

J2.42:2

2 of 5

Unit I

67/14
C

VERLY PLAN FOR UNIOR BUSINESS TRAINING CLASS

The following parts of the book, GENERAL BUSINESS BY Crabbe & Salsgiver, are being covered by the Jr. Business Training Class:

First Semester

- Oct. 5 - 9 Unit I OUR BUSINESS ENVIRONMENT
Part 1. Purpose and Nature of Business
- 12--16 Unit I
Part 2. Basic Activities of Business
- 19--23 Unit I
Part 3. Why we Should Study About Business
- Unit II OUR MONEY AND BANKING SERVICES
Part 1. Money (first half)
- 26--30 Unit II
Part 1. Money (latter half)
Part 2. Handling Money
- Nov. 2006 Unit II
Part 3. Banking
Part 4. Nature and Use of Personal Checks (first half)
- Unit II
Part 5. Bank Accounts
Part 6. Writing Checks
- 23-27 Unit II
Part 7. Care in Writing Checks
Part 8. Transfer of Checks (first half)
- 30-- 4 Unit II
Part 8. Transfer of Check (later half)
Part 9. Keeping a Personal Checking Account
- Dec. 7--11 Unit II
Part 10. Ways of Sending Payments
- Unit III THRIFT
Part 1. Wise Management of Our Personal Resources (first half)
- 14--18 Unit III
Part 1. Wise Management of Our Personal Resources (latter half)
- 14--18 Part 2. Budgets as an Aid to Good Management
- 28--31 Unit III
Part 3. Records as an Aid to Good Management
Part 4. The Family Thrift Program (first half)
- Jan. 4--8 Unit III
Part 4. The Family Thrift Program (latter half)
- Unit IV SPENDING MONEY WISELY
Part 1. Planning Spending According to the Budget
- 11--16 Unit IV
Part 2. Getting Your Money's Worth

Part 3. Other Property Insurance (first half)

18--22 Unit IV.

Part 3. Other Property Insurance (latter half)

Part 4. Borrowing in Order to Buy

23-29 Unit IV

Part 5. Cost of Borrowing

Part 6. Cost of Small Loans (first half)

Feb. 1-- 5 Unit IV

Part 6. Cost of Small Loans (latter half)

Part 7. Buying on Installments

8-12 Unit IV

Part 7. Buying on Installments (latter half)

Part 8. Paying for Credit Purchases

The following is to be covered by the class during the second semester (Feb. 22, 1943--June 25, 1943):

UNIT V. SHARING ECONOMIC RISKS

Part 1. Purpose of Sharing Economic Risks

Part 2. Automobile Insurance

Part 3. Other Property Insurance

Part 4. Life Insurance

Part 5. Methods of Sharing Other Economic Risks

UNIT VI. ACCUMULATING SAVINGS

Part 1. Planning a Savings Program

Part 2. Savings Accounts

Part 3. Governmental Aids in Saving

Part 4. Life Insurance in Which the Savings Element is Large

Part 5. Life Insurance in Which the Savings Element is Small.

Part 6. Investing in a home.

UNIT VII. TRAVEL

Part 1. Methods of Travel

Part 2. Traveling by Private Automobile

Part 3. Planning a Trip by Train, Airplane or Bus.

Part 4. Traveling on Trains, Airplanes, and Busses

Part 5. Services for Travelers

Part 6. Traveling by Steamship

UNIT VIII. USING OUR COMMUNICATION SERVICES

Part 1. Place of Communication

Part 2. The Telephone Directory

Part 3. Receiving and Placing Calls

Part 4. Long-Distance Telephone Service

Part 5. The Telegraph

Part 6. Kinds of Telegrams

Part 7. Delivery of Telegrams--Special Service.

- Part 8. First-Class Mail
- Part 9. Business Letters
- Part 10. Preparing Letters for the Mail

UNIT IX. OUR MEANS OF SHIPPING GOODS

- Part 1. Shipping Goods by Mail
- Part 2. Shipping Goods by Express
- Part 3. Shipping Goods by Freight

UNIT X. KEEPING AND FINDING USEFUL INFORMATION

- Part 1. Filing
- Part 2. Indexing and Alphabetizing
- Part 3. Filing Systems
- Part 4. Using a Filing System
- Part 5. Record Keeping
- Part 6. Records of a Club
- Part 7. Sources of Useful Information

CORE CLASS
Grade 8
(Mr. R. Dugan)

ENGLISH

I. Developing Speaking Skills.

- a. Correct Posture
- b. Enunciation
- c. Pronunciation
- d. Tone of voice

II. Improving Writing Skills.

- a. Using good manuscript form
- b. Paragraphing correctly.
- c. Capitalising and punctuating
- d. Spelling--vocabulary building
- e. Using letter forms.

III. Improving Sentences.

- a. Simple Sentence
- b. Using active and passive voice
- c. Completing the verb
- d. Modifying words and phrases
- e. Independent expressions.
- f. Parts of speech.

IV. Using correct forms.

- a. Agreement of pronouns and antecedents
- b. Using correct case forms.
- c. Using correct tense forms.
- d. Agreement of verb and subject.
- e. Using adjectives and adverbs correctly.

MUSIC

- I. Cowboy Songs of the Southwest
- II. Spanish-American Songs of the Southwest.
- III. Latin American Songs.

PHYSICAL EDUCATION

As taught by the physical education department.

CITIZENSHIP (Social Studies)

I. Yourself and Others

- A. The individual
- B. Groups of individuals
- C. Communities of individuals.

II. Civic Welfare

- A. Health
- B. Safety
- C. Recreation
- D. Education
- E. Civic Pride

III. Civic Responsibility

- A. Care of the Handicapped
- C. Crime
- B. Poverty

IV. Civic Improvement

- a. Modern Family
- b. Modern city

- c. Modern farm
- d. Transportation and communication
- e. The alien and the citizen

V. Industrial Activities

- a. Choosing and Occupation
- b. Our business world
- c. Our world

- d. Profits, wages and other income.
- e. Enjoying the wealth we have.

VI. Important Facts About Government.

- a. Government
- b. Local Government
- c. State government

- d. National government
- e. Financing the government
- f. Public Opinion and Party Politics

VII. World Citizenship

VIII. Responsible Citizenship

Equipment which I would like to have for schoolroom.

1. The World Almanac (latest edition)
2. 32 Notebooks--one for each child.
3. An atlas (present day world)
4. Daily Newspaper of recognized standing.
5. A weekly news magazine (Time or Newsweek)
6. The American Yearbook.
7. The Yearbook of Agriculture
8. Modern Problem Booklets (American Education Press)
9. Coapton's Pictured Encyclopedia. To World Book Encyclopedia.
New Book of Knowledge

SCIENCE*HEALTH-GEOGRAPHY

1. Geography of California--Notebooks
 - a. Conservation of Natural Resources
 - b. National Parks.

II. Health:

- a. Shelter, heat, light.
- b. Protection of water and milk supply.
- c. The care and preparation of food.
- d. Buying food and planning and serving meals.
- e. Narcotic Drugs: self medication on trial.
- f. Community and home cleanliness.
- g. Ways of fighting communicable disease.
- h. Taking care of the sick and injured.
- i. Home safety and first aid.
- j. Working together for health and safety

ARITHMETIC

- a. Review of fundamental processes.
- b. Percentage; decimals; interest.
- c. Bank Discount--Promisory notes
- d. Installment Buying--Compound Interest
- e. Profit and Loss--Buying a home.
- f. Buying and selling stock--stocks and bonds.
- g. Denominate Numbers--Bar Graphs
- h. Lumber measure--Food values
- i. Taxes--Rate of overhead
- j. Government Expenditures
- K. Insurance--Life, Automobile, fire.
- l. Equations--using formulas.
- m. Squares and Square Roots--Measurement
- n. Proportion
- o. Frequent reviews of all material covered

OUTLINE OF COURSES
7th Grade
(Mary Murata)

1. Core (2 periods a day)

A. English

1. Written

- a. To build paragraphs on everyday happenings (for emphasis on environment) to get unity of thought.
- b. To write letters to friends to create interest in other fellows and to organize thoughts to make them interesting.
- c. Book reports
 1. To create interest in reading
 2. To point out that there is a reinteresting books besides comics.
 3. To learn to summarize
 4. To learn to take notes.
 5. To learn to read a fair rate of speed with comprehension.
- d. Spelling
 1. To learn to spell everyday words.
 2. To learn to spell words that are used in Poston an connect that with Poston.
 3. To learn to spell words used in our study of various subjects.
 4. To increase vocabulary.
 5. To write snetecnes and paragraphs with words to learn meaning.
- e. Fundamental Grammatical Drills
 1. Punctuation
 2. Capitalization
 3. Common mistakes
 4. Parts of speech, etc.

2. Oral

- a. Discussions in various subjects.
 1. To have everyone feel that his opinion is just as good as others.
 2. To learn to listen to the others peoples opinio
 3. To draw into discussion those who are shy.
 4. To indicate that there are many angles to smallest subjects.
- b. Current events
 1. To practice in appearing in front of a group.
 2. To create interest in everyday happenings to to ourself. talk over with friends.
 3. To create interest in current magazines and newspaper.
 4. To learn to apply current hapenings to ownself.
- c. Bookreports
 1. To practice to talk before a group in an entertaining way.
 2. To tell others of interesting books.
- d. Social customs
 1. To learn to make introductions properly.
 2. w lea rn to speak politely.

- e. class meetings (once to twice a week)
 - 1. To learn to conduct a meeting properly.
 - 2. To learn to work on committees.
 - 3. To learn to work cooperatively.
 - 4. To have a chance to express talent on program.
- f. Practice teaching by students (Plan incomplete)
- g. Literature
 - 1. To learn to know and enjoy reading.
 - 2. To learn to read well aloud and silently.
 - 3. To learn comprehension
 - 4. To learn vocabulary.
 - 5. To learn to use dictionary.

B. History

- 1. To learn background of history
- 2. To learn to take notes
- 3. To learn to organize these notes into outline.
- 4. To point out relationships with other countries.
- 5. To tie in with recent happenings.

C. Geography

- 1. To study N. & S. Am. continents mainly with emphasis on development thru human perseverance.
- 2. To study geography of places which have come into news since war and significance.
- 3. To tie in with history above.

II. Mathematics:

- A. To study fundamentals of practical arithmetics, i.e., emphasis on math. that is needed in everyday life and which we need.
- B. To study algebra and geometry a little to indicate there are many branches in mathematics.
- C. To stimulate (somehow) any talent for math.
- D. To create clear thinking.

III General Science:

- A. To create understanding of our environment.
- B. To create understanding of disease to drive away fear of disease.
- C. To create understanding of body works.
- D. To create understanding or spirit of observations and experimentation.
- E. To point out method of experimentation (how things are controlled not thru accidents but by patience and perseverance)

IV. Music: (twice a week)

- A. To provide period of relaxation.
- B. To learn value of music
- C. To learn songs that everyone should know which make parties, hking, and picnics so gay.
- D. To learn some classical songs.

V. Physical Education

- A. to provide relaxation
- B. To learn to play cooperatively
- C. To learn to have a good time.

VI. Free Period

- A. To provide relaxation
- B. To learn to use time effectively or wastefully.
- C. To give time to develop talent (hobbies)
- D. To get acquainted with fellow members.
- E. To learn to enjoy yourself quietly (not make noise).

AIM: Consideration of other fellows' feelings. Clear thinking with open mind to all facts.

OUTLINE OF SEVENTH GRADE WORK
(Miss Katherine Scheckler)

I. Mathematics

1. Review of computation with integers, common fractions, decimal fractions.
2. Measuring surface, distances, skill in use of ruler and yardsticks.
3. Percentage and its application, discount, commission and interest.
4. Measuring and drawing angles, parallel lines. Algebraic expressions and symbolism.
5. The circle and its uses.
6. Problem solving out of the pupils environment, accounts, bill discount, wages, insurance commission.
7. Graphical representation (Drawing and interpreting graphs)
8. Problems relating to areas of rectangles and circles.
9. The rectangular block, Volume, areas of faces.
10. Problems relating to lines, angles, triangles, circles.
11. Metric system of measurement.

II. English.

A. Grammar:

1. Complete sentences
2. Parts of Speech
3. Singular and plural number, first, second, third person.
4. Subject and Predicate. Principle of agreement.
5. Time, present, past future.
6. Punctuation, vocabulary.
7. Using adjectives to amplify and enrich meaning.

B. Spelling:

1. Capitalization.
2. Correct spelling. Difficult words needed in school work and experience, irregular plurals of nouns, verb forms, plurals.
3. Use of dictionary. Meaning, pronunciation, syllables.
4. Use of apostrophes for contractions.

C. Organization, outlining:

1. Plan for notebook, reports, stories, etc.
2. Plan oral and written composition
 - a. Simple outline.
 - b. Effective opening and closing sentences.
3. Writing simple summaries.
4. Recognizing unity, main idea.
5. Planning a report or letter with three or four mainpoints
6. Choosing suitable and interesting titles for reports stories

D. Preparation of Manuscript.

III. Social Studies.

A. Community Living:

1. Our school
2. Our city of Boston.
3. Our state.
4. Basic concepts of world geography, hemispheres, continents, seas, size, zones, currents, population, races.

5. New World Beginnings in the West, Spanish Explorers, and Spanish Colonial life, Missions, English Explorers.
6. The struggle for Independence, courses, Principal highlights and scenes of the war.
7. New World Beginnings in the East, Spanish Explorers and Colonies, English Explorers and Colonies.

IV. General Science

A. Health:

1. Personal problems
2. Community problems
3. National problems
4. World problems

b. The World's Food:

1. Production
2. Distribution

D. Physical Geography of United States:

1. Coastal plains, flood plains, Piedmont, etc.
2. Effects of currents and winds on climate, rainfall.

OUTLINE OF SEVENTH GRADE WORK
Kathrine Shackler

Mathematics:

1. Review of computation with integers, common fractions decimal fractions.
Measuring surface, distances, skill in use of ruler and yardstick.
2. Percentage and its application. Discount, commission and interest.
3. Measuring and drawing angles, parallel lines. Algebraic expressions and symbolism.
4. The circle and its uses.
5. Problem solving out of the pupils environment, accounts, bills, discounts, wages, insurance, commission.
6. Graphical representation. Drawing and interpreting graph.
7. Problems relating to areas of rectangles and circles.
8. The rectangular block. Volume. Area of faces.
9. Problems relating to lines, angles, triangles, circles.
10. Metric system of measurement.

English:

1. Grammar:
 - a. Complete sentences.
 - b. Parts of Speech
 - c. Singular and plural number. First, second, third person
 - d. Time, present, past future.
 - e. Punctuation, vocabulary.
 - f. Using adjectives to amplify and enrich meaning
2. Spelling.
 - a. Capitalization
 - b. Correct spelling difficult words needed in school work and experience irregular plurals of nouns verb form plurals.
 - c. Use of dictionary, Meaning, pronunciations syllables.
 - d. Use of apostrophes for contractions.
3. Organization. Outlining.
 - a. Plan for notebook, reports, stories, etc.
 - b. Plan oral and written composition.
 1. Simple outline.
 2. Effective opening and closing sentences.
 - c. Writing simple summaries.
 - d. Recognizing unity, main idea.
 - e. Planning of report or letter with three or four main points.
 - f. Choosing suitable and interesting titles for reports stories etc.
 - g. Preparation of manuscript.

Social Studies

1. Our school
2. Our city of Boston
3. Our State
4. Basic concepts of world geography. Hemispheres continents, seas, size, zones, currents, population races.
5. New World Beginnings in the West. Spanish explorers and Spanish Colonial Life. Missions, English explorers.
6. New World Beginning in the East. Spanish Explorers and colonies, French explorers and colonies. English explorers and colonies.

7. The struggle for Independence.causes.Principal highlights and scenes of the war.

General Science:

1. Health

- a. Personal problems
- b. Community problems
- c. National problems
- d. World problems
- e. The worlds food
 - 1. Production
 - a. Distribution
- f. Physical geography of Unite States
 - 1. Coastal plains flood plains Piedmont etc.
 - 2. Effects of currents and winds on climate rainfall.

OUTLINE OF COURSES
(7th Grade)
Josephine Sosonowski

In our class, every activity is preparing the child to meet life. We know that the position which the child will fill later on, will be determined largely by his preparation now. Therefore our goals are to learn to:--

1. Speak properly.

We feel to express ourselves well with ease is one of our most important goals. To improve our speaking ability, we frequently make speeches before the class. These include current events, radio talks, prepared speeches on subjects which are of interest to the individual child. Some times the class votes each speaker on his platform technique.

2. Read properly.

We have taken turns in reading aloud from "American Lands and Peoples." Our desire is to understand what we read, so that we can always discover the main ideas expressed. Book reports are helping us to learn to outline. We have studies spelling words, gleaned from several sources, learned the meaning of the words. We have frequently written compositions using the chosen spelling words.

3. Use correct grammar.

We have done some work on verb forms and by the end of the year hope to understand time in language, past, present, future, as shown by verbs. We must learn to make well constructed sentences, using capitals and punctuation as needed.

4. Know each state in our union.

We have learned the location of each state, its elevation, forest areas, rainfall, population, and big cities. We have learned the chief products, industries, and natural resources. We have also learned of the scenic wonders which some states offer. We are eager to learn more of the agricultural and industrial possibilities of each state.

5. Solve mathematic problems.

We have done some drill work in addition, subtraction, multiplication and division, computed the number of square feet, square yards etc. in various areas. We have solved problems involving weights and measures. For several weeks, percentage problems have held our interest. A few drills, then applied problems. We feel we should be able to solve the problems we shall meet in present day life such as computing bills, interest, discount, commission, wages, and to receive the right change when paying for our purchases. We want to understand bank statements, promissory notes, the advantage of cash over installment buying. We must know how to make out a check correctly. We hope to learn about longitude and time, profit and loss and investment, squares, cubes, circles, angles and triangles to compute bills for electricity and gas, and understand lumber measurements.

6. Have appreciation for art and music.

We have done some art work in crayons and pastels, and have done some singing. We have started our music note books containing important information, of music and composers. We hope to do more.

OUTLINE OF COURSES
7th Grade
(Misue Ogata)

Semester's Plan

Social Studies:

- Unit: Geography & History of U. S.
1. Student selected a state & presented reports.
 2. Immigrants--why they came.
 3. Revolutionary War
 - a. Causes of war
 - b. Background of Constitution
 4. Civil War--similar analysis

Science:

- Unit: Weather & Climate
1. Climates found in major regions of U.S.
 2. Mountains and climate.
 3. Latitude and climate.
 4. Oceans & lakes climate
 5. Vegetation & climates.
 6. Industries & climate.
 7. Population

Unit: How Man Uses Air

1. Machines which use air
2. Respiration

Language:

- Unit: Parliamentary Procedure
- Unit: How to introduce
- Unit: Sales talk.
- Unit: Writing social & business letters
- Unit: Oral reading of selections or poems (mainly for enunciation)
- Unit: Writing for Red Cross Album.

Art: No lessons on art principles

1. Posters of state which pupil selected to study.
2. Christmas posters.
3. Sketching for Red Cross Album

Music:

1. Rate learning of community songs.

Mathematics:

Unit: Banking

1. Filling in blank forms
2. Figuring interest on deposits and loans.
3. Rounding off fractions of a cent, dollar.
4. Place value of decimals
5. Case II per centage.

Course of Study

Grade VII

Spelling

October--Learn to use words and phrases most commonly used in Poston.

November to February--Studied word test from "Using Words" Grade VII.

The students learned to distinguish between suffix and prefix, synonym and antonym. Words were made into sentence and frequent reviews were made to prepare for standard vocabulary test.

March to June--The Modern Speller, Book VII to be used. Special emphasis will be placed on pronunciation of words, ability to use them in everyday conversation and in written work.

Mathematics

October--General review on last year's work. Finding out weak points and high points. Special review on fraction and large numbers.

November--Started on "Study Arithmetics", Book VII. Learned how to read graph. Studied the various kinds of graphs, line, bar, circle. Ability to make proper graph for own use.

December--Be able to draw vertical and horizontal lines. Learned terms such as "parallel", "vertical", "perpendicular", "horizontal", "right angle", "oblique".

January and February--Be able to find commission, percent of a number, discounts, budgets.

March and April--Learn to find interest. Learn how to write checks, money order and bills.

May and June--Be able to find area of circle. Beginning to learn how to measure angles and how to use protractor and compass.

BRIEF OUTLINE OF YEAR'S WORK

Seventh Grade
Block 16

Lutie M. Miller, Teacher

Core Subjects

Each student is making a notebook on the State of Arizona, as follows:

1. After reading and discussing available material, the class made a list of topics to study and write about. This list is posted in the room for reference.
2. Each student selects a topic, reads material then writes his own story about it. After discussion and corrections, he then writes it into his permanent notebook. He will illustrate it with newspaper and magazine pictures and his own sketches. Working out of various topics will continue through the year.
3. In this connection, each student makes a map of Arizona, showing location and important information of subject matter of topics.

Grammar work in connection with above, covers study of verb tenses, singular and plural of nouns, number and person of pronouns, complete sentences, punctuation, and any other phase of grammar on which they need help.

Spelling of Arizona is included in their notebook work. The study of different forms of government and parliamentary law in connection with student government. We are also studying Colonial History.

General Science.

The elementary school library loaned us 25 copies of "The Earth and Sky" which will guide us in a study of the formation of the earth, and the planets and stars. Our own community provides us with study of rocks, soil, water systems and desert plants.

Mathematics

Thus far we have found it necessary to review all fundamental process in arithmetic. During the remaining time we expect to cover the following units of work:

1. Problems in percentage and its application
2. Graphical representation.
3. Problems relating to areas of rectangles and circles.
4. The rectangular block. (Characteristics of a solid)
5. Problems relating to lines, angles, triangles and circles.
6. Problem solving, which the pupil will meet in everyday living.

Arts and Crafts

To hold his Arizona notebook, each student has made a portfolio of cardboard, cloth and wall paper. Later they may make a loom and make a small rug to illustrate Navajo Indian rugs. They may also make shades for our classroom windows, of the local arrow weed. They made

Christmas cards and posters, and will do similar work from time to time, as well as illustrate their notebooks.

Health

We are carrying out the plans of the Public Health Department, and will have a more definite study when we receive the books which they wish us to use.

Physical Education

One twenty-minute period daily, is devoted to physical education, with a local teacher in charge of the girls and another in charge of the boys.

EIGHTH GRADE OUTLINE

1942-43

Recreation Hall 46 C

Poston, Arizona

Basic Skills for Community Activity

A. Ability to conduct community meetings

1. Learning simple rules of parliamentary procedure
2. Practice in parliamentary procedure
 - (a) Presiding at meetings
 - (b) Reporting meetings
 - (c) Speaking from the floor
 - (d) Committee work
 - (e) Voting
3. Activities for practice
 - (a) Choice of curricular projects
 - (b) Determining classroom procedure
 - (c) Extra-curricular activities
 - (d) Student body affairs

B. Ability to read intelligently

1. Oral reports on current news

What? Who? Where? When? How? Why?
2. Written and oral reports on research questions
 - (a) Taking notes
 - (b) Summarizing
3. Written and oral reports on miscellaneous fact reading
 - (a) Learning something about source of material

(1) Background of author

(2) Policy of publication

(b) Determining the recency of the writing

(c) Other information about the same subject matter

(d) Taking time to form thoughtful opinions

4. Keeping a personal record of reading

C. Ability to speak and write correctly and effectively

1. Activities

(a) Letter writing

(b) Reports of community activities

(c) Descriptions of projects

(d) Discussions

(e) Conversations

2. Thorough knowledge of sentence construction

3. Correct usage of words

4. Vocabulary building

(a) Word meaning and use

(b) Pronunciation

(c) Spelling

5. Punctuation and capitalization

6. Mechanics of composition construction

D. Mathematics

1. Problems relating to the use of money

(a) Percentage

(b) Interest

(c) Promissory notes

(d) Installment buying

- e. Investments
 - 1. Loans
 - 2. Stocks and Bonds
- f. Insurance
- g. Taxes
- 2. Problems of calculating sizes, amounts, and costs
 - a. Linear measurements
 - Areas of rectangles, triangles, parallelograms, and circles.
 - b. Solid measurements
 - Volumes of cubic, rectangular, cylindrical, pyramidal, prismatic, spherical, and conical solids
- 3. Problems on costs of production, maintenance, and marketing.
- 4. Problems on merchandizing
 - Overhead, profit, loss, and discount
- 5. Problems on construction
 - Scale drawing, costs of materials, labor costs, land costs, and costs of excavations and surfacing
- 6. Budgeting the family income

Specific Knowledge of the Community

- A. Study of agriculture of the community
 - 1. Extent of farming area
 - 2. Kinds of crops
 - 3. Factors determining the kinds of crops
 - a. Climate
 - b. Soil
 - C. Availability of seeds and equipment

4. Irrigation

a. Source of water

1. Colorado water shed
2. Parker Dam

b. Transfer of water to the land

1. Main canal system
2. Laterals

c. Conditions determining the frequency

1. Kind of crop
2. Condition of land
3. Time of growing of the crop

5. Preparation of the soil

a. Plowing

b. Arrangement for irrigation

1. Row irrigation
2. Flood irrigation

6. Planting of the seeds

7. Cultivation

8. Pest control

9. Harvesting

10. Disposal of the crops

11. Nursery

12. Poultry farm

13. Science of plant growth

a. Propagation

1. By seeds
2. By cuttings

b. Plant food

1. Kinds
2. Availability
- c. Physical environment
 1. Protection from heat and cold
 2. Protection from storms
 3. Drainage
- B. ~~Coöperative conduct of enterprises/~~
Community Enterprises
 1. Cooperative conduct of enterprises
 2. Personnel
 3. Services rendered
 - a. Merchandizing
 - b. Personal services
 4. Use of profits
- C. Community Service
 1. Community activities
 2. Welfare
 - a. Conditions that control the welfare
 1. Housing
 2. Recreation
 - b. Achievements in community welfare
3. Education ~~_____~~
 - a. ~~Number and kinds of schools~~
 - b. Buildings
 - c. Administration
 - d. Teachers
 - e. School government
 - f. School activities

4. Health

- a. Individual physical examinations
- b. Remedial work
- c. Control of communicable diseases

Knowledge of the Environment of the Community

- A. Location of Boston
- B. History of the surrounding area
- C. Study of Arizona
 - 1. Physical features
 - 2. Climate
 - 3. Soil and rocks
 - 4. People and history
 - 5. Government
 - 6. Production

Personal Development

- A. Health
 - 1. Health habits
 - 2. Food
 - 3. Clothing
- B. Recreation
 - 1. Physical education given by the physical education dept.
- C. Arts
 - 1. Music given by the music department
 - 2. Arts and crafts
 - a. Making of note books
 - b. Making of Christmas cards

- c. Wood carving
- d. Making of calendars
- e. Making of valentines
- f. Clay modeling
- g. Making of window shades
- h. Design

3. Creative writing

- a. Attempts at writing
 - 1. Anecdotes
 - 2. Literary descriptions
 - 3. Short shorts
 - 4. Poetry

4. Literary appreciation

- a. Short study of modern writers
- b. Written and oral reports on fiction and biography
- c. Group study of literature

This work will depend upon the amount and kind of literature that can be obtained

Preparing for Life Outside the Community

- A. Study of the geographic environment that influence the lives and work of the people of the United States
- B. Study of the political divisions of the U. S.
- C. Study of the occupations of the people in different areas of the U. S.
- D. Study of the production of the whole of U. S. and areas
- E. Study of the wage situation
- F. Study of costs of living and transportation
- G. Study of social factors.

ENGLISH
(Miss Caldwell)

- I. Correct Usage--
of verbs, adjectives, adverbs, etc.
combining short sentences in complex sentences
- II. Vocabulary building
Spelling as used in writing sentences. Words from papers, written work and Ayers, Woody 8th Gr. Speller
- III. Punctuation
Commas, semicolon, colon
- IV. Grammar
 - A. Relationship of modifiers and modified words.
 - B. Recognizing prepositional phrases; use of adjectives and adverbs.
 - C. Simple and Complete subject
 - D. Simple and Complete predicate
 - E. Understanding complements
 - F. Review of kinds of sentences
 - G. Review of parts of speech
 - H. Recognizing the dependent clause as modifier
- V. Simple outline
- VI. Organizing letters, reports, etc.
- VII. Oral reports, oral talks based on magazines articles, news items, book reports

SOCIAL STUDIES

- I. Poston Activities
Especially agricultural and industrial
- II. Arizona
Some History in industries
- III. Man at Work: His industries (especially in the U.S.)
- IV. Exploring the North and Central States (from the Dakotas to Ohio)
 - A. What the North Central section offers in the way of natural conditions and resources that people can use in their efforts to make a living and to improve living conditions.
 1. An overview of natural conditions
 2. A historical introductions
 3. Collecting magazine articles, booklets, clippings, etc., to show the variety of human activities as a foundation for the regional specialization of industries.
 4. Books on world industries to bring out the scope and variety of industries.

- B. Agriculture
 - 1. Wheat, corn, and other grains
 - 2. Mixed farming
 - 3. Cattle, etc, dairy, livestock.
- C. Power
- D. Manufacturing
 - 1. Food products; farm machinery
 - 2. Advantages of the region, present trends
- E. Mining
- F. Trade and Transportation
 - 1. Development of transportation, e.g. Chicago
- G. Recreation, Etc.

V. Citizenship in a Democracy

MATHEMATICS

I am following the general outline furnished by Mrs. Robertson:

- 1. Review of Fractions--Common and Decimal
- 2. Review of percentage
- 3. Problems of interest, insurance, taxation, etc.
- 4. Geometric constructions.
- 5. Problems relating to Volume, areas of Solids.
- 6. Distances and angles.
- 7. Using simple equations
- 8. Use of literal numbers
- 9. Applied problems.

PHYSICAL EDUCATION

Given by the department of Physical Education and Recreation
 $\frac{1}{2}$ hours per day.

ARTS

Singing 1 hour per week at the music department for therest of the year, I hope.

Calendar and Poster making
Window nad shade making
Clay modeling and some wood carving.

GENERAL SCIENCE

(Partly Social Science)

- I. Foods (The principal ones)
 - A. Animal B. Plant C.
 - How we depend upon them. How they depend upon the sun, earth and air.
- II. Health
 - A. The home B. The community
- III. Consevation and Land Use
 - A. Soil B. Water supply C. Climate

OUTLINE OF EIGHTH GRADEWORK
(Mrs. Moran)

I. SCIENCE

- A. Health lessons stressing freedom from disease, touching physiology briefly, leading to the "elements" in environment affecting health and making life easier and more enjoyable.

II. MATHEMATICS

- A. As outlined so completely by Mrs. Robertson with emphasis on mathematics in everyday life since this is the last year students study arithmetic.

III. PHYSICAL EDUCATION.

- A. As given by instructors--games mostly
- B. Posture emphasis
- C. Proper habits in eating, sleeping, and mental health.

IV. SOCIAL STUDIES

- A. History of the United States
- B. Democracy--parliamentary procedure in class elections, and self rule in deportment.
- C. English.
 - 1. Diaries--confidential record of life in Poston
 - 2. Grammar and composition (oral and written) basis "Language Arts" Stress on sentences, paragraphs, in oral and written work as it applies in daily life.
 - 3. Spelling and vocabulary building as words occur hourly.
 - 4. Literature--selections in available books or suggested library books.

V. ART

- A. Music--group singing for enjoyment; learning note reading as it contributes to enjoyment music department and in home room.
- B. Drawing--freehand--subject matter surroundings real or imaginary
- C. Printing --as requested--purely voluntary

Methods used are texts reference books in the room, reference books in the library, excursions, experiments, research and any other source of information possible. I use the lecture method and individual reports extensively due to shortage of books, but do not recommend these as best methods for these eighth grade students who, due to language difficulty, need the printed word as well as the oral. By "research" I mean find the answer without specific direction--ask at home, ask better educated people, observe for yourself, etc. The results are surprisingly good at times, and I find this develops "The inquiring mind"

STATEMENT OF CURRICULUM
Eight Grade
(Miss Naomi Wood)

The following schedule, simple as it looks, is the combined effort of thirty-three eighth graders, one of them whom is the teacher.

Hours	Mon.	Tues.	Wed.	Thurs.	Fri.
9:00-10:00	Social Studies	***	***	****	***
10:00-10:50	Phys. E.	***	***	****	***
10:55-12:00	Mathematics	***	***	****	***
1:30-2:30	English	Music	English	Music	English
2:35-3:20	Science	English	Science	English	Science
3:20-4:00	Art	Science	Art	Science	Art (or freereading)

1. Social Studies:

Our calling the first period of each day "Social Studies" rather than "core" a term the youngsters do understand is to differentiate it from the "English" of the afternoon. Many times the afternoon hour is but a continuation of the morning's discussion and it always consists of related activities, but the separation of the two made a separation of name the natural thing. And I thought "A course by any name...." may as do Shakespeare!

Whenever necessary the first morning hours are given to class meeting: We have had two sets of fine officers and will soon be swinging into another selection.

Poston as a subject for our core has been somewhat of a failure. The fault is mine. I did not know enough about the city to stimulate enthusiasm and the eighth graders knew enough to think they knew it all. We have some splendid interviews with the lesser lights of Communication, Transportation and Supply, but other activities were somewhat abortive. Much of our time was spent in evaluation of high school government so the hours were not lost time by any means, but at our report card period several students ~~did~~ expressed dissatisfaction with the social studies program. "We don't know just what we are doing". I refrained from telling them the reason--that their teacher was not sure either. We spent two periods listing subjects and their possibilities. By a large majority "Constitution" was chosen as our next unit. The main motive for the choice, I feel sure, lies in the fact that in California they ~~are~~ have been having "Constitution", though not of the best, this motive is not false and it seems good to comply. Only ten days old the unit is going much better than I'd hoped. The youngsters do excellently in ferreting at the library. They are keenly conscious of our lack of sources and bring material from everywhere.

Naturally our study of the constitution has necessitated a review of colonial and early U. S. History. The rest of the year will, I feel, naturally fall into subsequent U. S. History. We may well take it up stressing certain themes such as minority groups, economic units, or educational processes or any number of others.

II. English:

Our English work parallels the studies period. Vocabulary and spelling words come almost entirely from there. Our Poston diaries continue and give opportunity for stressing composition techniques, paragraph building, sentence construction, subject and verb agreement (most necessary here in Poston) and other grammatical ills.

III. Mathematics

Because Mathematics is a bug-bear to me, I am following Mrs. Robertson's outline faithfully. We are well into equations now with a constant reviewing of percentage and measurement and much drilling, on the fundamental processes. As soon as I am sure myself we shall plunge into square root.

IV. Science

Our science period has been one of the happiest experience of my life. I had forgotten how intensely interesting the physical world is to the eight graders. We "dusted off the stars" last night with a night meeting during which seven constellations were positively identified and everyone saw the Pleiades and Sirius through a cheap little telescope. The period spent in estimating light years and star distances was worth a year of failure in everything else.

Air, water, and a bit of physiology are our goals for the year. Physiology (how youngsters love to prate of "algebra", "Ornithology", "astronomy", etc.) won by more than a nose* (or should I say by a whole body?) naturally enough. I feel well acquainted with my students but am not yet sure enough of their parents to know how far I may or should go into sex education. The students so far have asked--and been answered when I could--all manners of questions and I had thought of letting sex take its course (it usually does or makes one).

V. Physical Education

Physical education, I have left up to the instructors. I attend in class games when possible and have helped coach the girls a little. Before our instructors came we did a little work on posture. The students voted for a long period in the morning, none in the afternoon. At no specified time in the afternoon, but usually at a change of subject, we run out for three minutes or less.

VI. Art:

Art has been a problem. I do not know enough to plan units. I have presented printing pens, stencil tools, and of course, crayons, and let the students follow their own desires. This is not too successful because some students need suggestions and will then do creditable work.

I have compromised by absolute choice sometimes a choice of a few suggestions (which are always waived when anyone asks if he might do something else), and sometimes no choice (again waived at any time)

Mrs. Balderston is a constant help to me. I would be art-less without her.

TO: Dr. Cary

Shizue Morita
A Course of Study
Shorthand II (Advanced)

First Semester:

Review of shorthand theory
Dictation at a minimum rate of 60 words a minute
at the end of a quarter
Dictation at a minimum rate of 80 words a minute
at the end of a semester
Transcription rate cannot readily be determined due
to the lack of typewriters.

Textbooks:

Gregg Shorthand Anniversary--before the
arrival of the textbooks
Functional Method Gregg Shorthand, Part II--
used due to the fact that several of
the pupils have not completed the
latter portion of first-year short-
hand because of the evacuation

Second Semester:

Continuation with the review of shorthand theory
Dictation at a minimum rate of 80 to 100 words a
minute on Gregg 5-minute transcription tests
More dictation and transcription will be given.
Techniques in transcription to be taken up along
with dictation

Textbooks:

Renshaw & Leslie: Gregg Dictation and
Transcription

Leslie & Zoubek: Speed Drills

NOTE: Due to the fact that evacuation has affected the
knowledge, skill, and the speed in shorthand for
most of my pupils, I do not intend to stress the
minimum rate of 100 words per minute which should
ordinarily be attained by the end of the year.

First Semester:

Unit I:

Study of Personality and Its Importance
Technique of Using the Telephone
Proper Methods of Introduction
Business-Letter Writing

Unit II:

Salesmanship
Filing
Telegraph and Telegrams
Handling Incoming and Outgoing Mail
Study of the Different Financial Forms

Unit III:

Merchandising
Preparing Bills and Statements

Unit IV:

Advertising
Letter Writing
Office Machines

Unit V:

Consumer Problems and Consumer Economics

Unit VI:

Commercial Law
Legal Forms

Unit VII:

Economics, Elementary
Economic Geography
Transportation
Travel Information

Unit VIII:

Job-Finding Campaign and Application Letter
Textbooks:

John Robert Gregg: Applied Secretarial Practice

" " " " " " Workbook

NOTE: Throughout the entire course letter writing business English, vocabulary, and subjects relative to secretarial training will be taken up.

BOOKKEEPING I
(Mr. B. M. Ohl)

The work is to be presented to the students from a logical point of view. Equation approach will be used as the instructor feels that this is the best approach in teaching the new students the process of bookkeeping.

Memorization of rules will be discouraged as much as possible, but fundamental procedures will be emphasized so that the rules will follow as a natural outcome of this reasoning.

I. Intended Outcomes:

1. Personal
 - a. Record keeping
 - b. Analyzing and interpretation of records
2. Social
 - a. Knowledge of business nomenclature
 - b. Classification of process of business
 - c. Benefit to society
3. Vocational
 - a. Understanding of business bookkeeping and accounting
 - b. Preparation for vocational ~~or~~ further study.

II. Textbook: Elementary "Twentieth Century", 10th Edition, and Teacher's manual.

III. Description of the Course: First semester.

- A. 1. How bookkeeping Records begin
 - a. What is owned, owed and net worth
 - b. Assets, liabilities, and proprietorship
 - c. Balance sheet
 - d. Assets- liabilities Proprietorship
2. The Effect of Transactions on Records
 - a. One or more items on the balance sheet are changed each time a transaction is complete.
 - b. Understanding of the meaning of debit and credit in terms of the simplest illustration of an account.
 - c. "T" account in skeleton form.
- B. The bookkeeping Cycle in its Simplest form (Chap. 3-7)
 3. Analyzing Transactions thru Journalizing
 - a. Book of Original Entry
 - b. Arrangement or placement of each part of a journal entry
 - c. Opening entry
 - d. Expense and income relationship to Proprietorship.
 4. Sorting and summarizing Transactions thru Posting.
 - a. Method of transferring the information in a book of Original entry to accounts in a ledger.
 - b. Process of sorting and summarizing the information that has been recorded.
 5. Proving the Accuracy of Posting
 - a. Prooff of cash
 - b. Proof of the equality of the debits and the credits in the ledger.
 - c. Use of trial balance in proving the equality of debits and credits in the ledger.
 - d. How to locate errors indicated by a trial balance out of balance.

Sarah-Kail

Business Arithmetic Per. 2

Textbook: Applied Business Arithmetic

Authors: Preston E. Curry

Ralph R. Rice

- Part I Business Arithmetic for Personal Use.
- Unit I Transactions with a Bank
- II Arithmetic of Buying
- III Personal Finance
- IV Travel and Transportation
- V Public Utilities
- VI Taxes
- Part II Business Use
- VII Purchasing Department
- VIII Sales Department
- IX Production Department
- X Finance Department
- XI Problems of Financial Institutions
- XII Problems in Business Ownership
- XIII Agriculture
- XIV Weights and Measures

Because of the lack of textbooks we have had to use other Business Arithmetic books. I came to a point where I could not go on without each student having a book because the material was such that I could not present it any other way. I have been taking important parts from other textbooks and using it as material.

Sarah Kail

Shorthand I Periods 6 and 8

Textbook: Gregg Shorthand

Functional Method

Parts 1 and 2

Author: Louis A. Leslie

1. Finish Shorthand Books 1 and 2.
One assignment everyday.
2. Transcribe articles and letters in the textbook.
3. Take dictation on unfamiliar matter at the rate of 60 words per minute.
4. Transcribe the dictated matter.

Sarah Kaif
Jr. Business - Period 2 -
Textbook: General Business
Authors: Crabbe and Salsgiver

- Unit I Purpose and Nature Of Business
- II Money
- III Wise Management of Our Personal Resources
- IV Planning Spending According to the Budget

So far we have covered this much material.
I have been receiving materials from the office for
each week so I cannot hand in a definite plan.
Because of the lack of textbooks and workbooks we
have had to take up subjects not in the book.

Plan For a Year

Text: 20th Century Bookkeeping and Accounting by Baker, Prickett, and Carlson.

Will use the seventeenth edition until the texts arrive.

Plan for the 1st semester:

1. Chapters I to VII to XII covers the simple book-keeping cycle.
2. Chapters VIII to XII covers the special journals
3. Chapter XIII: Potter Practice Set.
4. Chapter XIV: Bookkeeping for the individual.
5. Chapter XV: Deferred Charges.
6. Chapter XVI: Fixed Assets.
7. Chapter XVII: Work at the Close of a Fiscal Period.

Note: The above includes only material from the seventeenth edition. The eighteenth edition (which will be our text when they arrive) uses quite a different method of approach from the older edition. If the texts arrive before the end of the semester, I will rearrange my course accordingly.

Plan for the 2nd semester:

Will try to cover the remaining chapters in the text, which covers sole proprietorship accounting quite completely and touches the high lights in partnership and corporation accounting.

Text: 20th

Plan for a Year

Text: 20th Century Bookkeeping and Accounting by Baker, Prickett, and Carlson (18th edition)

Plan for the 1st semester:

1. Chapters I to VI: special journals
2. Chapters VII to IX: partnership accounting.

Note: We have been slowed down considerably because of lack of textbooks. The students have had to spend much time on unnecessary ruling of jornal, ledger, and working papers in order to get the necessary practice of working practical problems.

Plan for the 2nd semester:

1. If the texts arrive, I will try to cover the remaining chapters in the book.
2. If the texts don't arrive, I will try to cover as much as is humanly possible.

Plan For a Year

Text: Gregg Shorthand, Functional Method by Leslie
Part I and II

Plan for 1st semester:

1. Chapters I to IV: reading
2. Reading and dictation thereafter

Plan for 2nd semester:

1. Reading and dictation
2. Will try to develop writing speed to about 80 words a minute.

Note: Will try to cover all of Part I the first semester
and all of Part II the second semester.

YEARLY PLAN FOR THE BOOKKEEPING CLASS
M. Nelson

The following parts of the book, 20th Century Bookkeeping and Accounting by Carlson, Prickett, & Forkner, are being covered by the first year Bookkeeping Class:

FIRST SEMESTER

Nov. 9---13	Part I	A FEW BEGINNING PRINCIPLES AND TERMS
	1.	How Bookkeeping Records Begin
16---20	2.	The Effect of Transactions on Records
23---27	Part II	THE BOOKKEEPING CYCLE IN ITS SIMPLEST FORM
	3.	Analyzing Transactions through Journalizing
30---4	4.	Sorting and Summarizing Transactions through Posting.
Dec. 12---11	5.	Proving the Accuracy of Posting
14---18	6.	Interpreting the Records with Analysis Paper and Financial Reports
	7.	Closing the Ledger (first half)
28---31	7.	Closing the Ledger (later half)
	Part III	APPLICATION OF PRECEDING PRINCIPLES TO PERSONAL AND CLUB RECORDS
	8.	The use of Banking Services
Jan. 4---8	9.	Personal Bookkeeping and Budgeting
	10.	Bookkeeping and Budgeting for Social Organization (first half)
18---22	Part IV.	TIMESAVING AND LABORSAVING PROCEDURES
	11.	Recording the Buying of Merchandise on Account
18---22	12.	Recording the Selling of Merchandise on Account
25---29	13.	Recording Cash Receipts and Cash Payments
	14.	Recording Miscellaneous Entries in the General Journal (first half)
Feb. 1---5	14.	Recording Miscellaneous Entries in the General Journal (later half)
Feb. 1---5	Part V	THE WORK AT THE CLOSE OF THE FISCAL PERIOD
	15.	The work Sheet
	16.	The Financial Reports
	17.	Adjusting and Closing Entries (first half*)
15-19	17.	Adjusting and closing Entries

PROGRAM FOR NINTH-GRADE CORE STUDIES

Backus-Tanaka Classes

English Division

- I. The mechanics of writing
 - A. Review of grammar, including parts of speech, sentence structure (with simple diagraming) and punctuation.
 - B. Special emphasis on vocabulary building and spelling by means of the correct and frequent use of the dictionary.
- II. Principals of public speaking, including simple parliamentary procedure, with subject interest in current events.
- III. Rudiments of style and form, stressing principally the following types:
 - A. Narrative
 - B. Exposition
 - C. Letter forms (business and personal, formal and informal)
- IV. Study of literature for the appropriate grade level, if books arrive; if not, a study of literature (from personally owned texts) through the acting of one-act plays, requiring few props, but possessing possibilities of potential school assembly presentation.
- V. Book reports from material available at the public library and chosen from Backus-Tanaka approved list.

History Division

With the understanding that the overall emphasis, as expressed in the Statement of the Ninth-Grade Core Teachers, is to be on democratic institutions and ideals, it is planned to spend approximately one month on each of the following major points, using as background material for the dynamic development of each the appropriate factors of such great civilizations as the Egyptian, the Hebrew, the Grecian, the Roman, the Christian-as manifested by the Church at the height of its power and the Renaissance at the height of its glory-the English- especially as manifested in its struggle for the legal rights of the individual- the American- especially as manifested in its struggle for the religious and economic rights of the individual - and the Oriental:

I. Individual and group struggles for survival in respect to man's basic needs.

- A. Food and the rise and development of agricultural enterprise
- B. Clothing and the development of machines and manufacturing
- C. Shelter and its implications in respect to camp, community and city
- D. The benefits and problems which inventions bring

II. Communication

- A. Development of language and writing
- B. Development of books, the invention of printing and its effect on more rapid intercommunication and the spread of learning
- C. Rise and development of the daily newspaper and the modern periodical and its effect on international and inter-racial relations
- D. Development of telephone, telegraphy, movies and radio
- E. The benefits and problems which inventions bring

III. Transportation

- A. Waterways and ships
- B. Roads and highways
- C. Railroads
- D. Automobiles
- E. Aviations
- F. The benefits and problems which inventions bring

IV. Public Utilities

- A. Irrigation - its long history and significance
- B. Waterworks and sewage disposal - their profound significance as to the welfare of the community and early recognition of this fact
- C. Street cleaning - its history and significance
- D. Land utilization
 - 1. Development of idea of land conservation, forestry, fish hatcheries, bird sanctuaries, game protection, etc.
- E. Development of electric power and its significance as to changing folk-habits

V. Production and Distribution

- A. Rise and development of private business
- B. Rise and development of idea of united action for the good of the group among laboring men
 - 1. Guilds
 - 2. Craft organizations
 - 3. Trades unions
- C. Community cooperatives and their significance

VI. Growth and survival of efficient forms of government

- A. Civil and criminal law
- B. Rise and development of constitutional law

11 January, 1943

(Signed) Edythe N. Backus

Hajime Tanaka

Summary of Plans of Work for Grade 10 Core-Lora Patten

A. Poston Unit:

Work started with much oral composition of life in Poston.

Acquaintance with students and student problems began with giving autobiographies and experiences since December 7, 1941.

Knowledge of and appreciation of Poston grew with increase of knowledge of teacher and pupils concerning Poston.

B. One Novel Requirement:

Sophomore classes as a whole, are expected to study one novel.

My classes studied Silas Marner--with these purposes:

1. To learn value of careful reading, in spots, for the appreciation of fine selection of words, of meanings and use.
2. To learn value of "skimming", in spots, in order to establish the ability to get quickly the thought, and to improve the silent reading rate. Tests were made of these rates. "Tricks" were given to improve such rates.
3. In connection with oral reading, drill is given in the enunciation of words and in appreciation of beauty of our language.
4. Stress is laid on the value of being able to read both easily, accurately, and quickly, many kinds of reading,--as timetables for bus, train, airplane, charts for business, health, cost of living, maps, atlases and diagrams.

C. Composition:

1. Oral

Because few Japanese Americans have been given opportunity to "think on their feet", special stress was laid there, for weeks.

2. Written

A. Short Story:

Many examples of "paragraph stories" are given, with special emphasis on beginning sentence structure, value of a strong closing sentence, element of surprise, interesting details. Class time is given for the original writing of experiences of student. Special thought is given to the ability of the student to put his ideas on paper, with application of study of agreement of verbs, acceptable punctuation.

b. Lett^{er}:

Letters of application make real the study of vocational subjects, where the attempt is made to make students know requirements and abilities for certain jobs or vocations.

Social correspondence is encouraged as a leisure-time activity, calculated to add to the richness of life.

D. Travel:

This unit is kept going, to keep up interest in the world at large, in means of transportation, in oral travelogues.

E. Diary:

As a leisure time activity and an opportunity to apply the knowledge given in grammar and composition, encouragement is given here.

F. Social Studies:

a. Democracy:

Emphasis on home and community. Contrast of these in such countries as have other forms of government as Fascism, Nazism, and other totalitarian forms. Definition of terms Communism, socialism, Politics, Morale, Deliberate attempt to surround the students with our "propaganda." Development from beginnings of free public schools. Current events. Problems of labor, wages, unemployment, unions, crime.

G. Health Unit:

Emphasis on home and community. Prevention of disease, values of good health habits, study of foods, etc. Incidental study.

H. One Shakespeare play:

Most Sophomore classes in the United States require such.

- a. Study words enough to see how forms and meanings have changed during the centuries.
- b. Get an appreciation of the style of writing.
- c. Learn to know the story for itself. The plot.

I. Poetry Writing.

Contemporary "favorites" are studied enough to know general style, rules of writing, encouragement to those who have abilities.

J. Etiquette and Manners:

While most of this study is incidental, a deliberate attempt is made to know the correct form of social customs in the United States and to know why our customs are exactly the opposite of what is really good form in Japan. Because of ignorance of the contrast, many students despise the one, or get so hopelessly mixed up, because of seeing the contrast between what their parents teach them to do, and what the teachers or common custom around them shows them is correct with a real

(over)

understanding of the reasons behind the development of the so-called niceties of living together socially, the student becomes better used to his social environment and is less likely to be a "problem case."

Lora Patten

WOODSHOP

Minimum Skills and Knowledge
(Toshio Kimoto)

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 workshop

III. Carpentry

PLANS FOR TWELFTH GRADE CORE CLASS
(Mr. George Peavy)

Being objectives, core teacher's suggested units, pupils' suggested units, and final draft of units definitely agreed upon.

Objectives of the course:

1. An understanding of, appreciation of, and active participation in "voluntary cooperation".
2. An understanding of the true meaning of the "community school".
3. A realization of a program of integrated classroom and community activities which will articulate the work of the core class with that of the specialized educational subjects.

Core Teacher's List of Suggested Units:

1. Poston: Where, Why, from Whence to What?
2. American Political Ideals.
3. Resource Patterns
4. Science, Technology, and Changing Social Patterns in America.
 - Material Progress
 - Inventions.
 - Capital and Labor
 - Propaganda Analysis and the Consumer
 - Social Transitions.
 - Housing.
 - The Regional Concept.
5. Youth and the Post-War Period.
6. Backgrounds of the War.

(These units were decided upon after the core teachers on the twelfth grade level had studies, with a view to classroom interpretation, the Twelfth Grade Concept as set forth in The Stanford Syllabus, Proposed Curriculum Procedures for Japanese Relocation Centers.)

Pupils' Suggested units of work for the twelfth grade core class of Recreation 2-A, 8:35 -- 10:15 daily:

1. English Grammar
 - Public Speaking.
 - Types of Literature
 - Creative Writing
 - Letter Writing
 - Book Reports
 - Competitive Debating
2. United States History and Civics
 - Study of Government of Various Countries
 - The United States During War Emergencies
 - Post-War Activities (The Present and Former Wars)
 - The State of Arizona
 - Biographies of Great National Leaders
 - Current Events
3. Social Problems
 - Senior Problems
 - Race Problems

Good Citizenship
Etiquette
Problems Facing the Young People of Today
Youth's Part in World History and in the Present

4. Economics

(These units were the result of a class committee's work after the definition of "core studies" had been given them and after the suggestions of all members of the class had been considered, pooled, and duplications eliminated.)

Finals list of units, based upon core studies teacher's list and the
LIST SUBMITTED By members of Rec. 2-A core class, 8:35 -- 10:15 daily:

1. Poston: Where, Why, and From Whence to What?
2. American Political Ideals.
 - Comparative Study of Systems of Government
 - The United States During War Emergencies.
 - Youth and the Post-War Period.
 - Biographies of Great National Leaders
3. Resource Patterns.
 - The Regional Concept and the Nation
 - The Great Southwest
 - The State of Arizona
4. Science, Technology, and Changing Social Patterns in America
 - Material Progress
 - Inventions (Peace and Wartime)
 - Capital and Labor
 - Propaganda Analysis and the Consumer
 - Social Transitions. (The Problems of Re-relocation)
 - Housing
5. Backgrounds of the War
 - The "Have?" and "Have Not" Nations.
 - Growth and Decline of the Peace Concept.
6. The English Language
 - American and English Literature (As it is Capable of Integration with the Social Studies)
 - Correspondence (Social and Business)
 - Book Reports
 - Public Speaking and Debate.
7. Social Problems.
 - Minority Groups.
 - Good Citizenship Standards
 - Senior Problems.
 - Etiquette

Depending upon pupils' immediate needs, desires, and interests, the class will begin any unit with any one, or combination of, the sub-units, keeping constantly in mind, however, the broader view of the all-inclusive unit and constantly directing its thought and activity toward mastery of the greater final goal.

AUTO AND MACHINE SHOP
(michel Kamimoto)

Preface

The Curriculum of this Auto and Machine Shop Course is segregated into two divisions:

I. Lecture

- a. Theory and Principle of Operation
- b. Name of tools
- c. Use of tools.

II. Practical work.

The course is so arranged so it will enable the students to acquire knowledge and training through his class work and actual practice

The advanced students are to have more training hours in the practical work, based from respective order of his lecture. In lecture the advanced students are to have and cover subject more deeply than beginning group; however, the courses outline is to remain the same.

While relating on the subject of machines, subject of aviation engine is given, because of considerable research, improvement done upon gasoline engine by aeronautic.

CONTENTS:

Chapter I	History of Automobile and it's Industry
Chapter II	Fuels: type--liquid, gaseous, and solid Gasoline and Classification as Fuels a. straight run gasoline b. cracked gasoline c. natural gasoline Gaseous fuel and type used in engines Solid fuels and its classification Alcohol and Alcohol Blends a. Tetra-ethyl lead and its Manufacture b. knock values c. Principle of knock value testing d. purity test
Chapter III	Fuel System: a. type of storage tanks b. line arrangement and installation c. fuel gauges and type d. types of fuel pump, principle of operation e. type of fuel strainers
Chapter IV	Carburetion: Principle of carburation types a. function of the types and its unit b. induction unit and systems c. Theory of mixture ratio d. Function of carburetor in: Full, idling, accelerating, cruising Pressure Injection Type of carburetor and its unit Air Heaters Repair and Maintenance Instruction Fuel Injection (direct) (a principle and service Instruction)
Chapter V	Cycle of Operation: Combustion process in a. two stroke cycle and its principle b. four stroke cycle Principle of operation during intake, compression, power, and exhaust stroke c. definition of valve lead, valve lag, valve lift d. Ignition advance, early timing, late timing
Chapter VI	Power Output Factors: Power Indicated Horsepower Brake Horsepower Friction Horsepower Rated Horsepower Theory of Efficiency

continued from chapter VI

- Mechanical Efficiency
- Thermal Efficiency
- Volumetric Efficiency
- Piston Displacement
figuration
- Compression Ratio
figuration

Chapter VII Engine Nomenclature:
Totally the Powerplant
Material for Construction

Chapter VIII Cooling Systems:
Principle of Dissipation
Types of radiator system
Type of pumping system
Names of all coolants
Purpose of the Fan

Chapter IX Valves:
Valving method
Types and design
 (a) ports
 (b) sleeve
 (c) poppet valves

Chapter X Valve Operating Mechanism
Operating Mechanism
Valve timing procedures
 cold and warm clearance
Typical Specification
Meaning of degrees

Chapter XI Intake System:
Function and Operation
Designs

Chapter XII Exhaust System:
Consistence -manifold, main pipe, mufflers
Arrangement and Designs
Efficiency (determination)

Chapter XIII Lubricants:
Purpose and Importance
Indicating Instruments
Lubrication on Powerplants and on Chassis
Test of Lubrication Oil
 viscosity, gravity, flash point, fine
 point, pour point, carbon residue, oil
 consumption. Factors depending on the
 piston ring.

- Lubricant Characteristic
- Carbon formation
- oil sludge
- Crankcase Dilution

Chapter XIV Lubrication System:
method
Pressure lubrication system

continued from chapter XIII

Wet sump system
(a oil system
(b oil well or pan design
(c type of pumps

Chapter XV

Engine starter:
Principle of the Electric Starting System
Principle of Operation and Electric motors
(a windings
(a types and design

Chapter XVII

Storage Battery:
General Description- connection, care
Internall Construction
Principle of chemical reaction
Electrolyte
Hydrometer -use, test reading
Designs

Chapter XVII

Battery Charging System:
Electric Generator
Construction and principle
Armature Winding
Generator Field- winding and regulation m
Control Box
Voltage regulator
Cut -out
Setting and Maintenance

Chapter XVIII

Electric Generator:
Principle of Operation
Construction and type
Generator Field - armature winding
regulation method

Chapter XIX

Electrical System:
A study of leading electrical system
Schematic diagram
Lights
(a type
(b seal-beam

Chapter XX

Electricity: Ignition
Elementary Principle of Electricity &
Magnetism
Purpose of Ignition and Method
Principle of low tension coil ignition
High Tension Coil Ignition
(a vibrator type coil
(b condenser principle and resistance unit
Master vibrator Coil
Distributor principle
Principle of Magneto:
(a low tension
(b high tension

Chapter XXI

Firing Order:

- (a) timing of an ignition
- (b) principle of the retarding Spark

Spark Plug:

- Design and Construction
- Service instruction and Installation
- Method used in testing

Chapter XXII

Crankshafts:

- Principle
- Construction and Design
- Counterweights
- Dynamic Dampers
- Sludge deposits

Connecting Rod:

- Construction and Type

Piston: Design, construction

Chapters XXIII

Bearings:

- Classification
- Design
- Material of construction
- Coefficient of Friction
- Physical properties (general)

POWER TRANSMISSION

Chapter XXIV

Fly wheel:

- Purpose
- construction
- design

Clutch:

- Principle of Operation
- Construction
- Purpose
- Parts and it Nomenclature
- Maintenance and Care

Fluid Drive:

- Principle of Operation
- Use and its Construction

Chapter XXV

Drive Shaft:

- Design and type
- Construction
- Rear Axle a Differential Drive
- Wheel

Chapter XXVI

Frame: Construction, Design, purpose.

- Chassis
- Springs, Design, type.

LATIN I
(Miss Helen Hirata)

First Semester Studies

1. Heritage from the Romans
 - study of relationship of Latin and English
 - Roman life and customs
 - reasons for studying Latin in these times
2. Vocabulary
3. Derivatives
4. Grammar
 - a. Nominative and accusative cases
 - b. Agreement of adjectives
 - c. Verbs and their properties
 - d. Present indicative of first and second conjugation
 - e. Interrogative pronouns
 - f. Appositive
 - g. Vocative case
 - h. Questions with - ne and nonne
 - i. Neuter nouns of second declension
 - j. Personal and interrogative pronouns
 - k. Genitive, dative, ablative cases of the first and second declension
 - l. Tenses
 1. Present passive indicative of first and second conjugation
 2. Past progressive active - regular verbs and "sum"
 3. Future active and passive
 4. Perfect Active and Passive
 5. Past perfect, active and passive
 6. Future perfect, active and passive
 - m. Uses of Ablatives
 1. Of means
 2. Of personal agent
 - n. Passive infinitive - subject of infinitive
 - o. Demonstrative pronouns
 1. is
 2. his
 3. ille

Second Semester Studies

1. Development of historical and cultural background
 - a. Thru Latin readings
 - b. Thru outside references in English
2. English derivatives and use in English sentences
3. Vocabulary; study of general language relationships
4. Grammar
 - a. Intensive and reflexive pronouns
 - b. Third declension, I-stems, etc.

- c. Tenses
 - 1. Present, Imperfect, Future of third and fourth conjugations
 - a. active
 - b. passive
 - 2. Perfect tenses
- d. Fourth declension
- e. Fifth declension
- f. Uses of accusative
- g. Uses of genitive
- h. Infinitives of four conjugations
 - 1. active
 - 2. passive
- i. Participles in English and Latin
- j. Predicate nouns and adjectives
- k. Uses of dative
 - 1. Irregular verbs
- m. Irregular comparison of adjectives
- n. Comparison of adverbs
- o. Indirect statements

Note: Due to the lack of books for reference at the beginning of the year, the work has not been progressing as rapidly as would ordinarily with textbooks. Students, however, managed to do well considering that most of the classroom study was either put on the board to be copied or dictated. I am hoping that the books arrive soon, especially for my second semester work in Latin II.

LATIN II

First Semester

First Quarter

- a. General review of first year grammar
- b. Study of derivatives in conjunction with vocabulary review
- c. Use of Latin rooted words in English sentences
- d. Translation work

Second Quarter

- a. Study of related English and Latin words with view of increasing vocabulary
- b. Greek Mythology
- c. Grammar
 - 1. Ablative with Special Verbs
 - 2. Deponents
 - 3. Irregular Adjectives
 - 4. Subjunctive Mood
 - a. tenses
 - 1. present
 - 2. imperfect
 - 3. perfect
 - 4. past perfect
 - b. Purpose Clauses
 - c. Result Clauses

- d. Volitive Subjunct
5. Irregular verbs - nolo, fio, malo eo, etc.
6. "Cum"clauses
7. Uses of Ablative
8. Uses of Dative
9. General review of word study, vocabulary, etc.

Second Semester

1. Readings from Roman Literature
 - a. Livy
 - b. Cicero
 - c. Seneca
 - d. Cato, etc.
2. Study of Caesar
3. Continued emphasis on word study

SHORTHAND I

First Semester

1. Mastery of the fundamentals
 - a. Alphabet
 1. Consonants
 - forward
 - downward
 2. Vowels
 3. Diphthongs
 4. Blended consonants
 - b. Brief Forms.
2. Development of reading skill
3. Gradual introduction of writing through words, sentences, and dictation matter.

Second Semester

1. Continued study of theory through the functional method
 - A. Analogical word beginnings
 - b. Analogical word endings
 - c. Special forms
 - d. Brief forms
2. Building up of transcription skill-emphasis on correct English usage
3. Development of sustained speed of 40-60 per minute.

The plan of teaching Shorthand I has been modified by the late arrival of textbooks. However, the general plan is to complete Gregg Shorthand Functional Method, Part I, during the first semester, and Part II in the second. The rapidity with which the class progresses may vary in comparison with others - and there shall be a definite attempt to give both the fast slow students the amount of individual work necessary to meet their individual differences.

First-Year Algebra

Aims:-

I. Practical

1. To increase skill in computation.
2. To possibly provide a wider range of use of Algebra in other school subjects.
3. To achieve more power in mathematical reasoning and in solving problems.
4. To master the subject for the continuation of studies of higher mathematics.

II. Disciplinary

1. To cultivate the habit of neatness in work.
 - a. writing
 - b. arrangement
2. To cultivate the habit of promptness.
 - a. completion of work assignments.
 - b. attendance to classes on time.

Objectives:-

I. Abilities and skills

1. To perform addition, subtraction, division, multiplication of general numbers.
2. To use formulas and to evaluate them.
 - a. substitution
 - b. transposing
3. To simplify and collect like terms.
4. To evaluate algebraic expression.
 - a. substitution
 - b. rules of balance
5. To use directed or signed numbers.
 - a. four operations
6. To use monomials and polynomials.
 - a. four operations
7. To solve equations
 - a. one and two unknowns
8. To factor as a method of solution.
9. To work with fractions.
 - a. for mulas and fractions
10. To solve problems involving powers and roots.
11. To solve quadratic equations.
12. To interpret and construct graphs.
13. To solve problems graphically.
14. To express quantity relation by suitable symbols.
15. To translate verbal problems into mathematical form.

First-Year Algebra

II. Understandings and Appreciations:-

1. To understand how Algebra is related to the other branches of learning.
2. To understand processes.
3. To understand new meanings of the plus and minus signs.
4. Appreciation of the role of Algebra in the modern and scientific world.
5. To understand that the skill in Algebra is a tool for other advanced mathematics.
6. To appreciate symbolism.
7. To enjoy Algebra for its own sake.
8. To appreciate that processes in Algebra is a simple method of solution for otherwise complex problems.