

J2.42:5

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ADVANCED ALGEBRA OUTLINE
Work Covered During Year 1942-1943

I. The following chapters from Hawkes, Luby, Touton were covered.

- A. Fundamental Operations: Add, subtract, multiply and divide.
- B. Factoring
- C. Fractions
- D. Linear Equations in one unknown
- E. Linear Systems
- F. Square Roots
- G. Exponents
- H. Radicals
- I. Function and Graphs
- J. Quadric Equations in one unknown
- K. Involutional Equations
- L. Imaginary and Complex Numbers
- M. Graphs of Quadratics in two variables
- N. Systems Solvable by Quadratics
- O. The Binomial Theory
- P. Logarithms
- Q. Trigonometry
- R. Ratio, Proportions and Variations
- S. Progressions
- T. Determinants
- U. Permutations and Combinations
- V. Probability
- W. Theory of Equations
- X. Theory of Investments
- Y. Statistics

PLANE GEOMETRY OUTLINE
Work Covered During 1942-1943

- I. Introduction to Plane Geometry
 - A. Terms Used
 - B. The axioms and postulates
 - C. Simple Theories
 - D. Polygons especially consideration of the triangle
- II. Rectilinear Figures
 - A. Parallel Lines
 - B. Quadilateral
- III. The Circle
 - A. Elementary Theories
 - B. Loci
- IV. Areas of Polygons
 - A. Formulas for solving area problems
 - B. Regular Polygons
- V. Proportions: Similar Figures
 - A. Theories on proportion
 - B. Similar Polygons
- VI. Constructions
 - A. The use of the compass and straight edge.

548
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SEM INAR IN SOCIAL FOUNDATIONS

4/3/43

received

February--June 1943

- Note: (a) You are asked to react to the following statements. If you agree with a statement write "A" in the blank; if you disagree, write in a "D"; if you are doubtful write in a "?"
- (b) If you disagree write, in the space provided, your view of the question or issue implied in the statement.
- (c) If you are doubtful, state why you are doubtful

1. Fundamentally man is the same the world over--you can't change human nature. ()

A---14

D--- 9

?--- 4

2. The evidence available supports the proposition that some races are definitely superior to others. ()

A--- 6

D---19

?--- 1

3. One of the factors that is weakening American life is inter-marriage among the races. ()

A---0

D---24

?---0

4. Since man has an instinct for fighting, it is folly to think of abolishing war. ()

A--- 3

D---21

?---1

5. The Oriental and Caucasian races are so definitely opposite that it is hopeless to expect that one group can ever assimilate representatives of the other group. ()

A--- 2

D---23

?--- 1

6. Scientists are able to divide man into five distinct races. ()

A--- 4

D--- 9

?---11

7. Because the mass of people are unable to think it is necessary for well-intentioned leaders to decide important questions for them. ()

A--- 1

D---22

?--- 2

8. The size of the human head is a good indication of the intelligence of the individual. ()

A--- 0

D---25

?---0

9. Since anthropologists have found all manner of customs practiced by people over the earth, there is no way of knowing which custom is better than another. ()

A---12

D---10

?--- 3

(1995)

10. In spite of certain superficial changes in man's outlook, the eternal verities remain the same yesterday, today, and forever. ()

A---18

D--- 3

?--- 4

11. America's progress is due to the fact that each man was free to pursue his own ends. ()

A---12

D--- 8

?--- 4

12. In spite of appearances to the contrary, there is a power that is working through the affairs of man toward ultimate perfection. ()

A---17

D---0

?--- 8

13. A great issue that faces us today is that of choosing between freedom and security. ()

A---11

D---10

?--- 4

14. The basic economic issue that must be faced following the war is: capitalism versus totalitarianism. ()

A---10

D--- 9

?--- 6

15. Religion is so important that it ought to be taught in our public schools. ()

A---12

D--- 7

?--- 6

16. The prime incentive to industry among all peoples is the drive to accumulate private property. ()

A---12

D---9

?--- 4

17. If a way could be found in which to distribute the products of our farms and factories more evenly among the people, this would be true progress. ()

A---16

D--- 3

?--- 4

(Use other side. Please do not sign)

Mitzi Sugita
2' - 14" - a

HIGH SCHOOL ADVANCED SEWING

J2 413

OUTLINE FORM

I. Purpose

A. To give instructions to high school students

1. Pattern Drafting

- a. Block designing
- b. Standard measurement
- c. Grading
- d. Individual measurement
- e. Original skirt made into patterns
(own design)
- f. Make one up in material
- g. Reviews and examinations

2. Advanced Sewing

- a. Adjust patterns on materials
- b. Cutting
- c. Fittings
- d. Making of complete garments

3. Designing

- a. Make designs suitable for Poston wear
- b. Design for the individual and be able to place them under as to what type they belong
- c. Design garments suitable for all occasions such as attending socials, night club, sport, etc.
- d. Design for personality
- e. Colors for individual

HIGH SCHOOL ADVANCED SEWING

OUTLINE FORM

II. Time

A. Morning hours

1. 8:00----9:30 A.M.

2. 10:00----11:30 A.M.

B. Afternoon hour

1. 3:00----4:30 P.M.

III. Location

A. Block 21-14-A

HIGH SCHOOL ADVANCED SEWING

OUTLINE FORM

I. Skirt Block Designing

A. Gathered and Flared Skirts

1. Dirndle (gathered skirt)
 - a. Use full width of cloth
2. Four piece skirt (center seam)
 - a. Add 2 inches to each piece for flare
3. Six gores
 - a. $2\frac{1}{8}$ inches panel top, 3 inches bottom
4. Sixteen gores
 - a. Waist measurement divided by number of pieces (size 14--26 w. $\pm 16 = 15/8$ in.)
 - b. Add 1 inch flare
5. Half circle

B. Pleats

1. Center front and center back inverted pleats (inverted pleats are also called box or kick)
 2. Two front inverted pleats--back dart
 3. Four knife pleats
 4. Knifed pleated skirt
- C. Copy (pleats and flare combinations)

DAILY PROGRAM FOR POSTON SUMMER SESSION
Morning Session

PER.	TIME	PRE-School	ROOM	APPRENTICES	ROOM	REGULAR TEACHERS	ROOM
I	8:15-9:05	SPEECH (Nursery School Teachers) Peavy Wood METHODS OF KDGTN. EDUCATION Pledger	6 7 5	ADULT EDU. FOR RELOCATION Powell & Balderston Child Psy. and Mental Hygiene Beatty & Best CREATIVE WRITING Anne Clark EDUCATION IN WARTIME & FOR PEACETIME Homer H. Howard VOC. & ACA. EDUC. JOIN HANDS Lawton	1 34 2 3 4	ADULT EDU. FOR RELOCATION Powell & Balderston CHILD PSY. AND MENTAL HYGIENE Beatty & Best CREATIVE WRITING Anne Clark EDUCATION IN WARTIME & FOR PEACETIME Homer H. Howard VOC. & ACA. EDUC. JOIN HANDS Lawton	1 34 2 3 4
II	9:15-10:05	DEMONSTRATION Nursery - Lind Kdgtn. - Huey	6 5	PRACTICE TEACHING Primary - Franchi Inter. - Runyon	7 1	DEMONSTRATION Primary - Hanger Inter. - Graham Jr. Hi. - Embree Sr. Hi. - Peterson	8 2 4 3
III	10:10-11:00	Same		Same		Same	
IV	11:05-11:55	Same		Same		Same	
V	1:25-2:15	CONFERENCE PERIOD (Kdgtn. Teachers) Huey CONFERENCE PERIOD (Nurs. Sch. Teachers) Lind	5 34	Afternoon Session PRACTICE TEACHING (Conferences) Primary - Franchi Inter. - Runyon	7 1	Philosophy of Education and the Community Schools Harris Powell Beatty	Adm. Mess Hall

PER.	TIME	PRE-SCHOOL	ROOM	APPRENTICES	ROOM	REGULAR TEACHERS	ROOM
VI	2:20-3:10	CHILD DEVELOPMENT (The Impact of the Child and His World) Pledger	Adm. Mess Hall	Same (V)	7 1	CURRICULUM LABORATORY A. Grades 1, 2 Ellinger B. Grades 3, 4 Wieberg C. Grades 5, 6 Clark D. Grades 7, 8, 9 Cushman E. Grades 10, 11, 12 Fishburn Peavey	8 3 2 4 34
VII	3:15-4:05			S PEECH & WRITING Wood	7	Same	
VIII	4:10-5:00	METHODS OF NURSERY SCHOOL EDUCATION Pledger SPEECH (Kdgt. Teach.) Peavey	5 3	METHODS Primary - Ellinger Inter. - Clark Jr. Hi. - Wieberg Sr. Hi. - Hinson	1 2 4 34	METHODS Primary - Ellinger Inter. - Clark Jr. Hi. - Wieberg Sr. Hi. - Hinson	1 2 4 34

MEMO TO: , All Members of Staff

FROM: Frances S. Cushman, Acting for A. L. Harris

DATE: July 17, 1943

J2 413

A communication was received today from Lester K. Ade stating that a report would be requested at the end of the summer activities session which would include the following information: "I hope you will plan to give us a brief report on the experiences of all of the children in the four suggestive areas of activity, namely:

- I. Improvement of Health and Well-being
 - A. Camping
 - B. Athletics
 - C. Cooperation with Health Officials
2. Opportunity for Self-Expression
 - A. In the Arts
 - B. In Free Discussion of the American Scene
3. Opportunity for Work Experience
 - A. Elementary School Children
 - B. Junior High School Children
 - C. Senior High School Students
 - D. Special Training Needs
4. Opportunity for Group Experiences
 - A. In Projects for Civic Betterment
 - B. In Club Work"

I am suggesting that as your work progresses, you might make notes which would facilitate the preparation of such a report at the end of the summer. A brief summary of your activities should be prepared and turned in to the office of the Director before leaving the project.

Frances S. Cushman
Frances S. Cushman
Acting for A. L. Harris

Health Education Division
February 1943

52 41B

TO: Core Teachers
FROM: Sally Lucas Jean--Health Education Consultant
SUBJECT: My Health Score

My Health Score was prepared for Poston Secondary School students with the view of calling attention to certain health practices in the daily life of the student. Securing and maintaining a maximum degree of health is largely dependent upon the attitude of the individual toward these essentials. It is practicable for each item listed to be practiced in Poston.

Suggestions for the use of My Health Score.

Distribute score--allow time for reading.

Explain that it is the property of the student and that no one needs to see the record.

The score is a form of evaluating the students health practices and health status. The only credit he will receive is that of improved health.

Read each item aloud and discuss.

Refer to reference books for fuller information on any topic.

Allow time for discussion and checking.

Miss Jean, if desired, will make engagements to discuss the Score or any phase of the health program with groups of teachers.

POSSIBLE OFFERINGS FOR W.R.A.
TEACHER-TRAINING SUMMER SESSION 1943

52413

Mrs. Adams originated the idea of a joint summer session for W.R.A. teachers and teachers in the Indian Service.

The suggestions in these pages are largely a result of Mr. Beatty's and Mr. Howard's experiences at Poston in June, July, August and September of 1942, and of Mr. Howard's work in the Poston Summer School and of his contacts with education employees from several W.R.A. centers during an Education Planning Conference in San Francisco, July 13-15 and at a Curriculum Planning Conference in San Francisco, July 27-August 1.

Mrs. Adams and Mr. Gibson expect to secure current suggestions and information from the W.R.A. centers in regard to teacher-training needs, and this date will be considered in making final decisions as to offerings for the summer session.

Carson Indian School is proposed as the site. It is located at Stewart, Nevada, a few miles from Carson City and some 40 miles from Reno. It is geographically well located as far as people coming from W.R.A. centers is concerned. The summer climate is excellent.

July is the proposed month and 4 weeks the proposed length of the session.

Tuition for the session is \$12.00. Service charge for use of government quarters--\$1.50 to \$3.50 per week, meals - approximately at cost or slightly more than \$1.00 per day.

It is suggested that Mr. Blaisdell assume responsibility for securing college credit for summer school work - especially for Japanese teachers. Mr. Beatty and Mr. Howard can assist.

Two completely distinct sets of courses will be offered at Carson:

1. for teachers from schools in relocation centers.
2. for teachers from Indian Service schools.

The following are suggested as possibly helpful to teachers from the relocation centers.

SECTION I DEMONSTRATION, PRACTICE TEACHING AND METHODS COURSES

- | | | |
|-------------------------|---|------------------------|
| 1. Primary Education | (| |
| 2. Elementary Education | (| Included: |
| 3. Jr. H. S. Education | (| Directed observation |
| 4. Sr. H. S. Education | (| Supervised Practice |
| |) | Teaching (for Japanese |
| |) | teachers and assistant |
| |) | teachers) |
| | | Discussion of Methods |
| | | (1201) |

SECTION II. EDUCATIONAL USE OF RELOCATION CENTER ENVIRONMENT

1. Production of Teaching Materials.

Making use of the relocation center as a source of subject matter.

Suggested instructors: Steerstedter, Ann Clark, Bertha Ellinger
Bob Gibson, Homer Howard.
Discussions and laboratory.

2. The School Shop.

The relocation center as a laboratory for school shopwork.

Possible ways for the school shop to identify itself with construction work and other manual activities which are an essential part of living in the center.

Suggested instructor: Louisa H. Lawton.
Discussions and laboratory.

3. Arts and Crafts.

The making of arts and crafts articles for: improvement of apartments in the barracks, improvement of classrooms, for local gift shops, for wider commercial sale. The use of flowers, stone polishing, wood carving, etc.

Suggested instructors: Frederick W. Forbusch, Flora Goforth.
Discussions and laboratory.

4. Social Problems and Delinquency.

Survey of such problems in relocation centers and study of their implications for childhood, youth and adult education.

Suggested instructor: Nell Findley.

Primarily a lecture course.

5. Producer and Consumer Cooperatives.

Survey of possibilities for cooperative ventures in relocation centers.

Sharing of information as to success of cooperative endeavor thus far in relocation centers. Methods and techniques for organizing and carrying on cooperatives. The role of the school in forwarding such activities.

Suggested instructor:

6. Adult Education.

The position of the Issei, the Kibei and the Nisei in the relocation center.

Methods and techniques of adult education activities. The responsibility of the school for adult education.

Suggested instructors: Lucy Adams, John Powell.

Primarily a lecture course.

7. The Nursery School.

The philosophy of nursery school education. Its methods and techniques in relocation centers.

Suggested instructor:

A nursery school will be operated for the benefit of children

of summer school enrollees, and members of this course will have opportunity to work in the nursery school. Also lectures and discussion.

8. The Relation of Schools in Relocation Centers to State Departments of Education.

Survey of state practices in education in the states where relocation centers are established. The implications of such state practices for the curriculum and for teaching techniques in relocation centers.

Suggested instructor: Allen C. Blaisdell.

Primarily a lecture course.

9. Curriculum Workshop.

Actual work in developing and implementing the curriculum for each relocation center, by principals and a group of selected staff members from each relocation school.

Guidance in this work by: Paul Hanna, Lucy Adams, Bob Gibson, Homer Howard.

SECTION III. DEALING WITH CHILDREN

1. Child Psychology and Mental Hygiene.

The genesis and the development of the personality. Pupil behavior and pupil-teacher relationships. Mental hygiene methods of dealing with cultural conflicts.

Suggested instructor: Winifred V. Richmond.

Primarily a lecture course.

2. The Psychology of Play and Recreation.

The function of various aspects of play and recreation in the all-round development of the whole individual.

Suggested instructor: Mr. Chester Junck.

Lectures and laboratory.

3. Reading Problems: Their Prevention and Correction.

Discussion of when and how to begin the teaching of reading.

Methods and techniques for remedial reading. The duties and responsibilities of the classroom teacher in situation where there is no reading specialist.

Suggested instructor: Hildegard Thompson.

Primarily a lecture course. Use will be made of the Special Book Room.

4. Special Book Room.

A collection of good reading material for children housed in an environment conducive to browsing by teachers. An intelligent hostess will discuss teachers' reading-materials problems with them. Tea will be served in the late afternoon at which time audition of a number of good phonograph records for school use will be possible.

SECTION IV. PHYSICAL AND MENTAL HEALTH

1. Home Care of the Sick, Infant and Child Care, Accident Prevention and Safety.

Discussion and practical suggestions about these matters particularly as they apply to conditions in relocation centers.

The responsibility of the schools in these fields.

Suggested instructor:

Discussions and laboratory.

2. The Rumor Clinic

A school service in tracking down the origin or relocation center rumors, and in finding and disseminating accurate and authentic information about the war and about happenings in the relocation center.

Suggested instructor:

Discussions and laboratory.

3. Physical Examinations.

A fundamental step in locating remediable physical defects as prerequisite to their correction. Through this experience teachers may become increasingly aware of the value of the physical examination and be helped to see its implications for the classroom. Given free to all enrollees who desire it.

Doctors and nurses to do this work:

4. Mental Hygiene Clinic:

Opportunity for private conference with the psychiatrist about either problems in pupil-teacher relationships, or about purely personal problems of the enrollee.

Suggested for this work: Winifred V. Richmond.

5. Ample recreation facilities will be available at all times and to suit a variety of tastes. Frequent informal recreational activities will be organized and offered to the entire summer school group.

A Recreation Committee, headed by Mrs. Junek will head up these offerings.

SECTION V. THE PRESENT, THE PAST AND THE FUTURE

1. Lectures on Current Educational Philosophy.

John Privince, Lucy Adams, Paul Hanna, Willard Beatty, Walter Dexter and others will speak to the entire summer school group whenever they find it possible to be present at the session.

2. Contributions of Oriental Culture to Western Civilization.

A survey course designed to acquaint teachers in relocation centers with some understanding of the background of the Japanese with whom they are working, and to help lessen the problems of adjustment for persons of oriental ancestry.

Suggested instructor:
Primarily a lecture course.

3. History of the Japanese in America.

A survey of the development of the economic, social and political situation of the first and second generation Japanese in this country. Designed as helps in understanding the present situation and as aids in planning for the future. The National scene.

Suggested to do this work:
Primarily a lecture course.

4. War Objectives and Planning for Post-war Living.

Study of the objectives for which the United Nations are fighting together with a survey and an analysis of suggestions and proposals for post-war reconstruction. The international scene.

Suggested instructors: Paul Hanna
Primarily a lecture course.

COURSE OF STUDY
Poston, Arizona
October 1942

52 41B

FIRST GRADE

1. Objectives#

A. Health behavior.

1. To carry out the whole program of essential health habits at once as a unit.
2. To perform these in the proper way, whenever the manner of performance is a health essential.
3. To begin conscious cooperation for health with other members of his home and school environment.

B. Health knowledge.

1. To know all the items of the program of essential health habits, and how these should be performed when the method of performance is a health essential. No reasons are taught, the teacher's word being sufficient.
2. To develop a health vocabulary which will make it possible to include health topics in daily work. The vocabulary should include the external parts of the body, the foods and words related to sleep, rest, cleanliness, play, sunlight and fresh air.

2. Methods

- A. Daily review of the items of the health record with informal discussion of individual accomplishment.
- B. Daily health inspection is included as incidental to the daily review of health habits.
- C. Frequent pantomiming of these items in order to get the performance accepted quickly by the neuro-muscular mechanism. The use of the printed flash cards (naming the action) is a good way of beginning and of varying this exercise.
- D. "Playing house" to take the first steps toward the development of environmental consciousness.
- E. Incidental and very casual reference to health throughout the course of the day.
- F. Educational use of milk serving period.

3. Motivation

- A. Desire to please teacher##
- B. Desire to grow up big and strong and to gain in weight as a sign of it.
- C. Desire to be like specific ideals, such as father, mother, policeman, school nurse, scouts, etc.

In primary grades, the distinction between "health behavior" and "health knowledge" is purely formal. As the child grows older he increasingly rationalizes his performance. So this list of essentials of health knowledge grows longer, while the actual behavior remains largely the same.

Not deliberately used by teacher, but to be recognized as the powerful incentive which underlies all others at this age.

COURSE OF STUDY
Poston, Arizona
October 1942

Second Grade

1. Objectives

A. Health behavior.

1. The child should enter the second grade with the behavior routine so firmly established that each infringement will be a conscious one. His attitude toward proper health-behavior should be so well formed that, in case lack of home cooperation makes complete observance impossible, the attitude will persist until opportunity later on allows it to be expressed in behavior.

The work of the second grade teacher is difficult because the child is not yet able to understand any physiological reasons, but the items of behavior remain the same. The second year continues the drill begun in the first, with especial emphasis on the "hows". By the end of the second year the child's performance of this health-behavior routine should be completely automatic.

2. The next steps in conscious cooperation for health with other members of his home, school and neighborhood environment.

B. Health knowledge.

All the essential "whats" and "hows" of the health program have been taught in the first grade. The second grade enlarges the child's health vocabulary, until stories can be read which include mention of all essential health habits. The words heart, lungs, and stomach, bowels, and tonsils should be added to the names of the external parts of the body.

2. Methods

- A. Checking daily health record. The proper beginning of this forms a mile-stone in the child's development. It should be used as a lesson and demonstration of truth telling, or complete accuracy of statement.
- B. Daily health inspection is included regularly but incidentally as a part of the preceding period--the checking of the Health Habit Record.
- C. Continued frequent dramatization of the Daily Health Record.

Second Grade (continued)

- D. Much incidental reference to health in the course of other subjects. Use of unfinished stories, conversations, dramatizations, and silent reading on health topics.
- E. Reading of books by the children (^{THESE} to be supplied.)
- F. Educational use of milk serving period.

3. Motivation

- A. Desire to please teacher.
- B. Desire to grow up big and strong, and to gain weight as a sign of this.
- C. Desire to be like specific ideals: parents, teacher, policeman, nurse, singer, doctor, farmer, etc.
- D. Desire to be strong in order to achieve specific purposes: run an engine or aeroplane, sail a ship, go on scout hikes, play ball, raise wheat, be a cowboy, to take care of children, to nurse the sick, to dance.
- E. To enjoy the feeling and appearance of cleanliness.

Adjusted from COURSE OF STUDY developed for Fargo, North Dakota
By Maude A. Brown

COURSE OF STUDY
Poston, Arizona
October 1942

Third Grade

1. Objectives

A. Health behavior

1. Continued observance of complete program of health essentials.
2. Beginning active participation in the improvement of sanitary conditions of community as well as home and school.
3. Effort to secure correction of his own physical defects.

B. Health knowledge

1. From the second grade, all the essential "whats" and "hows" of satisfactory personal health-behavior, the teacher's word being accepted as sufficient authority as in the first grade.
2. The first "whys"--cleanliness, the esthetic and scientific reasons. This begins the discussion of germs.
3. Knowledge of the public health problems and machinery of Poston.
4. Enlargement of vocabulary to permit the reading of health literature appropriate to the grade.
5. Knowledge of significance of weight as one evidence of healthy growth.

2. Methods

- A. Daily health record checking and informal discussion.
- B. Incidental daily health inspection.
- C. Special featuring of the cleanliness feature of the morning health inspection with emphasis on cleanliness for the protection of others, as the basis of study of problems of sanitation.
- D. Use of basic text.
- E. Lessons on bacteria; Use lens; then simple microscope; then high power. Make potato "garden".
- F. Practical field work.

Third Grade (continued)

1. Report of conditions of school and neighborhood sanitation; observance of quarantine regulations; fly and mosquito control, etc. Particular stress on helping keep home and school surroundings sanitary.
- G. Health stories featuring the health habits, including cleanliness, used as supplementary reading, dramatization, oral or written language work to be supplied.
- H. Incidental reference to health in the course of other subjects and use of health subject matter in language and art.

3. Motivation

The motives appealed to in grades one and two are still active, but the important new sense of being a part of the group should be especially appealed to.

- A. Personal pride and pride in home.
- B. Good citizenship--not from the adolescent altruistic approach, but from the agreeable feeding of enlarged ego. The child's pleasure, in feeling himself a functioning factor in the city neighborhood, school and family life is an important new motive.
- C. Ambition to accomplish great deeds which only strong bodies and brains can achieve. Imitation of heroic characters of history.

Adjusted from COURSE OF STUDY developed for Fargo, North Dakota
By Maude A. Brown

COURSE OF STUDY
Poston, Arizona
October 1942

Fourth Grade

1. Objectives

A. Behavior

1. Continued routing observance of health habit program.
2. Exertion of all possible effort to secure correction of physical defects.
3. Continued active effort toward improvement of home, school, neighborhood and Poston sanitation.
4. Cooperation with family, school, and Poston authorities to secure safety precautions (4-B). (Already taught separately as "safety".)
5. Observance of habits of thrift, which necessarily result in improved physical condition. (Already taught as "thrift".)

B. Knowledge

1. Daily review of the "whats" and "hows" of the health habit program in the morning marking of health records.
2. Extending knowledge of the "whys" of sanitation.
3. Developing new knowledge concerning the "why" of health behavior.

2. Methods

- A. Marking health records to insure continued observance of complete program of health habits. All the "whats" and "hows" should be included and frequent reference made to the "whys" of cleanliness.
- B. Direct instruction from basic text, supplemented by simple experiments as to reasons for observing the health habit program. Books to be supplied.
- C. Incidental reference to health in the course of other subjects as in preceding grades and the use of health subject matter in language.

3. Motivation

The incentives which apply in the previous grades are still valid.

Fourth Grade (continued)

Personal and family pride and enjoyment in being a part of civic activity are strongest now. Heroic examples have a very strong appeal.

Adjusted from COURSE OF STUDY developed for Fargo, North Dakota
By Maude A. Brown

COURSE OF STUDY
Poston, Arizona
October 1942

Fifth Grade

1. Objectives

A. Behavior

1. Continue observance of complete health habit program.
2. Active effort toward improvement of school, home neighborhood and Poston sanitation, health and safety conditions.
3. Conscious care of the body--correction of defects--definite efforts to keep each part in condition.

B. Knowledge

1. Daily review of the "whats" and "hows" of the Health Record with the "whys" of sanitation.
2. Study of the gross mechanism of the human body and the way the parts work together.
3. The extending, on the basis of this study of the body, of the list of "whys" of health behavior.

2. Methods

- A. Marking health records with discussion of all the "whats" and "hows" and "shys" as they are developed. By the end of 5-A a working stool of "whys" should have been developed.
- B. Direct instruction by teacher in gross anatomy and physiology of body. Pig or sheep viscera should be shown, preceded, perhaps, by a chicken or other common food animal. #
- C. Direct instruction from basic text as to hygiene of the mechanism just discovered. Hygia should be regularly reported and health items from current periodicals discussed. Book to be supplied.
- D. Study of methods and opportunities for application of standards of sanitation to home, school and community life.
- E. Weight as one measure of accomplishment in health behavior. Weight in turn being used as the introduction to the study of the record of the school physician's examinations.
- F. Incidental reference to health in the course of other subjects.

Fifth Grade (continued)

- G. Study of the school physical examination records. The significance of the findings and the pupils' responsibility in maintaining or improving the conditions recorded.

5. Motivation

- A. All preceding ones still in force.
- B. Desire to imitate heroic figures of history stronger than in third or fourth grades.
- C. Personal and family pride and consciousness of self as a part of community life still more to be reckoned with. Likes to help "fix" things; likes to set a good example for elders. Desire to be fit so as to carry one's own end of team work.

In working out the lessons on the gross structure of the body, no difficulty was experienced. A chicken was dissected in class, the children grouped about the teacher's desk. A food animal, such as the chicken, is chosen for the demonstration to obviate the shivers occasioned by cutting up the more generalized frog or the more typical cat or rat. The general idea of the structure and relationship of the bones, muscles, viscera, blood vessels, and nerves is all that is necessary. This vastly illuminates the instruction as to the work of the parts of the body.

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COURSE OF STUDY
Poston, Arizona
October 1942

Sixth Grade

1. Objectives

A. Health behavior

1. Continue observance of complete health habit program.
2. Active effort toward improvement of school, home, neighborhood and Poston sanitation and health conditions.
3. Conscious care of body; definite effort to keep each part in condition as commenced in the fifth grade, continued and increased.

B. Health knowledge.

1. Constant review, in connection with the marking of the daily health record and the morning health inspection, of the "whats" "hows" and "whys" of the essentials of a satisfactory health-behavior program.
2. Review of the gross structure of the body and the chief functions of each part. Particular stress places on the interdependence of the parts as necessitating a carrying out of the complete health program.
3. Enlargement, on the basis of this further study of the physiology of the human body, of the list of "whys" of health-behavior.
4. The pupil should know his physical condition as indicated (1) on the school health records which give the results of the school physician's examinations of consecutive years; and (2) by his gain in weight.
5. The rudiments of First Aid.

2. Methods

- A. Marking health records continued, with constant personal application of the information being acquired as to the "hows" and "whys" of the health habits.
- B. Review from basic text and supplementary texts of the gross structure and functions of the body, special stress being placed upon the inter dependence of the parts as reason for the complete observance of all items of the health program. It is essential that this review of structure be illustrated from a model trunk or a good manikin. Books to be supplied.

Sixth Grade (continued)

- C. Study methods and opportunities for the application of standards of sanitation to home, school and community life. Study and discussion of national problems involving principles of sanitation and public health.
- D. Use of physician's examination as source of information and advice regarding personal health problems.
- E. Instruction and practice from the Red Cross manual and the Scout manual.

3. Motivation

All preceding motives are still more or less in force. The major appeal should be made to ideals of sportmanship and citizenship.

Adjusted from COURSE OF STUDY developed for Fargo, North Dakota
By Maude A. Brown

I. DEMONSTRATION, METHODS, PRACTICE TEACHING

A. Primary Education

Demonstration Teacher: Lola Hughes
Milwaukee State Tch. Col.
Enrollees must observe 1 period daily.
Methods: Ann Clark
Papago Indian Agency
Enrollees must take 1 period daily.
Supervision of
Practice Teaching: Ida Morrison
Poston
Amount to be arranged.

B. Elementary Education Demonstration Teacher:

Poston
Enrollees must observe 1 period daily
Methods: Bertha Ellinger
Salt Lake City
Enrollees must take 1 period daily
Supervision of
Practice Teaching: Ida Morrison
Poston
Amount to be arranged.

C. Junior High School Education

Demonstration Teacher: Poston
Enrollees must observe 1 period daily.
Methods: Louise Wiberg
Pierro, South Dakota
Enrollees must take 1 period daily.
Supervision of
Practice Teaching: Frances Cushman
Poston
Amount to be arranged.

D. Senior High School Education

Demonstration Teacher: Mary Embree
Wingate, New Mexico
Enrollees must observe 1 period daily.
Methods: Frances Cushman
Enrollees must take 1 period daily.
Supervision of
Practice Teaching: Frances Cushman
Poston
Amount to be arranged.

Practice teaching available only for teachers from the evacuee group.

II. PRINCIPLES AND PRACTICES OF MODERN EDUCATION

Daily 1 period:
Willard W. Beatty
Miles Cary
Homer H. Howard

Survey of the philosophy of present day education together with discussion of techniques for putting that philosophy into practice. The work will center around four important areas of education: (1) the social aspect of individual growth in members of a social group; (2) the development of the whole child - mental, physical, emotional; (3) living as an educative experience - active learning; (4) preparation for earning a livelihood.

Primarily a lecture course.

III. WAR OBJECTIVES AND THE POST-WAR WORLD

Daily 1 period

Consideration of the objectives for which the United Nations are fighting. Survey and analysis of suggestions and proposals for post-war reconstructions on the national and the international scene. The implications of these matters for the school.

Primarily a lecture course

IV. HISTORY OF THE JAPANESE IN AMERICA

Daily 1 period

Survey of the development of the economic, social and political situation of the first and second generation Japanese in this country. Designed as a help in understanding the present situation and in planning for the future.

Lecture and laboratory work.

V. HEALTH EDUCATION

Daily 1 period

Sally Lucas Joan

Study of specific health problems at Poston and of what education can do to meet and solve them. The teacher's responsibility in cooperating with health personnel in actual health supervision. Teaching opportunities and teaching materials connected with the control of communicable diseases. Health problems will be discussed from the standpoint of the physician, the nurse and the teacher.

Primarily a lecture course.

VI. CHILD PSYCHOLOGY AND MENTAL

Daily 1 period

Discussion of vocational problems from the following points of view: (1) at Poston; (2) open to Japanese-Americans in the past; (3) possible in the future in industries, education, medicine, maintenance, agriculture, business, etc.; (4) vocations for which Japanese-Americans are particularly suited because of temperament, disposition and cultural inheritance; (5) the extent to which opportunities are limited because of prejudice; (6) the relation of the school and farm shop to earning a livelihood; (7) the relationship of the classroom teacher and the classroom program to the shop.

Partly lecture and partly shop experiences.

VIII. READING PROBLEMS: THEIR PREVENTION AND CORRECTION

Daily 1 period

Ann Clark

Discussions of when and how to begin the teaching of reading, Methods and techniques of remedial reading. The duties and responsibilities of the classroom teacher in situations where there is no reading specialist. Some consideration will be given to the making and use of experience reading charts, and to teachers or teacher-pupil made reading materials as aids in the teaching of reading.

Partly lecture and partly laboratory

Daily 1 period

Homer H. Howard.

Investigation into the relation between traditional school subject matter and subject matter drawn from daily living, with a view to locating the kind of mathematics, science, geography, English, agriculture, history, civics, etc. best suited to the Poston curriculum.

Primarily a workshop. Enrollees will be organized into committees, each made up of teachers with similar professional interests. The majority of the time will be spent in examining existing text books to determine: (1) what portion of the content is pertinent to Poston; and (2) what can best be substituted for those portions which have little or no meaning in the local situation. Enrollees are expected to bring with them copies of the text books which they have been using during the past year.

X. CURRICULUM MAKING AND PRODUCTION OF TEACHING MATERIALS WORKSHOP

Daily: 2 periods

Survey of curriculum content; discussion of specific theme for each of the following groupings of classes: kindergarden, first and second; third and fourth; fifth and sixth; seventh, eighth and ninth; tenth, eleventh and twelfth. Consideration of the center of interest for each grade together with listing of content for the year's program for each grade or for each special subject. Choosing of units of work into which each program is to be divided; planning educational activities to give reality to each unit of work. These will be studied as they apply to the core curriculum or general education, and also as they apply to selective education or individual subjects.

First week: 2 periods daily:

First period. All enrollees in the workshop will meet as a group. Homer Howard and others will lead these general discussions.

Second period. Enrollees will be divided into five sections: (A) Teachers of kindergarden, 1st and 2nd grades, (B) Teachers of 3rd and 4th grades, (C) Teachers of 5th and 6th grades, (D) Teachers in 7th, 8th and 9th grades, (E) Teachers in 10th, 11th and 12th grades, for work on problems of their own grade or special subject.

Section Leaders: (A) Ann Clark, (B) Bertha Ellinger, (C) Ida Morrison, (D) Louis Wiberg, (E) Frances Cushman

Three Final Weeks: 2 periods daily. Enrollees will meet in five sections as above with the same section leader for actual work in planning learning activities and in preparing teaching materials for use their own individual teaching situation.

INFORMAL ROUND TABLE DISCUSSION GROUPS

Non-lecture, informal discussion groups will offer opportunity for enrollees to share experiences, to chat together freely and to ask more intimate questions than is usually possible in a regular class period. There will be a chairman for each round table group whose duties are to steer the discussions which it is expected will be initiated by members of the group. Attendance is entirely voluntary and regularity of attendance is not essential. While discussions of others may be arranged if desired, the following round tables are suggested:

1. For Those Interested in Community Adult Education. Twice weekly.
Chairman: Miles Cary
2. For Those Interested in Community Self-government, and the Relation of the W.R.A. to other Federal Agencies. Twice weekly.
*Chairman:
3. For Those Interested in the Development of Local Cooperative Industries. Twice weekly
*Chairman:

4. For Those Interested in the Educational Possibilities of Play and Recreation
Twice Weekly:

*Chairman:

5. For Those Interested in Evaluation of Children's Performance and in
Records and Reports. Twice weekly.

*Chairman:

6. For Those Interested in Social Problems and Delinquency.
Twice Weekly.

*Chairman:

7. The Obligations of the School to Society. Twice weekly.
Chairman: Miles Cary

*Possibly a local teacher who is interested in the topic.

Other round tables may be substituted for those suggested above or additional ones may be organized. Please make arrangements through the summer school office in order to avoid conflict in the use of quarters and in schedules.

MENTAL HYGIENE CLINIC

The mental hygienist will be available for personal conferences with individual enrollees. Such conferences may have to do with the discussion of behavior problems arising out of teacher-pupil relationships, or with purely personal problems of the enrollee.

RECREATION

A recreation committee, under the chairmanship of _____, will be organized. Provisions will be made for both planned and informal play and recreation for enrollee's free time. Indoor games will be available in the dormitory living rooms where cards, dominos, checkers, and various home-made games will be found. Baseball, football, horseshoes, etc., will be encouraged. Picnics, swimming parties, hikes, dances, movies, and the like will be planned from time to time. The Committee will assist enrollees in locating equipment and in bringing together like minded individuals desirous of participating in recreational activities.

OCCASIONAL SPECIAL LECTURES

From time to time whenever distinguished visitors come to Fort Apache, an effort will be made to have them speak to summer school enrollees.

CITIZENSHIP TRAITS THAT CAN BE DEVELOPED
IN THE INDUSTRIAL ARTS DEPARTMENT
AND METHODS FOR ACHIEVING THEM

J2.41B

I. INTEGRITY

A. HONESTY

1. Practice of honesty in class and practical work
2. Use of honor system
3. Checking out tools over weekends and overnight
4. Group responsibility for tools and material

B. RELIABILITY OF THE STUDENT

1. Use of honor system
2. Give responsibility to the students

C. WILLINGNESS TO ASSUME RESPONSIBILITY

1. Give proper recognition to persons assuming responsibility
2. Create interest

D. FULFILLMENT OF WORK THOROUGHLY AND COMPLETELY

1. Teachers maintain standards
2. Proper recognition for good work
3. Display of good work

II. INITIATIVE

A. INTEREST IN WORK OR SUBJECT

1. Own selection of work
2. Give illustrations
3. Teachers project a likeable personality

B. PROPER USE OF TIME

1. Make proper use of time by planning ahead
2. Keep interest alive

C. INTEREST FROM CURIOSITY

1. Explanation of operation of tools
2. Selection of students own projects

D. DISCOVER PUPILS HIDDEN TALENTS

1. Teachers recognition and encouragement of experimentation

III. DEVELOPMENT OF DESIRABLE MENTAL HABITS

A. CONCENTRATION

1. Desirable working surroundings and conditions
2. Planning of procedure
3. Arousing interest
4. Student problem solving

B. MENTAL ALERTNESS

1. Use of short cuts
2. Teachers searching questions
3. Maintaining interest
4. Pupil enthusiasm
5. Teachers enthusiasm
6. Discourage mental laziness

C. PROPER ATTITUDE TOWARD THE WORK

1. Make work as a purpose
2. Arouse interest
3. Create and maintain correct workmanlike conditions

D. INVENTIVENESS

1. Encourage, don't discourage inventiveness
2. Pupil observation and study of tools, machinery and processes

E. PHYSICAL CLEANLINESS AND ORDERLINESS

1. Create proper habits

IV. COOPERATION

A. RESPECT INDIVIDUAL PROPERTY

1. Do not allow abuse of others property

- 2. Teachers be a worthy example
- B. DEVELOP COOPERATION THROUGH FRIENDLINESS
- C. COURTEOUS MANNERS
 - 1. Abolish profanity
 - 2. Discourage horseplay
- D. RESPECT FOR PROPER AUTHORITY
 - 1. Rotation of shop responsibility
- E. COMMUNITY RESPONSIBILITY
 - 1. Group projects and activity
 - 2. Repairing of community property
 - 3. Group conscienceness
- V. SELF RELIANCE
 - A. CONFIDENCE
 - 1. Encouragement
 - 2. Familiarize by explanation
 - B. FULFILLMENT OF WORK
 - 1. Incomplete work not accepted for credit
- VI. GOOD WORKMANSHIP
 - A. PRIDE IN WORK
 - 1. Display fo good work
 - 2. Praising
 - B. ACCURACY AND SPEED
 - 1. Time allotment
 - 2. Pupil use of proper method
 - C. ECONOMY OF MATERIAL
 - 1. Careful planning
 - D. DEVELOP THE SENSE OF WHAT IS EXPECTED OF HIM AT HIS JOB

RELOCATION CENTERS

Homemaking Courses

PJ2 41B
Berkeley

Submitted
Plan

Organization of courses.

All Homemaking Courses may be elective and organized so that it will be possible for a girl to take one or more year's work. The courses will not, however, cover all phases of Homemaking each year. If a girl is interested in a well ^{rounded} needed program it will be necessary, therefore, for her to elect Homemaking over a period of years.

The outlines which follow are suggestive of the big problems which may be used as a basis for work. The time allotted the selection and the development of the problems to be stressed each year has been left to the individual teacher. It is expected, however, that the problems selected will be of increasing difficulty as the work develops and the students become more mature.

All classes should include discussion and laboratory work. In order to develop the program it is hoped that two or more simple cottages with a farm set-up will be available for practical work, in addition to Homemaking laboratories, which are available for practical work. In so far as possible simple homemade furniture and equipment should be used for all classes.

Job Description

1. Be responsible for helping to organize housekeeping activities in Japanese quarters that arise because of group living. 20%
2. Assist with maintaining sanitary surroundings. 10%
3. Prepare requisition for issuing of supplies for housekeeping activities. 10%
4. Organize living quarters for employees which involves care of linen and all supplies. 20%
5. Work with school department in setting up and supervising training program for girls interested in Domestic and Personal Services as a vocation. 30%
6. Recommend furniture needed for employees' quarters and prepare requisition. 10%

Qualifications

Home Economics training with experience in institutional work such as hotel, tourist court, employers' club, etc.

College graduate

VOCATIONAL COURSES

Hotel Worker

Length of Course: 1 year

Prerequisite: None required but Home Economics Course
Recommended

Aim of Course:

1. To prepare girls for a definite vocation after leaving relocation center
2. To train girls as helpers for parents who own or operate a hotel.
3. To develop standards of workmanship that will carry over to home living.

Suggested Outline

I. Survey of Opportunities

1. Job analysis of hotel worker developed through class discussion and reference reading
2. Opportunities for employment, possible salaries, etc.
3. Characteristics desirable for this work
 - a. Personality analysis of each individual to set goal for year's improvement

II. Work involved.

1. Bedroom

- a. Making of bed
- b. Care of carpets, curtains, etc.
- c. Arrangement of room for comfort and attractiveness
- d. Color schemes and how to develop them
- d. Destruction of bedbugs, silver fish, moths, etc.

2. Bathroom

- a. Cleaning bathtubs, showers, toilets, etc.
- b. Sanitation--science involved
- d. Care of plumbing with minor repairs

3. Living rooms, Halls, Stairs, etc.
 - a. Floors and floor finishes
 - b. Care of rugs, draperies, etc.
 - c. Care of furniture
 - d. Care of electrical equipment, such as vacuum cleaner, waxer, etc.

4. Linen Room
 - a. Marking of linen
 - b. Mending of linen
 - c. Storage of linens, records, etc.
 - d. Preparation for laundry

III. Selection of Cleaning Supplies and Equipment.

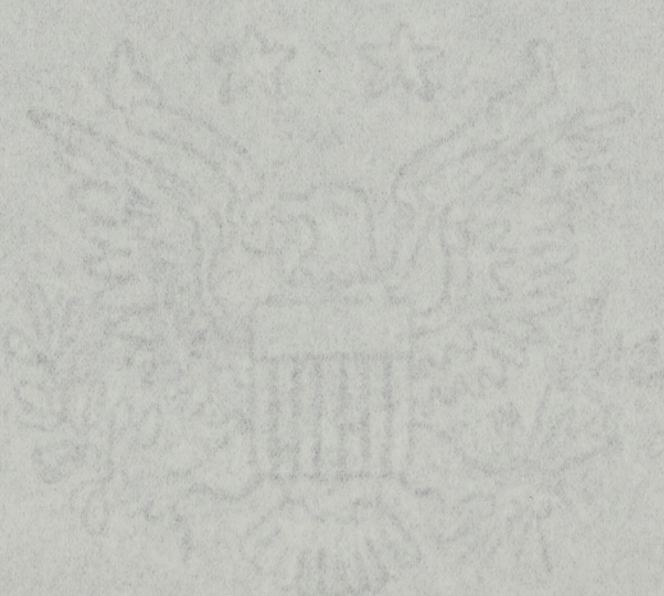
1. Types of brooms, brushes, mops, etc.
 - a. Points to consider in purchasing same
2. Types of soap, abrasives, wax, etc.
3. Storage of supplies, keeping records, etc.
4. Proper use of all supplies

IV. Selection of Furniture and Supplies

1. Furniture
 - a. Selection of furniture of all types
 - b. Re-upholstering old furniture
 - c. Painting or refinishing furniture
 - c. Making of slip covers
2. Institutional Linens
 - a. Materials, finishes, cost, etc.
 - b. Selection and care of blankets
3. Lighting Fixtures
 - a. Types available
 - b. Care of fixtures
4. Draperies

V. Personal Considerations

1. Applying for a job by personal interviews
 - a. Personal appearance, such as hair, nails, etc.
 - b. Type of dress
2. Applying for a job by letter
 - a. How to write a letter

3. Uniforms for the job
 - a. Purchasing versus making
 - b. Color schemes
 - c. Laundering and care of uniforms
 4. State Laws Governing Work
 5. Use of Money
 - a. Savings accounts. Use of bank
 - b. Types of budgets.
 6. Health
 - a. Physical examination
 - b. Posture
 - c. Correction of defects
 7. Personal Appearance
 - a. Care of hair, nails, etc.
 - b. Use of make-up
 - c. Baths
 - d. Cleanliness of clothing
 8. Ethics
 - a. Responsibility to employer
 - b. Appreciation of personal property of employer and guests
 - c. Dependability on the job
 - d. Selecting friends
 - e. Selection of social and educational activities during free time
- 

VOCATIONAL COURSES

Name of Course	Prerequisites	Laboratory
1. Hotel Worker	None	Discussion Room and Employees', Bachelor Quarters
2. House Worker	2 or more semesters general home economics	Discussion Room and Employees' Houses
3. Nurse Aid		
4. Waitress and Cook's Helper	2 or more semesters general home economics and 1 semester nutrition	Discussion Room, Employees' Club and Employees' Homes
5. Seamstress and Alteration Woman	Advanced dress-making	Discussion Room and Sewing Laboratory

DIRECTOR OF HOME ECONOMICS

1. Direct organization of Home Economics Program in Junior and Senior High School, adult classes and vocational courses for girls
2. Conduct conferences of teachers responsible for Home Economics Program and give general supervision to work. Assist in arrangement of Home making department.
3. Arrange for practical training for girls in vocational courses and follow up program
4. Work with Block Managers in setting up adequate housekeeping practices for buildings and by the group
5. Act as consultant for nutrition problems, especially for children and babies. Work with the women in the homes on any housekeeping problems
6. Prepare requisition for all furniture and housekeeping supplies. Keep adequate records on distribution of supplies.

Experience in organization and supervision of Home Economics Department; also experience in adult education. Should also have had experience in purchasing of supplies

\$3,400

HOME MAKING COURSES

6th, 7th, and 8th grades

- Aims:
1. To develop in the Home making Department many of the normal home activities that are difficult to maintain under present living conditions.
 2. To set up, as nearly as possible, a normal life situation, revolving around a simple rural home.
 3. To interest girls in activities that are a part of a well organized home.

Suggested Outline

Problem I. Clothes for the School Girl

1. The attractive school girl
 - a. Influence of good health practices
 - b. Good posture
 - c. Cleanliness of hair, nails, teeth, etc.
 - d. Hair arrangement
 - e. Use of make-up, nail polish, etc.
2. The type of clothes suitable for the school girl
 - a. Attractive color combinations
 - b. Simplicity of design
 - c. Easily cleaned
 - d. Suitability for use
3. Selection of garments to be made
 - a. Patterns
 - b. Materials
 - c. Care and use of sewing machine
 - d. Construction problems involved
 - e. Comparison of ready-made garments with those made at home
4. Care and repair of clothing
 - a. Construction and arrangement of clothes closet
 - b. Making of coat hangers, shoe bags, laundry bags, etc.
 - c. Arrangement of dresser drawers
 - d. Daily care of dresses, shoes, etc.
 - e. Mending of all types of garments
 - f. Pressing
 - g. Laundering
5. Cost of clothing for a year
 - a. Fair division of funds with whole family

Problem II. Food for the School Girl

1. Importance of adequate food
 - a. Effect on health
 - b. Effect on personal appearance
 - c. Special needs for growing boys and girls
 - d. Avoidance of food fads
2. Planning of meals
 - a. Combination of foods that meet all requirements
 - b. Consideration of the three meals
3. Preparation of simple foods
 - a. Emphasis on foods that are needed by school girl
4. Serving of meals
 - a. Making the table attractive
 - b. Cleanliness in all food service
5. Selection of food at school cafeteria
 - a. Balancing all of the meals
 - b. Foods needed for children that are underweight, etc.

Problem III. Making the Home Attractive

1. Use of color in the home
 - a. Selection and making of curtains, pillows, bed covers, etc.
 - b. Selection of pictures, framing and arrangement
 - c. Arrangement of flowers, selection of flower containers, potted plants, etc.
2. Selection or construction of simple furniture
 - a. Design of furniture
 - b. Finishes for home made furniture
 - c. Arrangement of furniture
3. Care of the home
 - a. Cleaning of windows, walls, furniture, etc.
 - b. Making of beds
 - c. Storage space of surplus supplies and equipment
 - d. Responsibility of different members of the family
4. Outside the house
 - a. Disposal of all trash and refuse
 - b. Repair of porches, steps, fences, etc.
 - c. Trimming of grass
 - d. Planting and care of flower garden

Problem IV. Care of Younger Children

1. Proper health habits
 - a. Methods of developing
2. Responsibility of older child to younger child
3. Plays and games
 - a. Toys suitable for various ages
 - b. Story telling and reading to children
4. Clothes for younger children
 - a. Simple design and construction
 - b. Types of materials
 - c. Self-help garments

5. Food for the younger children
 - a. Food requirements
 - b. Preparation of simple foods
 - c. Development of right eating habits
6. Caring for neighbors children
 - a. Schedule to be followed
 - b. Things to do in an emergency

Problem V. Care of Vegetable Garden and Chickens

1. Planning the garden
 - a. Determination of amount to plant
 - b. Determination of kind of vegetables
 - c. Spaces available
2. Preparation of ground
3. Planting and care
 - a. Weeding
 - b. Watering
4. Harvesting
 - a. Ways of using vegetables grown
5. Preparation of chicken house and yard
6. Care of chickens
 - a. Feeding of chickens
 - b. Gathering eggs
 - c. Setting hens
7. Simple records to show cost

Problem VI. Developing Family Life

1. Relationship of various members of the family
 - a. Responsibility of the young girl to her parents
 - b. Responsibility between brothers and sisters
 - c. Respect for older members of the family
2. Use of leisure time
 - a. Family parties and picnics
 - b. Entertaining in the home
 1. Invitations
 2. Simple refreshments
 3. Plays and games
 4. Duties of hostess to guests
 - c. Courtesy in use of radio
3. Selection of friends
 - a. Approval of family
4. Contribution to family life
 - a. Carrying share of work
 - b. Sharing financial problems
 - c. Contributing to happiness of family life

HOME MAKING COURSES

9th and 10th grades

- Aims:
1. To develop an appreciation of problems involved in Home-making and methods of solving these problems
 2. To develop an appreciation of the place of the home maker in maintaining a satisfactory home life
 3. To develop an appreciation of the possibility of setting up a home under adverse conditions

Suggested Outline

Problem I. Preservation of Foods

1. Amount of food needed for an average-sized family
2. Storage of foods grown in family gardens
3. Cost of food commercially canned versus home canned
4. Laboratory work to include all types of food preservation

Problem II. Meals for the Family

1. Nutritional needs of various members of the family
2. Planning of meals that will meet nutritional needs
3. Preparation and serving of meals planned
4. Study of Japanese diet
5. Preparation and serving of Japanese meals
6. Buying of foods with special reference to size of containers, types of packaging, etc.
7. Sanitary practices in the handling of food
8. Selection of kitchen and dining room equipment.
Cost involved in setting up a home

Problem III. Clothes for the Family

1. Planning wardrobes for various members of the family
2. Analysis of clothing budgets to determine garments that should be purchased and ones that should be constructed
3. Individuals arrange clothing program for the year selecting garments that are needed and will develop construction problems
4. Construction of clothing
 - a. Selection and alteration of patterns
 - b. Design in clothing
 - c. Developing color schemes
 - d. Types of materials available. Problems involved in selection and care of each
 - e. Types of finishes
 - f. Construction problems

5. Selection of accessories to complete costume
6. Personal care
 - a. Care of hair, nails, etc.
 - b. Use of make-up
 - c. Posture and simple corrections when needed
7. Care of clothing
 - a. Laundering
 - b. Mending and repair
 - c. Spotting and pressing
8. Leisure time activities
 - a. Knitting, crocheting, making quilts, embroidering, hobbies, sports, etc.
 - b. Wrapping of gifts

Problem IV. First Aid

1. Course based on American Red Cross Outline

Problem V. Care of Children

1. Prenatal care
 - a. Importance of right diet for the mother
 - b. Importance of medical attention
2. Care of baby
 - a. Registration of birth
 - b. Bathing of the baby
 - c. Clothing of the baby
 - d. Food for the baby
 - e. The baby's place in the household
3. Care of pre-school children
 - a. Need for special training in right habits
 - b. Preparation of food. Canned milk versus fresh milk
 - c. Diseases common to children and care of the same
 - d. Plays and games

Problem VI. The Home (Use empty apartment in barracks)

1. Various arrangements possible in room 20' x 25'
2. Designing and constructing simple furniture
3. Finishes for home-made furnitures
4. Refinishing of old and second hand furniture
5. Finishes for floor and floor coverings
6. Curtains, pictures, etc.
7. Cost of improvements
8. Planning for a simple cottage
9. Types of construction
10. Care of grounds around the home
11. Making the Block dining room attractive
12. Sanitation
 - a. Control of household pests
 - b. Disposal of garbage and other refuse

HOME MAKING COURSES

11th and 12th Grades

- Aims:
1. To promote an interest in the broad field of Homemaking and to make a tie between present living conditions at Relocation Center and future homes.
 2. To prepare a girl for the job of Homemaking
 3. To develop an appreciation of the financial problems involved in Homemaking and the civic responsibility of the Homemaker.

Suggested Outline

Problem I. Nutrition and Meal Preparation

1. Nutritional needs of the body
2. Classification of foods that meet nutritional needs
3. Effect of deficient diets
4. Analysis of restaurant menus to determine if all nutritional needs are provided
5. Planning of menus for block dining rooms that are based on food available in relocation center and will meet requirements
6. Planning and preparation of menus for small children who are eating in Block dining rooms
7. Cooking of all types of food with special emphasis on retaining food value
8. Use of inexpensive food and methods of serving attractively
9. Use of substitutes for rationed foods
10. Serving of meals
 - a. Location of dining room
 - b. Arrangement of room
 - c. Types of furniture, color schemes, etc.
 - d. Setting the table
 - e. Selection and cost of table, linen, silver, etc.
 - f. Arrangement of flowers
11. Planning and preparation of menus for the sick and aged

Problem II. Advanced Sewing and Dressmaking

1. Designing of dresses and other garments to meet the needs of the individual
2. Alteration of basic patterns for individual styles
3. Selection of materials
 - a. Characteristics of different fibers
 - b. Tests for different materials
 - c. Laundering or dry cleaning problems involved in different materials

- d. Types of weave
- e. Finishes of different materials
- 4. Construction of clothing
 - a. Cutting of garment considering conservation of materials
 - b. Fitting of garments
 - c. Use of sewing machine attachments
 - d. Use of hand finishes including tailored finishes
 - e. Pressing
- 5. Budgeting of clothing for the individual and for the family
- 6. Selection or construction of accessories to complete costume
 - a. Hats, berets, head bands, etc.
 - b. Purses, belts, etc.
 - c. Necklaces, lapel ornaments, etc.
 - d. Collar and cuff sets, scarfs, etc.
 - e. Changing of costume by use of accessories
 - f. Selection of stockings, shoes, gloves

Problem III. Personality Development

- 1. Characteristics that make for a pleasing personality
 - a. Individual analysis
 - b. Development of desirable characteristics
 - c. Study of personality traits in leaders of a community
- 2. Ways of helping children to develop a pleasing personality
- 3. Voice and the effect on other people
 - a. Correction of defects
 - b. Public speaking
- 4. Appearance
 - a. Care of hair including shampoos and hair arrangement
 - b. Care of hands and nails
 - c. Use of make-up
 - d. Baths
 - e. Posture. Exercises for correction of poor posture
- 5. Mental attitude
 - a. Development of proper mental attitudes
 - b. Effect on health
 - c. Effect on associates
 - d. Effect on ability to advance
- 6. Place of the home in development of personality
 - a. Books and magazines
 - b. Music--group singing, home instruments, radio, etc.
 - c. Art--pictures, pottery, etc.
 - d. Entertainment
 - 1. Types of invitations
 - 2. Plays and games
 - 3. Refreshments
 - 4. Part of hostess and guest

- e. Relationship between members of the family
- f. Boy and girl relationship
 - 1. Selection of friends
 - 2. Dating
 - 3. Marriage. State Laws

Problem IV. Home Nursing

- 1. American Red Cross text book used as a guide

Problem V. Consumer Education

- 1. Responsibility of the Consumer
 - a. Quality
 - b. Sanitation
 - c. Price control
 - d. Government regulations
- 2. Types of stores
 - a. Cash and carry
 - b. Mail Order
 - 1. Selecting from catalogue
 - 2. Money orders
 - 3. Returning goods not satisfactory
 - c. Department stores
- 3. Factors that influence cost
 - a. Charge accounts versus cash
 - b. Government regulations concerning charge accounts and installment buying
 - c. Delivery charges
 - d. Returning goods
- 4. Buying of food
 - a. Sanitary practices in the store
 - b. Points to consider when buying in
 - 1. Bulk
 - 2. Packaged goods
 - 3. Canned goods
 - c. Reducing food costs by wise buying
 - d. Reading of labels
- 5. Buying of clothing
 - a. Quality of material
 - b. Workmanship and finishes
 - c. Reading of labels
- 6. Buying of household equipment
 - a. Selection of kitchen utensils
 - 1. Labor saving devices
 - b. Types of wood, construction of furniture, finishes, etc.
 - c. Household linens
 - 1. Bed linen and covers
 - 2. Towels and bathroom accessories
 - 3. Table linen
 - d. Selection of electrical equipment
 - 1. Irons
 - 2. Refrigerators
 - 3. Vacuum cleaners

7. Handling the family money
 - a. Types of saving
 - b. Use of banking facilities
 - c. Insurances
 - d. Simple budgeting
 - e. Renting of house or apartment
 - f. Borrowing and lending money

Problem VI. The Nursery School

1. Organization of the nursery school
 - a. Schedules of operation
 1. Children's schedules
 2. Institutional schedules
 - b. Advantages
 - c. Disadvantages
2. Importance of the nursery school age
 - a. Physical development
 1. Growth
 2. Speech development
 3. Muscular control
 - b. Social development
 1. Play
 - a. Educational toys
 - b. Contacts with other children
 - c. Emotional development
 1. Fear
 2. Anger
 3. Temper tantrums
 4. Shyness
 - d. Development of good health habits
3. Clothing for the nursery school child
 - a. Design
 1. Allow for freedom of movement and comfort
 2. Self-help garments
 - b. Materials
 - c. Child's responsibility for care of his clothing
 - d. Teaching the child to dress himself
4. Feeding the nursery school child
 - a. Food requirements
 - b. Planning and preparation of meals for the pre-school child
 - c. Establishing good food habits
 1. Serving the child
 2. Table equipment
 3. Mental attitude of the child toward his food
5. Attitude of the family toward the child
 - a. The home as a place of security
 - b. Companionship
 - c. The family, a cooperative unit

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RELOCATION CENTERS

VOCATIONAL COURSES

Seamstress and Alteration Woman

Length of Course: 1 year

Prerequisites: Two or more semesters of general Home Economics and one semester of Advanced Sewing and Dress-making

Aims of the course:

1. To prepare girls for employment as seamstresses and alteration women
2. To develop a high standard of work
3. To develop an understanding of business relationships

Suggested Outline

I. Technical Training

1. Costume designing
 - A. Line
 - B. Color
2. Pattern construction
 - A. Taking measurements
 - B. Construction and alteration of paper patterns
 - C. Draping
3. Textiles
 - A. Cotton
 - B. Wool
 - C. Silk
 - D. Synthetic
4. Tailoring problems
 - A. Shrinking of materials
 - B. Interlinings and linings
 - C. Construction of tailored pockets, buttonholes, plackets, etc.
5. Finishing
 - A. Types of materials and means of finishing
 - B. Hand pressing vs. steam pressers
 - C. Trimmings
6. Alteration of ready made garments
 - A. Analysis of alterations needed
 - B. Fitting
 - C. Common alterations

II. Business Training

1. Analysis of the job
 - A. Employment by
 - (1) private families
 - (2) factories
 - (3) department stores
 - B. Economical status
 - C. Working conditions
2. Obtaining employment
 - A. Agencies
 - B. Advertisements in daily papers
 - C. Written applications
 - D. Personal interviews
 - (1) personal appearance
 - (2) personal mannerisms
3. Employer--employee relationships
 - A. Considerations due your employer
 - B. Considerations due you by your employer
4. Customer--employee relationships
 - A. Consideration due the customer
 - (1) tact
 - (2) courteous treatment

III. Personal problems pertaining to a business girl

1. Living conditions
 - A. At home
 - B. Away from home
2. Budgeting the income
3. Use of leisure time
 - A. Social contacts
 - B. Hobbies, sports, etc.

Mr. Head then file
J241B

PROPOSED REORGANIZATION OF "SELF-DEFENSE"
ARTS INTO PHYSICAL EDUCATION DEPT.

1. It is proposed by the Director of Community Activities and the Supervisor of Physical Education for the School system to reorganize the formerly separate schools of Judo, Sumo, Boxing and American Wrestling, in each of the three Units, into an integrated or "streamlined" program of Physical Education.
2. The new department, which is co-ordinated with the sports activities of the Schools and the PCAA, will be divided into two sections:
 - A. School section, in which credit for Physical Education will be given to boys in the elementary and high school grades, on the basis of one hour a day, five times a week, throughout the school term;
 - B. Advanced section, giving instruction to older boys.
3. The School section will consist of four classes, one in each sport, during the morning or afternoon hours. Each class will consist of 25 students, and students may elect to start with any one of the four sports and continue it for a quarter of the semester. Regular instructors of qualified rank will be employed for these classes.

The Out-of-School, or Advanced, section will hold its classes in the evening. Students may elect to take any one, or more, or all four, of the sports during the course of the semester.
4. Present members of the Departments will be retained for these two sections, unless others better qualified apply for these jobs.
5. Instruction, under existing school regulations which will apply also to adult physical education, will be carried on in English.
6. Instructors accepted by the school and physical education departments will be classified at \$19.
7. Daytime instruction will be given in the present Judo halls, sumo rings, and boxing rooms.

Proposed Reorganization of "Self-Defense" Arts Into Physical
Education Department

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8. This reorganization will take place the first of January, 1943, unless justifiable opposition convinces all parties concerned that the plan is unworkable.
9. This proposal is being submitted to: the heads of the four departments, where these exist, in all units; the three unit co-ordinators, school principals, Labor Council, recreation, Community Activities Committees, and Administrators. A conference will be held before January 1st to take final action on the proposal. Tentative registrations will, however, be accepted in the meantime.

John Powell
Elmer DeSilva

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SUMMER SCHOOL

- I. Dates: June 19 --- August 18
- II. Schedule for enrollment:
Incoming juniors and seniors, Adobe 21, June 13, 8:00 -- 11:00
Incoming sophomores, Adobe 21, June 14, 8:00 -- 11:00
Incoming freshmen, Adobe 21, June 15, 8:30 a.m.
- III. All credit course will extend through two 50 minute periods.
- IV. Only two credit courses may be taken. In each, 5 semester credits may be earned.
- V. All classes will be held in Adobe Classrooms before noon.
- VI. Information about Typing
1. Due to the shortage of typewriters
a. Approximately 20 students may enroll in Typing IA. Preference will be given
first, to commercial majors, seniors
second, to commercial majors, juniors
third, to any juniors and seniors
fourth, to commercial majors, sophomores.
b. Approximately 20 students may enroll in Typing IB. Open only to students who have had Typing IA.
Note: Any student who has his own typewriter may enroll.
2. About July 1, nine more typewriters may be available. If so, they may be used by students who wish to take Typing IIA. Full credit may be earned.
- VII. Non-credit courses will be offered in Reading Guidance, Sewing, and Arithmetic.
- VIII. Basic English (a credit course) is strongly recommended to all high school students.
- IX. Trig. and Solid Geometry, are strongly recommended to students who are qualified to take these subjects.
- X. Business Math will be open only to students who made grades of A and B in Eighth Grade Arithmetic. Any sophomores or upper classmen may enroll.
- XI. Other credit courses will be
Library Practice
Art Appreciation
Arts and Crafts
Biology
Shorthand
- XII. Preference in Shorthand IA will be given:
first, to commercial majors, juniors
second, to commercial majors, seniors
third, to commercial majors, sophomores
- Note: Courses in Shorthand II A and Bookkeeping will depend on the availability of a teacher.

POSTON TEACHER TRAINING SUMMER SESSION --FT. APACHE, ARIZONA

August 1943

Tentative Offerings

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SECTION I: For Nursery School & Kindergarten Personnel

Required:	1. Demonstration & Methods	Dem.	1 period daily
		Methods	1 period daily
	2. The Impact of the Child & His World---Winifred Richmond		1 period daily
	3. Speech---George Peavey		1 period daily
Electives:	1. <u>One</u> elective from Section III		1 period daily
		Total	5 periods daily

SECTION II: For New & Inexperienced Evacuee Teachers

Required:	1. Demonstration & Methods (For details see Section III)	Dem.	1 period daily
		Methods	1 period daily
	2. Practice Teaching		
	a. Conference with Supervisor at Practice teaching prior to each piece at practice teaching.		Amount of time to be determined later for each individual--probably the equivalent of one hour daily.
	b. Supervised Practice Teaching periods.		
	c. Conference with Supervisor of Practice Teaching for evaluating.		

Supervisors at Practice Teaching

Primary---Miss Vila Hunt
 Elementary---Mrs. Evelyn Whirlwind Horse
 Jr. High School-----
 Sr. High School-----

	3. Speech & Writing---George Peavey		1 period daily
Electives:	1. <u>One</u> elective from Section III		1 period daily
		Total	5 periods daily (about)

SECTION III: For Caucasian & Evacuee Teachers With Some Teaching Experience

Required:	1. Demonstration & Method. Courses		
	a. Primary (1st & 2nd)		
	Dem. Teacher---Lola Hughes	Dem.	1 period daily
	Methods:---Bertha Ellinger	Methods:	1 period daily

- b. Elementary (4th & 5th)
 Dem. Teacher _____
 Methods---Ann Clark
 Dem. 1 period daily
 Methods 1 period daily
- c. Jr. H.S. (7,8,9th)
 Dem. Teacher---Mary Embree
 Methods---Louis Wiberg
 Dem. 1 period daily
 Method 1 period daily
- d. Sr. High School (10,11,12th)
 Dem. Teacher _____
 Methods _____
 Dem. 1 period daily
 Methods 1 period daily

All method courses will use the contribution of available specialists.

2. Philosophy of Education & The Community School
 1 period daily

Miles E. Cary
 Willard Beatty
 John Powell
 Homer Howard

3. Curriculum Laboratory 2 periods daily

- Committee A. Teachers of 1st and 2nd grades
 Guide---Ida E. Morrison
- Committee B. Teachers at 3rd and 4th grades
 Guide---Bertha Illinger
- Committee C. Teachers of 5th,6th, grades
 Guide---Ann Clark
- Committee D. Teachers of 7th, 8th, 9th grades
 Guide---Louis Wiberg
 &
 Frances Cushman
- Committee E. Teachers of 10th,11th, & 12th grades
 Guide---George Peavey
 &
 Arthur L. Harris

All committees will make use of the contributions of available specialists
 1st

Total required: 5 periods
 daily

- Electives: 1. Child Psychology & Mental Hygiene 1 period daily
Choose One Winifred Richmond
2. Creative Writing 1 period daily
 Ann Clark

3. Vocational & Academic Education Join Hand 1 period daily
Louisa Lawton
4. Education in War Time & For Peace Time 1 period daily
Homer Howard

SECTION IV: Informal Round Table Discussion Groups (Open to Everyone)(Voluntary)

1. For Those Interested in Community Adult Education--
Chairman _____ Twice weekly
2. For Those Interested in Community Self-government
and the Relation of the WRA to other Federal agencies--
Chairman _____ Twice weekly
3. For Those Interested in the Development of Local
Cooperative Industries--
Chairman _____ Twice weekly
4. For Those Interested in Evaluation of Children's
Performance and in Records and Reports--
Chairman _____ Twice weekly
5. For Those Interested in the Educational Possibi-
lities of Play and Recreation--
Chairman _____ Twice weekly
6. For Those Interested in Social Problems and Delinquency--
Chairman _____ Twice weekly
7. Obligation of the School to Society--
Chairman _____ Twice weekly

MENTAL HYGIENE CLINIC

The mental hygienist will be available for personal conferences with individual enrollees. Such conferences may have to do with the discussion of behavior problems arising out of teacher-pupil relationships, or with purely personal problems of the enrollee.

RECREATION

A recreation committee, under the chairmanship of _____, will be organized. Provisions will be made for both planned and informal play and recreation for enrollee's free time. Indoor games will be available in the dormitory living rooms where cards, dominos, checkers, and various home-made games will be found. Baseball, football, horse-shoes, etc., will be encouraged. Picnics, swimming parties, hikes, dances, movies, and the like will be planned from time to time. The committee will assist enrollees in locating equipment and in bringing together like minded individuals desirous of participating in recreational activities.

OCCASIONAL SPECIAL LECTURES

From time to time whenever distinguished visitors come to Fort Apache, an effort will be made to have them speak to summer school enrollees.

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OBSERVATION IN DEMONSTRATION CLASSROOMS

Enrollees who observe in a Demonstration Classroom must also attend the Methods Course related to the demonstration. All students in Methods Courses are also expected to observe classes on the proper age level for one period.

Demonstration teachers are obligated to conduct their work as nearly as possible as though there were no observers in the room. This puts upon observers the following responsibilities:

1. To avoid conversation among themselves.
2. To refrain from showing approval or disapproval in the presence of the children.
3. To ignore any effort on the part of the children to "show-off" before an audience. To laugh with the group at a legitimate joke, but never to laugh at an individual or group.
4. To enter or leave the room very quietly at the end or beginning of each fifty minute period, and to avoid unnecessary moving about in the room.

Your cordial cooperation in these matters is essential so that, (1) children may not be overly self-conscious, and (2) their responses to the classroom situation may be as natural as possible.

Remember that no demonstration class can be a "typical" situation. The mere fact that a group of adults is present and observing makes the situation artificial.

If the classroom procedures should differ from those to which you are accustomed, you are urged to maintain an open-minded attitude until there is a chance to study the results obtained. The procedures as demonstrated represent generally approved practices (not only for Indian education) but also for the best modern (public) school education.

It is important that you try to catch something of the spirit which animates the practices of the demonstration teacher. It is not expected that you try to "copy" the details of what you see. You can, however, come to understand the fundamentals of the methods employed so that you will be able to set up somewhat similar procedures that are sound for your own local teaching situation and right for your own group of pupils. There is a basic educational philosophy which helps determine what the demonstration teacher does with and for children. Without an understanding of that philosophy, no amount of tinkering with the surface of classroom practices will make any genuine improvement in a teacher's performance. Current educational philosophy has implications for the kind of subject matter to be used, for the ways of dealing with the tool subjects, for active learning methods, and for individual growth and development of children as members of a social group.

Observers should set themselves specific problems to study while observing. They might have to do with the rate of growth in grasping subject matter by an individual student. They might have to do with the amount of mathematics or geography which is used in an activity. They might have to do with the personality adjustment of one or more children to the social situation. They might have to do with the child's reaction to instructions and suggestions.

Make notes daily of questions which you want answered in the methods class, in group conferences or scheduled interviews with the demonstration teacher or the supervisor. The demonstration teacher can not take time to go into explanations at

PSYCHOLOGY OF HEALTH TEACHING METHODS
Poston, Arizona
October 1942

J241B

The health education program is primarily one of activity. Habit training requires special methods.

1. Guide the development of health education programs by these basic principles:
 - a. Teach what to do rather than what not to do--a positive rather than a negative program.
 - b. Every child must be reached in the program, not just those who are in need of clinical care. Health is abundance of life and vigor, not merely freedom from disease.
 - c. Health is an end to be gained, not a subject to be taught, so must be a major objective to which the entire curriculum contributes.
 - d. Motives should be established on the basis of the child's psychological and physiological development.
 - e. Material used should be adapted to the special interests of the group and come within the experiences of the individuals.
 - f. Teaching should recognize the life situations of the child and aim to influence the home and community.
2. Develop methods of health teaching on the basis of laws of habit formation.
 - a. Arouse the child's active interest--Motivate.
 - b. Focus attention on the practice by repetition of each good habit.
 - c. Use participatory activities to sustain interest.
 - d. See that the child has pleasurable associations with the practice in habit formation. Consciousness of progress is an incentive to greater effort.
3. Make use of natural instincts of the child.
 - a. Instinctive interests--Spontaneous behavior.
 1. Activity-----a natural instinct leading to the development of the child which is valuable in health habit training.

Psychology of Health Teaching Methods
(continued)

2. Imitation-----one of the earliest instincts. Group psychology depends partially on this. Teacher's own health practices should be correct.
 3. Acquisition-----the tendency to hoard gives child joy in possession. Let child have things of his own in connection with health teachings, scrap book, pictures, cut-outs, etc.
 4. Emulation-----group competition in cooperative effort is useful in group activities connected with sanitation, keeping buildings clean, etc.
 5. Constructiveness--children like to make things--posters, health books, food displays, etc.
 6. Curiosity-----an early instinct useful in arousing interest with presentation of new material. Stimulates spirit of investigation.
- b. Social Interests--Higher type of appeal than instinctive.
1. Love of Praise-----a powerful stimulus to greater activity.
 2. Love of Success-----see that work is graded so child can see progress.
 3. Love of Superiority----feeling of power when success is repeated.
 4. Love of Competition----use with groups rather than individuals.
 5. Love of Companionship--give every child the opportunity to be included in the group.
 6. Love of Heroic-----interest appears with older children. Use health heroes and athletic heroes to stimulate worthy effort.
- c. Moral Interests--Less concrete and highest appeal.
1. Loyalty-----appeal to loyalty to class, to school to companions as guide for conduct.
 2. Justice-----sense of fair play is strong in children. Basis for altruism in control of conduct.
 3. Truth-----respect for truth as basis of science and need for accepting its dictates can be used. Guard against making statements which are not truthful which may discredit all health teaching.

J241B

POLICY ON VOCATIONAL AGRICULTURE STUDENTS' PROJECTS

In view of the difficulties in securing equipment and other necessary materials for the carrying on of student agricultural projects, and since there is a general understanding that the Poston Agricultural Department will do all in their power to assist in this work, I am proposing that the following be properly understood and taken into consideration in carrying on this project work:

First, it is understood that a liaison man be selected by the Poston Agricultural Department, in each unit of Poston; that he should be an older man with a good agricultural background and interested in boys and their welfare. After his selection, he should be approved by the agricultural teacher and the high school principal. His duties will be to coordinate the agricultural undertakings of the community and tie it with education, also aiding in whatever way possible, the proper education of the boys. He should be on the payroll of the Poston Agriculture Department.

Next, it should be understood that the Department of Agriculture will furnish proper equipment and materials for the carrying on of the student projects.

It should be further understood that the Education Department with the vocational agriculture students make concrete plans before undertaking any projects. If any of the projects are not carried on in proper fashion, the Agriculture Department will have the right to step in and take over the project. However, every effort must be made by both departments so that the project can be carried on successfully.

Furthermore, it should be understood that an agreement be signed by both parties, and upon this agreement provisions as stated here should be included.

This policy was created for the purpose of providing vocational project training for students of agriculture.

H. Nitta
H. Nitta

Milos E. Cary
Milos E. Cary
Director of Education

H. A. Mathieson
H. A. Mathieson
Chief of Agriculture & Industry

THE IMPORTANCE OF THE CORRECT INITIAL APPROACH IN TEACHING ART.

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

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

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

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

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

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INTRODUCING THE USE OF MATERIALS

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

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

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

Note:

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

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

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

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

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

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

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

SOME PROBLEMS TO BE CONSIDERED WHEN TEACHING PAINTING IN THE LARGE

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

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

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

DEVELOPING THE STUDENT AS AN INDIVIDUAL

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

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

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

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

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

PHASES OF AN ART EDUCATION PROGRAM

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

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

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

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

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

OBSERVE

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

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

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

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

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

LANDSCAPE PAINTING

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

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

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

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

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

OBSERVATIONS

How does the teacher stimulate an interest in Landscape painting?

How is the problem of perspective drawing met?

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

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

DESIGN

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

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

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

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

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

OBSERVATIONS

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PATTERN DESIGN

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

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

In drapery for windows.

Couch covers.

Quilts.

Dress material.

Wall paper.

End sheets of books.

End papers for Christmas cards.

Handkerchiefs.

Rug designs.

Baskets, pottery, and boxes are sometimes decorated

with this kind of design.

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

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

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

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

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

OBSERVATIONS

FIGURE DRAWING

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

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

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

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

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

OBSERVATIONS

LETTERING

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

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

Some suitable media for teaching lettering.

Beginners-- Chalks, poster paints, charcoal.

Elementary-- Same, add brush for ink, lettering pens, pencils.

Advanced-- Special Gillot lettering pens, small lettering brushes.

OBSERVATIONS

What determines suitability of media in all cases?

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

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

STILL LIFE

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

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

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

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

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

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

OBSERVATION

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PERSPECTIVE DRAWING

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

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

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

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

OBSERVATIONS

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MURAL ILLUSTRATION

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

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

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

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

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

OBSERVATIONS

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