

J2.321

67/14
c

REPORT OF
POSTON HIGH SCHOOL
1944 - - 1945

JOHN GIRDLER, Principal

FOREWORD

The purpose of this foreword is to save time for the Board of high school inspectors.

For a concise treatment of the history of the Poston High School and for the economic and sociological backgrounds to evacuation, see letter from Dr. Arthur L. Harris to State Superintendent of Public Instruction E.D. Ring, dated, November 13, 1944.

We have chosen to have the teachers outline their own work but all materials have been edited to eliminate overstatement.

The physical equipment of the Poston High School will soon be adequate to the needs of the school. The shops are now in the process of moving from fairly good quarters at the Elementary Plant to much more commodious quarters on the high school grounds. Several classes are still housed in nearby barracks, but eight adobe class rooms will soon be released and the plant can be on one campus. The auditorium is adequate, the library may be classed as superior, the laboratories are well equipped and staffed, and the class rooms are comfortable and sanitary. Furniture is adequate to the needs of this short-lived place.

The appointed teaching personnel is qualified for the work assigned and there is no remarkable overloading. The esprit is excellent. There is, in fact, a missionary spirit in many of the teachers founded in some cases on definite past experience in the religious missionary field. The professional sincerity of the teachers cannot be called in question. There is a good balance between young teachers and matured teachers. In the main, it is a group that misses very little time because of illness.

Great care has been taken to provide supervision for evacuee assistant teachers. Most of them are serving because they feel that in this way they can do most good for the Nisei students. They have all had some junior college or college training. The Poston High School is particularly fortunate in having highly intelligent Nisei assistants who can handle much of the burdensome paper work connected with a fairly large school. The Principal and the Assistant Principal are both supplied with competent office help, and several of the teachers have competent people to set up experiments, check test papers, and assist with records. A detailed account of the work of the Poston High School follows.

SCHEDULE OF RECITATIONS

TEACHER	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00
	PERIOD I	PERIOD II	PERIOD III	PERIOD IV	PERIOD V	PERIOD VI	PERIOD VII		
9th Grade		English & Social Studies	Physiology	Physiology	English & Social Studies				
KATO, Mr.		Room 30	Room 30	Room 30	Room 30				
MC LANE, Mrs.	English & Social Studies	English & Social Studies	English & Social Studies	English & Social Studies					
	Rec. 19-A	Rec. 19-A	Rec. 19-A	Rec. 19-A					
10th Grade	English & Social Studies	English & Social Studies	Annual						
LAPINSKAS, Miss.	Blk. 28-13-B	Blk. 28-13-B	Blk. 28-13-B	Blk. 28-13-B					
WHITCOMB, Mrs.	English & Social Studies	English & Social Studies	English & Social Studies	English & Social Studies					
	Blk. 28-13-D	Blk. 28-13-D	Blk. 28-13-D	Blk. 28-13-D					
11th Grade	Library	English & Social Studies	Library					Composition	
BACKUS, Miss	Coordination	Rec. 39-B	Coordination	Library Coordination	Library Coordination	Library Coordination	Library Coordination	Co 39-B	
TAYLOR, Mrs.	English & Social Studies	English & Social Studies	7th & 8th	English & Social Studies	English & Social Studies	English & Social Studies	English & Social Studies	English & Social Studies	
	Rec. 39-A	Rec. 39-A	Grades	Grades	Grades	Grades	Grades	Grades	
WHITCOMB, Mr.	English & Social Studies	English & Social Studies	English & Social Studies	English & Social Studies	English & Social Studies	English & Social Studies	English & Social Studies	English & Social Studies	
	Rec. 39-C	Rec. 39-C	Rec. 39-C	Rec. 39-C	Rec. 39-C	Rec. 39-C	Rec. 39-C	Rec. 39-C	
12th Grade	English & Social Studies	Bus. Math	Bus. Math	English & Social Studies	English & Social Studies				
JERNIGAN, Miss	Rec. 26-A	26-A	26-A	Rec. 26-A	Rec. 26-A				
SANDMEYER, Mr.	English & Social Studies	English & Social Studies	English & Social Studies	English & Social Studies	English & Social Studies				
	Rec. 26-B	Rec. 26-B	Rec. 26-B	Rec. 26-B	Rec. 26-B				
Art	Artscraft	Artscraft	Adv. Craft	Artscraft	Art				
DENNIS, Mrs.	Room 33	Room 33	Room 33	Room 33	Room 33				
LONGFELLOW, Mrs.	Rel. Arts	7th & 8th	Adv. Art	Rel. Arts	Artscraft	Artscraft	Artscraft	Artscraft	
	Room 34	Science	Supervision	Room 34	Room 34	Room 34	Room 34	Room 34	
Commercial					Typing IIB	Typing IB	Typing IIA		
MASUDA, Miss					Room 64	Room 64	Room 64		
TANIMOTO, Mrs.	*a Jr. Bus. 55	Typing IB	Typing IIB						
	b Typing IB 64	Room 64	Room 64						
WURTZEL(Dr.) Miss		Blkg. IB	Sect'l Trg.	Shorthand IB	Shorthand IB	Shorthand IB	Shorthand IB		
		Room 55	Room 55	Room 55	Room 55	Room 55	Room 55		
Homemaking	Hmkg. III	Hmkg. III	Hmkg. II	Hmkg. II	Hmkg. I				
FISHER, Mrs.	Room 51	Room 51	Room 51	Room 51	Room 51				

*a -- First Semester

b -- Second Semester

SCHEDULE OF RECITATIONS (continued)

TEACHER	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00
	PERIOD I	PERIOD II	PERIOD III	PERIOD IV	PERIOD V	PERIOD VI	PERIOD VII		
Language									
BRAND, Mrs.		SEVENTH GRADES				Spanish I	Spanish II	Spanish I	
	Latin I	Latin I	Latin II	Latin I					
HIRATA, Miss	Room 54	Room 54	Room 54	Room 54					
Mathematics									
SANEMATSU, Mr.		Assistant	Student	Counselor		Pl. Geometry	Pl. Geometry	Pl. Geometry	
	Mech. Drg. II	Mech. Drg. I		Gen. Math.		Mech. Drg. II		Mech. Drg. II	
SHAPLEY, Mr.	Room 62	Room 62		Room 62		Room 62		Room 62	
	Trig.	Algebra I	Algebra I	Algebra I		Algebra I	Algebra I		
STEINMEYER, Miss	Room 53	Room 53	Room 53	Room 53		Room 53	Room 53		
Music									
DUGAN, Mr.	Teaching all in the 7th & 8th Grades					Supervision in Grades 9, 10, 11, & 12			
	Orchestra					Mixed Chorus			
MINAMI, Mr.	Auditorium					Auditorium			
Science									
SUNDGREN, Mr.	Chemistry	Physics	Chemistry			Administration			
	Room 66-68	Room 66-68	Room 66-68			Gen. Sci. IB	Biology IB		
	Gen. Science	Biology IB	Biology IB						
PATTEN, Miss	Room 67	Room 67	Room 67			Room 67	Room 67		
Shop									
BRANHAM, Mr.	Repair Work			Gen. Shop	Woodshop I, II	Gen. Shop			
	Auto Shop I			Room 35	Room 35	Room 35			
FISHER, Mr.	Room 36	Auto Mechanics I				Machine Shop			
		English & Social Studies				English & Social Studies			
ARMSTRONG, Miss		Grade 8 Room 60				Grade 8 Room 60			
HINSON, Miss	Student Counselling				Col. PRER ENG.	Latin and English			
					Blk. 26-A	Supervision			
					Journalism				
WISEMAN, Miss	English and Social Studies Grade 8				Room 57	School Papers			

ENGLISH AND SOCIAL STUDIES

ENGLISH

In combining English and social studies into double period classes, the avowed purpose was to make English functional. Without defeating this purpose, it has been possible to establish for each grade level definite course in both social studies and English. The grade level English courses may be followed by any teacher regardless of modifications necessary from time to time. They are organized around the following:

1. Literature, including enrichment and recreational reading
2. Oral and written composition
3. Grammar
4. Word study
5. Research techniques

LITERATURE

General Objectives

1. To develop in the student an appreciation for that which is well written, whether it be an imaginative expression of an idea or a realistic account of an experience.
2. To increase the student's ability to understand many types of people and the people of many lands, including his own.
3. To give him a broader view of life experiences and to introduce him to great pieces of thoughtful literature which will help him develop a sane and sustaining philosophy of life.
4. To extend his interests into new fields.
5. To develop in the student proper reading skills.

Literary selections for each grade level are provided by the Literature and Life series. For the ninth grade various literary types are presented in well organized units, grouped under the following headings: The Thrill of Adventure, The Spirit of Exploration, Our Heritage from the Past, and The Challenge of the Present. In the volume compiled for the tenth grade, there is the same purposeful organization of material, well chosen for a higher grade level. The eleventh grade book provides for the chronological study of American literature, while the fourth volume of the series gives to the twelfth grade a chronological study of English literature.

Not only through the pursuit of these literature courses but by means of directed recreational reading the aims in the study of literature are attained. Teachers on all grade levels use different devices for encouraging students to read good books and worthwhile magazines. Each teacher sets standards and establishes procedures which fit the purposes of his own class and of individual students.

ENGLISH AND SOCIAL STUDIES (continued)

WRITTEN AND ORAL COMPOSITION

In social studies both written and oral composition are used continuously; therefore, the classes in which English is combined with social studies offer ideal opportunities for making English functional. In the ninth grade emphasis is placed on letter writing, reports on subject matter topics, and expository writing. Students begin the use of the paraphrase and the precis. They are given ample opportunity to express their personal reactions in short, informal essays. Emphasis is put on the following speech techniques: well chosen words, clear enunciation, correct pronunciation, sparing use of notes, effective opening sentences, and looking squarely at the audience. On the tenth grade level, both written and oral composition carry on at a higher level of accomplishment. Emphasis is placed on the well rounded paragraph and greater variety in sentence structure. In the eleventh grade, students give special attention to the organization of longer compositions. Emphasis is placed on organization (skill in the use of the outline) and taking notes and developing written compositions or speeches from them. All principles of effective oral composition are presented to students in this grade. In the twelfth grade the student is given frequent opportunity to use all essential principles of composition and language usage presented in previous years. Special emphasis is given to the selection of material for oral reports and on developing the ability to be independent of notes. During the last two years of high school, students engage in forums, round table discussions, and informal debates.

GRAMMAR

Grammar is not mastered until it is transferred to writing and speech; therefore, the teaching of grammar is not separated from the teaching of composition. On every grade level there is purposeful drill to eradicate deep-seated errors and to fix new forms in the minds of the students. There are continual opportunities to acquire new skills in sentence structure and in correct grammatical expression. Although it is infrequent that any one phase of grammar can be taught without touching on several other phases of the same subject, the mastery of grammar has been advanced by the establishment of a certain phase or certain phases to be emphasized on each grade level. They are as follows:

Ninth Grade. 1. The simple sentence, giving special attention to the thought relationship between all primary verb complements and the verbs that make them necessary. 2. Nouns, their uses and their plural and possessive forms. 3. The properties of the verb. 4. Kinds of pronouns and their uses. 5. Punctuation possible in the simple sentence.

Tenth Grade. 1. The compound sentence as a unit of thought, including all the possibilities of its correct punctuation. 2. Verbals. 3. Prepositions.

Eleventh Grade. 1. The complex sentence. 2. Variety in sentence structure. 3. Verbals. 4. Punctuation.

Twelfth Grade. Instruction and drill necessary to eliminate errors in the use of fused sentence and comma splice, sentence fragments, pronoun case, dangling elements, tense, parallel structures, adjectives and adverbs, and fundamental rules of punctuation.

(continued)

ENGLISH AND SOCIAL STUDIES (continued)

GRAMMAR (continued)

Word Study

Objectives for the ninth grade

1. To increase the ability to pronounce words correctly.
2. To become familiar with dictionary markings and abbreviations
3. To realize the importance of accuracy in spelling
4. To enrich the vocabulary
5. To advance toward the mastery of syllabication

Objectives for the tenth grade

1. To gain further mastery of pronunciation, syllabication, enunciation, and meaning of new words.
2. To eliminate errors in spelling
3. To learn the use of the simple figures of speech
4. To learn the simple poetic devices of rim and alliteration
5. To improve diction by avoiding trite expressions, colloquialisms, and slang.

Objectives of the eleventh and twelfth grades

1. To appreciate the effective use of words in literature
2. To use with skill the ability to make individual progress in vocabulary enrichment, spelling and pronunciation.

RESEARCH TECHNIQUES

General objective: To give to the students a practical knowledge of the use of books and libraries in order that he may obtain a better understanding of his daily assignments and may develop an inquiring attitude.

Ninth grade objectives

1. Learning the parts of a book, if this has not already been mastered.
2. Increasing skill in the use of the dictionary.
3. Learning the divisions of the Dewey Decimal Classification
4. Learning to use the encyclopedia.

Tenth grade objectives

1. Understanding how to locate books through the card catalog
2. Learning to use an unabridged dictionary
3. Learning to find biographical material about living people
4. Learning to use Readers' Guide and best know reference books

Eleventh and Twelfth grade objectives

1. Learning to make bibliographies
2. Acquiring more skill in the use of reference material
3. Learning standards for long papers.

(continued)

ENGLISH AND SOCIAL STUDIES (continued)

SOCIAL STUDIES SUBJECT MATTER

Ninth grade:	Ancient History
Tenth grade:	Civics
Eleventh grade:	American History
Twelfth grade:	Modern European History
	Senior Problems

ENGLISH AND SOCIAL STUDIES

NINTH GRADE ENGLISH

I. Grammar

End: to be able to write and know a sentence
to know the parts of the sentence
to know the parts of speech and correct usage

Means: The grammar section of J.C. Tressler's, English in Action, Book I, revised edition (D.C. Heath, 1935) is very fine. We go through this step by step using Tanner and Platt's, My English (Ginn 1941) for supplementary exercise. Occasionally (in the study of pronouns and prepositions for example) we have used exercises of my making. Many of the exercises we do orally in unison because the ear needs to learn grammar as well if not more than the mind.

II. Composition and Literature

We use our excellent literature book (Miles and Keck, Literature and Life, Book I) as a supplement only for I prefer to send the youngsters to the literature and stories, within their grasp, of the whole world since "World History" is our social studies aim. However the books are in the students' hands and I have found that in free reading periods and at odd moments most of the stories and articles are read; the poetry rarely--and so we often read one or two aloud. Slowly the class has responded to a simplified choral reading and seems to enjoy it.

Composition depends largely on the social studies work.

To learn study aids we have had much practice in outlining, note taking, and precis writing.

INSTRUCTOR: Mrs. Naomi (Wood) McLane

QUALIFICATIONS: See transcript

Summary of transcript:

Whittier College, A.B.

Graduate work, University of California,
Berkeley

College Major: English

" Minor Social Science

Experience: Three years

NINTH GRADE SOCIAL STUDIES

Our basic text is Louise Capen's, Across the Ages (American Book Company, 1942). Sometimes we follow it completely as it brings one area of history from the beginnings to modern times. At other times we pause to explore a period in all the phases we can. This has given a repetition and re-check which seems valuable.

(continued)

ENGLISH AND SOCIAL STUDIES (continued)

NINTH GRADE SOCIAL STUDIES (continued)

Reports and notebooks (by both individuals and groups), outlines, compositions, drawings, and map making are the devices we use. I try to give a wide choice to the youngsters without letting them stay in one form too much.

On all occasions I try to bring the youngsters to a realization that now is history too, and that history was once now. Daily papers (P.M. and others) and current magazines are in the room at all times. Since the whole world and all of time is our field we do not lack for materials--nor fun.

Aims and Purposes of Classroom Instruction:

ENGLISH AND LITERATURE:

Command of the language

1. To understand and to be able to think and interpret
2. To be able to think clearly
3. To be able to present ideas correctly.
4. To speak and write more effectively.
5. To be able to converse and exchange ideas

With this objective in view we stress the following: vocabulary, spelling, sentence structure, punctuation, reading, oral and written reports, analyzing, criticizing, letter-writing, story telling, group discussion, etc.

Text: Tressler, English In Action
Tanner and Platt, My English
Miles and Keck, Literature and Life
Asorge, Lucas, McCoy, Tower, Prose and Poetry
Asorge and Wiser, Reading is Riches

SOCIAL STUDIES -- World History (Social, economic, and civic history)

We study of the past interactions between man and his relationship to the environment and the ways in which man reacted to that environment. We give special attention to the basic forces of life as: natural endowment and

(continued)

INSTRUCTOR: Mr. Norman Kaig

QUALIFICATIONS: See transcript

Summary of transcript:
Northwestern University, B.A., M.A.
Degrees

College Major: Psychology
" " Social Science
" Minor: English

NINTH GRADE SOCIAL STUDIES (continued)

resources; technology, economy, communication, transporation; education, medicine, science, art; justice, government, moder age, etc.

Text: Freeland and Adams, America's World Background; Pahlow, Man's Great Adventure
Harold Rugg and Louise Krueger, Mankind Throughout the Ages; Capen, Across the Ages

TENTH GRADE

The social studies work in the tenth grade is centered around our basic text, Building Citizenship, By Hughes. The text book material is divided into three sections. The first two parts, "The Good Citizen in the Life of his Community," the first semester. The third section, "The Good Citizen in his Economic Life," is being studied during the second semester. In addition to the textbook material on government, several lessons were devoted to a study of the United States Constitution, Principal supplementary texts used are Hill, Life and Work of the Citizen, Landis and Landis, Social Living, and Landis, Our Changing Society.

Near the end of the second semester, approximately three weeks will be devoted to a general survey of the principal occupational field and a study of those occupations in which each student is interested.

Our literature text is Literature and Life, Book Two, by Miles, Stratton, and Pooley. Short stories and essays are in general chosen in correlation with the material being studied in citizenship. Long classics read are Julius Caesar and Silas Marner. Students do outside reading of short stories and magazine articles.

Compositions are written frequently in an attempt to gain ease of expression and accuracy in sentence structure. Remedial work in grammar is speeded by the use of Cage, Spoken Drills and Tests in English, and the technical parts of Tressler, Book II. The latter two books furnish information useful in other written and oral work.

INSTRUCTOR: Miss Aldonna Lapinskas

QUALIFICATIONS: See transcript

Summary of transcript:
Worcester Teachers College, B.S.
in Ed.

College Major: Social Studies
" Minor: English

Experience: One year

INSTRUCTOR: Mrs. Vera W. Whitcomb

QUALIFICATIONS: See transcript

Summary of transcript:
Bowling Green State University,
A.B. and B.S. Degrees

College Major: English
" Minor: Social Science
" " Biology

Experience: Two years

ENGLISH AND SOCIAL STUDIES

COURSES:

ELEVENTH GRADE

Course Descriptions

In my 11th grade English and Social Studies classes, I teach both American History and American literature, as well as some grammar, although, because of the mass of material to be covered in history and literature, there is less emphasis on formal grammar than in some other grades. The definite aim, kept in view, is to correlate the history and literature, so that eras and trends in each field are kept simultaneously in view throughout the course. Since emphasis on American history seems so vital for a class composed almost entirely of persons of first-generation American birth, the general outline of the course for both history and literature follows the chronological scheme adopted by the author of the basic history text, Professor Muzzey's History of Our Country, especially in view of the fact that the basic literature text, Miles's Literature and Life in America, is, generally speaking, organized in much the same manner. Therefore, the course for the year has been divided into the nine units adopted by Professor Muzzey, with two additional units, organized by me; the first, an introductory unit at the beginning of the year on the American Constitution and the second, a unit, organized by me, on the Constitution of the State of Arizona, to be interpolated at the close of Muzzey's unit the period including the admission of Arizona into the Union.

Each unit includes two individual papers (one on history and one on literature), approximately 500 words in length, on a subject pertinent to the unit, chosen by each student as his special study for the unit. These papers follow a specified procedure of research and give training in the taking of an outline and the composition of a theme. Subsequently, the papers provide material for class spelling lessons and word study, most necessary pursuits in view of the composition of the class itself. Some class hours are spent in the library so that I may instruct, supervise and assist the students in the use of reference books and in research methods. Each paper must contain a bibliography showing an acceptable number of books consulted as references, since these students show a tendency to use only the basic texts, if allowed to do so.

In addition to this general procedure, each student is required to give me an oral book report on five different types of American

(continued)

INSTRUCTOR: Miss Edythe Backus

QUALIFICATIONS: See transcript

Summary of transcript:

B.A. Degree, Cum Laude, Pomona College
1919 Graduate work, University of
California at Los Angeles,
Columbia University A.M. Degree
(Qualifications previously approved
by O.K. Garretson)

College Majors: English and Music
" Minor: Social Studies

ENGLISH AND SOCIAL STUDIES (continued)

ELEVENTH GRADE: (continued)

books each semester. These types are: (1) a novel, (2) a short story, (3) a play, (4) a biography and (5) a general non-fiction work. Oral reports, rather than written reports, are required for several reasons: (1) misunderstandings of subject matter are more easily and quickly cleared up, (2) these students need practice in oral expression, (3) there is less danger of one student's doing the work of many and (4) from my point of view very important, greater opportunity is given me to know and understand my students who, especially this year, need more counselling than is necessary in a school in a more conventional community.

To show the type of supplementary reference books with which my students have become familiar in both American History and American literature, I append a list of the more commonly consulted works in each category. These are by no means to be considered complete, for each unit calls for slightly different titles and also individual reading varies widely.

History

Bohlman	Our Economic Problems
Broome	Our Democracy
Canfield	The United States in the Making
Carman	Historic Currents in Changing America
Cloud	Our Constitution
Coleman	America's Road to Now
Dorf	Visualized American Government
Fairchild	Elementary Economics - 2 vols.
Getell	The Constitution
Hama	The American People
Houghton	Realities of American Government
Huberman	We, the People
Leigh	The Citadel of Freedom
Magruder	American Government
Mauer	The Constitution of the United States
Munro	American Government To-Day
Murdoch	The Constitution of Arizona
Patterson	American Social Problems
Pazon	History of the American Frontier
Wirth	The Development of America
Tussey	Arizona Government

Literature

Boynton	Milestones in American Literature
Cairns	American Literature for Secondary Schools
Dickinson	The Making of American Literature
Halleck	Romance of American Literature
Inglis, etc.	Adventures in American Literature
Long	American Literature
Lucas	Regional American Prose and Poetry of Today
Lyman-Hill	Literature and Living
Newcomer-	
Andrews	Three Centuries of American Prose and Poetry
Sharp	American Life in Literature

For the study of formal grammar, the basic text used is Smart's English Review Grammar.

ENGLISH COMPOSITION

The class in English composition, so-called, is, in reality, a class in remedial composition and grammar for students retarded for one reason or another in these fields. The basic text used is Smart's English Review

(continued)

ENGLISH AND SOCIAL STUDIES (continued)

ELEVENTH GRADE

ENGLISH COMPOSITION (continued)

Grammar, which is the basic grammar text for the 11th and 12th grades. In addition, I use my own "bible," Kittredge's Advanced English Grammar and material from many sources. The students also use the following books for specific assignment:

Salisbury Making Sense
Ward Better Sentences

However, in spite of the listing of book titles, the fact remains that the work actually covered is primarily work that these particular students especially need and emphasis is placed where necessary, regardless of a formal plan. So far, the need seems to be for stressing the correction of those weaknesses peculiar to the local situation. These are, in their order of importance:

1. Plural forms of nouns
2. Agreement of subject and predicate
3. Agreement of pronoun and antecedent
4. Word study and vocabulary building

DESCRIPTION: English

English grammar, covering all the parts of speech, their uses, oral and written composition, book reports, argumentation. In this course, students are required to know the fundamentals of English grammar thoroughly.

BASIC TEXTS: English Review Grammar, Smart
Workbook, Essentials of English, Smith-McAnulty

DESCRIPTION: American Literature

Course presented as outlined in Literature and Life, Miles, Pooley

BASIC TEXTS: Adventures in American Literature, Inglis, Gehlmann,
Bowman, Foerster

PERIODICALS: Atlantic Monthly, Reader's Digest

DESCRIPTION: Social Studies

American history, U. S. and Arizona Constitution

INSTRUCTOR: Mrs. Lillian Taylor

QUALIFICATIONS: See transcript

Summary of transcript:

Undergraduate work, Huntingdon
College Montgomery, Alabama,
A.B. Degree
Graduate work, University of Alabama.

College Major: English
" Minor: Social Studies

Experience: Eleven years

(continued)

ENGLISH AND SOCIAL STUDIES (continued)

ELEVENTH GRADE

ENGLISH COMPOSITION (continued)

BASIC TEXT: A History of Our Country, Muzzey

Supplementary Texts: Historic Currents in Changing America,
Carmen, Kimmel, Walker
Development of America, Wirth
American Government, Magruder
United States in the Making, Canfield, Wilder
Visualized American History, Dorf

PERIODICALS:

American Observer
The Nation
Time

The aim in Junior English and Social Studies is to give the student a sound background in the use of the English language and a firm belief in American government, institutions and ideals, that he may seek and find his place in American society and make his contribution to our nation and to the state in which he resides.

The use of the English language is taught by a study of grammar, giving practice in writing through the preparation of papers both in literature and in history, and by writing essays usually on some topic in the social field. Oral practice is given through the use of oral reports and discussion in class.

His sound development, it is believed, will come from a thorough understanding and appreciation of American culture, ideals and institutions, through the study of American development in history, government, literature, and present-day events.

We use, in this course, the following basic texts and also other supplementary texts. We also use the Constitution of the United States and that of the state of Arizona

Muzzey,	<u>A History of Our Country</u>
Wirth,	<u>Development of America</u>
Miles,	<u>Literature and Life in America</u>
Smart,	<u>English Review Grammar</u>
Cage,	<u>Spoken Drills and Tests in English</u>

INSTRUCTOR: Mr. Clayton Whitcomb

QUALIFICATIONS: See transcript

Summary of transcript:
Graduate Bowling Green State University,
1941 B.A. and B.S. Degrees

College Major: Social Science
" Minor: English

Experience: One and one-half years.

ENGLISH AND SOCIAL STUDIES

TWELFTH GRADE SOCIAL STUDIES

Unit I. Relocation (4 weeks)

Administrative arrangements
Selection and study of relocation areas
Job offerings and housing conditions
Labor problems
Social and civic adjustment
Student relocation

Unit II. World Survey of racial, social, economic, and political conditions, countries chosen by class:

Pacific area--Alaska, Hawaii, Philippines, New Zealand, Japan,
China, Russia and India
Americas--Canada, Mexico, Brazil and Argentina
Europe--Italy, Switzerland, France, Germany, and Denmark

Unit III. History of modern Europe (22 weeks)

Texts: Robinson & Beard, History of Europe, Our Own Times
Magruder, National Governments and International Relations

Unit IV. Personal Problems (5 weeks)

Occupational survey
Marriage and family relations
Accepted conventions of social relations

Unit V. Current events (weekly study)

Classroom references:

American Observer
Time

San Francisco Chronicle

St. Louis Dispatch

The Nation

The Senior Scholastic

TWELFTH GRADE ENGLISH

Unit I. English Literature

Victorian and Romantic fiction and poetry

INSTRUCTOR: Miss Eva I. Jernigan

QUALIFICATIONS: See transcript

Summary of transcript:

University of California, A.B. and
M.A. Other graduate work--various

College Major: English

" Minor: Social Science

Experience: Fourteen years

(continued)

ENGLISH AND SOCIAL STUDIES (continued)

TWELFTH GRADE ENGLISH (continued)

Modern fiction, poetry and drama
Selections from Milton
Shakespeare--Macbeth
Selections from Canterbury Tales and Beowulf.

Texts: Miles and Pooley, Literature and Life in England
Ingليس and Cooper, Adventures in English Literature
Barnes, Lucas, Tower, Prose and Poetry of the World
Brown, Poetry of Our Times

Unit II. Correct English Usage

Vocabulary building

Text--Webster's Collegiate Dictionary

Grammatical constructions with emphasis on pronouns and verbs

Text--Smart, Review of English Grammar

Unit III. Composition (Integrated with literature and social studies)

Principles of creative writing

Written essays, reports, stories, and poetry

Unit IV. Oral English (Integrated with literature and social science)

Reports, group discussions, panel discussions, story telling, reading aloud, and speech correction.

Reports and discussions of individual reading.

The general objectives of my twelfth grade English and Social Science classes are three:

1. Effective use of tool subjects
2. Realization and acceptance of personal, social, and civic obligations
3. An understanding of world events and how they affect the life of the individual.

The means used are oral and written reports that integrate the tool and content materials, class discussion of a free and informal nature, and elementary research through current books

(continued)

INSTRUCTOR: Mr. Stowell Sandmeyer

QUALIFICATIONS: See transcript

Summary of transcript:
Syracuse University, M.S.

College Major: Social Science
" Minor: English

Experience: Two and one-half years

ENGLISH AND SOCIAL STUDIES (continued)

TWELFTH GRADE (continued)

and periodicals.

Emphasis is placed on the development of the student's individual thinking.

Texts:

English Grammar:

Smart, Walter Kay, English Review Grammar

Hatfield, W. Wilbur & others, English Your Obedient Servant

English Literature:

Miles and Pooley, Literature and Life in England

Sharp, Russell A., and others, English Life in Literature

Barnes, John R. and others, Prose and Poetry of the World

Modern European History:

Robinson and Beard, History of Europe Our Times

Present Day Social and Economic Problems:

Huberman, Leo, Man's Worldly Goods

Fairchild, E.R. and others, Elementary Economics

Magazines:

Time

Atlantic Monthly

Newsweek

The Nation

Life

Readers Digest

Senior Scholastic

American Observer

Included in Present-Day problems are studies of American government, Occupations, Labor organizations, Relocation opportunities, and Current events.

ADVANCED ENGLISH COMPOSITION

Advanced English Composition is a second semester senior course designed to prepare, in a special way, the prospective college student for freshman college English and to give the talented student an opportunity to increase his skill in self-expression.

INSTRUCTOR: Miss Estelee Hinson
(See Latin)

Methods have been carefully devised and materials selected for the attainment of the following objectives:

1. To interpret technical grammar as an aid in the formation of logical thought processes.
2. To furnish the student with standards of technical usage so that he may improve his own style.
3. To familiarize the student with the nomenclature of grammar and composition.
4. To give the student an increased appreciation of the power of words in the expression of ideas and experience.
5. To allow the student ample opportunity, in both writing and speech, to experiment with the principles of sentence structure and paragraph building.
6. To develop in the student the ability to make a correct outline for any well organized written article.
7. To introduce to the student the various types of composition-argumentation, exposition, description, narration - and to encourage the talented student to do creative writing.

Materials:

Workbook: Smith and McAulty, Essentials in English, Book Three
Handbook: Smart, English Review Grammar
Grammar: Tressler, English in Action
References: Dodd and Seabury, Our Speech
Jensen and Others, Modern Composition and Rhetoric
Opdycke, Say What You Mean
Perrin, An Index to English
Ramey, Art and Principles of Writing

JOURNALISM

The class in journalism is tied up with the publication of one paper, The Kampus Krier.

This paper is published weekly, and the publication provides the practical adaptation of the theory which is derived from an assortment of texts.

The student body owns its own mimeograph, and even the mechanical work, the cutting of the stencils, the operation of the machine, and the illustrating are done by the students.

While the emphasis on composition is secondary, this course is a laboratory course in the use of English.

The basic text used is: Reddick, Journalism and the School Paper, Second edition, D.C. Heath.

INSTRUCTOR: Miss Mary Wiseman

QUALIFICATIONS: See transcript

Summary of transcript:
Indiana University B.S. in Ed.

College Major: English
Speech

Experience: One year

LIBRARY SCIENCE

Course in library training is being held and seven students are attending regularly. Last summer, a complete course was given to twenty students. The practical applications of library science were attained by these students through work in all the libraries, both school and public, in all three Poston camps.

A word should be said about the library itself. The library is outstandingly supplied with well selected books. The reference shelves are stocked as well as many small colleges.

The school has been fortunate in having the services of a trained librarian, Miss Ethel Manning, who has a strong cultural and academic background. Miss Manning has had twenty years of school library experience in the State of California.

Elsewhere in this report appears the fact that the Poston High School (Camp I) has 5118 usable volumes in the library. In addition to this, students have full access to the public library. We have appended to this report a list of periodicals which we regularly receive.

Miss Manning has general supervision of all library work. Miss Armstrong handles, under Miss Manning's direction library training courses.

INSTRUCTOR: Miss Blanche Lenore Armstrong

QUALIFICATIONS: See Transcript

Summary of transcript:
Pittsburgh University, A.B.
School of Library Science

College Major: English
Social Science
Library Science

Experience: Fifteen years

A R T

HIGH SCHOOL ART COURSES

ADVANCED CRAFT:

The objective of this course is to introduce the student to as many crafts as possible, thus creating an appreciation of raw materials. Beginning with general design and color harmony other art principles are included early in the course. This is chiefly paper work but if followed by clay modeling both low relief and round. Using this background, the various crafts are introduced either as group projects or individual work. The following crafts are among those studied: Ceramics, box construction, bookbinding, feltwork, simple weaving, block printing and textile painting. All designs are the original work of the students.

DESIGN AND ART

This course is planned in an attempt to introduce to the student as many phases of art as possible. Regular weekly periods are set aside for study of the principal schools of art, and various approaches to design. Movies are used when available. The mechanics of actual drawing and painting are introduced by flower and still life studies. Later formal composition and figure drawing are used as an introduction to illustration and landscape work. The various mediums worked with are; pencil, charcoal, watercolor and pen and ink. Our design work is applied to posters and crafts like block printing.

INSTRUCTOR: Mrs. Melba H. Dennis

QUALIFICATIONS: See transcript

Summary of transcript:
Vancouver School of Art, V.S.A.

College Major: Art, Design
" Minor: Crafts

Experience: One year

(continued)

ART (continued)

RELATED ART:

Appreciation, design, and execution of crafts as they are used in interior decoration.

1. Study of contemporary and historic periods of architecture and furniture.
2. A scrap book is compiled and additions are regularly made from current periodicals.
3. Three different articles are designed and executed in different media by individual class members during the semester.

ART:

Painting and drawing with emphasis on draftsmanship.

1. Linear and aerial perspective, value, composition, and theory and application are studied.
2. Students have experience with several media such as: pencil, charcoal, water color (transparent and opaque), pastel, and oils.
3. Picture appreciation as it is related to the types of drawing on which the students are currently working, such as figure, landscape, floral, and still life.

INSTRUCTOR: Mrs. Martha H. Longfellow

QUALIFICATIONS: See transcript

Summary of transcript:

M.A. includes B.F.A. from
University of Arizona

College Major: Art

" Minor: Related art in Home
Economics Dramatic Art

Experience: Two and one-half years

MUSIC

ORCHESTRA:

Although handicapped immensely by the fact that the students enrolled in this class differ extremely in both experience and natural ability, we have progressed remarkably well since the beginning of the school year. This handicap has been felt keenly also in the selection of arrangements and music especially in view of the fact that the musical library of the school is very limited and latest orders for music have been cancelled.

The principal aim of this class has been to offer an opportunity for all instrumentalists to assemble as a unit and enjoy the satisfaction of participating in and being an integral part of a unified musical organization. At the same time the students are trained in the fundamental technicalities of orchestral playing. Individual instructions for the building of the foundation for this work are given outside of regular class periods whenever requested by students or deemed necessary by the instructor.

A few selections included in the orchestra's repertoire are:

A National Medley by C. Paul Herfurth introducing favorite melodies of the North and South.

Echoes from Grand Opera also by Herfurth which includes excerpts from such numbers as "Hail to the Happy Bridal Day," "O Tender Moon," "Chimes of Normandy," "Red Roses," "Queen Lace Handkerchief," and "Soldiers Chorus."

Toselli's Serenade by Toselli

March Processional by Nino Marcelli

Cherubim Song by Dimitri Bortnianski

GLEE CLUB

This class was organized mainly to meet the demands of pupils who are musically inclined but do not play any instruments. Our main objective has been threefold: namely; to teach the

INSTRUCTOR: John Robert Dugan

QUALIFICATIONS: See transcript

Summary of transcript:

University of Colorado, B.M.,

Regis College, B.Ed.

Graduate work--various, including
University of Arizona

College Major: Music

" Minor: Education

Has general supervision of Music, though actual teaching is all done in 7th & 8th grades.

Experience: Eight years

INSTRUCTOR: Mr. Harry Minami

QUALIFICATION

Summary of Education:

El Centro Jr. College, A.A. Degree

Experience in music wide and varied.
Plays violin, saxophone, and clarinet.
Has had voice training. Has appeared often in public.

(Continued)

MUSIC (continued)

GLEE CLUB (continued)

technical fundamentals of music, to offer the basic instructions on the technique of voice, and last to allow enjoyable fellowship in class through group singing.

Much care and consideration have been given to the selection of music for this group, two factors being considered; to make selections of suitable technical grade and those of a variety that would stimulate and maintain the attention and interest of all pupils.

Selections now being sung by this group of 40 mixed voices include:

Hear Our Prayer by Anton Rubinstein which is an anthem arranged from Kamennois Ostrow

Go Down Moses, a spiritual arranged by Ellen Jane Lorenz

Goin' Home from the Largo of the New World Symphony by Anton Dvorak

Elegy of the Sea, adapted to Tchaikowski's Andante Cantabile from String Quartet.

Cradle Song by Fritz Kreisler based on the composer's Caprice Viennois

C O M M E R C I A L

Objective of commercial courses: occupational competency

Typewriting: Lessenberry, 20th Century Typewriting
Prescribed courses of S.W. Publishing Co.

Shorthand:

- I. Leslie, Gregg Shorthand Functional Method, Parts I and II.
Leslie, Functional Method Dictation
 - II. Renshaw & Leslie, Gregg Dictation and Transcription
Leslie and Zoubek, Speed Drills
- Supplementary Dictation: Zoubek, Dictation and Transcription;
Dictation at In-Between Speeds

Secretarial:

Theory: Gregg, Applied Secretarial Practice
Practice: Part-time work

Bookkeeping:

Objective: Vocational
Text Books: Carlson and others, 20th Century Bookkeeping & Accounting
Principles of bookkeeping and workbook
Practice Set

INSTRUCTOR: Miss Laura A. Wurtzel

QUALIFICATIONS: See transcript

Summary of transcript:

University of Nebraska, A.B., A.M.,
Ph.D. Summer schools--various

College Major: English
" Minor: Commercial

Experience: Fifteen years

INSTRUCTOR: Mrs. Sarah Tanimoto, Assistant
in Commercial (Typing)

QUALIFICATIONS:

Summary of Education:

Graduate Los Angeles City College,
A.A. Degree

Experience: All in Poston. Works
under supervision of
Dr. Laura Wurtzel

INSTRUCTOR: Miss Esther Masuda, Assistant
in Commercial (Typing)

QUALIFICATIONS:

Summary of Education:

Graduation Chaffey Junior College,
A.A. Degree

Experience: All in Poston. Work is
under supervision of
Dr. Laura Wurtzel

H O M E M A K I N G

HOMEMAKING I

Major Objectives

- Realize good health and develop the ability to plan, prepare, and serve simple meals under satisfactory management.
- To develop the ability to select and construct suitable clothes for brothers and sisters.
- To realize the importance of personality development and personal care to a girl's success.
- To be able to select suitable clothes wisely and to construct simple garments.

Time: Two semester - 36 weeks

First semester--five 60 minutes period per week

Second " -- " 120 " " " "

Unit I	Clothing. . . . .	.9-10 wks.
Unit II	Personal appearance . . . . .	.3-5 "
Unit III	Foods - Breakfast & Lunch . . . . .	.9-10 "
Unit IV	Care of Brother and Sister. . . . .	.2-3 "
Unit V	Room Study - Poston Apt. & Bedroom. . . . .	.2-3 "
Unit VI	Personal Budgeting & Buying of Clothing. . . . .	.3-4 "

First Semester

Units I, II, and VI were completed.

Text: Rathbone, Fabrics and Dress

Second Semester

Units III, IV, and V are planned.

Text: Greer, Foods and Home Making

Harris & Huston, The New Home Economics Omnibus

Greer, Workbook in Homemaking

Matthews, House and It's Care

HOMEMAKING II

Major Objectives

- To develop an understanding of ways to increase the attractiveness of our homes and surroundings with a small expenditure of money.

INSTRUCTOR: Mrs. Margaret E. Fisher

QUALIFICATIONS: See transcript

Summary of transcript:

Texas Technological College, B.S.
Graduate work, Baylor University and
Arizona State Teachers College, Tempe

College Major: Homemaking

Experience: Two years

(continued)

HOMEMAKING II (continued)

- To increase our judgement in selecting clothing design and to construct a suitable garment.
- To develop the ability to plan, prepare, and serve meals under satisfactory management.
- To develop the ability to secure greater satisfaction from money spent and to secure good nutrition for the entire family.
- To develop an understanding of children and some technique in guiding them.
- To learn how the sick may be comfortably cared for in the home.

Time: Two semesters - 36 weeks -- Five 60 minute periods per week

Unit I	Clothing. . . . .	.11-13 wks.
Unit II	Manners and Social Ethics . . . . .	.2-3 "
Unit III	Foods-Breakfasts, Lunch, and Dinner . . . . .	.15-16 "
Unit IV	Home nursing and First Aid. . . . .	.2-3 "
Unit V	Simple House Planning. . . . .	.2-3 "
Unit VI	Family Management and Buying of Foods . . . . .	.3-4 "

First Semester:

Unit I was completed and Unit III started. It was decided to arrange the Food Units to be taught during the winter so that everyone might be more comfortable than teaching foods in a laboratory, without a cooler, in the hot months.

Text: Unit I -- Rathbone and Tarpley, Fabrics and Dress
Units III, V, and VI -- Greer, Foods and Homemaking
Greer, Workbook in Homemaking

HOMEMAKING III Advanced Clothing (Pattern Drafting)

Objectives:

- To plan and draft garments to meet each individual problem and measurements.
- To plan, prepare, and serve meals and to secure good nutrition for the family.
- Poston as a War Relocation Center does not offer opportunity for girls to obtain commercial patterns without an enormous amount of difficulty. Also, the Japanese Girls are greatly out of proportion according to the standards set up by commercial pattern companies, and they find it easier to draft a pattern rather than alter it. Last, the salaries and incomes of the Japanese people, as a whole, do not permit such luxuries as commercial patterns.
- Advanced Clothing or Pattern Drafting became so popular and the demand is so great for the course that it has been continued this year with the exception of using one quarter for Foods. These girls have

(continued)

HOMEMAKING III (continued)

never had any experience in actual food preparation, therefore we use the text and workbook by Greer and briefly cover breakfasts and lunches.

Time: Two semesters - 36 weeks
First semester: 60 minutes per week
Second " : 120 " " "

Unit I	Introduction to Design.	2 wks.
Unit II	Skirt Drafting.	8 wks.
Unit III	Blouse Drafting	7 wks.
Unit IV	Pajamas, Short, Culotte, Slack.	5 wks.
Unit V	Drafting Complex Dress.	5 wks.
Unit VI	Foods.	9 wks.

Textbooks: Erwin, Practical Dress Design
Popin, Modern Pattern Design

LANGUAGE

Texts: Spanish I, Casis, Switzer, Harrison, El Mundo
Expanol, Vol. I
Spanish II, Same text, Vol. II

INSTRUCTOR: Mrs. Olive S. Brand

QUALIFICATIONS: See transcript

Material covered in Spanish I

First Semester--through Lesson 31

Nouns--gender and number

Prepositions

Verbs--3 regular conjugations, certain irregular verbs, and radical-changing verbs. Tenses include present, imperfect, and preterite indicative; also present progressive, normal commands.

Pronouns--subject, direct and indirect object 3rd person, reflexive object, possessive. Position of pronouns regularly and when used with positive commands, infinitives or gerunds.

Adjectives--agreement and position of descriptive Adjectives, numerals, and demonstratives, comparison of adjectives.

Second Semester will include:

Completion of simple tenses (future and conditional) and addition of compound tenses (perfect and pluperfect).

Use of two object pronouns together

Prepositional pronouns

Idiom study continued

Reading of graded texts

Material covered in Spanish II

First Semester--through Lesson 36

Present and perfect subjunctive and use of subjunctive after verbs of causation, emotion, doubt or denial, or certain expressions which require the subjunctive.

Reading in text.

Second Semester will include:

Formation of past and pluperfect subjunctive, the sequence of tenses of the indicative and subjunctive and use of the subjunctive in adjective and adverbial clauses which require it.

Summary of transcript:

University of Arizona, A.B., Ohio State University

College Major: Spanish

" Minor: English

Experience: Three years

(continued)

LANGUAGE (continued)

SPANISH (continued)

The emphasis in Spanish II is on reading and writing Spanish.

Methods Used:

Both classes receive much drill both orally and aurally. Oral drill is gained through verb drill, oral reading and some speaking. Aural comprehension is practiced through questions and answers in Spanish. Inasmuch as all these students need practice in expressing themselves in English, there has been perhaps an overemphasis on accurate translation, although the second-year students are now practicing to get meanings rather than verbatim translation.

Relia are furnished chiefly by the material in the text on from the teacher's personal experiences. The Selecciones del Reader's Digest are too difficult for these classes, since their English vocabularies are quite deficient, although we have used some items occasionally.

LATIN I

1. Alphabet
Pronunciation--study of accent, vowels, diphthongs, consonants, syllables and their quality and quantity.
2. Numerals
Ordinals and cardinals and their declensions
3. Cases & their uses
Nominative: subject, pred. noun, pred. adjective, nouns in apposition
Genitive: genitive of possession, partitive genitive, genitive of description
Dative: indirect object, with certain adjectives, dative of possession
Accusative: direct object, accus. of extent accus. of place where, predicate accusative, accusative of person and being, accus. subject of infinitive, object of prepositions.
Ablative: place where, accompaniment, means, agent,

INSTRUCTOR: Miss Estelle M. Hinson (Head English and Latin Department)

QUALIFICATIONS: See transcript

Summary of transcript:
University of Arkansas, B.S.E, Peabody College, M.A.

College Major: English
" Minor: Education

Experience: Twenty-six years

(continued)

LANGUAGE (continued)

LATIN (continued)

manner, time, place from which, cause, separation,
specification, ablative absolute, ablative with
prepositions, ablative of description
Vocative: direct address

4. Declensions

First declension nouns, feminine and masculine

Second declension nouns, masculine and neuter

First and second declension adjectives ending in -
us, -a, -um, and -er, -era, -erum, and -er, -ra,
-rum

Third declension nouns, neuter

" " " , "ium" in genetive plural

" " " , irregular declension like vis,
iter, nemo, etc.

Third declension adjectives--of 3 endings like acer,
acris, acre

Third declension adjectives--of 2 endings like omnis,
omne

Third declension adjectives--of 1 ending like audax, potens

Fourth declension nouns

Fifth declension nouns

Declension of present active participle

Special declensions--irregular adjectives, numbers, etc.

Declension of comparative of adjectives

5. Verb Forms

Indicative Mood

Tenses

Present, active and passive

Imperfect, active and passive

Future, active and passive

Present Perfect, active and passive

Past Perfect, active and passive

Future Perfect, active and passive

Infinitives

Present, active and passive

Perfect, active and passive

INSTRUCTOR: Miss Helen Hirata

QUALIFICATIONS: No transcript available
Miss Hirata works under supervision of
Miss Estelle Hinson

Summary of Education:

Graduate, San Bernardino College,
University of California, A.B.

College Major: Languages
Latin: 16 hours.

(continued)

LANGUAGE (continued)

LATIN (continued)

- Future, active
- Use: indirect statement, subject accusative, object accusative
- Participles--present and future
- Imperative Mood
- Irregular Verbs--sum, possum
- 6. Adjectives
 - Intensive, possessive, relative, interrogative, demonstrative
 - Irregular adjectives
 - Declension of regular adjectives of 1st, 2nd, or 3rd declensions
 - Declension of comparative of adjectives
 - Agreement of adjectives, predicate adjective, participial adjective, adjective used as substantive, as adverb.
- 7. Adverbs
 - Formation and use
 - Comparison of adverbs
 - Degrees--positive, comparative, superlative
- 8. Pronouns
 - Kinds--personal, relative, interrogative, reflexive, intensive, demonstrative,
 - Declensions of different pronouns
- 9. Formation of sentences and word order
- 10. Idioms and phrases
 - Latin used in English
 - English for well-known Latin phrases
- 11. Glimpses of Roman life
 - Study of dress, food, meals, roads, slaves, Rome, etc.
- 12. Word formation
 - Suffixes and prefixes
 - Word families
 - Latin and English vowel changes
 - Latin aids in English spelling
 - Latin and English Vowel changes
- 13. Latin songs and poems
 - Words obtained from classical League for "Pledge to the Flag"
 - Songs, "Anchors Aweigh," "White Xmas," "Adeste Fideles"
- 14. Vocabulary Study and drill
- 15. Readings in mythology

The subject matter presented in Latin I includes material recommended by the "Report of the Classical Investigation." The textbooks to which the students have had access are as follows: Ullman & Henry, New Elementary

(continued)

LANGUAGE(continued)

LATIN (continued)

Latin; Magaffin and Henry, Latin First Year.

These textbooks have been supplemented with readings on Roman life, culture, history, etc., and mythology.

All Latin grammatical principles are presented in intimate association with corresponding principles in English. Students are trained to get at the meaning of new words in English through the study of Latin roots. Notebook work on derivatives has been encouraged. Throughout the course, in view of the nature of the community, an attempt has been made to give the students a functional knowledge of Latin, so that they may apply it in their everyday language.

LATIN II--

Subject matter

Intensive review and study of syntax covered in 1st year Latin

Introduction and mastery of the subjunctive mood in all its tenses and uses

Stress on vocabulary building, with emphases on related English words

Development of reading and translating skills

Composition work

Study of historical background (in Latin and English) from the beginning of Roman history to about 200 A.D.

Works studied:

1. Adaptations from writings of Livy, Eutropius, and Pleny
2. Selections from works of Nepos, Valerius Maximus, Phaedrus, Aulus Gellius, Cicero, Horace, Virgil, Seneca, Juvenal, Claudion, Catullus, Martial, Erasmus
3. The Argonauts
4. Julius Caesar's "Commentarii Belli Gallice"
5. Latin poetry--study of Latin verse and its word order; excerpts from Ovid's works

In Latin II, aside from covering the required reading for a course of its type, an intensive study is made of prefixes and suffixes, their orthographic changes in the derivatives, etc., to give the student a vocabulary of English words which would be based on their Latin study. An attempt is made to realize the objective of an "increased ability to understand exactly and use accurately words of Latin origin."

LATIN

The two courses offered in Latin may be taken as electives by any students, but they (or Spanish) are requirements for the student taking a college preparatory course.

In teaching Latin the instructor employs, for the most part, the functional method, but deviates from it when it is evident that an immediate objective may be obtained more easily and more effectively by the grammar method.

In Latin I, and subsequently in Latin II, the teaching is directed toward the attainment of these objectives:

1. To increase the student's ability to understand meanings of words derived from Latin and to give him greater accuracy in their use.
2. To give the student a clearer conception of the principles of English grammar, thus increasing his ability to speak and write English correctly.
3. To develop in the student the ability to understand Latin words, phrases, abbreviations, and quotations found in books and magazines.
4. To broaden the student's appreciation for references to the mythology, traditions, institutions, and history of the Greek and Romans.

Textbooks: Ullman, New Elementary Latin Book
Ullman, New Second Latin Book

M A T H E M A T I C S

ELEMENTARY ALGEBRA

Text book: Hawkes, Luby, Touton, First Year Algebra

Course includes:

Addition, subtraction, multiplication and division of signed numbers; parenthesis and parenthesis in equations; linear, quadratic, fractional and literal equations of one unknown; products and factors; fractions; ratio and proportion; graphic representation and graphs of equations; linear systems; square root and radicals.

ADVANCED ALGEBRA

Text book: Hawkes, Luby, Touton, Second Year Algebra
(Intermediate Course)

Course includes:

Review and advanced work on fundamental operations, factoring, fractions, linear equations and linear systems, square root, exponent and radicals; functions and graphs; quadratic equations; irrational equations; imaginary and complex numbers; graphs of quadratic equations; systems solvable by quadratics; binomial theorem; and logarithms; ratio and proportions; and variation.

TRIGONOMETRY

Text book: Wentworth-Smith, Plane Trigonometry and Tables

Course includes:

Trigonometric functions of acute angles; use of table of natural functions and logarithms; right triangles, trigonometric functions of any angle, functions of the sum and difference of two angles, the oblique triangle, miscellaneous applications, plane sailing, graphs of functions, trigonometric identities and equations, and application of trigonometry to algebra.

GEOMETRY

Text book: McCormack, Appleton-Century, Plane Geometry
Entire text, all theorems and exercises, are covered in the year's work. Supervision of subject under Evelyn Steinmeyer.

INSTRUCTOR: Miss Evelyn I. Steinmeyer

QUALIFICATIONS: See transcript

Summary of transcript:

University of Nebraska, A.B. Degree
Graduate work, Colorado College of
Education

College Major: Mathematics

" Minor: Social Science

Experience: Eight and one-half years

INSTRUCTOR: Mr. Ben Sanematsu, Assistant
in Mathematics Department.

QUALIFICATIONS:

Graduate Riverside, California Junior
College, A.A. Degree. See transcript
for additional work at University of
California, Berkeley

College Major: Mathematics

M E C H A N I C A L D R A W I N G

MECHANICAL DRAWING, FIRST YEAR

1. Use of Draftsmans Tools--paper, pencils, "T" square triangle, compass, etc.
2. Layout (planning) drawing to scale and types of lines with pencils
3. Lettering--upper and lower case vertical type letters with pencils
4. Sketching of simple working drawings including dimensions with pencils
5. Sectional drawings including symbols for materials with pencils
6. Full scale drawings of malleable iron pipe fittings with pencils
7. Elementary detail drawings of brackets, pulleys, and castings with pencils
8. Practice drawings with ink compass and ruling pens, i.e., geometrical designs
9. Detail drawings of simple machine parts with ink compass and ruling pens.

MECHANICAL DRAWING, SECOND YEAR

1. Theory of projection drawing and perspective drawing with pencils
2. Orthographic projections and auxiliary projections with pencils
3. Detail drawings of fastenings, i.e., bolts, nuts, screws, etc.
4. Elementary designing practice plaques and furniture
5. Pencil and ink tracings of machines for reproduction as blue prints
6. Lettering with ink--use of speed ball pens for machine drawings
7. Detail drawings of machine parts, camshafts, auto water pumps, etc. with pencil
8. Drawings of gears, spur gears and details of gear teeth with pencil
9. Drawings of airplane parts with pencil.

MECHANICAL DRAWING, THIRD YEAR

1. Elements of architectural and civil engineering drawing
2. Drawings of floor plans and elevations of residences

(continued)

INSTRUCTOR: Mr. Ralph Shapley

QUALIFICATIONS: See transcript

Summary of transcript:

University of Illinois, B.S.

Graduate work, University of Wisconsin

College Major: Agriculture

" Minor: Social Studies

Experience in Industry:

Civil Engineering

1. City of Rockford, Illinois, City Engineers office, draftsman of street planning, sanitary and storm sewer planning--one-half year
2. Rockford Sanitary District, draftsman of sanitary sewers and also field engineer in charge of surveying crews--two years.
3. W.W. Mixson & Co., Rockford, Ill. draftsman for production of city and county atlases, assessors plate, etc.-- drawing reproduced by lithographic process. -- four years.
4. Self employed, operating a map studio making drawings for city and county atlases in Arlington Heights Cook County, Ill. -- one year.
5. Works Projects Adm. of Ill., designing and drafting plans for semi-commercial type canning factories including the installation of high pressure steam boilers, canning machinery and buildings.

MECHANICAL DRAWING (continued)

3. Architectural detail drawings of window frames, doors, etc.
4. Structural drawings of wood, steel, and masonry
5. Schedules of materials, finish, etc. for architectural drawings
6. Elements of Cartography, map symbols and lettering of maps
7. Map drawings by metes and bounds and city subdivisions drawn to scale
8. Contour map drawings with accompanying profile drawings
9. Elementary structural designs, retaining walls culverts, etc.

SCIENCE

BIOLOGY

Text: Caldwell and Curtis, Everyday Biology

Methods:

Unit methods are followed; heavy notebook work is required. Dissections, with accurate drawings, are made. Where dissections are impossible, drawings are made from good models preserved for the purpose. Discussions and reports are frequent. Experiments are stressed.

Time Element:

Enough work is required to be sure the classes keep up with comparable classes throughout the country. Arithmetic count is kept by quarters, to keep the classes up to date. Students understand that they must keep up the high standard set by laboratories giving two hours a day to laboratory science.

Tests:

National Standard Tests in Biology are used on each unit.

Equipment use:

LABORATORY IS SUPPLIED WITH STANDARD SUPPLIES, CHEMICALS, microscopes, hand lenses, charts, and models used repeatedly. Collections and identifications made of local materials. Projects and many experiments make up of appropriate things. Microscope slides, Explano-mounts, Denoyer-Geppert Mounts of many animals of all phyla, Petri dishes, dissecting sets and dissecting pans for each student, all add to a rich course.

Aims:

To have each student learn that credits in science represent a scientific attitude toward life. To know what life is. To present a course comparable to any of the best high schools. To be sure each student is equipped to keep up with those who come from other places, using Biology as a prerequisite. To learn practical, everyday information they will always use. To add many interests to life and

INSTRUCTOR: Miss Lora M. Patten

QUALIFICATIONS: See transcript

Summary of transcript:

University of Indiana, A.B. and A.M.
Additional graduate work in other schools

College Major: Biology

" Minor: Organic Sciences

Experience: Twenty-two years

(Continued)

SCIENCE (continued)

BIOLOGY (continued)

leisure-time activities. To find and develop unexpected talents. To increase the responsibilities of vocational choices. To learn so much about themselves, that they will always take better care of themselves and lead happier, more useful lives because they have taken this course.

GENERAL SCIENCE COURSE

Text: Powers, Our World and Science

Methods:

Unit method followed by the book.
Reports, discussion, notebooks, experiments.

Tests: National Standard Tests for this text are used

Use of equipment:

The very fine facilities of the laboratory and the assistance or observation of older physics and chemistry students, add to the enrichment of the course. When touching biological phases of the work, all the good equipment of the biology room and the help of some of the students, give incentive and help to teach laboratory methods.

PHYSIOLOGY COURSE

Text: Williams, Healthful Living

Additional use of equipment:

A Model Torso, dissectable, and many good Denoyer-Geppert Health Charts, as well as microscopes, etc. are used.

PHYSIOLOGY AND APPLIED, PRACTICAL PSYCHOLOGY

INSTRUCTOR: Mr. Norman Keig (See Ninth Grade)

We study the essential facts of the human body and - more important - the explanation of how the different living organs and their parts perform the activities of life. Distinct emphasis is stressed as to the knowledge and application of the science. The fundamental factors of physiology are as follows:

1. The cell (unit structure) tissues and organs
2. Muscular system -- the different kinds of muscles and the special work they do

(continued)

SCIENCE (continued)

PHYSIOLOGY AND APPLIED, PRACTICAL PSYCHOLOGY (continued)

3. The skeleton system -- comprising the bones and bone structures
4. The digestive system -- stomach, intestines, and other abdominal organs
5. The respiratory system -- the blood, the heart, and the blood vessels
6. The circulatory system -- the brain, the spinal cord and the nerves
7. The nervous system -- the brain, the spinal cord and the nerves
8. The excretory system -- the kidneys, and others
9. The endocrine system -- the ductless glands
10. The reproductive system -- the male and female organs and the work they perform

The following psychological aspects are treated:

1. Mental health and attitudes
2. Habits and personality developments
3. Self control and self direction
4. Emotional adjustments and achievements
5. Social living and the common integrating habits of human relationships

Texts: Willisms, Healthful Living
Turner and McHose, Effective Living
Averill, Introductory Psychology
Gilliland, Introduction to Psychology

C H E M I S T R Y

CHEMISTRY COURSE

Basic Texts: Bernard Jaffe, New World of Chemistry;
Maurice V. Ames and Bernard Jaffe, Laboratory and
Work Units in Chemistry; Ames and Jaffe, Textbook
in Chemistry

Supplementary Texts: Lemkin, Visualized Chemistry
" Magazines: Scientific American and
Popular Science

Visual Aids:

1. Demonstrations by pupil and teacher
2. Showing of about 12 sound films.

Laboratory:

A new, modern laboratory with standard equipment.

Recitation:

In the class work, pupils write out the answers to the questions in the book which are checked and discussed in relationship to related topics and sciences.

Methods:

- | | |
|------------------|------------------------------------|
| a. Studying | f. Testing with pupil and teacher |
| b. Checking work | made tests and with standard |
| c. Discussing | tests |
| d. Demonstrating | g. Reteaching all those who do not |
| e. Experimenting | make a passing score. |

Aims:

To give a standard course in Chemistry including information, vocabulary, skills and techniques of handling equipment, preparation for further study, and how chemistry is related to community life.

Time and Content:

Classes meet 5 hours a week for 36 weeks and cover all of the texts, tests, and laboratory experiments.

INSTRUCTOR: Mr. Ruben B. Sundgren
(Vice-Principal)

QUALIFICATIONS: See transcript

Summary of transcript:

Kansas State College, B.S., University
of Colorado, M.S.
Graduate work, University of Arizona

College Major: Education (Administration)
" Minor: Science

Experience: Ten years

PHYSICS

PHYSICS

INSTRUCTOR: Mr. Ruben B. Sundgren

Texts: Charles E. Dull, Modern Physics;
" " " Laboratory Exercises in Physics
Testbook in Physics, series 1 & 2
Supplementary Texts: Taffel, Visualized Physics
Popular Mechanics Magazine, and 10 sound films

See Chemistry

Equipment:

Laboratory with standard equipment

Methods:

Textbooks, recitations, demonstrations, experiments, study, discussion, checking, testing, retesting, and reteaching.

Aims:

To add interest to life in camp, develop scientific talents, increase the choice of vocations and college courses.

Time and Content:

Classes meet 5 hours a week for 36 weeks and cover all of the text, testbook, and most of the experiments in the laboratory manual. Pupils take the responsibility for planning experiments and executing them in an interesting, educational, and scientific manner.

AUTOSHOP

Under W.R.A. set-up, the purpose of autoshop is two-fold:

1. To teach the principles of auto-mechanics.
2. To equip the students, through learnership, to qualify for jobs after leaving the centers. Both theory and practice come into the courses.

Most of the work done by the auto mechanics students is done on "live" jobs. Much of the work has been done at the Project garages. The entire shop is now being moved into the new building and the Project intends to send both trucks and passenger vehicles to the auto mechanics department for repair and service. To this end, the Project garages will supply any equipment which the school shop lacks and the job demands.

A list of the more important pieces of equipment in the shop follows:

- Power Grinders
- Spark plug cleaning outfit
- Battery charger
- Testing equipment
- Compressor
- Acetylene welder
- Metal Lathe

INSTRUCTOR: Mr. Arthur F. Fisher

QUALIFICATIONS: See transcript

Summary of transcript:

Texas Technological College, A.B.

College Major: History

" Minor: Mathematics

Experience: Three years

Owned and operated a garage in Andrews, Texas for seven years. Had usually three mechanics working. Did a large part of the repair work himself.

WOODSHOP

Teaches woodshop on seventh and eighth grade levels as well as high school levels.

Uses project plan of work, encouraging making of things to promote comfort and welfare of the people of the center. Many of these projects are toys for children, book-ends, cabinets, household accessories, etc.

Some pupil time has been used on Relocation Center school projects such as shelves, storage cabinets, etc. The emphasis is upon the learnership of the student rather than on the utility to the Center. Care is taken to avoid repetition of operation.

Woodshop is now housed in ample space and hand tools are sufficient to accommodate all pupils. The motor driven machinery with which the shop is equipped is listed below:

Power Mortiser
Belt Sander (10 ft.)
Band Saw (30 inch)
Joiner (12 inch)
Craftsman Bench Saw
2 - 12 inch Band Saw
1 - 36 " " "
1 - 6 " Wood lathe
1 - 12 " Joiner
1 - 14 " Bench Saw
24 " Jig-saw
1 - small hand drill

There are enough tools to last till the end of the school.

INSTRUCTOR: Mr. Art E. Brnham

QUALIFICATIONS: See transcript

Summary of transcript:

Arizona State Teacher' College, A.E. in Education

Graduate work, Arizona State Teachers' College, Flagstaff

College Majors and Minors:

Teaching done mostly in Indian Service.

Practical experience extensive as carpentry foreman. Had 480 hours of National Defense training in vocational work.