads
8-3 Boys:	story sketch (cartoon) paper mask
8-3 Girls:	lapel pins (walnut shell) indian beads
8-4 Boys:	story layouts
8-4 Girls:	lapel pins (walnut shell)
9-1 Boys:	leathercraft
9-1 Girls:	leathercraft
9-2 Boys & Girls:	plastic, commercial, woodcraft
9-3 Boys & Girls:	leathercraft, textile designing, fashion designing, sketching.
9-4 Boys & Girls:	cartoon, commercial, leather, fashion
9-5 Boys & Girls:	clay modeling, commercial, leather

Art Dept.

MAY - 15 - 31 - 1943.

Okamoto

L. Tanji

J. Tanji

774

71 — MARIONETTES, CLAY

72 — SKETCHING, MARIONETTES

73 — MARIONETTES, LINOLITH BLOCK,
OIL CLAY

74 — LAPEL PINS, CLAY.

81 — LAPEL PINS, POSTERS, LINOLITH,
CRAYOLA PRINTING.

82 — FINGER PAINTING, SKETCHING,
FOLDER + LETTERING, GIMP.

83 — SKETCHING, BEADS, LAPEL PINS, TEXTILE

84 — GIMP BRAIDING, SCRAP LEATHERCRAFT
WATERCOLOR, DESIGNSON SKIRTS.
BED DOLLS.

91 2345 — LEATHERCRAFT, SKETCHING +
MAPS ON LATIN + SO. AM.

(94 — STENCIL PRINTING.

92345 — PLASTICS.

92 — FOLDERS

ARTS AND CRAFT June 1 - June 25

L. + J. Tanji
Okamoto

7₁ CLAY - THEME - GREECE
DRAWINGS ON GREECE
FINISHED MARIONETTES

7₂ FINISHED MARIONETTES
SKETCHING

7₃ WOODEN PINS
MARIONETTES
BLOCK-PRINT - THEME GREECE

7₄ CRAYOLA DRAWING WASHED WITH
WATER COLOR

SKETCHING.

DRAWINGS ON GREECE
HAIR COMBS - (DECORATED)
LAPEL PIN - (WOODEN)

81 POSTERS (FARM)

FINISHED THE DESIGN ON THE
CURTAIN FOR THEIR General EP

LEATHER CRAFT,

LAPEL PIN

SKETCHING

82 MARIONETTES - FINISHED
GIMP BRAIDING

POSTER - FARM

SCRAP BOOK

FINGER PAINTED
COVERS

LETTERING

SKETCHING

83

INDIAN BEAD BRACELETS

SKETCHING IN FASHION

STENCIL - TEXTILE

(SCARFS AND
SKIRT)

WALNUT SHELL LAPEL PIN

84

WATER COLOR SKETCHING

STENCIL - TEXTILE (SCARFS AND SKIRT)

GIMP BRAIDING

WALNUT SHELL LAPEL PIN

BED DOLLS. SCRAP LEATHER CRAFT,

9₁ LEATHERCRAFT
BED DOLLS

9₂ LEATHERCRAFT
PLASTIC RINGS AND PINS
SKETCHING.

9₃ LEATHERCRAFT
PLASTIC
SKETCHING

9₄) SAME AS ABOVE.

9₅-

Amelia Jr. H.
Tom Oramoto

ART DEPT. (Oct. 12 to 31, 1942)

10/12-16

★ CLASS SURVEYS of INTERESTS:

RATIO: 5-4-2-2-1

DRAWING & PAINTING, CLAY, CRAFTS,
CARTOONS & OTHERS.

10/19-21

★ SUBJECT:

AN IMAGINARY SCENES of THE
CENTER (MEDIUM: CLAYOLA)

★

SCHOOL ADVERTISING BODY WAS
INFORMALLY ORGANIZED.

10/21-24

★ C. E. A. CONVENTION

10/26-31

★ 1ST STUDENTS' CLASSWORK EXHIBITION

★ DISCUSSIONS of THE VARIOUS ART
ACTIVITIES THAT CAN BE DONE IN
~~THE CLASS~~ SCHOOL (MRS. WALTHER,
MISS TANJI, MR. LUCAS & Tom Oramoto)

★ CLASS PROJECT:

HALLOWEEN THEMES.

* 12 POSTERS BY ADVERTISING BOARD.
FOR THE I.R. HI HALLOWEEN PARTY.

* 1ST ART TEACHER'S SEMINAR.
(DEMONSTRATION BY MISS TAN)
ON PAPER CRAFT)

* DISCUSSION ON THE TOPIC, "WHAT I.R.
HI ART CLASSES CAN CONTRIBUTE
TO THE NURSERY & KINDERGARTEN
DEPT?"

* 2ND CLASSWORK EXHIBIT

Work covered since April 1st

(1.)

Art

Quiz to determine what had been covered, and what should be emphasized.

Composition

1. Sketches to show center of interest
2. Discussion of different basic forms of composition
3. Selection of a picture from a magazine to be classified as to type of composition. Students to indicate by pencil lines on the magazine picture, a "picture within a picture," trying to choose so as to have good composition.
4. Mount the selection, as well as the whole from which it was taken in a pleasing arrangement, with the lettered title "Composition, A Problem in Selection"

Original compositions, arranged in three different types to illustrate the three kinds of composition covered.

Life Sketching

1. Members of the class posed, two at a time, in alphabetical order for the rest of the class. The poses were 10, 15, and 30 minutes, seated and reclining. The first drawings were of a single figure, later both figures were to be included.

Doris B. Hanson

7200 - 5th Floor - Junior Art

Life Sketching (continued)

Emphasis was to be placed on good proportion and action, the folds and stretching of the clothing to show action and fore shortening where indicated. In these short poses no features were attempted.

Composition using sketches previously made from the model

1. On 12" x 18" paper, a square and 2 rectangles of pleasing proportion were arranged
2. Within these areas compositions using one or more figures, as previously sketched from life, were to be evolved, individual backgrounds by each student. The same ^{material for} compositions to be altered to suit the space it should occupy.
3. The title "Composition, A Problem in Arrangement" was lettered on these sheets.

Posters for the Junior Drome

These were made by those finishing the above problem first.

Color Theory and Practice

1. A color wheel in individual geometric design was created to allow space for three intensities of each hue of the six basic colors.

Color Theory (continued)

2. Three areas were designed to accommodate respectively 5, 3, and 3 colors, comprising color harmonies in the following types: Triad, analogy, Compliment.
3. A color plate was made with an arrangement of three areas, suitably designed, in which color was used in two, black, white, and gray in the third. The purpose of this exercise was to learn the meaning of 'value' as related to color.
4. Free hand brush drawing using what had been learned of color harmonies, and value.

Extra work

1. Posters for school activities, by individuals.
2. Stage sets for final pageant
These were done by groups from each of the senior art classes.

Final Examination in Art

Don B. Hansen
| 2nd and 5th Periods |
Senior Art

1. Name 3 kinds of composition.
2. What is the best ratio to use in design?
3. What is informal balance?
4. Define (a.) proportion
(b.) rhythm
5. What is meant by the term 'action' as used in life sketching?
6. What should you show in drawing the clothing in a quick life sketch?
7. Name the colors on the color wheel including all intermediate hues.
8. Name the 3 chief pairs of complements.
9. Name 3 colors which will make a harmony in each of the following types: (a) Triad, (b) Analogous, (c) Complementary.
10. Define the terms: value, intensity, hue.

Jr H.S. Art Classes - 7 in number

Continue Study of media

Have been doing work in Elementary portraits

Will continue work including some silhouettes + cartoons

Adding some elementary work on color + Landscape

March 3, 1945

J3.50

WHE olvin

Mr. Colman
Monthly Report

Report of Room 32 - 11/18/44

Ar
Sw
Sr H.S. 2nd + 5th Hr classes have completed ship transportation development paintings - exhibit of which is now in library - Fire + Commercial Posters
Exhibit of latter now in room 32 - Also some greeting cards

The main objective of this work is to gain manual dexterity in the use of various media, also increasing knowledge of good art.

Work for the coming month will cover additional work on greeting cards including splatter prints - linocut blocks etc
Also additional work on printing so that better posters can be made.

Feb 3-1943

Mr. Calvin

B₁-Monthly Report R 32

Sr H.S. Art classes 2nd + 5th hr

Studied Landscape painting including use of color

" Portraits of face + full figure

Made Silhouettes of Lincoln + Portraits of Washington

Advanced Poster making including planning

Will continue Posters including work for Prizes

Also study cartooning

More work on Landscapes

Gen + specific objectives to create interest in common
Every day life and make use of things around us

AMACHE SECONDARY SCHOOLS

Assignment - Art Classes
May - June 6

Problem I

Poster

War bonds
Red Cross
U.S.O.

Problem II

Drawing from a model -
man, woman, or child, seated (in pencil only)

Problem III

Illustration in color - your own composition
"Alice in Wonderland"

Problem IV

Design for dress material using a flower motif.
Drawing should show drop-repeat of pattern.

Problem V

Landscape at least 9" X 12", actually done out of doors.
Color with water color or crayon
Your own composition

These problems were suggested for
those leaving early, as make-up
work.
DBHanson

Mr. Colburn
Monthly Report

Report of Room 32 - 12-21-44

Sr.-H.S. 2nd + 5th in Art Classes Completed work on a series of Commercial posters - Made in most cases 6 greeting cards each - Studied and reproduced gothic Black Alphabet - Completed a series of Seasons posters. Displayed in art room. Rules for making posters emphasized.

Main objective to gain use of skill in expression of surroundings. Will continue work in water color both in action and landscape.

Th + 8th grades Have worked a little in talking paintings gaining skill in expression - will continue

Jr. Hi. Art. The classes have studied illustrating as applied to poetry and magazine articles. The class has studied form and color as illustrated in groups of glass and fruit. They will continue to study color perspective and nature forms as found in landscape.

4/28/45

W H Colvin

ART Dept. Okamoto

Dec 1st to 15th

7¹ 7² 7³ 7⁴

8¹ 8² 8³ 8⁴

9¹ 9² 9³ 9⁴

Project - Christmas Card.

(Few students in the

7th grades are still

working on their waste basket and lamp shades, Lacing the sides with raffia.) Be cause of insufficient material we have started the cards in various methods.

Mentioning a few are Crayola + water color, block printing, pictures from magazine pasted on construction colored sheets, spatter, sage brush Novelty, cut out Novelty ^(construction paper) Newspaper and Magazine cutouts (with no definite picture but cut into shapes such as a little dog) 2nd Novelty, Crayola (on sand paper) technique 8th grade project before. Potato prints, token novelty, feather novelty (underlined - just a few).

Our purpose - to create original design instead of copy work. If they did bring a copy work we discouraged them and showed how a motif within the copy work can be

Arranged so it will be their own creative design.

95 - girls - continuation on their Ketelox board. Colouring it with crayola and poster paint.

Boys - Made potato prints.

Arinche Jr. Hi. ART DEPT.

Tom O'Hanlon
Atsushi Kikuchi
J. Tanji
L. Tanji

PERIOD DEC. 15 - 31 - 1942

7¹ 7² 7³ 7⁴ Boys - PAPER CRAFTS:

- a. BASKETS
- B. LAMP SHADES

~~7¹~~ GIRLS - PAPER CRAFTS:

- a. CHRISTMAS CARDS

8¹ 8² 8³ 8⁴ —

CHRISTMAS CARDS:

- a. CRAYOLA
- b. STENCIL
- c. SPATTER
- d. CUT-OUT
- e. WATERCOLOR

DEC. 28 & 29

7TH & 8TH GRADE

RECORDS "PETER & THE WOLF"

9¹ — 9² —

LINO LEUM BLOCK PRINTS:

CLETEX BOARD PRINTS.

DEC. 23 - 24 — ART EXHIBIT.

DEC. 30 — TRIP TO PUPPET SHOWING

OVER.

PROGRAM for JAN. 1-15-1983.

7TH & 8TH GRADES. —

STUDYING for a puppet show.

Edv — STORY ILLUSTRATION

Art

CHARCOAL STUDY (STILL LIFE)

PERSPECTIVE STUDY.

OUTLINE OF ART APPRECIATION
(one semester course)

Amachi H.S.

J3.52

GOAL

Art in the school of today is no longer taught as a specialty for those who may become professional artists; rather, it is intended to function in real situation which pupils encounter, both in and out of school.

Appreciation or love of beauty, both natural and man-created, is the chief goal of this course. Specially, we wish the student to enjoy and demand beauty in every phase of his daily life. This means the building of attitudes of knowledge that will result in satisfactory responses to all life situation requiring a perception of beauty.

We are concerned chiefly with awakening the student to the many and vital situations of every day existences, wherein appreciation of beauty is not only desirable but essential. He must grow in the consciousness that beauty is a necessity and knowledge, and appreciation of it are indispensable to successful living. He will also see that this need for beauty is not recent but has been felt by men of all times, races, and nations.

THE PROBLEM

- A. Class time includes but one semester of two hours and three hours each week alternatively. The students are drafted from all grades from 10th to 12th and present a varied background of interests, knowledges and capacities.
- B. Our community is new and segregated from the outer civilizations. The residents are all evacuees who are controlled by the War Relocation Authority and the United States Army. A few of the parents have university training.
- C. Library facilities are meager.(?) Our school library is pitifully equipped.(?) It is almost impossible for the pupils to visit the city library in Lamar. Few ever go to Lamar, if he can, even to shop.
- D. Taking advantage of the cultural opportunities of the Lamar and other neighboring museums is practically impossible. It is obvious that materials and resources are scant. It is also obvious that the problem of stimulating appreciation and awakening the perception of and the need for beauty in the life of this student must begin with simple familiar objects.

PROCEDURE:

The first few weeks will be devoted to orientation. Man's instinctive desire to possess and create beauty will be brought out, not only by discussion, but by actual experiment and demonstration.

The first meeting may well begin with a display of painted objects of common use, one of inferior design and the other beautiful. A choice of these objects will be made by the student. These objects and pictures of objects utilized in everyday living shall cover a wide range. Automobile and airplane design, glassware, houses, clothes would be included. The discussion of the principles of beauty will be followed by investigation, analysis and recognition. This inquiry would be pursued with actual objects and pictures of them. Students will be encouraged to find and collect fine examples of design in any field in which they are interested. After basic understanding is established, each pupil will be encouraged to investigate some field of beauty, some specific object or some country's contribution to the world's store of beauty. (A mimeographed list of available fields of investigation will be given to each student.) ?

Since library facilities may be poor and texts are not available, this project must be brief as much of the work as possible will be done during class time.

While each pupil pursues his own special interest, the teacher will cover the chief fields of beauty related to each day life and the place of fine arts in short illustrated talks. These will begin with clothes, color, textiles, individuality, make up and good taste.

The next division would center about the home. This discussion should lead to beauty in our community. Beauty in business cannot be ignored today. Art in advertising, packaging and display are the few examples. The school annual is an opportune introduction to many of the commercial arts as layout, illustration and photography.

Sr. High

ART APPRECIATION

Field of Art Investigation by Individual Students

A. Architecture

1. The art of building or architecture
2. Churches, cathedrals, and skyscrapers
3. Great builders, or men who have influenced the forms of our buildings
4. Houses of various times and countries

B. Sculpture

1. Great sculptors in stone, bronze and clay
2. Modern sculpture and its uses

C. Painting and Great Painters

1. Painters, old and new. America and foreign
2. Murals and mural painters

D. Modern Machine Design

1. Airplane and automobile. Function and beauty
2. Streamline trains. Utility and design

E. Beauty or Art in Home

1. Ceramics, pottery
2. Silverware
3. Utensils
4. China
5. Rugs, tapestries, curtains
6. Textiles

F. Art and The Business of Selling or Commercial Art

1. Advertisements
 - a. Magazines, newspapers, billboards, posters, trade works
 - b. Layouts and composition
2. Window Display
 - a. Shelf
3. Photography
 - a. Famous photographers
 - b. Good photography as super salesman
4. Illustration
5. Pamphlets, folders

G. Graphic Arts

1. Block prints
2. Japanese prints
3. Lithographs, modern lithographs
4. Great artists in prints, modern and ancient

H. Beauty in Clothes Costume

1. Modern clothes designers
2. Textiles materials
3. Clothes of other times and their influence in today's fashions
4. Accessories
5. Jewellery
 - a. Ancient
 - b. The Renaissance
 - c. Royal jewels
 - d. Modern costume jewelry

I. Art of Other Countries

1. Babylon Assyria
2. Greece
3. Rome
4. East India
5. China
6. Japan
7. Mexico
8. America--American Indian, Inca, Peru, Navajo, Mayan
9. Italy
10. Germany
11. Holland
12. Norway and Sweden
13. France
14. Russia
15. United States

J. Great Artists in Any Field

1. Architecture
 - a. Giotto and his Tower, Michaelangelo and Dowe, Frank Lloyd Wright, Louise Sullivan and Skyscrapers
2. Sculptors
 - a. Phidias and the Parthenon, Proziteles, Michaelangelo, Maestrovic, Carl Milles, Edstein, Paulanship, Augusta Rodin, Lorado Taft
 - b. American sculptors
 - c. Portrait sculpture and sculptors

3. Painters

- a. The first painters, prehistoric
- b. Painters of the Renaissance. Michaelangelo, Titian, Raphael
- c. Flemish painters
- d. English portrait painters
- e. Dutch painters
- f. French painters Landscape
- g. American landscape painters
- h. American portrait painters
- i. Mural painters of all times

4. Caricaturist

- a. Old and new Early caricatures
- b. Recent

K. Cartoons and Caricatures

- 1. American Hoff, Arro and etc.
- 2. Famous cartoonists

L. Art of The Theatre

- 1. Mask, marionettes, costumes, sets

M. Art and The Cinema

ART I

- NOTE: 1. No. of Lessons indicates week.
2. Small alphabet indicates one or more plates you are required to produce within a lesson.
3. Each student must make up unfinished plates outside of the class room.
4. Extra outside work will be credited.

LESSON I & II

1. Design: --Theories
 - a. Straight line
 - b. Curve
 - c. Combination of two
 - d. Creative design
 - e. Creative design in colors

LESSON III & IV

1. Geometric Form:
 - a. Line
 - b. Tone
 - c. Line & Tone
 - d. Creative Form

LESSON V & VI

1. Perspective: --Theories
 - a. Blocks and other forms
 - b. Interior perspective (line)
 - c. Exterior " (line and shade)

LESSON VII

1. Composition of Forms:
2. Lecture and Demonstration
 - a. Your own arrangement of forms

LESSON VIII & IX & X

1. Still Life:
 - a. Line
 - b. Tone (lined)
 - c. Tone (shaded)
 - d. Color
 - e. "

LESSON XI & XII & XIII

1. Color: Theories & Applications
 - a. Color chart
 - b. Plate (China) Designing
 - c. Pattern Designing

LESSON XIV & XV & XVI

2. Watercolor and pen
 - a. Still Life (watercolor with pen)
 - b. Still Life (watercolor)
 - c. Landscape
 - d. "

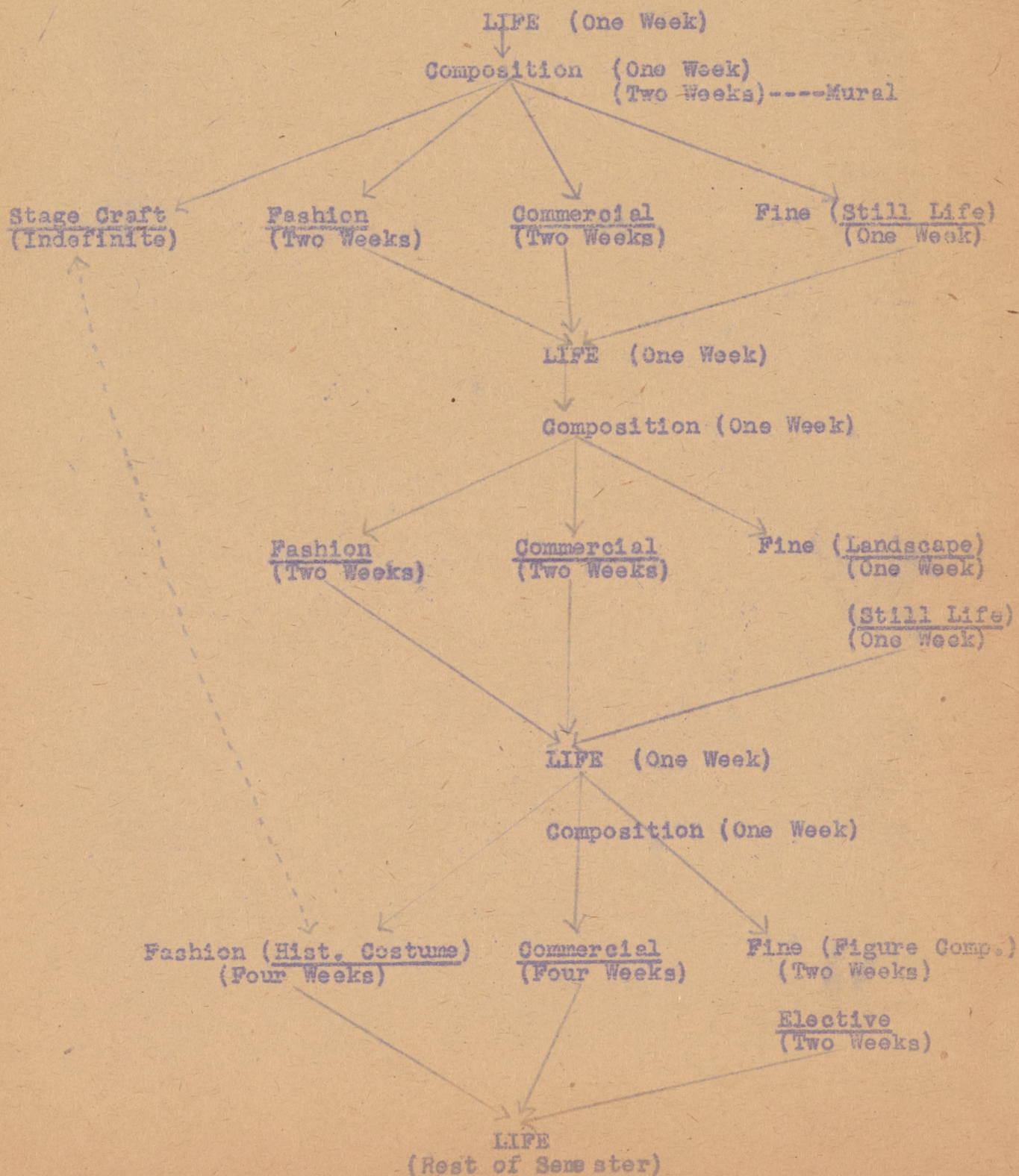
#12 EXAMINATION

LESSON XVII & XVIII & XIX

1. Composition: --Fundamental Theories
2. Illustration
 - a. Lineal
 - b. Tone
 - c. Form
 - d. Dark and light
 - e. Combination of two or more above
 - f. " " all

ART II

SCHEDULE FOR ONE SEMESTER



THE QUARTERLY REPORT

October 12, 1942 to December 12, 1942

Tom Okamoto

4th Period--ART APPRECIATION

Lesson	I	Art and Beauty
"	II	Cover
"	III	Good Taste
"	IV	Clothes
Examination		
Lesson	V	Home and Beauty
Four Field Trips to the Amache Residents' Homes.		

5th Period--ART II

2 Weeks	Life Study
1 Week	Composition
2 Weeks-	Still Life, Commercial, Fashion, Stagecraft, and Cartoon
2 Weeks	Life Study

6th Period--ART I

Lesson	I	
and		Designs and Colors
Lesson	II	
Lesson	III	
and		Geometric Forms
Lesson	IV	
Lesson	V	Perspectives

Project and Points StressedClasses

Posters

a. Topic

1. Being a good student
2. Patriotic
3. Safety
4. Health

73

b. Required

84

1. Good arrangement of illustration and lettering
2. A thought provoking slogan
3. Effective use of color

Paper Mache' Animals

- a. Method of constructing animals shown
- b. Animals had to have balance to stand up
- c. Later decorated and shellacked

71

Silhouettes

74

- a. It taught them to omit small unnecessary details and gave opportunity to work with masses

73

Paper Plate (decorating)

- a. Decorated plates with gay powdered tempera paint and later shellacked
- b. Design had to be applied on circular surface

72

Clay Modeling

- a. Figurines had to have balance and also required working in masses
- b. Later decorated and shellacked

74

73

Stencil

- a. Stencil designs applied on autograph books, scrapbooks, and on cloth
- b. Students tried many design arrangements for better results
- c. Method of constructing leaflets shown

82

83

Design Study

- a. Difference between abstract and conventionalized design
- b. Class did conventionalized designs with colored chalk on black construction paper

74

My Aims:

- a. Good working habits (working in groups)
- b. Appreciation of material things
For students to realize that new things not be used in making of a thing or project but scraps of material could be used in making many useful objects with some use of ingenuity.
- c. Correct care and usage of equipment and materials

GENERAL SEMESTER REPORT (January 17-May 12)
Junior High Art Department

<u>Project and Paints Stressed</u>	<u>Classes</u>
Finger Painting	7 ¹ ₃
A Use of all over design	8 ³
Lettering Project	
a. spacing of letters	7 ²
b. good letter forms	
Proportion of the Human Head	8 ³
a. Used pencil--pencil technique in sketching shown	7 ²
b. Used classmates as models	8 ²
Autograph Books	
a. Finger painted paper used for cover	7 ¹
b. Method of constructing book	
Indian Project	
a. Miniature table project of Pueblo village	8 ¹
b. Mural--in colored chalk	
c. Wall hanging--in crayon on cloth	
d. Paper mache' bowls decorated with Indian designs-- later shellacked. (Students worked in groups.)	
Simple Principles of Perspective and Still Life Sketches	7 ³
a. Blocks, cylinders, and pyramids--used explanation	7 ²
b. Studied above objects at different at eye level	8 ⁴
c. Knowledge of perspective later used in sketching still life groups--medium color chalk.	8 ¹
Creative Design Suitable for Stencil	8 ²
a. Design applied on book covers in corner or border designs.	8 ³
b. Method of folding bookcovers shown	8 ⁴
Creative Art	7 ¹
Color Study and Color Chart	7 ²
Experiments with Water Color	
aa. Students made own secondary colors by mixing primary colors	
b. Stressed correct usage of brush and keeping color pans clean	7 ²
c. Color charts required use of	
1. lettering	
2. correct arrangement of colors on color wheel	

COURSE OF STUDY

FINE ARTS

Second Semester - 1943

ART I

Lesson 1

Color study

- a- color chart
- b- primary colors (color balance)
- c-secondary colors (platt)
- d- all over pattern

Lesson 2

Still life

- a- pencil
- b- pen
- c- pen and watercolor wash

Lesson 3

Outdoor sketch

- a- pencil
- b- black and white
- c- watercolor

Lesson 4

Lettering

Lesson 5

Poster

Art II

Life:

- a- life study
- b- composition
- c- portrait

Commercial Art

Lesson 1

lettering

Lesson 2

layout

Lesson 3

posters

Lesson 4

commercial copies

February 29-April 21, 1944
Bi-Monthly Art Report

	<u>Classes</u>
Projects and Paints Stressed	
Proportion of Head	
a. Students used classmates as models	8-1 & 7-2
b. Pencil technique shown	
Simple Principles of Perspective	
a. Applied in sketching still life objects using pencil and colored chalk	8-1
Paper Made Animals	
a. Methods of construction	7-1
b. Decorating animals	
Creative Art	
a. Colored chalk used	7-2
Silhouettes	
a. Done in construction paper	7-3 & 7-4
Stenciling for	
a. Autograph books or scrapbook covers	8-2 & 8-3
b. Some did cloth stenciling	
c. Construction of scrap- books and autograph books shown	
Posters on	
a. Being a good student	8-4
b. Points stressed:	
1. arrangement	
2. lettering	
3. color	
4. domination and subordi- nation	
Clay Modeling	
a. Obtaining balance in objects	7-3 & 7-4
b. Use of color in decorating objects.	
Decorating Paper Plates	
a. Use of colors	

b. Arrangement of design on
circular surface

7-2

No classes were held between March 8-10 (preparations made for 3rd quarter report cards) also April 10 (Easter) April 17 & 18 afternoon classes (Mrs. Hanson absent)

Marna Miura

Bi-Monthly Art Report
January 3-14, 1944

Marna Miura
May Sakoda

7^1 , 7^2 , 7^3 , 7^4 , 8^2 , 8^3 , 8^4

Projects and Paints Stressed

Creative drawing on colored paper using chalk as
medium

Use of color

Dark and light of objects stressed

Accents and highlights stressed

8^1 section

Indian Projects

Table Project

Indian pueblo scene made by modeling clay
Work in three dimensions

Mural

Chalk on wall board

Paper Pottery

Applying Indian symbols for design

Wall Hanging

Indian dance scene in crayon

7^1 , 8^2 , 8^3

Simple principles of perspective

Sketching geometric objects at different eye levels

Technique of using pencil stressed

8^4

Creative Design (for autograph or stamp books)

Design using lines and geometric forms

Originality stressed

Color scheme stressed

Principles of design stressed

7^3 , 7^4

Finger Painting (for autograph books)

All over design using free movement

Free Period

Extra work

Making valentine cards

Painting beans for decorative purposes

Bi-Monthly Art Report
January 3-14, 1944

Marna Miura
May Sakoda

Future Plans

Proportion of head -----	8 ² , 8 ³	
Making autograph or stamp book-----	7 ² ----	7 ¹ , 7 ³ , 7 ⁴ , 8 ⁴
Lettering practice-----		

Have two periods of art so students may have more
class time to complete their work.

Have Tuesdays and Thursdays open for free period work.

February 1, 1944

Marna Miura
May Sakoda

Bi-Monthly Art Report

7¹, 7³, 7⁴

Projects and Paints stressed

Album Making

Using finger painted paper

Method of construction stressed

Neatness stressed

8⁴

Album Making

Using creative design

Method of construction stressed

Neatness stressed

8¹

Indian Projects

Table Projects

Indian pueblo scene made by
modeling clay

Ladders made by tooth picks

Mural

Chalk on wall board

Paper Pottery

Applying Indian symbols for design

Wall Hanging

Indian dance scene in crayon

Lettering Project

----- 7²

Form stressed

Spacing stressed

Arrangement stressed

Proportion of Head

Pencil Technique shown

Proportion of Head

8², 8³

Pencil Technique shown

Finger Painting

8³

Creative design

All classes had two periods of art per
week for two weeks.

Feb. 29, 1944

Marna Miura
May Sakoda

Bi-Monthly Art Report

Projects and Paints Stressed

Proportion of Head	)	7 ¹ ₃
Pencil technique shown	)	7 ⁴ ₄
Students used classmates as models	)	7
Simple Principles of Perspective		7 ² ₃
Sketches of still life	)	7 ³ ₄
Groups using pencil and colored chalk	)	7 ⁴ ₈
Indian Project		
Table Project	)	8 ¹
Mural)	
Paper Pottery)	
Wall Hanging)	
Creative Design Suitable for Stenciling		
Designs applied on book covers	)	8 ² ₃
either as border or corner designs	)	8
Folding of a book cover shown)	
Color Study		
Principles of color		
Correct use of brush and water colors		
Mixing primary colors to obtain their secondary colors		
Color Chart		
Lettering--using style of lettering taught in art previously.		
Neatness in assembling cut colored paper pieces together.		
Creative Drawing		
chalk	)	7 ¹

Art Report
Sept. 13- Oct 1, 1943

Marna Miura
May Sakoda

7⁴, 7¹, 8², 8¹

Projects and paints stressed
Crayon Etching
Creative design
Study in colors and texture

8³, 8¹, 8⁴

Lettering
Use of guid lines
Spacing and neatness

7²

Scrap Book
Designing of covers
Spacing of letters

7³

Charcoal Work
Black and white design or picture in
three values
Texture

8⁴, 8³

Book Covers
Illustrations
for booklet on Amache being made as General
Ed. project

Remarks:

Classes would be given opportunities to work on all
projects, if possible, at one time or another.

Future plans:

Poster work in fire prevention
etc.
Book jacket

Book plate
Study in principles
of color.
Figure drawing

Oct. 18, 1943

Marna Miura
May Sakoda

B1-Monthly Report

Projects and paints stressed
Two color crayon etching
creative design
texture

8⁴
classes

Poster on
a. Fire prevention
b. Being a good student
Arrangement
Lettering
Use of colors
Domination and Subordination

8³, 7¹, 8²
classes

Lettering
Centering of work on page
Spacing

7⁴, 7³, 8¹

Scrap Book Cover

7²

November 2, 1943

Marna Miura
May Sakoda

Art Report

8³, 8², 7¹
Projects and paints stressed
Poster on
a. Fire Prevention
b. Being a Good Student
Arrangement
Lettering
Use of Colors
Domination and Subordination

7⁴, 8³, 7³, 8², 8¹
Lettering
Arrangement and Spacing

7²

Scrap Book Cover

8⁴, 7⁴, 8³
Figure Drawing
Action lines

November 17, 1943

Marna Miura
May Sakoda

Bi-Monthly Art Report

74, 73, 71, 84, 83, 82

Projects and paints stressed
Color-color washes or sketches
Painting technique
Principles of color
Experiments with colors
(Color washes- cut into leaf or other
patterns, posted on to construction
paper and made into decorative boxes
or book covers)

72

Scrap Book

81

Indian Project
Indian Scenes
Use of applying flat colors

72

Crayon Etching
(using violet or black for background)
color, designing, arrangement

Nov. 30, 1943
Bimonthly Art Report

M. Miura
M. Sakoda

Projects & Paints stressed

Classes

Color Chart)	
Primary Colors	)	7 ¹ , 7 ³ , 7 ⁴
Secondary Colors)	
Color Schemes)	
Apply knowledge of lettering	)	8 ² , 8 ³ , 8 ⁴
Indian Projects		
Mural)	
Wall Hanging	)	8 ¹
Paper Pottery)	
Table Project)	
Crayon Etching		
Color & Design)	
Arrangement	)	7 ²

Art
Dec. 1 - 15

May Sakoda

Sponsoring of activity

Floral Art Club

Activities - Artificial flower making and arranging

Purpose - Training in handcraft and understanding of beauty

Materials - Single crepe paper

1. Yellow
2. White
3. Moss green
4. Leaf green

Duplex crepe paper

1. Pink and peach
2. Yellow and yellow
3. American beauty and red
4. Leaf green and moss green
5. White and white and others

Wire (heavy-for flower stems)

1. Special wire available for flower making

or

2. Old baling wire

or

3. Any odd pieces of wire of suitable length.

Wire (fine - for leaves)

1. Special fine wire for flower making

or

2. Odd pieces of window screens, the wires of which may be taken apart and used.

Tempera paint in powder form

1. Red
2. Yellow
3. Blue

Stamen

1. Yellow

Paste

Equipments - Pliers (for cutting and bending wires)

Scissors

Curling tools (may be made from large nails)

Dec. 15, 1943
Bi-monthly Art Report

M. Miura
M. Sakoda

Projects & Mediums used	Classes
Christmas Projects	
2 Christmas Cards	
Stencil (spotter & brush work)	7 ¹ , 7 ²
Cut paper	
Poster paints	7 ³ , 7 ⁴
5 Gift Enclosure Cards	
Cut paper	
Water colors or poster paints	
6 Window Decorations	
Poster paper cut out	
designs for window	8 ¹ , 8 ²
panes, dipped in paraffin for	
transparency	8 ³ , 8 ⁴
1 Christmas Scene	
Cut paper	
Poster paints	
Decorative Stationery	
India Ink	8 ¹
Water Colors	

Students are allowed to choose one of the Christmas projects. The art room is open all day, other than class hours, so students may work on their projects during free periods.

Extra work for students with completed work.

Christmas mural in cut paper
(to be displayed in Junior High Library)

Mats for hot pans
(made of odd construction paper)

Christmas tree decorations

Decorative Stationery and Portfolio
(Using designs cut out from cloth)

Several 7¹ students are working on Sceneries for their Christmas play

Future plans

8¹ Resume work on Indian projects
7² Make color charts
7¹, 7³, 7⁴)
8², 8³, 8⁴) Creative drawing

QUARTERLY REPORT
June 25, 1943

J 3.52

Art Craft

What accomplished:

Ceremic: pins, figurine, busts of men, figurine containers, pencil holder, bowls, statuettes of horses and book ends.

Woodwork: gettas still to be completed, photo books.

Textile: bandanas, table cloth, infants bibs and pillow cover, doilies for lunch set and napkins, towels (guest).

Expect to cover by June 25 - woodwork and stencil textile.

Suggestions for next term:

Stencil Xmas cards. Girls can make rag dolls for children. Bedroom pillow dolls. Boys can make table games.

All materials used in this class has been private material such as laquer paint, enamel paint, textile paint. Three cans of enamel were gotten through school which is already hard and unfit for use. Six textile brushes were borrowed from Junior High.

5352

TEXTILE

Methods of applying design:

1. Block printing--linoleum
potato
2. Hand painting
3. Silk screen (large design)
4. Stenciling (small design)
5. Air brushing (large or small design)

On or for:

1. Table cloth and napkins
2. Aprons
3. Material for dress or a ready-made dress
4. Drapes
5. Handkerchief
6. Scarfs
7. Smocks
8. Lamp shades
9. Initials and monograms
10. Adding color on hats or on commercially
printed materials
11. Wall hanging
12. Knitting bags

THINGS TO MAKE

MATERIALS AVAILABLE

MATERIALS TO BE PURCHASED

Gunny sack

Mats

Picture frame

Tapestry

Animal

Dye, beet juice

Coffee, carrot

spinach juice

Seeds

Beads

Necklace

Bracelet

Lapel decoration

Ring

Novelty

Pumpkin

Melon

Peach pit

Prune pit

Shellac

Color

Tucca

Weaving

Soap

Celetax

wall hanging

Screen

Wire

Clothespin bags

Glass

Pencil holder

Vase

Glasses

Jar

Bottles

LINOLEUM -- WITHOUT BLOCKS

1. Block prints-- printing on textile, greeting cards, leather, border or repeated design on paper.
2. Book ends
3. Decorative table tops
4. Wall panels
5. Cabinet doors
6. Box tops
7. Foot stools
8. Small screen (as for phone)
9. Novelty pins
10. Decorated stationery

PAPER CRAFT

THINGS TO MAKE	MATERIALS AVAILABLE	MATERIALS TO BE PURCHASED
1. Lamp shades	Cardboard	Parchment paper, shellac, string, colors, linseed oil, turpentine
2. Animal statuettes	Newspaper, wire	Color Shellac
3. Bowls, Trays, Vases	Newspaper	Spar varnish, Paste-hold to Paint, sandpaper, cheese cloth, lardor grease
4. waste basket	Cardboard Can	Paint Shellac String
5. Beads--lapel pins, belts, bracelets, necklaces	Magazine	Paste Shellac
6. Doll Puppets Masks	Newspaper, material	Cheese cloth Shellac Paint
7. artificial fruits and vegetables	Newspaper	Color
8. Artificial Flowers		Grape paper wire
9. Shade pulls Curtain pulls	Thread spools	Color wire
10. Greeting cards	Newspaper Magazine Sage brush	Color Paste Glue
11. Scrap book		
12. String-holder Knitting box	Salt boxes, etc.	Paint Paste
13. Trinket box Cardboard bank	wood Cardboard	Paint
14. Mats		

PAPER CRAFT

THINGS TO MAKE	MATERIALS AVAILABLE	MATERIALS TO BE PURCHASED
15. Kites	Crate boxes Wrapping paper	String
16. Jigsaw puzzles	Magazine Cardboard	
17. Silhouettes (cut-outs)		Colored paper
18. Picture frame	Newspaper	
19. Christmas projects and decorations		
20. Valentine		
21. Easter		
22. Halloween		
23. Wall hanging		
24. Celestar		
25. Toy furnitures	Cardboard	
26. Place cards		
27. Fan		
28. Paper dolls		

WOOD CRAFT

1. Necktie racks
2. Toothbrush racks
3. Wall hangings-- cut-outs
4. Buckles
5. Belts
6. Mats
7. Bowl-- carved
8. Buttons
9. Trays
10. What-not shelves
11. Waste baskets
12. Picture frames
13. Book ends
14. Soap boxes
15. Novelty pins
16. Sandals
17. Mailboxes
18. "Leave a Note" boxes
19. Name plates
20. Chain and ball
21. Novelty statuettes
22. Paper weights
23. Shade pulls
24. Handle for knitting bag
25. Curtain rods
26. Door stops
27. Letter openers

LEATHER CRAFT

1. Binder
2. Purse
3. Book ends
4. Bolero jackets
5. Wallets
6. Coin purses
7. Key cases
8. Belts
9. Desk blotter edge

AN

7th grade work has been in another room and of necessity has been largely with wax crayons — Teaching for an objective something of the principals of landscape painting — Just at present are working on scratch etchings.

Objective and work along same lines will continue for another month

Mr. Colvin
Monthly
Report
11/18/44

53.52

July 15, 1943

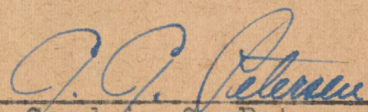
Anahe Junior-Senior High School
Industrial Arts Department

The following items are suggestive, not inclusive.

Extra curricular activities:-

1. Design and construct modernistic book case for Home Making.
2. Design, draw, and supply material for three music cabinets.
3. Construct one snake cage for Science Dep't.
4. High School Dedication :
 - A. Install back-drops.
 - B. Construct stage stairway.
 - C. Install and operate Public Address System.
 - D. Obtain and operate flood and spot lights.
 - E. Construct 21 flag staffs.
 - F. Construct sign stiffeners and supports.
5. Victory Garden:
 - A. Hoe & rake one-half acre...prepare soil.
 - B. Plant crops; mark with stakes.
 - C. Irrigate and weed garden.
6. Remove five coal boxes.
7. Gather scrap lumber from project grounds.
8. Obtain power machinery from Dairy Building.
9. Print 200 blueprints for Drafting Classes.
10. Draw landscape plans for Science Dep't.
11. Construct two dart boards for P.E. Dep't.
12. Construct Box-hockey game for P.E. Deptt.
13. Give two periods of instruction on aviation to Science classes.
14. Speak before 4th, 5th, & 6th Grades on Aviation.
15. Repair Terry Hall window covers.

Work carried on between April 12 and July 12, 1943.


Goodwin G. Petersen

Mr. Walter

COMMUNITY ARTS AND CRAFTS FESTIVAL

A community Arts and Crafts Festival will be sponsored by the Amache Education Department and the Pioneer during the first week of March in Terry Hall.

It is desirable that the Exhibit includes as many areas of arts and crafts as have been made within the Center. For further details, please watch the Pioneer.

There will be a meeting of representative and all those interested in the coming "Amache Arts and Crafts Festival". The meeting will begin at 8:45 A.M. sharp in 8H block, room 12B. Would you bring a rough estimate of the space your department could use in the exhibit? It is hoped that as many people attend since this will be an important meeting.

AMACHE JUNIOR HIGH SCHOOL
INDUSTRIAL ARTS DEPARTMENT

April 15 - 30, 1943

The industrial arts program is divided into two parts as follows:

WOODWORK: During this fifteen day period, emphasis was placed upon the proper methods of constructing model airplanes. Roughly, this consists of planning and selecting a desired type of airplane, copying plans from Navy specs, transferring said plans to wood, cutting out with jig saw, whittling and planing, sanding, assembly, and finish. During this period the students cooperated in improving the appearance of the woodworking room.

DRAFTING: A new text book was developed and printed by members of the drafting classes. Said book is for use in 7, 8, and 9 grade classes. In final form, it consists of a progressive series of blueprints which the boys copy and thereby learn the rudiments of blueprint reading. Class work consists of all degrees of mechanical drafting; from the elementary stage of drawing the alphabet to that of complex orthographic projections.


Goodwin G. Petersen, Instructor

AMACHE JUNIOR HIGH INDUSTRIAL ARTS DEPARTMENT
Survey of Period - May 1 to 15
1943

WOODWORKING:

7th Grade - A study of shop and machine safety is being made during these two weeks. Power machinery such as the jig and circular saw is receiving special attention. The students continue their activity in the field of model airplane construction.

8th Grade - Each class is opened with a demonstration of dangers that lurk in the operation of power machinery. This is being done to help in preventing tragic accidents. The students are constructing wood projects.

9th Grade - The Jr. High School garden has been started and made ready for future planting by this group of students. A full half day can be given to this activity as a result of the Core Curriculum time schedule.

DRAFTING:

7th Grade:- All students who have not had previous training in mechanical drawing are being required to draw several plates in order to learn the fundamentals of blue print reading.

8th Grade - A survey in this class indicated that a few students have had no previous mechanical drawing. They are starting out. Others are on their 25th to 30th plate.

9th Grade - Same as above.

ACTIVITY PERIOD:

The Photographic Club (Snapshooters) have had one session. A chairman was elected and plans are being made to meet twice a week; Tuesday and Thursday during the 3rd and ~~again~~ another group during the 6th period.

The Radio Club (Amrad Club) has organized. They will meet at the same time as the Snapshooters. Mr. Petersen will help in the planning of each meeting.

The Drafting Club is composed of those boys (girls?) who are greatly interested in drafting. Some students are continuing their regular class work in order to gain time. Others are making maps to scale for the landscaping group and another set of maps are being made for the Jr. High School garden in order to indicate the location of various seeds. **Sponser:** Mr. Kakuda

The Woodworking Club contains students who wish to work in wood projects that have been previously started but left unfinished. Mr. Nakamura is in charge.

P. Petersen

Peter
Kakudo
Nkama

AMACHE JR. HIGH INDUSTRIAL ARTS DEPARTMENT

SUMMARY May 15 - 31

Woodwork

7th Grade--Classroom demonstration of laying out tools.
Study of hand saws and demonstration of how to sharpen the
rip and cross-cut saw.

8th Grade--Study of making out a plan of procedure in
problem solving, bills of materials, and working drawings.
Lecture and demonstration covering power saw and hand saw
sharpening.

9th Grade--Study of wood and lumber, methods of sawing,
drying, storing, etc.

All sections worked on projects, in the Jr. Hi. garden and on a land-
scapping project around school buildings.

Drafting

7th Grade--Continued drawing and gardening

8th Grade--Same

9th Grade--Same

Activity Period

Radio--Study of wavelength, frequency, and terminalogy.
Experiments with circuits, batteries, electromagnets, microphones,
etc., conducted by groups.

Photography--Made contact prints on blueprint paper to
demonstrate principles of photography. Studied poloroid glass
and its uses in photography, sun glasses, and automobiles.

Woodwork--Continued work on projects in wood.

Drafting--Activity centers around text written by Mr. Kakudo;
students continuing classroom exercises.

Anache Junior High School
Industrial Arts Summary
June 1 - 30, 1943

7th Grade

In the Woodworking Area of Industrial Arts for this period the students received to "lectures"; one on Wood Finishes and a second on Respect for Others. The former talk was given over to the preparation of wood for finishing, the use of lacquer, varnish, stain, paint, and shellac, and paint brush cleaning liquids. The latter talk was given to impress upon the student's minds the fact that certain individuals of experience and knowledge know more about the "facts of life" than do some students who have had less experience. This month's work was closed with a final examination covering the work indulged in by these students during the past 2½ months. It covered both woodwork and drafting.

In the Drafting Area the students continued their drawing work up until the last day. It is a requirement in my Industrial Arts Drafting Classes that students complete at least 20 drawings before leaving this Area. This number of plates is basic for an understanding of the basic fundamentals of drafting.

The Activity Period for these students in Drafting, Woodworking, Electricity, and Photography continued until the end of school. My only criticism of this Activity Program is that there are too many students for too few teachers.

8th Grade

These students continued their regular project construction activities in the Woodworking Area. Several beautiful Navy Specification Model Airplanes were completed in this period. Other students finished book ends, Getas, a flower stand, knife holder, pants holder, etc. I spoke to these students upon the subjects of Care for Tools and Woodcarving. One weekly period was spent in the J.H.S. garden. A final examination was given at the end of the month.

The report for Drafting is practically the same as for 7th Grade students. These students, however, are more advanced. Our attempt has been this year to make sure that every student has a fairly good comprehension of drafting and blue print reading - so vital to any person living in a technological world.

9th Grade

It seemed to me that the students took a spurt in turning in completed Woodworking projects as the year came to a close. Apparently the thought of final grades began to affect their caloused consciences. As a result of this I plan to change my tactics next year and require each student to complete a required number of projects based up the difficulty of project completed. If said students do not complete what is required of them, they will have full knowledge of their failure and won't have an opportunity to wait until the end of the year for getting the work finished.

The 9th Grade students went to the J.H.S. garden two periods during this past month.

G. J. Petersen

O. Stilling

Report

Jan. 15 - Feb 29

Junior High Ind Arts

Boys working on a variety of their own projects. Lack of lumber limits projects to small items. Starting unit on sharpening tools.

Mechanical Drawing I Working on plates 14 to 26 Pages 55 to 83 in Rotmans.

Mechanical Drawing for next period will be a continuation of plates in Rotmans.

Mechanical Drawing II & III Boys are

working on advanced plates in Rotmans,

concrete objects & some on Architectural Drawings

One of the boys is working on advanced plates in Berg's Book II. Next period we plan to start sketching.

General Shop.

Worked on project cupboards. Made Nail sets, center punches, hinges, cold chisel, screwdrivers. Lumber rack completed. Tools fairly well locked up now. Plan to start on students own projects now.

Dec. 15

Dec 17.

C. O. P. Stillinger

Junior Ind. Arts.

Nearly all Project-drawings
Completed. & most of boys are
Working on their projects in Woodwork.
Next 2 weeks.

Continue on their Projects

Mech. Drawing

All Completed. plates up to Pg 63
Some have completed plates up to
Pg 89 in "Instruction sheets in
Mechanical Drawing" by Rotmans
A few boys have started drawing
of concrete objects. One boy
started on Architectural Drawing.

Next 2 weeks.

Continue in Rotmans. Each student
Progresses at his own speed. No attempt
is made to keep class on same plate.

Gen. Shop

Worked on shop equipment & Cabinet,
book cases, blackboard, Flag pole, tool racks, & bleachers
Next 2 weeks

Continue on same unless Bill Sato takes
them for Auto Mechanics

Dec 1 - 43

O. P. Stillinger

Dec. 3 - 1943

Junior Ind Arts.

Some Project drawing completed & started
in wood work.

Next 2 weeks,

Make Project in shop

Squaring up stock & tool processes.

Mech Draw.

Inking, drawing & some Blue Printing
Drawings from objects, including
Curves, rounds, fillets taps & threads.
Started by some. Continue next 2 weeks

Gen. Shop

Worked on.

Book Shelves, Type case, Bulletin Board
& Black Board, & Tool board.

Next 2 weeks,

Book Shelves, Metal work bench,
Motor Platform on saw table, storage
shelves.

Nov. 12.

Junior Ind. Arts.

Orthographic Drawing Berg. Pg. 28-32
Plates 28-A to 32-D.

Next 2 weeks.

Continue in 7 grade. Other grades in
Woodshop after drawing of their 1st
Project is completed.

Mech. Draw. II Plates 65-73.

Mech. Draw III Plates 73-81

Some inking & tracing in both classes

Next 2 weeks

Continue on plates as ability of
Pupil permits.

Work on definition of terms used in
Drawing & Machine Shop

Work on concrete objects.

Gen. Shop - Worked on tool cabinet.

Auto Mechanics. - Fuel system.

Ignition system. Front end of car

Next 2 weeks

Projects - Tool cabinet, Book cases.

Metal tool cabinet. Small Files

Bulletin Board. Paint Flag Pole.

Set up Jig saw & vise. Work on Bench
for Metal work

O. P. Stillinger

OCT. 29-

Junior Ind. Arts.

Orthographic Drawing from Isometric
Text - Berg - Pg 32 - Completed Problem 6
Some start on Problem 7

Plan next 2 weeks.

Continuation of above, Stress
Neatness, & accuracy

Mech. Drawing II

Continued on plates 61-71

Test over plates,
Some plates were inked.

Plan: next 2 weeks.

Continue on plates 65 to 73.

Mech. Drawing III

Worked on plates 73-81.

Some plates inked,
Started tracings.

Test over plates.

Plan: next 2 weeks - Continue above, plus
work on concrete objects.

General Shop - Study of motors - worked on
Construction of tool cabinet & type case.

Plan: next 2 weeks - Continuation of above

Oct. 15 143

O. P. Stillingen

Junior High Industrial Arts 143 Periods

Finished Plate 1. Introduction Block

on Orthographic Drawing.

Plan next 2 weeks

Orthographic Drawings from Isometric Views in Bergs Mechanical Drawing Pg. 32. Problems 6-7-8

Mechanical Drawing II 4 x 6 Periods

Finished Plates. Pgs. 51-53-55-57

Next 2 weeks.

Plates. Pages. 61-63-65-69-71

including one inking

Mechanical Drawing III 4 x 6 Periods

Plates Pages 73-75-79-81

including inking.

Some individual work in designing.

Next 2 weeks

Some students will complete above.

Others draw in advance plates

83-85-87. — and individual work

General Shop Period 5

Worked on swings, black board, and type and sawing wood for library

Next 2 weeks

Tool cabinet - type cabinet. Individual projects as much as possible with the few tools we have.

Oct. 15 - 43

Mrs. Walther:

In regard to Dr. Selmer's letter:

I agree that trade aspect of Mechanical Drawing should be stressed.

In respect to changing emphasis from Mechanical to Architectural Drawing, I am of the opinion that a special course in architectural drawing should be offered as an elective and not as a part of the Mechanical drawing course.

Black boards:

The boards are ready to be put up if I can ever get a truck to haul them up. Have tried three Saturdays to get the truck. Some one put a board in the Conference room.

- O. B. Stilling

Report

Mar 1 - Mar 17-1944

O. Stillinger

Junior High Ind Arts

Boys working on own individual Projects. Lack of lumber limits Projects Especially of larger articles. Continuation of sharpening tools. More stress placed on proper use of tools.

Mechanical Drawing I

Working on Plates in Rotmans up to page 83. Stress placed on Tracing. Use of terminology of bolts and nuts.

Mechanical Drawing II + III

Drawing of Tees, Ell's, & other Pipe fittings. Some are working on spacing block, cap, and bracket.

Others working on Architectural drawings

General Shop.

Working on Doors for Project cupboard. Some boys worked on window curtains. Others are starting on sheet metal work. 1st. Project is an ashtray or Dresser Tray.

O. P. Stillinger

16-1-43

Ind. Arts 1+2 & 7-8 Periods

Classes 7¹-7²-7³-7⁴

" 8¹-8²-8³-8⁴

" 9¹-9²-9³-9⁴

Taught up to Oct. 1.

Introduction to Mech. Draw.

Use and care of Instruments

Centering & fastening Paper

Border lines

Visible lines

Hidden lines

Starting & ending lines

Lay out

Center lines

Three views and locations

All classes are not together due to not
Meeting the same number of times.

Plan to teach next two weeks.

Review and practice on above
information and skills

Further development of the three views

Mech. Draw II & III 4th. Period

Mech. Draw. II & III 6th. Period.

Taught up to Oct. 1

Review of Principles of
Mech. Draw.

Use and Care of Instruments

Further development of their
Skills.

Some inking, & review of threads

Plan to teach next two weeks.

Review above

Further development of the three
Views of orthographic drawing;
Projections, and threads.

General Shop 5th. Period.

Taught up to Oct 1.

Some Principles of Internal
Combustion engine.

Unrattling Printing Press.

Repair " " (not completed.)

Distribution of type. (not complete)

Tearing down shed

Plans for next two weeks

Complete shed.

Erect swings for Dr. Dumas.

Install Black Boards

Work on type and Press.

July 17, 1943

AMACHE JUNIOR HIGH SCHOOL
Industrial Arts Department

Industrial Arts Teachers Meeting

Attended by Mr. Fukasawa, Mr. Nogawa, Mr. Shizuru, and Mr. Petersen.

Amache Junior High School Industrial Arts Areas:

1. Plastic Area (Mr. Nogawa)
2. Leathercraft Area (Mr. Fukasawa)
3. Drafting Area (Mr. Petersen)
4. Printing Area (Mr. Shizuru)
5. Color & Design (Miss Tanji)
6. Silk Screen (Miss Campbell)
7. Aviation (Mr. Petersen)

Purposes of Junior High Industrial Arts is to provide students with many different exploratory experiences in the realm of arts and industry.

It is necessary to urge students to take different Industrial Arts Activities. Some students would make a vocational rather than pre-vocational activity out of their Junior High Industrial Arts if so allowed. It is up to each teacher to set a goal in his or her field. When a student reaches this goal then that student must be moved to a different activity field. This allows for difference in students abilities.

Along with the manual activities taught by each instructor must go some of the academic. For instance, a student who takes Aviation, must also learn some of the following things. a-What are the vocational opportunities afforded by aviation? b-What is the economic remuneration to be anticipated? c-How much education is necessary for a given type of aviation position? d-Can a Nisei have a position in aviation today? e-What are the physical requirements? f-What affect has war on this vocation? etc.

As a result of this teachers meeting, each teacher is going to prepare to speak before the other teachers on this particular field next Saturday (9 A.M.), July 24. He will then be expected to do the same before each of his classes.

G. Petersen

Jan. 12

O.P. Stillinger

Tests

Mechanical Drawing Test. Both classes

1-25 Matching Test pp. 80-81. "Mechanical Drawing" by
Berg--Book I.

Fourth Period Class

Sixth Per. Class

Define or illustrate the following words:

1. prism
2. cone
3. bushing
4. vertical
5. horizontal
6. degree
7. ream
8. key
9. pitch
10. flat
11. three kinds of thread
12. expansion bolt
13. fillister
14. universal
15. cast iron.
16. steel
17. allox
18. tap
19. com
20. N. C.
21. N. F.
22. countersink
23. tangency
- 24-25. explain how a
casting is made.

1. cylinder
2. plinth
3. truncated
4. flange
5. heragonal
6. web
7. drill
8. assembly
9. link
10. slant
11. buttress thread
12. cap screw
13. toggle bolt
14. castle
15. set screw
16. ellipse
17. brass
18. alloy
19. die
20. parallel
21. N. C.
22. N. F.
23. tangency
- 24-25. Explain how a
casting is made.

January 14

O. P. Stillinger

Junior High Industrial Arts

All boys working in woodshop on their own projects.

Mechanical Drawing

Most all have completed plates up to Pg. 91 of "Instruction Sheets" by Rotmans.

Some have worked on developments, concrete objects, and Architectural drawing. The boys have drawn some very wonderful plates.. I am very well pleased with them.

A few tracings and blue prints have been made.

Next two weeks we will continue with plates in Rotmans, concrete objects, architectural drawing, tracings, and blue prints. Probably some developments.

General shop

Worked on shop equipment. Cabinet, motor stand, lumber-rack, project rack, shelves, book rack.

Next two weeks part of class will be in auto mechanics, started Wed. Jan. 19.

Metal work. Each pupil will make own screwdriver out of spike and wood. Also nailsets if I can get the iron.

REQUISITION FOR ARTCRAFT

I recommend that the leather craft material be purchased either at Elcraft, 1637 Court Place, Denver, or at Osborne Brothers Supply Co., Inc., 223 Jackson Blvd., Chicago., and that the remaining craft supplies be bought at Elcraft.

--Harold F. Provanche

arts + crafts

Ant

PURCHASE FROM
BRODHEAD GARRETT CO., INC.
CLEVELAND, OHIO

ITEM. No.	ARTICLE	ID. NO.	QUANTITY	UNIT PRICE	AMOUNT
1	Red Sable Lettering Brush	735			
		#3	6	.26	1.56
		#6	6	.34	2.04
		#10	6	.55	3.30
2.	Amber Irregular Curve		6	.70	4.20
3.	Washed Cheese Cloth	108	1 lb.	.49	.49
4.	Tooling Cowhide Lt. Weight Whole skin		1 23 sq. yd.	.45	10.35
5.	Med. Weight Whole skin		2 23 sq. yd.	.52	35.88
6.	Heavy Weight Whole skin		1 23 sq. yd.	.56	12.88
7.	Goat Skin Lace Natural 1/8" width		300 yds.	.45	13.50
8.	" " " Brown " "		300 yds.		13.50
9.	" " " Black " "		200 yds.		9.00
10.	Segna Dot Snap Fasteners Assorted Colors: nickel, brown, brass, black		1 gross	1.05	1.05
11.	Key Frames 3 hook 1 1/8" length		1 gross	4.27	4.27
12.	Chisel, Four Prong	484	3	.52	1.56

PURCHASE FROM

BRODHEAD GARRETT CO., INC.
CLEVELAND, OHIO

--2--

ITEM No.	ARTICLE	ID. NO.	QUANTITY	UNIT PRICE	AMOUNT
13.	Slide Fasteners, white 6"		2 dozen	1.73	3.46
14.	Rubber Cement		1 gal.	1.75	1.75
15.	Garrett's Polishing Wax		1 lb. can	.45	.45
16.	Garrett's Leather Enamels, 202 jar, Red		1	.20	
17.	" " " " " , Brown		1	.20	
18.	" " " " " , Blue		1	.20	
19.	" " " " " , Deep Green		1	.20	.80
20.	Thinner 2 Oz. jar		2 jars	.15	.30
21.	Sheep Skin Suede, Tan, whole skin		3 6 sq. ft.	.30	5.40
22.	Modeling Tool	471	1	.41	.41
23.	" "	473	1	.41	.41
24.	" "	472	1	.41	.41
25.	" "	476	1	.58	.58

Art

PURCHASE FROM
CENTENNIAL SCHOOL SUPPLY CO.
DENVER, COLORADO

ITEM No.	ARTICLE	ID. NO.	QUANTITY	UNIT PRICE	AMOUNT
1.	Strathmor Charcoal Drawing Paper		$\frac{1}{2}$ ream	17.28 per ream	8.64
2.	Charcoal Sticks		6 boxes	.50 box	3.00
3.	Kneadable for Charcoal (eraser)	667	$\frac{1}{2}$ gross	7.90	3.95
4.	Art Gum	222	1 gross	4.00	4.00
5.	Colored Strath. Charcoal Dr. Paper, Light Brown		200 s heets	3.90 100 shts. per	7.80
6.	'Prang' Tempera	Pint Jars			
		820	1		
		822	1		
		824	1		
		826	1		
		828	1		
		830	1		
		832	2		
		833	1		
		834	1		
		842	1		
		882	1	11.52 dozen	11.52
7.	'Eagle Drafting' Drawing Pencils		5 dozen		
8.	Refills for 'Prang' Water Color	#8 - $\frac{1}{2}$ pan			
		Red	6	.36 doz.	.18
		Yellow	6	"	.18
		Green	1 dozen	"	.36
		Blue	6	"	.18
		Violet	1 dozen	"	.36

PURCHASE FROM

CENTENNIAL SCHOOL SUPPLY CO.
DENVER, COLORADO

--2--

ITEM No.	ARTICLE	ID. NO.	QUANTITY	UNIT PRICE	AMOUNT
8.	Refills for 'Prang' Water Color	#8 - $\frac{1}{8}$ pan			
		White	6	.36 doz.	.18
		Brown	1 dozen	"	.36
		Black	6	"	.18
		Vermillion	1 dozen	"	.36
		Turquoise blue	1 dozen	"	.36
9.	White Water Color Paper	Wt. 60 lb. size 12"x18"	10 pkgs.	.38 pkg.	3.80
10.	'Strathmore Students' Water Color Paper		200 sheets		
11.	Speedball Linoleum Cutter, Tool Set	5 cutters with handles #1	6	4.50 doz.	2.25
12.	Linoleum Blocks	#8 size 3"x4"	12 dozen	1.30 doz.	15.60
13.	" "	#12 size 6"x9"	4 dozen	4.70 doz.	18.80
14.	Brayers, complete	size 5"	2	2.00	4.00
15.	Marblex	5 lb. can	5 cans		
16.	Modeling Knife		1 dozen	.50 doz.	.50
17.	Muslin	material	10 yds.		

PURCHASE FROM
CENTENNIAL SCHOOL SUPPLY CO.
DENVER, COLORADO

--3--

ITEM. No.	ARTICLE	ID. NO.	QUANTITY	UNIT PRICE	AMOUNT
18.	'Prang' Textile Colors	8 oz. jars			
		1170	1 jar	1.25	1.25
		1172	1 jar	1.25	1.25
		1174	1 jar	1.25	1.25
		1176	1 jar	1.25	1.25
		1178	1 jar	1.25	1.25
		1180	1 jar	1.25	1.25
		1184	1 jar	1.25	1.25
19.	Extendor	1193	1	.85	.85
20.	Thinner	1194	1	.85	.85
21.	Cleaner	1195	2	.60	1.20
22.	E. Z. Cut Stencil Paper	1900 size 9"x12" 24 pkgs.			
23.	Stencil Brush	1130 size 3/8"	2 dozen	.15	3.60
24.	" "	size 1/8"	2 dozen	.24	5.76
25.	Solvent Alcohol		1 qt.	.50	.50

PURCHASE FROM
CENTENNIAL SCHOOL SUPPLY CO.
DENVER, COLORADO

ITEM No.	ARTICLE	ID. NO.	QUANTITY	UNIT PRICE	AMOUNT
26.	"Prang" Watercolors	8	2 doz.	4.00	8.00
27.	"Prang" Watercolor	5	4 doz.	3.52	14.08
28.	Crayola	16	6 doz.	1.80	8.40
29.	Centennial Clay Flour		100 lbs.	3.55	3.55
30.	Heavy Melton Mounting Boards 28" x 22"		5 doz.	1.19	5.95
31.	Construction Papers 12" x 18"	Black	6 pkgs.	.60	3.60
		Orange	" "	"	3.60
		L. Orange	" "	"	3.60
		D. Green	" "	"	3.60
		L. Green	" "	"	3.60
		Blue Green	" "	"	3.60
		L. Blue	" "	"	3.60
		Violet	" "	"	3.60
		Red	" "	"	3.60
		Gray	" "	"	3.60
		Yellow	" "	"	3.60
		Brown	" "	"	3.60
		Tan	" "	"	3.60
		Blue	" "	"	3.60
32.	Alphacolor Chalk Crayons		5 boxes		