

J2.42:3

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Unit II

67/14  
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GENERAL AIMS FOR POSTON AND SPECIAL PROBLEMS OUR YOUNG PEOPLE OUGHT  
TO BE HELPED TO STUDY

**STATEMENT:** Our work in Poston, as I see it, is, not statements of grievances, nor recriminations and rebuttals thereto, but rather, the establishment in our minds and in the minds of the pupils what we--and all good Americans--consider as desirable in our democracy, and the construction of working situations that will bring about a nation of happy peoples living together successfully. This necessitates a recognition and a study both of our failings economically, socially and politically within the nation, and a comprehension of the vast strides we have made toward a happy way of life, in comparison with other places and other times.

"Secondary education should provide training consistent with social demands on one hand, and suitable to the physical and mental characteristics and maturation of the pupil on the other." (Douglass, "Modern Secondary Education.")

Our ideals must not be removed from the realities.

- I. Individual adjustment to the local situation (Orientation) to be reached by:
  - A. Understanding and redefining what America is--not what we have, but what we are working for.
  - B. Learning the history of other group difficulties in the United States (displacements caused by other wars, and by other groups in this war.)
  - C. Understanding the basic issues involved in this war
  - D. Planning for Post-War adjustment and placement--the world upheaval that will follow and must be worked out
- II. Group adjustment to the local situation
  - A. Information for citizens of Poston
  - B. Integration of school, home and community relationships
- III. Survey of vocational opportunities in Poston, and opportunities for placement
- IV. Continuous touch with the outside world--from the inside outward, as well as vice versa
  - A. Information for citizens of Poston
  - B. The nation's duty in rehabilitation of Postonians
- V. Application of the general objectives of education with constant consideration of the peculiarities of the Poston situation
  - A. Health--physical activities--mental hygiene
  - B. Vocational training--survey--placement
  - C. Personal socio-civic adjustment
  - D. Home membership
  - E. Community citizenship
  - F. Americanism and American citizenship
  - G. Aesthetic appreciation and creative development
  - H. Spiritual and ethical needs
  - I. Basic skills and knowledge
  - J. Use of leisure in physical activities and aesthetic enjoyment or creative expression
  - K. The larger view--whither mankind?
  - L. Post-War adjustment and placement

(Note: K and L, perhaps, have become the greatest problems of education in 1942.)



- VI. Realization of the aims and objectives stated in V (above) by offering the student opportunities for experiences in developing moral character, personality and social efficiency through:
  - A. Expressions of individual interests
  - B. Fulfillment of individual needs
  - C. Responsibility
  - D. Self-direction
  - E. Cooperation
  - F. Social sensitiveness
  - G. Critical mindedness
  - H. Open mindedness
  - I. Creativeness
  - J. Ability to use tools of communication
  - K. Inductive and deductive reasoning - making sound generalizations
- VII. Continuous application of guidance principles and cooperation on the part of the teacher, both with groups and with individuals.
- VIII. Above all, perhaps, the creation, through the teacher in the classroom, of a "working situation", since upon this depends the realization of all our other objectives.

PLANS FOR THE FIRST WEEK OF SCHOOL AND PART I OF PLANS FOR THE FIRST SEMESTER - GRADE 12

I. A contrast

- A. The conventional point of view
  - 1. English, grammar and usage
  - 2. American history and citizenship
  - 3. Modern problems
  - 4. Literature
- B. Social living in Poston - the core-curriculum
  - 1. Post-war adjustment
  - 2. Adjustment of the present situation
  - 3. Understanding American democracy versus our enemies' way of life.
  - 4. Socio-economic planning - Socio-civic attitudes, planning
  - 5. Vocations, placement and labor conditions.
  - 6. Production, distribution and consumption
  - 7. Public works and services
  - 8. Transportation and communication
  - 9. Maintenance and operation
  - 10. Community enterprise
  - 11. Administration
  - 12. Development of aesthetic tastes and creative abilities
  - 13. Good English usage
  - 14. Things American (our place in world culture)
    - a. Science
    - b. Drama
    - c. Literature (proseh. and poetry)
    - d. Music
    - e. Photography
    - f. painting
    - g. Training institutions for professions
    - i. Sculpture
    - j. Folkways
    - k. "Home of the free"



15. Personality, human behavior (health, sex, psychology, etc.)

16. The natural physical world

II. Procedure in the classroom

- A. Introductions among pupils and teacher
- B. Desired program changes, and interests not provided for in the curriculum
- C. Presentation of the ideas in I above
- D. Adjustment problems
  - 1. Statement of why we are at Poston - a statement of the situation
  - 2. Attempt to adjust ourselves to the situation
  - 3. Attempt to change undesirable parts of the situation
  - 4. Post-War adjustment - a statement of the problem for future study
- E. Gaining a knowledge of the pupils's background
  - 1. School records from former communities
  - 2. Permanent record card
    - a. Name
    - b. Address
    - c. Citizen of United States?
    - d. Age
    - e. Sex
    - f. School Last Attended
    - g. 9th grade courses
    - h. 10th grade courses
    - i. 11th grade courses
    - j. 12th grade courses
    - k. Scholarship
    - l. Favorite subjects
    - m. Subjects least liked
    - n. Athletic activity
    - o. Music activities
    - p. Debate, public speaking, etc.
    - q. Offices held
    - r. Other honors
    - s. Probable life work
    - t. Hobbies
    - u. Your interests outside class
    - v. What organization or clubs do you belong to?
    - w. Church preference
    - x. Have you ever had a job? What?
    - y. How can your teacher help you?
    - z. What is probable for you next year?
    - a. What do you want to learn about in class?
  - 3. Family histories
    - a. Father's name
    - b. Citizen of U.S.?
    - c. Occupation before war
    - d. Present occupation
    - e. Same for Mother
    - f. Number of sisters and brothers
    - g. Ages of sisters and brothers
- F. Gaining a knowledge of the present situation
  - 1. Family occupations
  - 2. Personal problems for adjustment
  - 3. Attitudes



4. Story of my Life Since December 7th, 1941
  - a. News of the War
  - b. News of Evacuation
  - c. The Trip to Poston
  - d. My problems
  - e. My present attitude
- G. Future plans
  1. Next year - at Poston - proposed survey of vocational opportunities
  2. Elsewhere - college?
- H. What do you want to learn this year? -temporary secretary or secretaries (See separate report for summary)(Subject matter)p.14
- I. Statement of aims and objectives worked out by pupils and teacher (See separate report for summary)p.8
  1. General aims for successful living in society
    - a. Personality
    - b. Social-civic responsibilities
    - c. Vocational placement
  2. Educational objectives-see "General aims for Poston",V
  3. Objectives for this year (See p.8)
    - a. Statement of our sphere of interest
    - b. Restatement of general social and educational objectives
    - c. Significance of our unit (sphere of interest) in our culture and in our immediate situation
    - d. Contributions of the unit to the educational and social philosophy of the school
    - e. Place of the unit in the school program
  4. Statement of desired outcomes (See separate report for pupils' statement)(p.12)
    - a. Improvement in certain skills-needs to be revealed by the testing program
    - b. Gaining of pertinent knowledge - what is pertinent?
    - c. Changes or improvements in:
      - (1). Behavior
      - (2). Attitudes
      - (3). Appreciations
      - (4). Work habits
      - (5). Study habits
    - d. Increased awareness of personal, social, civic and economic problems
- J. Statement of means of evaluating our program
  1. Review of our aims and objectives
  2. Activities (See Semester plan Part III.)
  3. A testing program-diagnostic and evaluating progress
    - a. English grammar
      - (1). Miss Cushman
      - (2). Davis - Ginn & Co.
      - (3). Webster - World Book Company
    - b. Social Studies - World Book Company Unit Tests
    - c. American history - Miss Cushman
    - d. Intelligence tests - Miss Cushman
    - e. Vocational interest
      - (1). Miss Cushman
      - (2). Pea
    - f. English literature - PEA
    - g. Interest inventories - PEA
    - h. Scales of attitudes - PEA
    - i. Familiarity with sources of information - PEA
    - j. Use of books and Libraries - PEA
  4. Adjustment of our program in the light of the test results



K. Daily attention to individual needs and abilities as revealed by the testing program, and other guidance means

L. Possible classroom activities-classroom discussion of activities for year

1. Study of operation of the Poston community
  - a. History of construction and organization
  - b. Life of the people
  - c. Article for publication (Journalism)
2. Material brought in from homes
3. Pupil discovery of sources-local and outside \*States, national agencies
4. Excursions
5. Interviews
6. Making diagrams, charts maps, posters
7. Creative expression-see Lc above
8. Study in published materials
9. Discussion and planning
10. Dramatics
11. Current affairs and trends

### III Methods of classroom guidance (for use of the teacher)

- A. Anecdotal records
- B. Cumulative records
- C. Test results-Standard and teacher made
- D. Pupil self-rating sheets
  1. Plans
  2. Likes and dislikes
  3. Occupational choices
  4. Home conditions
  5. Social, economic background and future
- E. Observance of:
  1. Health conditions
  2. General scholarship and ability
  3. Home conditions
  4. Social relationships
  5. Interests-vocational and avocational, compared to schedules program
  6. Use of leisure time
- F. Especial attention to retarded and advanced individuals (Ind. Differences)
- G. Individual interviews-mainly informal and unscheduled
- H. Attendance records



SEMESTER PLAN \* PART II-SUBJECT FILMS

This is a statement of interest, not a plan for step by step coverage

SOCIO-ECONOMIC ADJUSTMENT OF OUR LIVING TO OUR TECHNOLOGICAL PROGRESS  
CONTINUOUS IMPROVEMENT-----IN THE NATION AND THE WORLD

12th Grade

I. Economics

- A. Comprehension of "technology"
- B. Vocational survey and placing
- C. Study of implications of individual, community, national and international interdependence. (Production, distribution and consumption of goods and services.)
- D. Labor problems - cooperatives - capitalism, socialism, etc.
- E. Natural and human resources - their value and conservation
- F. Post-War rehabilitation of displaced labor - (Japanese, service men, defense industries, etc.)

II. Social problems

- A. Social interdependence - group adjustments
  - 1. Family
  - 2. Community
  - 3. International
- B. Social planning
- C. Health and recreation, and physical activities
- D. Public services - health, education, social security, etc.
- E. Civics and citizenship - ethics
- F. Aesthetics - ethics - creativeness (cultural fields)
  - 1. Extensive (rather than intensive) reading in books and periodicals for pleasureable profit
  - 2. Creative writing
  - 3. Especial attention to things American -the American culture
    - a. Science
    - b. Medicine
    - c. Drama
    - d. Music
    - e. Photography
    - f. Painting
    - g. Institutions for professional training
    - h. Journalism
    - i. Sculpture
    - j. Folkways and folklore
    - k. "Home of the free"
- G. Dangers to society
  - 1. Crime
  - 2. Complacency
  - 3. Fascism
  - 4. Bureaucracy
  - 5. Politics
  - 6. Anarchy
  - 7. Ignorance
  - 8. Disease
  - 9. Strained credit
  - 10. "The soft life"
  - 11. Harmful propaganda
  - 12. Harmful indoctrination



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III. Government - Emphasis on sociological and economic problems, and on citizenship, rather than on abstract principles and machinery of government

- A. Meanings in the United States Constitution
- B. Our form of government - past, present and future
  - 1. Phases of our development - changes in interpretation of "democracy"
- C. Operation of democratic principles in our classroom
- D. Social legislation
- E. Possibilities and probabilities of federal control
  - 1. Business
  - 2. Health - medicine
  - 3. Education
- F. Meaning of politics
- G. Meaning of bureaucracy
- H. Causes of war
- I. Hemispheric solidarity
- J. Possibilities in international social, political and economic relations

IV. Dangers and values in propaganda and indoctrination

V. Comprehension of world geography and economic geography

VI. Building a vocabulary

The understanding of terms and phrases that have vital bearing on our development and ability to act intelligently in the future. (examples: technology, capitalism, fascism, totalitarianism, regimentation, capital and labor, bureaucrat, social planning, freedom (economic, racial, social, personal), credit and related terms, mass production, standard of living, etc.)

VII. Introduction to physical and natural world - concepts and laws

VIII. Study of personality development and laws of health

- A. Bodily factors
  - 1. Health
  - 2. Diet
  - 3. Understanding disease, etc.
- B. Psychological factors
  - 1. Attitudes
  - 2. Beliefs
  - 3. Stereotypes
  - 4. Personal relations
  - 5. Mental hygiene, etc.

Lectures by visiting speakers to cover some of the areas above which will receive lesser emphasis.



MAKING SOCIO-ECONOMIC ADJUSTMENTS TO OUR TECHNOLOGICAL PROGRESS  
IN THE NATION AND THE WORLD

These statements were worked out independently from the teacher by the pupils as a result of discussions. The teacher gave as suggestions the Roman numeral and capital letter headings. The teacher's brief statements are listed first. These statements by the teacher were not available to the pupils until after their lists were prepared.

I. General aims for successful living in society

A. Personal development

TEACHER:

1. Ability to adjust to any situation
2. Development of a pleasing personality
3. Good physical and mental health

PUPILS:

1. Ability to adjust to any situation or environment
2. Developing a good personality
  - a. Friendliness
  - b. Consideration
  - c. Kindness
  - d. Cheerfulness
  - e. Generosity
  - f. Unselfishness
  - g. Honesty
  - h. Courtesy
  - i. Manners
  - j. Cooperation
  - k. Tactfulness
  - l. Tolerance
  - m. Sincerity
  - n. Loyalty
  - o. Sportsmanship
  - p. Geniality
  - q. Cleanliness
  - r. Helpfulness
3. Moral character
  - a. Accuracy
  - b. Trustworthiness
  - c. Obedience
  - d. Thriftiness
  - e. Self-control
  - f. Perseverance
  - g. Integrity
  - h. Faithfulness
  - i. Courage
  - j. Determination
4. Considered and unbiased opinions
5. Self-confidence
6. Ability and willingness to correct faults
7. Develop and maintain good health habits (Physical and mental)
8. Attain happiness
9. Be able to see a thing as a whole
10. Emotional stability
11. Face and solve problems



12. Initiative
13. Good English usage
14. Seek knowledge
15. Self discipline
16. Ambition

#### B. Social Responsibilities

##### TEACHER:

1. Making contributions to the welfare of the group
2. Co-operativeness with the group
3. Tolerance
4. Study of social problems - education, disease, crime sanitation, etc.

##### PUPILS:

1. Take part in community affairs
2. Attend church
3. Attend community gatherings
4. Consideration of and respect for others
5. Work together for those less fortunate than we
6. Spirit of friendship and companionship
7. Mix in the community - sociability
8. Social etiquette
9. Public works and services
10. Co-operation in the art of living together
11. Building firm fellowship
12. Community welfare
13. Adjustment to surroundings
14. Deal with and solve social problems (crime, sanitation, education, health, etc.)
15. Good group behavior
16. Moral, mental, and physical fitness of the community
17. Group thought and action
18. Group tolerance
19. Group health
20. Group morale
21. Constructive family membership
22. Volunteer services to the community

#### C. Civic responsibilities

##### TEACHER:

1. Activity in community affairs
2. Living according to democratic principles
3. Interest in the welfare of the community

##### PUPILS:

1. Obey rules and regulations of the community
2. American citizenship and patriotism
3. Be democratic
4. Helpful in community enterprises
5. Co-operate with community officials
6. Political knowledge and clean politics
7. Serve the community and its welfare
8. Interest in public sanitation, health, hygienic environment, etc.
9. Know how to vote



10. Know whom to vote for - qualifications of candidates
  11. Knowledge about our government and how it is run
  12. Help in constructive lawmaking
  13. Civic co-operation
  14. Know what democracy means and live according to that meaning
  15. Interest in national and international affairs
  16. Constructive citizenship
  17. Serve the community
  18. Respect privileges of others
  19. Know duties as well as privileges of citizenship
- D. Economic responsibilities (Vocational fitness)
- TEACHER:
1. Know vocational opportunities
  2. Train for vocation according to ability
  3. Work for economic stability nationally and internationally
- PUPILS:
1. Work for a more even distribution of wealth
  2. Honesty in business
  3. Co-operation between employer and employee
  4. Ability to earn a living
  5. Know the value of money
  6. Provide for ourselves and our dependents  
(food, clothing and shelter)
  7. Be fitted to obtain jobs
  8. Know something about all jobs and everything about some job.
  9. Be able to get a job and keep it
  10. Education for a vocation
  11. Be suited for your chosen vocation
  12. Have your job benefit others
  13. National planning for economic comfort of all the people
  14. Physical, mental and financial ability to succeed in chosen vocation
  15. Security
  16. Group economy
  17. Have moral stability due to economic stability
  18. Wise spending

## II. Educational objectives

- TEACHER:
1. Physical and mental health
  2. Vocational training, survey and placement
  3. Personal socio-civic adjustment
  4. Constructive home membership
  5. Community citizenship
  6. Americanism and American citizenship
  7. Aesthetic appreciation and creative expression
  8. Basic skills and knowledge
  9. Provision for spiritual and ethical needs
  10. Enjoyable use of leisure in physical activities, aesthetic appreciation or creative expression
  11. A larger view of society - whither mankind?
  12. Post-War adjustment and readjustment
  13. Skill in reasoning, deduction and judgment
  14. Appreciation of things American



- PUPILS:
1. Physical and mental well-being
  2. Vocational training and placement
  3. Individual to choose training as he is fitted physically, mentally and financially
  4. Study of discoveries and inventions
  5. Teach us to be socially useful
  6. Teach us broadmindedness and tolerance
  7. Teach us to carry responsibility
  8. Teach us to face people without being self-conscious
  9. Teach us etiquette
  10. Help us develop individual ability
  11. Give us an awareness of the possibilities of the future.
  12. Make the world safer and saner
  13. Study of social and economic problems
  14. Study of the value of time
  15. Give us a background for better and richer lives
  16. Prepare us for future living
  17. Help us build character-poise, co-operation, sportsmanship, consideration, initiative, leadership, responsibility, willingness
  18. Help us toward honest and constructive citizenship
  19. Help us to learn the duties as well as the privileges of citizenship
  20. Give us an appreciation of art and beauty
  21. Give us a background of literary knowledge
  22. Help us develop judgment and know how to draw the truth from what we read and hear-to distinguish right from wrong
  23. Teach us to read well, write well, and figure well
  24. Give us a better understanding of the economic and social problems of the nation and state, and prepare us to meet them
  25. Sex education
  26. Help us find happiness
  27. Help us develop our individual personalities
  28. Teach us how to use our leisure
  29. Help us toward constructive home membership and management
  30. Help us toward spiritual strength
  31. Teach us the value of citizenship to society
  32. Teach us the value of voting
  33. Help us to prepare for Post-War adjustments and rehabilitation
  34. Help us in the art of leadership and self-government through student body governments
  35. Help us find security
  36. Teach us how to study and how to think
  37. Teach us about our country (history, culture, tradition, etc.)
  38. Teach us how to get along with other people
  39. Teach us how to go about solving personal problems
  40. Teach us adaptation to a situation
  41. Educate us for peace
  42. Teach us appreciation and respect for honored people
  43. Teach us how to stand up for our rights

### III. The significance of our unit

- TEACHER:
1. Science and invention have greatly changed our methods of production, distribution and consumption of goods, while our social and economic ways of life have changed slowly. Therefore, we must study the various social, economic and political problems to find what is the most suitable manner to adjust our ways of living and working together to the things science has given us



PUPILS:

1. Through studying for a socio-economic adjustment to our technological progress, we can find better ways of living together; we can adjust ourselves to our present situation; we can become aware of the problems facing us; we can learn of the socio-economic problems facing our community and nation, so we can live more successfully here, now, and elsewhere after the war.
2. The unit will teach us better ways of living; broaden our outlook; help in our adjustment to Poston; teach us about social and economic problems and help us toward more successful living.
3. The unit will bring us an awareness of vocational opportunities.
4. We will know what is going on in the world.
5. It will teach us the place of government in our lives.

IV. Contribution of the unit to the social and educational policy of the school

TEACHER:

1. Numbers I and II above explain the social and educational policy of our school. These aims can be achieved, if, as individuals and a group, we can make the right social and economic adjustments to our technological progress. This unit will help us to make those adjustments.

PUPILS:

1. This unit places the facts before the future leaders.
2. This unit gives us a broader outlook into future living.
3. This unit gives us the basic knowledge necessary for adjustment.
4. This unit brings us to face our problems.

V. The place of this unit in the school program

TEACHER:

1. As seniors most of us are having the last of our schooling. It is desirable that we understand the meaning of technology and how modern scientific development necessitates national and international social and economic changes.

PUPILS:

1. This unit belongs in the senior program because the students are responsible for the nation's condition in the future.

VI. Desired outcomes of our year's work

TEACHER:

1. A better understanding of the duties and responsibilities of American citizenship
2. Improvement in certain skills (speech, composition, self-expression, discernment, power of criticism, deduction, ability to read with taste and discrimination)
3. Gaining pertinent knowledge
4. Certain changes or improvements in behavior (attitudes, appreciations, work habits, study skills)
5. Increased awareness of personal, social, civic, economic and political problems (national and international)
6. Improvement in physical and mental health
7. Broader experience through extensive reading

PUPILS:

1. Better citizenship
2. Preparation for success in life
3. Better understanding of democracy
4. Better ways of living
5. Awareness of having learned something
6. Learn something that will help us in Poston and also after the war
7. Preparation for college for those who want to go



8. Methods of attacking problems
9. Knowledge of the problems facing us
10. Personal adjustment to the present
11. Knowledge and understanding of what is going on in the world and causes of it
12. Greater knowledge about how the government is run
13. Greater knowledge of world affairs
14. Better understanding of social and economic problems
15. Learn to be real Americans
16. Broadmindedness
17. A more optimistic outlook on life in Poston
18. Know the cause of the evacuation program
19. Know reasons for what is going on today
20. Improvement in our speech
21. Improvement in our self-expression (oral and written)
22. Improvement in understanding things
23. Development of initiative
24. A better understanding of our duties and responsibilities
25. A knowledge of better ways of living
26. Development of personality
27. A better philosophy of life
28. A dissatisfaction with the present and arousing more activities for a better future
29. Vocational preparation
30. Developed power of criticism
31. Improvement in physical and mental health



## DESIRED SUBJECT MATTER

This is statement by seniors of the subject matter they wish to study. The teacher gave only the Roman numeral headings. Number taking part: 118. Listed according to frequency mentioned.

### 1. In the field of economics:

#### 64 Total:

- 35 Survey of future vocational opportunities
- 6 Vocational aptitude tests
- 4 Vocational survey for Poston graduates
- 2 Vocational overview
- 2 Vocation future for women
- 2 How to go about getting a job and keeping it
- 1 After graduation -
- 1 Ways of obtaining proper vocational training

#### 65 Total:

- 15 How to spend wisely
- 14 Budgeting
- 7 Wise marketing
- 6 How to live on \$16 a month
- 5 Home management
- 3 Consumer education
- 3 How to save
- 2 Home gudgeting
- 2 Buying clothes
- 2 Buying cosmetics
- 2 Intelligent buying food
- 1 Intelligent buying of furniture
- 1 How to live wisely

#### 17 Total:

- 11 Inflation problems of today and causes
- 6 Rise and fall of prices, price control, etc.

#### 17 Total:

- 5 Money
- 1 Money and its value
- 1 Money and its power
- 1 Barter
- 5 Buying and selling
- 1 Financial systems
- 1 Banking
- 2 Insurance

#### 14 Total:

- 5 Economic problems of Japanese-Americans after the war
- 3 Post-War depressions
- 3 The effect of wars on economics
- 2 Post-War economics
- 1 Post-War opportunities



11. Total:

- 6 Business management
- 5 Business economy

6 Total:

- 2 Labor organizations
- 2 Strikes
- 1 Labor problems
- 1 Labor legislation

4 Total:

- 2 Food rationing, causes and control
- 1 National defense
- 1 Replacements of priority materials

3 Total:

- 3 Conservation of soil, forests, etc.

3 Total:

- 2 World economics
- 1 Trade and tariff laws

4 Total:

- 2 Problems of unemployment
- 2 Employment problems

2 Totals - separate items mentioned twice

- How to invest money
- Operation of co-operatives
- Elementary economics
- General economic problems
- National economy
- Economic condition of United States

1 Totals - separate item mentioned once

- Getting enough money at Poston to go to college
- Conversion of defense plants after the war
- How to improve the Japanese standard of living
- Production of goods
- Movie industry
- Farming
- Manufacture
- Public utilities
- Capitalism
- Financial status of the government
- Wealth
- Occupational problems
- Political economy

Teacher's suggestions:

1. Comprehension of technology
2. Study of the implications of individual Community national and international, interdependence in production, distribution and consumption of goods and services.



## II. In the field of social problems:

### 177 Total:

- 41 Etiquette
- 28 Art of conversation
- 22 How to make and keep friends
- 20 Developing personality
- 16 Public speaking
- 9 How to act after an introduction
- 7 Meeting people
- 6 Dancing
- 5 How to overcome self-consciousness
- 4 Poise
- 3 How to behave at socials
- 3 Conduct in public places
- 3 Dress
- 3 Making introductions
- 2 Table manners
- 2 Getting along with others
- 1 How to act your age
- 1 How to keep a party going
- 1 Developing character

### 53 Total:

- 18 Health and hygiene
- 12 Camp sanitation
- 4 Sex education
- 1 Public sanitation
- 1 Public health
- 1 Health problems in Poston
- 1 Improvement of our homes in Poston
- 1 How to improve living conditions in camp
- 1 Disease
- 1 Public medicine

### 27 Total:

- 7 Why we were evacuated
- 5 What will happen to us in case of defeat?
- 5 What will happen to us in case of victory?
- 3 How do Caucasians feel towards us
- 3 Racial problems
- 2 Minorities
- 1 Psychological problems in Poston
- 1 If we are United States citizens why are we here?

### 18 Total:

- 12 Post War planning
- 3 Post war problems of Americans of Japanese ancestry
- 2 Position of Japanese-Americans after the War
- 1 Rehabilitation of American-Japanese after the war

### 13 Total:

- 9 What starts a child on the wrong road?
- 1 Crime and juvenile delinquency
- 1 Criminology
- 1 Gangsterism
- 1 Causes for Post-War crime and lax morals



11 Total:

Family problems

7 Total:

5 Housing problems

2 Living conditions in the United States

6 Total:

5 Mass education

1 Education in Boston

4 Total:

2 Community welfare

2 Public welfare

3 Total:

Public recreation in Boston

2 Total:

Unemployment problems

Insurance

Public utilities

1 Total:

General social problems

Life problems

Learn about our community

Should sanitary workers be voluntary or assigned?

Wealth

Customs of different lands

How to live together

Raising standards of living

Conditions among our enemies

Teacher's suggestions: Social interdependence - family, community, nation  
Social planning

### III. In the field of Government

49 Total:

33 Types of modern government

4 How democracy functions

1 The true governmental set-up of our enemies

1 Conditions of our enemies

1 What will happen to American democracy in case of defeat

1 What will happen to American democracy in case of victory

1 Compare the ideas of the framers of the Constitution with  
the present set-up of our government

1 How to improve democracy

1 Is democracy enduring?

1 Is England a democracy?

1 Making the United States a true democracy

1 History of democracy

1 Weak and strong points of democracy

1 The future of democracy in the United States

1 Totalitarianism



39 Total:

- 12 Civics
- 4 Citizenship
- 4 What are the rights of the common people?
- 3 Voting
- 3 How to vote wisely
- 2 Duties of a citizen
- 2 Naturalization
- 1 The place of the non-citizen
- 1 Choosing our national leaders
- 2 Rights and duties of citizenship

29 Total:

- 21 How our government is run
- 3 Municipal government
- 3 State government
- 1 Operation of our government
- 1 What caused the downfall of great governments?

19 Total:

- 18 The Constitution and its significance
- 1 Bill of Rights

12 Total:

- 7 International relationships
- 3 Relationships with South America
- 1 Trade and tariff laws
- 1 International law

11 Total:

- 10 Political parties
- 1 Women in Politics

8 Total:

Items

8 Total:

- 4 Know state laws
- 1 Basic law
- 1 Courts of law
- 1 Indian Reservation laws
- 1 Laws of United States and Poston

7 Total:

Operation of good government in Poston

6 Total:

- 5 Learn about who are our leaders and what are their duties
- 1 Out alphabetical bureaus, leaders, and purposes

6 Total:

How taxes are figured out and how the money is spent

3 Total:

- 2 The government in economics
- 1 Federal controls



3 Total:

Civil service

2 Total:

Parliamentary procedure

1 Total:

Student government for Poston

Teacher's suggestions: Social legislation  
Hemispheric solidarity  
Possibilities of international social, political and  
economic relations

#### IV. In the field of general culture

54 Total:

11 Modern novel  
11 Modern literature  
8 Free reading of good books  
7 English literature  
6 American writers  
5 Best sellers  
2 Literature  
2 Shakespeare  
1 Great literature of all time  
1 Contemporary writers

39 Total: ~~15 Music appreciation~~

15 Music appreciation  
9 Classical music  
3 Modern music  
2 Famous music  
2 Latest song hits  
1 Composers and their works  
1 History of music  
1 Music  
1 Semi-classical music  
1 Opera  
1 Symphony  
1 Modern band leaders  
1 Learn to harmonize

19 Total:

15 Art appreciation  
2 History of art  
2 Famous art

7 Total:

6 Famous poets and poetry  
1 American poetry

5 Total:

3 Lives of famous artists and painters  
2 Autobiography



4 Total:

- 2 Plastic arts
- 2 Sculpture

3 Total:

- 1 Develop our artistic abilities
- 1 Creative writing
- 1 Short story writing

2 Total:

- Short story

1 Total:

- Modern magazines
- Movies
- Cartooning
- Western Life
- Value of cultural knowledge

Teacher's suggestions - Dwell on things American

#### V. Physical and natural laws

36 Total:

- 13 Gravity
- 11 Elementary physics
- 4 Electricity
- 1 Radio
- 1 Television
- 1 Aviation
- 1 Why water stays at a level
- 1 Wind
- 1 Heat
- 1 Light
- 1 Sound

34 Total:

- 18 Health and hygiene
- 4 Sex education
- 4 Physiology and anatomy
- 3 First Aid
- 2 Nutrition
- 1 Mosquitos
- 1 Diet
- 1 Food

17 Total: The sun, moon, stars, earth

4 Total: Some biology

3 Total:

- How machinery runs
- Chemical action of the elements
- Heredity and environment (2), Racial traits (1)
- Read and use a compass



2 Total:

Weather and climate and economic importance  
Nature study

## VI. The War

58 Total:

49 See government section  
8 Isms  
1 Picture of countries involved in this war

43 Total:

42 Who started this war and why?  
1 Why December 7th?

35 Total: Post-War problems

28 Total:

21 Why war made hatred against citizens of enemy ancestry  
7 Why war made evacuation of us citizens necessary

7 Total: Events of this war from beginning

6 Total: Interests of the countries fighting

6 Total:

3 When will the war be over?  
3 What will be the result when the war is over?

4 Total: How the war has effected people's lives.

2 Total:

War geography  
Preventing future wars  
Economic causes of war - Causes of war  
Causes and events of World War I  
Advances made in science during war - War machines

1 Total:

War shortages and causes  
All angles of the war  
Modern war weapons  
Cost of war  
League of Nations  
Past Wars

## VII. Miscellaneous

54 Total:

16 Public speaking  
13 Grammar  
10 Letter writing  
5 Composition  
3 Fluent English  
1 English "A"  
1 Journalism  
1 Enunciation  
1 Debating  
1 Language  
1 Vocabulary  
1 Notetaking



28 Total:

- 22 Psychology and emotion
- 3 Why doesn't everybody think the same way?
- 1 Normality and abnormality
- 1 Why don't people have the same intelligence?
- 1 What are the causes of insanity?

18 Total:

- 11 United States history
- 6 World history
- 1 Review of Ancient history

17 Total:

- 14 Geography and map study
- 2 War geography
- 1 Geo-politics

7 Total:

- 6 How to criticize and to judge
- 1 Clear thinking

7 Total: Current events

3 Total:

- 2 How to study
- 1 Concentration

2 Total: This changing world

1 Total - each:

- How to make Poston a more a more interesting place
- Who are Jehovah's witnesses?
- Aeronautics - history, types, etc.
- Gettysburg address
- Value of a college education
- Parker valley
- Educational movies
- How movies are made



BURRELL, Grace M. (Mrs.)  
UNIT DUE DEC. 5, PROGRAM FOR CORE STUDIES  
GRADE 12.

(First way I state that the foregoing program and also the remainder which will be carried out from now may be called an exigent one in that I do what I can with the small amount of equipment available.)

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Burrell

Please note that I have had at the present writing since I began to teach on Oct. 1, three sets of students. My work has to my own critical appraisement more or less scrambled and disorganized in consequence. However, all through this disorganization my aims have been high and bright.

Aims: I have attempted to develop a CONCEPT OF DEMOCRACY among these students who are in a manner...shell-shocked as to what the institution of Democracy really means.

For this background I have gone very far far back, even unto Magna Charter and King John and his nobles at Runnymede.

I have striven to get it over to my students that OUR PLAN was as Thos. Jefferson phrased it:

"An imperfect instrument designed by an imperfect people," but as imperfect as it admittedly was it was the best PLAN WE HAD, and far ahead of what other plans the world has known in its 5,000 years struggle up from savagery.

Then with this background laid I have now attempted to build upon this foundation, upon this concept of democracy.

2. To show the various influences working to develop AMERICAN DEMOCRACY.

3. To show how OUR PLAN functions, both its good points as well as its defects.

4. To show particularly the dangers challenging our democracy right here in our own nation, in our own bailiwick in fact. (The persecution of the sect known as Jehovah's Witnesses right here in Phoenix, Ariz. which was a challenge to CIVIL LIBERTIES.

5. To impress upon the student that to lose democracy in ANY country would be a loss to us away over here in our own country, so tied up is the modern world today.

6. I have tried to show the weaknesses along with the good that we may be on our guard to recognize them and to be enabled thus to overcome them. But that we have to be perpetually on the alert to defend this democracy.



Burrell

# WAYS OF STARTING THIS UNIT.

1, Diligently searching the magazines and periodicals for clippings concerning Government. Such things as the S.E.Post's article: BLACK OUT IN WASHINGTON have been read. Also SAT. REV. LITERATURE'S extract from John Mason Brown's address to graduating class of Univ. Montana: STUDENTS IN A WORLD WITHOUT HITLER.

From the same periodical: Rev. on A TIME FOR GREATNESS by Herbert Agar.

2, Much work has been done on PROPAGANDA. an attempt has been made to enable the students to be able to recognize Propaganda. To learn that all Propaganda is not bad propaganda.

A. To be able to inculcate resistance to various conscious attempts to influence public opinion by individuals or concerns for their own selfish uses.

B. To study specific examples of such use, as devices:

1, Georgia's Talmage: "Pappy" "Plain men of the people, my friends." Kissing babies. "Now, folks, Pappy's just a plain dirt farmer, you know?" Huey Long's "Every man a kind."

C. Attempts to sell various commodities by associating the article with something dear and beloved by the public. "Buy Mother that fine washing machine now, son, don't let that dear woman you love strain her back any more."

D. Labor union propaganda:

1, Posters showing Uncle Sam standing by a small figure bearing the label "C.I.O."

E. The Band Wagon Device:

- 1, Prediction of overwhelming defeat or victory, prematurely.
- 2, Polls and straw votes. etc.
- 3, Parades, Appealing to the herd instinct.

## 11-STUDY OF THE CHANNELS OF PROPAGANDA

Political posters: bill boards: tags; slogans, dinners; lobbying, pressure groups; patriotic societies, (women going off half cocked as do the W.C.T.U. to save America. "America's greatest SABOTEUR IS RUM! (No, I don't like licker.)



III-

AIMS TOWARDS TEACHING STUDENTS TO THINK AND TO EVALUATE AND APPRAISE MATERIAL AT HAND.

- a. Teach the use of historical method in this appraisal.
- b. Try to teach the student the art of thinking things out for himself, and to learn to evaluate facts as facts, unbiased by emotional prejudices.

(Quoting from Texas Outlook, L. H. Menn: July 1942.

-- "In an ancient hist. class the private and public sins of Nero were being described. At the end of a tirade against that moral derelict a student was asked what he thought of Nero, wasn't he a terrible man?"

Said Johnnie: "Why...I don't know, He ain't never done nothing to me.")

METHODS:

-- Every Friday or so we have a Town Hall. Some student is asked to take charge. The procedure is molded upon the popular one given on the Radio.

Questions have previously been determined for discussion. These are written upon the blackboard.

Examples of questions lately discussed.

"What is America fighting for? Is she fighting for Possessions? For territory? For an ideal? For survival? For the right for her own way of life and the right to change that way of life as she sees fit?"

"In what ways recently have Civil Liberties been violated?"

-- (This brought forth in a sudden burst of righteous indignation the facts of the Japanese evacuation. Also it called forth the question:

"Why weren't the Italians and Germans shut up too?")

"What minorities are there in these United States?" "Are the Negroes to be considered a dangerous minority?"

"Are there really any Superior Races?"

(Something funny came out of this. "Would those old Indian squaws," a dainty young girl asked, "there in Parker...would they be like us if they'd just got to go to school like us".)

"Is Hitler a cause or is he rather an Effect?"



Burrell

Continuing methods toward teaching students to think and evaluate material.

We are now using an excellent test: READING SKILL. This has very fine material for finding the core or kernel of the written page. "Finding the Central Idea" it is called by the author.

Also incidentally we do some practice in expression as we read the various excerpts out loud.

Today, Nov. 2, we read "Columbus" by Juoquin Miller.

Insistence upon expression and correct emphasis and understanding was made. Many times the students were urged to read it, individually and in class, until a measure of excellence was attained.

(There are some very poor readers in my classes, both sexes.)

Today also the first sentence of tomorrow's lesson in Foresman, Scott's text: English Literature (A college text but being used with a measure of success with these 12th graders.)

This begins the section: SCIENCE, DEMOCRACY & INDUSTRIALISM.

Sentence in question:

"Within any period of revolt are sown the seeds of convention."

The dictionary was resorted to for actual meaning of the two words convention and revolt. The word convention ran now up into a discussion of anthropology and the convention, still in use which have little value.

1, the stupid custom (The boys thought so.) of having to change when walking with a woman to the outside of the sidewalk each time a street was crossed. "Why...that was because the gal might've got garbage poured out on her head! Yesh..."

2, "What do you have the several buttons on your cuffs for still?"

"Well, what was that in that sentence for though?"

"Would the French Revolution be a revolt then?" etc.



CONTENT DEVELOPMENT OF DEMOCRATIC INSTITUTIONS.

1. Democratic ideals handed down from the colonies through the Revolution.

- A. English heritage.
- B. Political democracy in the colonies.
- C. How we gained Democracy as a result of the French & Indian Wars.
- D. Religious democracy.

1, the Pilgrims' aim. The final overthrow of the freedom of religion concept for which they first had come to America to find.

Mrs. Anne Hutchinson; Roger Williams; Cotton Mather.

Calvinism. Puritan bigotry. This went into the Witchcraft Scare at Salem. The copy of Life for week Nov. 26 was used with account of this. Also this contains pictures of the various "witch" hunts.

Also the "Hex Murders" under the doors of the Great Penn. Univ. Medical School were now discussed also. All this was under the name of INTOLERANCE.

Also mob hysteria.

E. Development of Public Schools of America.

1, Need for supporting Federal tax for backward communities, without large tax receipts.

2, inequality of opportunity came in here in connection with poor schools of certain sections of our country.

F. Also development of the Centralization of Government, and the final ratification of the Constitution was discussed.

(All of this came under the initial building up of the Concept of Democracy.)

G. Civil War and how this aided democracy finally.

H. Democracy after the Civil War to the World War not much done with this but merely discussed, with reference to the abuse of power, and to point the moral that: "War was Hell" and that this in part was the cause of the Japanese evacuation, that it was due to War Hysteria, and that this brought out the worst traits. That in the case of the South this was even "Brother against brother," etc.

1, Loss of civil rights in War Time. The censorship of mail and parcels. (Letters were shown from N. Z., Australia...even from Alaska, which had been "opened by censor." (Letter read from teacher's cousin with account of coming of MacArthur and American troops to Australia.)

2, Red Scare; Dangers to democracy from within. etc.



ADDENDA: According to Harold Rugg:

"The last two years of high school centered on the factors of the AMERICAN PROBLEM and their historical trends. Approximately one-third historical; two-thirds contemporary...history largely on period of GREAT EXPANSION & GREAT TRANSITION since 1860. History of significant economic-psychological study...business in government...and government in business...the building of the powerful machine-technology."

"Transitional America, 1890-giant capacity to produce goods... The Great Depression; Democracy in action, 1929...beginning of a new epoch?"

"Creative America: The spectacular work of ten groups of Americans. Illustrative Problems: standard of living; America begins again; problems of reconstruction (Like that same period in a way in 1866.) natural and human resources. Social Security. Is there any in this changing world?"

Youth and the present crisis.

Resources of the United States:

TEXTBOOKS FOR THIS:

For this we have the Course of Study which bears this title, based entirely upon the material in ENCY. BRITANNICA to which books the students have free access.

Also for History of United States; American & Europe between Wars; Hispanic America; South America and Trade Relations with this Country. We have courses of study based on the same.

Also there are various and sundry other "courses" ranging from Physics and Mathematics and Sculpture to Aeronautics and Transportation we at hand.

Term Reports on one chosen subject from the appended list are assigned.

1, students are allowed to show their own initiative, and choice of arrangement of book built upon this problem. They may choose what subject appeals to their individual tastes, they may fashion the report in any manner or form they like provided it must be a dignified and scholarly effort. This is a required project and is due at the end of the term.



Burrell.

# ENGLISH CONTENT:

From the foundation of English Literature we have built up our course until now when we are about to attack the POST VICTORIAN AGE.

WE had no sort of text but the Encyclopaedia Britannica for English.

Therefore we...used this.

Assignments were made on the beginnings of the English language. And those strains which made up this race.

Saxon and Angle; Jutes; Romans; Danes, etc. Words were assembled to show the origin. Those from the Latin were shown.

"Castra...chester." etc.

Simplest words came from Anglo-Saxon: cow, pig, etc.

Norman Invasion. Last time England has been invaded.

This went logically into the study of Ballads.

We had three texts for this containing ballads, both Old English and Modern. Ballads were read by putting them on the board for class reading. "The Maiden Escaped from the Gallows" "Robin Hood" etc. from Old English.

Modern Group contained:

"The Dying Cowboy's Lament," "Jim Bludsoe," "Dangerous Dan McGrew." Etc.

We had only ONE copy of Chaucer's Canterbury Tales. (Yesterday, incidentally, I found 95 copies in the Central Library going begging! Mrs. de Silva now has these and I shall make another attempt to teach this later on with...the said 95 copies.)

The Prologue was put upon the board and we tried to do what was possible with this one text, my own.

(Because of this "find" I now have enough texts, 65, to go around with all my students, of the same compilation, using Vol. 11 now.)

We have attempted the study of MACBETH which is required, in one class of 25, with thirteen copies of the tragedy of various shapes, issues and sizes. But again this study has been postponed in the hopes that EVENTUALLY texts will come which contain what we are destined to study. And the class which has 39 in it has not as yet been exposed to Macbeth.



Burrell

# ENGLISH COURSE CONT.

Such extra-curriculum work has been done in English as the reading of Edna St Vincent Millay's MURDER OF LIDICE. A long narrative poem.

This was considered important enough to be brought out at the same week in both Sat. Rev. as well as in Life. Also Harper has brought out an unabridged edition of the poem for .60.

We have also studied that old but well-loved poem Oliver W. Holm's CHAMBERED NAUTILUS. This was assigned to two boys. One took care of the zoological part, drawing diagrams on board, and explaining what the C.N. was, the other read the poem.

We have had the GETTSBURG ADDRESS; DECLARATION OF INDEPENDENCE.

Under the section: DEMOCRACY, SCIENCE, AND INDUSTRIALISM in the new text just begun there is a wealth of material. As my province seems to be THE NATION, and the GLOBE, I feel that I may put in what material which I see fit in this section. It is not the policy I do not believe of the administration to hamper nor to tie down to what one may do on Tuesday...nor what he may not teach...in so long as the "wisdom of the ages" has considered it good, I feel that there is much that I may use to excellent advantage to my students, many of whom will have no further opportunity at an education.

It is my aim and HOPE to give to them, therefore, material which they may carry as spiritual impedimenta, if I may use the term, to make their lives more full, and to give them more of a medium in which to interpret life as they see it.

I mean to give them, for instance, Masfield; some from that Victorian, Tennyson; some of Shelley; some Keats; perhaps the play from Oscar Wilde; THE IMPORTANCE OF BEING EARNEST; GALWARTHY'S STRIFE. That is if I discover that these are what they think they would like, as I have already found that several are quite stage struck as evidenced in their request to the office that they be allowed to organize a dramatic society.

This will take me to the end of the year and then on to the end of school. But...this is about what are the plans which I have formulated for this UNIT. And if there be any objections to this plan; if there should be any suggestions...any will be received for I am like Uriah Heep a very "umble person" when I'm setting myself up as any sort of a ...Educator.



## WOODSHOP

### Minimum Skills and Knowledge

#### After One Year:

##### I. Know tools

- A. Care
  - 1. Keep in working condition
- B. Name
- C. Proper Use

##### II. Materials

- A. Lumber
  - 1. kind
  - 2. use
  - 3. grade
  - 4. preparation
- B. Adhesives
  - 1. kind and composition
  - 2. use
- C. Finishes (elementary)
  - 1. types and solvent
  - 2. uses
  - 3. application
- D. Fasteners
  - 1. kind
    - a. size of nails
  - 2. uses

##### III. Drawing

- A. Drawing and reading drawing of project
- B. Definition and abbreviation

##### IV. Bill of materials

##### V. Joints

- A. Know name and use of all
- B. Know how to make the simple ones

##### VI. Simple Bracing

#### After Two Years:

##### I. Power Tools

- A. Operation
- B. Care
- C. Safety
  - 1. knowledge of proper guards
  - 2. how to use power tools safely

##### II. Cabinet Making

- A. Expanded knowledge acquired in first year woodshop

##### III. Carpentry



## Auto And Machine Shop

Outline of material to be covered in lecture work during the first and second semesters.

During the first and second semester, we have decided to give a general idea of the auto mechanics.

### A. 1st quarter

- a. Fuel
- b. Lubricating oils
- c. Motor

### B. 2nd quarter

- a. Ignition
- b. Clutch
- c. Transmission
- d. Differential

### C. 3rd quarter

- a. Brakes
- b. Frame
- c. Body types

### D. 4th quarter

- a. Tools

Practical work, when possible, will be closely correlated.



MINIMUM OBJECTIVES TO BE  
ATTAINED IN MECHANICAL DRAWING

FIRST SEMESTER

1. Lettering -- Roman and Single Stroke Slant and Vertical.
2. Use and care of equipment.
3. Simple Orthographic Projections.
4. Description and Dimensioning
5. Simple Isometric Drawing.
6. Stress: A Picture is worth a thousand words.
7. Given two views and to find any third view.
8. Given three views and to find isometric view.
9. Geometrical Drawings.
10. Inking begins as soon as the student feels capable to do so.

SECOND SEMESTER

1. (Intermediate) Orthographic Projection
2. (Intermediate) Isometric Drawing
3. Auxiliary Projection
4. (Simple) Machine Drawing.
5. Stress: Balance, composition, and unity in drawing layout.
6. (Simple) Development
7. Sections (Full, Half, Quarter) Drawing.
8. Freehand sketching (From Mechanical Objects.)
9. Tracing paper drawings.
10. Introduction in Blue Printing.
11. Problem: A three weeks final plate drawing on what the students have learned up to date. Plate Size 36" x 24"



### THIRD SEMESTER

1. (Advanced) Orthographic Projections
2. (Advanced) Isometric Drawings
3. Revolutions (Simple)
4. Intersections (Simple)
5. Developments (Advanced)
6. (Advanced) Machine Parts Drawings
7. Freehand Machine, Geometrical and Figure sketches.

### FOURTH SEMESTER

1. Cabinet Drawings
2. Perspective (Introduction)
3. Descriptive Geometry (Introduction)
4. Revolutions (Advanced)
5. Intersections (Advanced)
6. Working and Assembly Drawing (Simple)
7. Designing of Machine Parts (Elementary)
8. Problem: A three weeks final plate drawing on what the student has learned up to date.  
Plate Size 36" x 24".



## FIFTH & SIXTH SEMESTER

### Specialization

1. Machine Drawings
  - (a) Assembly Drawings
  - (b) Working drawings
2. Aeronautical drawings
  - (a) Assembly drawings
  - (b) Working drawings
3. Rendering (Pencil and Ink)
4. Perspective (Advanced)
5. Shades and shadows (Simple)

## SEVENTH & SIXTH SEMESTER

### Further Specialization

1. Same as (1) and (2) of Fifth and Sixth semester
2. Pencil Rendering (Colored and Black)
3. Shades and Shadows (Advanced)
4. Industrial Plants (Study)
  - (a) Automobiles
  - (b) Aeronautical
  - (c) Machine Parts

For 5,6,7, and 8 semesters the last 4 weeks to be spent in Designing and Rendering plates.

Two Combined Plates of Size 36" x 24". 5th and 6 th Semester  
Three Combines Plates of Size 36" x 24". 7th & 8th Semester

Work to be done under close instructor's supervision in the 5,6,7, and 8 semester.



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

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 for 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