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REPORT OF
POSTON III SECONDARY SCHOOL
1943 - 1944

FRANCES S. CUSHMAN, Principal

COURSES:

ART I
CRAFTS
ADVANCED ART
JUNIOR HIGH SCHOOL ART

A R T

INSTRUCTOR: Takusagawa, Asako

QUALIFICATIONS: (Transcript attached)

Summary of training:

3 year certificate, California College of
Arts and Crafts, Oakland, California.
Attended 3½ years.

Attended Teacher Training Summer Session,
August 1943, Poston, Arizona; credit,
Education, 3 semester hours.

College major: Commercial
" minor: Art Education

Experience:

Elementary teacher, Poston, Arizona-1942-43

In connection with the Arts and Crafts
program the various artists and skilled
craftsmen in the community are cooperating
in the class instruction.

ENGLISH AND SOCIAL STUDIES

COURSES:

SEVENTH GRADE CORE STUDIES

Course Description

- I. Core: The community as an organization set up by man to supply common wants. (Stress upon function rather than anatomy)
- II. Objectives:
 1. The development of an individual capable of effective participation in our society with benefits to both the individual and social order.
 2. A feeling of belonging to America, of sharing in and contributing to her cultural heritage.
 3. A changed attitude to one of looking forward, to a better understanding of the people of this great country of ours. (Local community, state, nation, world.) An understanding of their problems, culture, customs arts, religion, etc.
 4. An understanding of where and how the American people of all classes work together to make America one of the greatest industrial and agricultural nations of the world.
 5. A feeling that each man, woman and child is an essential part of the government and with definite work to do in the development of the FOUR FREEDOMS.
 6. Improved writing, reading, and English usage skills.
- III. Anticipated outcomes in this Course in Terms of Usual School Subjects:
 - A. Geographical Principles
 1. Climate, topography, location, natural transportation routes, resources, and environment and how they affect the life of the people.
 - B. Reading Activity
 1. Use of index, use of library, reading stories, poems, songs, directions, articles and reports.

(continued)

INSTRUCTOR: Teener, (Taylor) Phyllis

QUALIFICATIONS: (Transcript forwarded to you in October)

Summary of transcript:

Graduated Park College, Parkville, Missouri
June 1943

Teacher Training Summer Session, August 1943
Poston, Arizona

College Major: Music

" Minors: Social Science, English

Experience:

Practice teaching, 1 year

ENGLISH AND SOCIAL STUDIES: (continued)

SEVENTH GRADE CORE STUDIES:

Course Description (continued)

C. Language Arts

1. Writing reports, letters, stories, poems
2. Oral--talks, round table, and discussions, debate, reading, choral reading, memorizing poems, etc.
3. Drills in needed mechanics in writing and speaking

D. Spelling

1. Words selected from written work handed in or asked for by children in their creative work.
2. Emphasis on enlarging vocabulary

E. English (grammar)

1. Recognize and use the simple sentence as a unit of thought
2. Use simple punctuation correctly
3. Comprehend the idea that capital letters are marks of discrimination in thought
4. Recognize the parts of speech and understand their functional use.

F. Nature Study

1. Animals--plants--trees--flowers

G. Health

1. Good posture, necessity of cleanliness for good health--food. Getting along with people--cooperative activities

H. Art Activities

1. Harmonious color schemes, design, arrangements, painting, drawing

IV. Text books:

Ruch, Knight, Studebaker, Study Arithmetics
Barker, Commager, Webb, The Building of Our Nation
Beauchamp, Mayfield, West Book I, Science Problems
Franklin B. Carroll, Understanding Our Environment
Ruch, Knight, Studebaker, Mathematics and Life

V. Reference Books:

McGregor, Gunn, Johnson, English Every Day
Andress, Goldberger, Hallock, Helping The Body In Its Work
Turner, Burton, Carl, Working For Community Health
McGuire, America Then and Now
Charters, Smiley, Strong, Growing Up Healthily

McFadden English Series
Bair, Neal, Foster, Storm, Words and Their Use
Gates, Ayer, Let's Travel On
The Winston Dictionary
Webster's Collegiate

ENGLISH AND SOCIAL STUDIES (continued)

COURSES:

EIGHTH GRADE CORE STUDIES

Course Description

- I. Core: Democracy as Means of Satisfying Man's Urge For Group Control
- II. Over-all Objectives:
Giving each student:
 1. A feeling of belonging to America, of sharing in and contributing to her cultural heritage.
 2. A changed attitude-to one of looking forward, derived from an understanding of the problems and lives of other peoples.
 3. Improved writing, reading, and English-speaking skills.Suggested units for the Year
 - I. America Through the Looking-glass
 - II. If I Had Been Born in a Foreign Country
 - III. Of and For The People
 - IV. We Work For a Living
 - V. The People of America Living Together
 - VI. Our Part in the Larger World Community
- III. Content in this course in terms of usual school subjects:
 - A. Literature
 - B. History
 - C. English:
 1. To maintain and increase the understanding of the simple sentence as a unit of thought, placing added emphasis on compound subject and compound predicate verb.
 2. To reserve and to augment the working comprehension of punctuation and of capitalization.
In this grade the pupils should recognize punctuation as being signal of and subservient to thought. They should master the following usages:
 - a. The comma to set off parenthetical elements and interrupting predications which break quotations,
 - b. the apostrophe with the gerund, although the technicalities of the gerund need not be gone into,
 - c. quotation marks and capitals in broken quotations,
 - d. parenthesis,
 - e. capitalization of adjectives derived from proper nouns.

INSTRUCTOR: Washler, Barbara Ann

QUALIFICATIONS: (Transcript forwarded to you in October)

Summary of transcript:

Graduated Park College, Parkville, Mo.
1943

Attended Teacher Training Summer Session,
August 1943, Poston, Arizona

College Major: Social Studies

" Minor: English Education

Experience:

6 hours practice teaching in Junior
High School, Social Studies

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ENGLISH AND SOCIAL STUDIES (continued)

COURSES: EIGHTH GRADE CORE STUDIES

Course Description (continued)

3. To maintain and augment correct usages and practices.

The pupils should be brought to realize that correct usage, understandings, and practices are fundamental to accuracy in thinking and thought expression in the sentence. To the right verb practices carried over from the seventh grade, an understanding of the following might be added.

- a. use of such expressions as (accept, except), (bring, take), (lend, borrow),
- b. agreement of verb with each, every, either, neither, anyone, etc.,
- c. agreement of verb with compound subject joined by or or nor,
- d. agreement of verb with such words as news, mathematics, civics, two-thirds, etc.,
- e. principal parts of many more verbs.

To the pronoun usage mastered in the seventh grade should be added mastery of:

- a. agreement of pronouns relating to each, every, many a, a person, etc.,
- b. correct use of who and whom,
- c. use of demonstrative pronouns,
- d. clear reference of pronouns.

In the study of the adjective and adverb, pupils should learn to compare parts of speech. They should also be led to make discriminations in their choices of adjectives and adverbs.

IV. Textbooks:

Johnson, McGregor, and Gunn, You and Your English
Pooley and Wolcott, Growth in Reading-Contact!
Barker, Commager, and Webb, The Building of Our Nation
Andress, Goldberger, and Hallock, The Healthy Home and Community
Charters, Smiley and Strang, A Sound Body

V. Reference Books:

Arnold, Joseph, Challenges to American Youth
Clark and Liver, Great Short Stories of the World
Rugg, Krueger, The Building of America
Miles and Pooley, Literature and Life in America
Heard, King, Stories of American Explorers and Settlers

Brown, Rousek, Our Racial and National Minorities
Rugg, Krueger, Peoples and Countries
Rugg, Harold, Our Country and Our People
Russell and Briggs, The Meaning of Democracy
Adamic, Louis, From Many Lands
Starbuck, Edwin Diller, Lives that Guide

ENGLISH AND SOCIAL STUDIES (continued)

COURSES:

NINTH GRADE CORE STUDIES

Course Description

- I. Core: Man's Adaptations and Growth Toward Effective Living
- II. Objectives:
 - 1. Making the pupil conscious of his needs with respect to self development; giving him the chance to fulfill those needs.
 - 2. Showing the pupil how and why the individual enters social living and his place in the general structure of society.
 - 3. Providing opportunities for learning of early historical beginnings and the contributions of all nations to the progress of mankind.
 - 4. Bringing an understanding of good qualities for leadership and followership through a study of famous persons.
 - 5. Giving an opportunity for a study of the types of governments testing their efficacy and determining the one we feel best for us.
 - 6. Learning to appreciate the need for change as well as for stability of foundation in social structures.
 - 7. Gaining a knowledge of and appreciation for the contributions of all peoples to civilization.

Suggested Units for the Year:

- I. What I Owe the World
 - A. Reasons for my debt to the world
 - 1. Protection that society offers me
 - a. Contrasted with the cruelty of nature
 - 2. The gifts of environment
 - a. General
 - b. Local and personal
 - B. The development of self
 - 1. Mental development
 - a. Capacities
 - (1) For understanding and doing
 - b. Abilities
 - (1) General

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INSTRUCTORS: Bardon, Freiderika
Barley, Myrtle

Bardon, Freiderika

QUALIFICATIONS: (Transcript forwarded to you in October)

Summary of transcript:

Graduated Heidelberg College, June 1931

Graduate work, Ohio State University

College Major: Latin, Social Studies,
English

" Minor: Home Economics

Experiences:

7 years, Ohio Public Schools

Permanent certificate in Ohio

Barley, Myrtle

QUALIFICATIONS: (Transcript forwarded to you in October)

Summary of transcript:

Graduated McPherson College, Kansas,
B. S., 1937

Teacher Training Summer Session, August
1943, Poston, Arizona

College Major: Education

" Minor: Social Studies, English

Experience: 8 years teaching

COURSES: NINTH GRADE CORE STUDIES

Course Description (continued)

- (2) Special
 - c. Tools gained by education
 - (1) Rules for learning and study
 - (2) Rules for examination and giving reports
 - 2. Personal Development
 - a. Problems and hindrances of the poor personality
 - b. Development of traits which makes us likeable and successful
 - 3. Character Development
 - a. Building ourselves into responsible persons
 - (1) For service to school
 - (2) For service to community
 - (3) For service to country
 - 4. Physical Development
 - a. Rules we must live by to be healthy
 - b. Gaining health through play
 - c. Gaining health through hobbies
 - 5. Spiritual Development
 - a. Mankind's common need for a power higher than himself
 - (1) Beliefs of primitive man
 - (2) Beliefs of advanced civilizations
 - (3) Modern beliefs
 - b. Our own spiritual needs
 - C. Our problems in the world today
 - 1. The barriers to full development
 - a. General
 - b. Local and personal
 - 2. Our plans to solve these problems
- II. Problems of the past
 - A. The Farm Problem
 - 1. Primitive - Hebrew, Egyptian, Indian, Chinese, Mexican
 - 2. Advanced - Greek, Roman, Middle European, English, American
 - B. The Social Problems
 - 1. Primitive - same as above
 - 2. Advanced - same as above
 - C. The Economic Problems other than farm
 - 1. Primitive - same as above
 - 2. Advanced - same as above

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ENGLISH AND SOCIAL STUDIES (Continued)

COURSES: NINTH GRADE CORE STUDIES

Course Description (continued):

- D. Political Problems
 - 1. Primitive - Hebrew, Egyptian, Indian, Chinese, Mexican
 - 2. Advanced - Greek, Roman, Middle European, English, American
- E. Influences of the past
 - 1. Culture handed down
 - 2. Lessons to be learned from the failures and successes of the past
- III. Development of Western Civilization
 - A. Reasons for divisions in cultures
 - 1. Occidental vs. Oriental Views
 - B. Reasons for advancement of the west
 - 1. Economic advantages
 - 2. Social advantages
 - C. Beginnings of spirit of nationalism
 - 1. Its strengths
 - 2. Its weaknesses
 - D. The Contributions of Western Culture to modern times
 - 1. Social and Economic practices
 - 2. Contributions to culture
 - a. In the arts
 - b. In the sciences
- IV. The Battles of All Centuries
 - A. Nationalism vs. Internationalism
 - 1. Reasons for Rivalries between nations
 - 2. Reasons for Rivalries within nations
 - 3. Quarrels between nations
 - a. Personalities involved
 - b. Territory involved
 - c. Social and economic problems involved
 - 4. Results of quarrels
 - a. Results to the winner, to the loser
 - B. Detrimental effects of War
 - 1. The destruction and retrogression caused by war.
 - C. National progress through war
 - 1. Economic development
 - 2. Political gains
 - 3. Social gains

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ENGLISH AND SOCIAL STUDIES (continued)

COURSES: NINTH GRADE CORE STUDIES

Course Description (continued):

- V. Trading new Notions for old ones
 - A. Changes and development of attitudes
 - 1. Toward types of government
 - 2. Toward economic problems
 - 3. Toward social problems
 - B. Plans for the future
 - 1. Personal
 - 2. National
 - 3. International

III. Content in This Course in Terms of Usual School Subjects:

- A. World History
- B. Literature
- C. English Usage:
 - 1. To secure greater skill in the use of the simple sentence through a complete working understanding of the thought relationship between all primary verb compliments (direct objects, predicate adjective, predicate nominative) and the verbs that make them necessary.
 - 2. To complete the study of the formal use of nouns in sentences, including appositives, adverbial nouns, and objects of preposition, etc.
 - 3. Emphasis here should be given to nouns with troublesome plurals (such as Brother-in-law, 4, ten, deer), to the possessive forms of all nouns and to the circumstances which call for the use of the prepositional phrase instead of a possessive noun. Collective nouns and their use should also be taught.
 - 3. To secure an understanding of the difference in meaning and use of personal, interrogative, demonstrative, and relative pronouns. However, a complete study of the relative pronoun should be reserved until the complex sentence is taken up.
 - 4. To gain some understanding of verbals in their simplest form (participles and gerunds) and their use in the sentence.
 - 5. To add to the understanding of the simple sentence, an understanding of the compound sentence.
 - 6. To understand the classification and all properties of the verb.

This would complete the study of tense and include transitive and intransitive verbs. Much oral and written drill will be used.

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ENGLISH AND SOCIAL STUDIES (continued)

COURSES: NINTH GRADE CORE STUDIES
Course Description (continued):

IV. Text books:

Tanner and Platt, My English
Capen, Across the Ages
Miles, Keck, Literature and Life

V. Bibliography:

Urch, Scaling The Centuries
Marshall, Story of Human Progress
Gavian, Gray, Groves, Our Changing Social Order
Patterson, Howard, American Social Problems
Boak, Slosson, Anderson, World History
Pahlow, Man's Great Adventure
Hartman, World We Live In
Wallach, Historical and Biographical Narratives
Washington, Up From Slavery
Smith, Every Day Speech
Essie Chamberlaine, Essays Old and New
O. Henry, Works
Anon., Post Stories
Robert, Rend, Tardy, Let's Read
Cross, Smith, Stauffer, Good Reading For High Schools
Gayley, Classic Myths
Vogue's Book Of Etiquette
Boykin, This Way Please
Bennet, Hurd, Designs for Personality
Brockman, What is She Like?

Capena and Melchior, My Worth To the World
Grves, Skinner, Swanson, The Family And Its Relationship
Blough and McClure, Fundamentals of Citizenship
Hughes, Making Today's World
Finch, Every Day Civics
Becker and Duncalf, Story of Civilization
Wesley, World Civilization
Starbuck, Lives that Guide
Smart, English Review Grammar
Lyman, Johnson, MacGregor, English in School, Home and Community
O'Brien, Best Short Stories
Walsh, Plain English Handbook
Eaton, Short Stories
Davis, A Day In Old Rome
Davis, A Day In Old Greece
Bogardus and Lewis, Social Life and Personality
Emily Post, Etiquette
Crawford, Living Your Life
Allen and Briggs, Behave Yourself
Shellow, How To Develop Your Personality

ENGLISH AND SOCIAL STUDIES (continued)

COURSES:

TENTH GRADE CORE STUDIES

Course Description

- I. Core: Considering the individual as part of the social organization - his problems as an economic producer and consumer, and his personal, social, and civic obligations.
- II. Objectives:
- A. To develop keener powers of observation which make for the broadening of interests.
 - B. To develop appreciation of cultural values in:
 - 1. Fine arts - music, painting, drama
 - 2. Practical arts - spending money, use of time, vocations, health
 - 3. Social arts - etiquette, poise, etc.
 - C. To modify or change certain individual character traits, such as:
 - 1. Tolerance
 - 2. Cooperativeness
 - 3. Concern for humanity
 - D. To develop a sense of responsibility for performing the duties of a citizen.

Suggested Unit:

- I. "Life Begins at Fourteen"
 - A. How I can win friends and influence people
 - 1. A balanced budget of leisure time
 - 2. Swinging into etiquette
 - 3. Live and let live (Tolerance)
 - 4. Am I a character or just an actor?
- II. Society Can't Get Along Without Me
 - A. My H. Q. (Health Quotient) Is As Important As My I. Q. Or Is It?
 - B. I Wish I'd Been A Ditch Digger (Vocations)
 - C. Thinking Gives me a Headache (How to Think)
 - D. Money Doesn't Grow on Bushes (Wise Buying)
 - E. Am I a Worthy Citizen? (Citizenship as a wind-up for the year)

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INSTRUCTORS: Hays, Martha P.
Olson, Vernon
Barley, Myrtle J.

Hays, Martha P.

QUALIFICATIONS: (Transcript attached)

Summary of transcript:

Graduated Western Illinois Teacher's College
July 1943, B. Ed.

College Major: Biology

" Minors: English, Chemistry

Experience:

1 year, Illinois Public School

Olson, Vernon

QUALIFICATIONS: (Transcript forwarded to you
in October)

Summary of transcript:

Graduated Western Illinois State Teacher's
College, 1942

Teacher Training Summer Session, August 1943
Poston, Arizona

Experience:

Western Illinois Teacher's School, 1942-43

College Major: English

" Minors: Social Studies, Choral Music

Barley, Myrtle J.

QUALIFICATIONS:

Summary of transcript:

(SEE 9th GRADE CORE STUDIES)

ENGLISH AND SOCIAL STUDIES (continued)

COURSES: TENTH GRADE CORE STUDIES

Course Description (continued):

III. Content in This Course in Terms of Usual School Subjects:

A. Social and Personal Problems

B. English:

1. To maintain abilities already achieved.
2. To master the compound sentences as a unit of thought. This would include all the possibilities of its correct punctuation.
3. To gain a working comprehension of the complex sentence as a unit of thought. (A detailed study of the complex sentence might well be reserved for the eleventh year; however, the principle of the complex sentence should be taught in the tenth year to serve as a basis for clarifying an understanding of the compound sentence.)
4. To comprehend thoroughly the use of all verbals, gerunds, participles, and infinitives, studying them from the standpoint of verbal origin and verbal qualities as well as usage.
5. To maintain punctuation skills, adding to previously developed abilities the use of the dash and all other possibilities of the comma, the semicolon, and the colon.

C. Literature

IV. Text books:

McAndrew William, Social Studies, An Orientation Handbook for High School Pupils

Bogardus and Lewis, Social Life and Personality

Miles, Stratton, Pooley, Literature and Life, Bk. II

Prose and Poetry for Enjoyment

V. Reference books:

Hughes, R. O., Building Citizenship

Baynton, Percy H., Milestones in American Literature

Lyman & Hill, Literature and Living, Bk. I

Lyman & Hill, Literature and Living, Bk. II

Pooley & Walcott, Contact, Growth in Reading

Aldington, Richard, The Viking Book of Poetry

Bennett, M. E. Building Your Life

Crawford, Colley, Trillingham, Living Your Life

Anderson, Evan E., Prize-Winning Orations

Blair, Walter, Native American Humor

Gough, Rousseau, Cramer, Reeves, Effective Speech

Esterbrook, Clark, Knickerbacker, Your English Problems

COURSES:

ELEVENTH GRADE CORE STUDIES

Course Description

- I. Core: American Backgrounds Focusing on Improving Living Conditions In The Regional Environment
- II. Objectives:
- A. An Appreciation that:
1. The society of America is based on an ideal that is fundamentally sound.
 2. America is the product of various peoples and regions all contributing to that ideal.
 3. The American Ideal has offered youth greater opportunities for the future than other societies.
- B. Attitudes:
1. That the Ideal is still to be attained and that it is our privilege to help attain it.
 2. That everyone has a contribution to make to that Ideal and that this is an obligation.
 3. Realize that in America there is more opportunity for a better life.
- Suggested Major Unit:
- I. The Search for an Ideal: "Life, Liberty, and the Pursuit of Happiness." America Moves West
- II. A Government guarantees that Ideal Through:
- A. Revolution
 - B. Compromise (Constitution)
 - C. Jeffersonian Democracy
 - D. Jacksonian Democracy
- III. The Ideal is Threatened: "A House divided against itself cannot Stand;" "A government half free and half slave cannot long endure."
- IV. The Trial and Fortunes of an Ideal
- A. The rise of big business
 - B. Imperialism
 - C. Progressive movement
- V. The Ideal expresses itself
- A. Short story
 - B. Poetry

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INSTRUCTORS: Warvarovsky, Frances
McNulty, Cecilia

Warvarovsky, Frances

QUALIFICATIONS: (Transcripts attached)

Summary of transcript:

Graduate of San Jose State College,
1933, A. B., San Jose, California

University of California, Berkeley, Calif.
1939, M. A.

Teacher Training Summer Session, August
1943, Poston, Arizona

College Major: History

" Minors: Political Science, German,
Education

Experience:

3 years, Assistant and instructor,
San Jose State College

1 year, Poston III Schools, 1942-1943

McNulty, Cecilia

QUALIFICATIONS: (Unofficial transcript

forwarded to you in October - official
transcript attached)

Summary of transcript:

Graduate, Dakota Wesleyan University, 1929
B. A., Mitchell, South Dakota

Teacher Training Summer Session, August
1943, Poston, Arizona

College Major: Education

" Minor: English

Experience:

18 years teaching

Poston III Schools, 1942-43, 1 yr.

ENGLISH AND SOCIAL STUDIES (continued)

COURSES: ELEVENTH GRADE CORE STUDIES (

Course Description (continued):

- VI. The Future of an Ideal (Social, Economic, Political Problems.) Can we maintain the Ideal without helping the rest of the world to obtain it?

III. Content in This Course in Terms of Usual School Subjects:

- A. American History
B. English:

Objectives:

1. To clinch in a practical manner the information and skills the pupils have been acquiring.
This implies thorough review and adequate opportunity for the pupil to express himself in both speech and writing. It is necessary to stress at all times the functional side of grammar instead of mere grammatical theory. The purpose of the study of grammar is not to impart knowledge of forms, classifications, and definitions; it is to develop habits which will improve the ordinary speech and writing of the pupil.
2. To develop further freedom of expression and variety in sentence structure through a knowledge of all the possibilities of the compound and complex sentences.
3. To develop the ability to discriminate in the choice of sentence patterns suited to the thought and to the mood and tone of the writer.
4. To establish standards of technical usage whereby the pupil may be better able to judge the writings of others, improve his own style, and correct his own errors.

IV. Text books:

Canfield, Wilder and other, The United States in the Making, 1942
Blankenship, and others, American Literature
Ingles, and others, Adventure in American Literature
Mussey, David, A History of Our Country
Miles and Polley, Literature and Life in America
Wirth, Fremont P., The Development of America

V. Reference books:

Tappan, Story of Our Constitution
Allen, This Constitution of Ours
Griffin, Freedom American Style

ENGLISH AND SOCIAL STUDIES (continued)

COURSES:

TWELFTH GRADE CORE STUDIES

Course Description

- I. Core: Improving Human Arrangements To Produce Desirable Living Within the Nation And The World

II. Objectives:

The main objective of the study is to ascertain what opportunities exist for the group as individuals and as a part of America.

Desired Attitudes include:

1. A realization of the magnitude of post-war problems and a sense of confidence in the individual's capacity to contribute to the understanding of the problems.
2. A sense of social responsibility.
3. A sense of the dire consequences of a feeling of defeatism or disinterestedness relative to attempts to meet their problems.

Desired understandings include:

1. The steps involved in getting the right job.
2. Understanding the relationship between the student and the school, community, nation, and world.
3. The resources available in both men and material for post-war reconstruction.
4. The advantages as well as the problems of adjustment and assimilation, connected with relocation.

Desired changes or modifications in behaviour include:

1. Planning individually with relocation as the goal.
2. Planning individual educational and vocational programs considering all available data.
3. Critical thinking on current problems.

Suggested units of the year:

Frontiers:

- I. "Material Frontiers" in which world, national, and personal economics are considered.
- II. "Political Frontiers" in which current political ideology as well as feasible plans for internationalism are considered.

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INSTRUCTORS: Waterman, Edith M.
Olson, Vernon

Waterman, Edith M.

QUALIFICATIONS: (Transcript attached)

Summary of transcript:

Graduated Cornell College, Mount Vernon, Iowa, 1905, B. A.

University of Southern California, M. A., 1934 (This transcript was forwarded to you in October)

Teacher Training Summer Session, August 1943, Poston, Arizona

College Major: English
" Minor: Education

Experience:

22 years teaching
Poston III Secondary School, 1942-1943

Olson, Vernon

QUALIFICATIONS:

(SEE TENTH GRADE CORE STUDIES)

ENGLISH AND SOCIAL STUDIES (continued)

COURSES: TWELFTH GRADE CORE STUDIES

Course Description (continued):

III. "Cultural Frontiers" in which creative expression and exchange of cultures are considered.

IV. "Personal Frontiers" in which the problems, potentialities, and opportunities of the individual are considered. This is both an application and a summary unit.

III. Content in This Course in Terms of Usual School Subjects:

- A. Economics
- B. Vocational Guidance
- C. Social Problems
- D. Literature
- E. English:

Objectives:

1. To establish more firmly correct principles and habits in oral and written English. Since the grammar of this year is for the purpose of rounding out the pupil's knowledge of correct usage and correcting his faults in sentence structure, the work must necessarily begin with what he knows, and more than ever must be individual work. After a series of tests have been given or a pupil's most common errors have been listed, he should be set to work to master his own difficulties. There is too much time wasted when a class "goes over" a series of lessons the content of which has already been pretty well mastered by a large number of pupils in the class.
2. To arouse social pride in and a feeling of need for the ability to use correct and effective English.

IV. Text books:

Miles, Stratton, Pooley, Literature and Life in England
Robinson, Beard, History of Europe
Leo Houberman, Man's Worldly Goods
Hatfield, English Your Obedient Servant
Angles, Cooper, Sturdevant, Adventures in English Literature

V. Reference books:

Ely and Wicker, Elementary Principles of Economics
Carver, Carmichael, Elementary Economics
Bohlman and Bohlman, Our Economic Problems
Neal, Introduction to War Economics
Harris, Seymour E., Post-war Economic Problems
Capen, Louise I., Across the Ages

Colby, Charles, Alice Foster, Economic Geography
Grattan, C. Hartley, Food and The Hot Springs Conference

Janeway, Eliot, The Midwest's Mood

Pamphlets and Magazines

ENGLISH AND SOCIAL STUDIES (continued)

COURSES:

REMEDIAL READING

General Aims and Expectancies in Remedial Reading

1. A strengthening of the attitude that reading is a useful tool in serving one's needs and pleasures.
2. Deepening interest in reading in a variety of fields.
3. A sensitiveness to new discoveries in science, inventions explorers, etc.
4. A desire to create.
5. A desire to entertain through story-telling or dramatizations.
6. A desire to own books.
7. A strengthening of the habits of caring for and handling books correctly.
8. A strengthening of the reading habits conducive to efficient study.
9. Growth in contributing to the group the result of one's own reading.
10. Growth of the habit of looking to books as a source of information and enjoyment.
11. Growth in reading skills and techniques adequate for meeting present needs.

INSTRUCTOR: Ohye, Lily Hinako

QUALIFICATIONS: (Transcript forwarded to you in October)

Summary of transcript:

Graduated University of California, 4 $\frac{1}{2}$ years
Los Angeles, California, 1934, Ed. B.

College Major: Education

" Minors: Music, Psychology

Experience:

Teaching, 4 years, Los Angeles, California

LANGUAGE

COURSES:

LATIN

Text book:

MaGaffin-Henry, Latin First Year

INSTRUCTOR: Bardon, Freiderika

QUALIFICATIONS: (Transcript forwarded to you in October)

Summary of transcript:

(SEE 9th GRADE CORE STUDIES)

SPANISH

Text books:

Cases, Switzer, Harrison, El Mundo Espanol Vol. II
Freedman, Spanish Bk. I

INSTRUCTOR: Rodriquez, Bertha

QUALIFICATIONS:

Note: Miss Rodriquez is a new staff member whose arrival is expected within a week. The transcript requested from the Texas College of Mines has not been received. This will be forwarded to you immediately upon receipt.

1/10/44

Miss Rodriquez arrived today.
(Transcript attached)

Summary of transcript:

Graduate, College of Mines and Metallurgy,
El Paso, Texas, October 1942, B. A.

College Major: Education

" Minors: Spanish, English, Social
Science

Experience:

6 semester hours practice teaching
Civil Service employee, U. S. Mail
Censor

M A T H E M A T I C S

COURSES:

SOLID GEOMETRY (1st semester)
TRIGONOMETRY (2nd semester)
ALGEBRA II
PLANE GEOMETRY

Text books:

McCormack, Solid Geometry
Wentworth, Smith, Plane Trig and Tables
Hawkes, Luby, Touton, Second Year Algebra
McCormack, Plane Geometry

SEVENTH GRADE ARITHMETIC
EIGHTH GRADE ARITHMETIC

Text books:

Ruch, Knight, Studebaker, Math and Life-1
Bruickner, etc., Triangles
Ruch, Knight, Studebaker, Study Arithmetic, Grade 7

Ruch, Knight, Studebaker, Math and Life-2
Bruickner, etc., Triangle
Ruch, Knight, Studebaker, Study Arithmetic, Grade 8

INSTRUCTOR: Lavarney, Frances

QUALIFICATIONS: (Transcript forwarded to you in October)

Summary of transcript:

Graduate, Marguerite Bourgeoys College of University of Montreal, Montreal, P. Que. 1929-1933, A. B. degree

University of Vermont Summer Schools 1933-1934-1941

College Major: Mathematics, Chemistry
" Minor: English

Experience:

10 years, St. Albans, Vermont, High School and Junior High School

INSTRUCTOR: Tsuneyoshi, Azusa

QUALIFICATIONS: (Transcript attached)

Summary of transcript:

Attended San Diego State College

Mr. Tsuneyoshi would have graduated in June 1942 with an A. B. degree had it not been for his evacuation, March 23, 1942. (See Attached letter from San Diego State College.) Since his evacuation he has completed 2 summer sessions at Poston, Arizona. The report of 2 5/12 semester hours in Education is recorded on the transcript of San Diego State College, the report of the 1943 Summer Session is attached.

College Major: History
" Minor: Political Science

(continued)

MATHEMATICS (continued)

Courses:

ALGEBRA I

Textbooks

Hawks, Luby, Touton, First Year Algebra
Betz, Algebra for Today

Tsuneyoshi Azusa (continued)

Experience:

Practice teaching, Grade 8, Valley Teacher
Training Summer School, 1942

Poston III Junior High School, 1942-1943

INSTRUCTOR: McNulty, Cecilia

(See Core Studies Grade 11)

M U S I C

COURSES:

JUNIOR HIGH SCHOOL MUSIC
BEGINNER'S BAND
ORCHESTRA

INSTRUCTOR: Teaner, (Taylor) Phyllis

QUALIFICATIONS: (Transcript forwarded to
you in October)
Summary of transcript:

(SEE 7th GRADE CORE STUDIES)

GIRLS' GLEE CLUB

INSTRUCTOR: Barley, Myrtle

QUALIFICATIONS: (Transcript forwarded to
you in October)
Summary of transcript:

(SEE 9th GRADE CORE STUDIES)

P H Y S I C A L E D U C A T I O N

COURSE:

PHYSICAL EDUCATION

INSTRUCTOR: Giles F. Liegerot

QUALIFICATIONS: (For transcript, see
Camp II)

Note:

Mr. Liegerot is responsible for the administration of the Physical Education program in all three of the Poston communities.

Working under his direction in the Poston III School are 5 evacuee assistants.

SCIENCE

COURSES:

GENERAL SCIENCE
BIOLOGY

Text books:

Powers, etc., Our World and Science
Curtis, Caldwell, Sherman, Everyday Biology
Curtis, Caldwell, Sherman, Everyday Biology Workbook

APPLIED SCIENCE
PHYSICS

Text books:

Dull, Modern Physics
Dull, Lb. Experiments in Physics Dull, Test in Physics

(See next page for Physics experiments to be performed during the year. At this time, equipment for these experiments is available, either in the classroom or in other departments of this project. See attached sheet for copy of inventory of classroom equipment.)

(over)

INSTRUCTOR: Anderson, John A.

QUALIFICATIONS:

Note:

To date, we have not received the full credentials of Mr. Anderson. Attached is the Life Certificate issued to him by the State of California. Mr. Anderson has agreed that he will voluntarily resign from the Poston III teaching staff if his transcripts are not presented to us before January 31, 1944. Should this resignation become effective it will be possible to transfer his teaching assignments to other science teachers who are now carrying assignments in the Core Studies field, since one 12th grade Core Studies class will be eliminated at the end of the first semester due to the relocation of students who will have completed their requirements for graduation.

INSTRUCTOR: Hays, Martha P.

QUALIFICATIONS: (Transcript attached)
Summary of Transcript:

(SEE 10th GRADE CORE STUDIES)

EQUIPMENT INVENTORY
PHYSICS LABORATORY

Date: December 29, 1943

Description	Quantity	Unit
Beakers, 1 l	2	ea.
" , 600 ml	1	ea.
" , 250 ml	2	ea.
Burner, alcohol	1	ea.
Chart, International Metric System	1	ea.
Clamp, Burette	1	ea.
" , pinch	1	ea.
Compasses	22	ea.
Crucibles and coners	2 ea	ea.
Cylinders, Graduate, 100 cc	3	ea.
" " , 50 cc	1	ea.
" " , 500 cc	1	ea.
Electrolysis apparatus	1	ea.
Evaporating dish	1	ea.
Flasks, Florence, 1 l	2	ea.
" " $\frac{1}{2}$ l	1	ea.
" , Erlenmeyer, $\frac{1}{2}$ l	1	ea.
" " 250 ml	2	ea.
Funnel, glass	1	ea.
Gauzes, wire	2	ea.
Holder, test tube	1	ea.
Hydrometer	1	ea.
Jar, battery, small	1	ea.
Magnet, bar	1	ea.
Metronome	1	ea.
Motor, 2 V	1	ea.
Pipette, 25 ml	1	ea.
Protractors	9	ea.
Petri dish	1	ea.
Rings for stand	2	ea.
Ring stand	1	ea.
Stick, meter	12	ea.
" , yardstick	1	ea.
Sink, small, cone faucet	2	ea.
Tester, continuity, 25 ohm	1	ea.
Test tube, large	1	ea.
" " , culture, pyrex glass, 150 mm dia.	40	ea.

PHYSICS: Equipment inventory continued)

<u>Description</u>	<u>Quantity</u>	<u>Unit</u>
Trip balance	1	ea.
Watchglasses, 5"	3	ea.
Watchglasses, 4"	3	ea.

Note: Purchase orders have been placed for all equipment on the list of minimum essentials which you furnished us.

PHYSICS EXPERIMENTS

Performed by:

<u>Instructor</u>	<u>Individual</u>	<u>Class Group</u>
1. Effect of pressure on the boiling point	1. Measurement-linear	1. Measurement-volume, regular solid
2. Boiling point	2. Measurement-volume, irregular solid	2. Weight
3. Wheel and axle	3. Liquid pressure	3. Density
4. Inclined plane	4. Specific wt. of liquids	4. Archimedes principle
	5. The pendulum	5. Principle of flotation
	6. Coefficient of friction	6. Specific wt. of solids
	7. Candle power	7. Weight of air
	8. Reflection of light	8. Boyle's law
	9. Index of refraction	9. Concurrent forces
	10. Study of lenses	10. Resolution of forces
	11. Magnifying power	11. Parallel forces
	12. Microscope and telescope	12. Several parallel forces
	13. Magnets and magnetism (making magnets, use, polarity, induced magnetism transparency)	13. Weight of lever
	14. Lines of magnetic force	14. Pulley, (kinds, efficiency)
		15. Lever
		16. Thermometry
		17. Expansion of solids
		18. Expansion of gases
		19. Law of heat exchange
		20. Specific heat
		21. Melting point
		22. Heat of fusion
		23. Heat of vaporization
		24. Relative humidity and dew point
		25. Convection
		26. Radiation and cooling
		27. Velocity of sound in air
		28. Vibrating strings
		29. Voltaic cells (making cells, action, defects, 1 and 2 fluid cells)
		30. E.M.F. and amperage of Cells
		31. Grouping of cells
		32. Wheatstone's bridge and laws of resistance
		33. Series and shunt resistance
		34. Temperature and resistance
		35. Divided circuits
		36. Internal resistance of cells

(continued)

InstructorIndividualClass Group

- 36. (continued)
(measured by voltmeter-ammeter and
by reduced deflection)
- 37. Fall of potential
- 38. Magnetic field about a conductor
- 39. Electro-magnetism
- 40. Electric bell and sounder
- 41. Electric heating
- 42. Efficiency of lamps (series, parallel
wiring)
- 43. Electrolysis
- 44. Electro-plating
- 45. Consumption of electrical energy
- 46. (finding operating costs of electrical
appliances)
- 46. Electromagnetic induction (dynamo)
- 47. Electric motor
- 48. Motor efficiency

I. Experiments not using laboratory equipment:

- A. Water pressure--to determine pressure of water at school.
 - 1. Measure height of water tower by using ratio of shadows.
 - 2. Measure height of water faucet on school grounds.
 - 3. Calculate water head.
 - 4. Measure cross-section area of water pipe at school.
 - 5. Calculate force and pressure from data taken.
- B. Water pressure--to determine pressure per square foot and total force for Poston III swimming pool.
 - 1. Take measurements of pool.
 - 2. From these, calculate pressure on bottom, sides, ends, and total force.
- C. Electric circuit--to understand the electric circuit in a building. While the adobe administration building is being wired, the chief electrician explains the circuit, pointing out the system in detail.

II. Project resources:

- A. Weights, slotted, .5 to 2 lb., 2 sets, from Agriculture Department and pumping station.
- B. Tire jack, from Miss Cushman
- C. Worn out and discarded electrical supplies from Maintenance Department, including fuses, plugs, wiring, bulbs, coils, etc.
- D. Spring balances, from students' homes.
- E. Horseshoe magnets, from wrecked autos in autoshop.
- F. Flashlights, and worn-out cells from same, from which carbon rods are obtained.
- G. Electric train - personnel barracks, for study of circuits, motors, switches, etc.

III. Equipment not requisitioned, but being constructed in woodshop:

- A. Concurrent force board,--lumber, brace and bit, metal ring, heavy twine.
- B. Inclined plane.
- C. Battery jars, 6, 5" x 7" -- old jugs cut down.
- D. Test-tube racks, 2.
- E. Demonstration table, with posts at either end, and cross-piece.
- F. Crane boom--lumber, metal hooks.

IV. Equipment constructed, or to be constructed by class:

- A. Electroscope--2
 - 1. Brass lipstick holders
 - 2. Tinfoil
 - 3. Erlenmeyer flasks
- B. Push button--1
 - 1. Materials from old radio antenna
- C. Boyle's Law tube
 - 1. Glass tubing
 - 2. Alcohol burner
 - 3. Mercury
- D. Hooke's Law apparatus
 - 1. Wire spring from autoshop
 - 2. Wooden support
- E. Incompressibility of water demonstration apparatus
 - 1. Vinegar bottle
 - 2. Rubber stopper
 - 3. Glass tubing

F. Air pressure demonstration

1. Varnish can

2. Sealing wax

3. Cork

4. Hot flame--worker's wood
fire

G. Electrophorus

1. Sealing wax

2. Child's small tin doll dish

3. Wooden handle

H. Surface tension demonstration apparatus

1. Wire and pliers

I. Motor

J. Sounder and key

K. Arc light

L. Galvanoscope

M. Mercurial barometer

1. Meter stick

2. support

3. Evaporating dish

4. glass tubing

5. mercury

SCIENCE (continued)

COURSES:

PHYSIOLOGY

Course Description

- I. Theme: The study of physiology to provide guidance for intelligent care of the body. To educate students in the nature of the human body and the dangers that confront his growth, development and efficiency. To stimulate an openminded questioning attitude and help students to realize that physiology is a growing subject constantly adding to its knowledge and discarding old theories or reinterpreting them in the light of experimental results. The approach is a biologic one. The cell, its structure and function, the tissues and the different systems of the body will be discussed and studied.
- II. Objectives: Scientific
1. Acquisition of information
 2. The development of methods of thinking
 3. The induction and application of principles
 4. The formation of attitudes.
- III. Text book:
Williams, Healthful Living
- IV. Reference books:
Williams, Textbook of Anatomy and Physiology
Beauchamp, Mayfield and West, Everyday Problems in Science
Crisp, Be Healthy
Fisher and Fisk, How to Live
Grenfell, Yourself and Your Body
Kimber and Gray, Textbook of Physiology and Anatomy
Rose, The Foundation of Nutrition

CHEMISTRY

Textbooks:

- Jaffe, New World in Chemistry
Jaffe, Lab. and Workbook Unit In Chemistry
Jaffe, Test Book In Chemistry

(See next page for Chemistry experiments to be performed during the year.)

INSTRUCTOR: Arakawa, Margaret

QUALIFICATIONS: (Transcript attached)

Summary of transcript:

3½ years San Diego State Teacher's College, San Diego, California

Attended Teacher Training Summer Session August 1943, Poston, Arizona

Indian Valley Summer School, Summer 1942, Poston, Arizona

College major: Education

" minors: Zoology, Social Science

Experience:

½ yr., Pre-first grade, San Diego State College, 1941-1942

½ yr., Fourth grade, San Diego State College, 1941-1942

1 yr., Fourth grade, Poston III Elementary School, 1942-1943

INSTRUCTOR: Lavernway, Frances

QUALIFICATIONS: (Transcript forwarded to you in October)

Summary of transcript:

(SEE MATHEMATICS)

CHEMISTRY EXPERIMENTS

Performed by: _____

Instructor

1. Burning
2. Action of Metals on water
3. Electrolysis
4. Air
5. Ionization and Electron Theory

Teams of 2 or 4 Students

1. Physical and Chemical Changes
2. Elements, Compounds, Mixtures
3. Weight of 22.4 liters of Oxygen
4. Chlorine
5. Bromine
6. Iodine and Fluorine
7. Distillation of Water
8. Hydrolysis
9. Ammonia
10. Completion of reactions
11. Nitric acid
12. Sulphur
13. Hydrogen sulfide
14. Sulfur dioxide
15. Sulfuric acid
16. Carbon, Carbon dioxide--Uses
17. Destructive distillation
18. Metallurgy
19. Relative activity of metals
20. Tests for Metals, Acid Radicals and Gases
21. Aluminum
22. Hydrocarbons
23. Soap
24. Paints and Lacquers
25. Foods Tests
26. Textiles
27. Spot and Stain Removal

Entire Class Group

1. Oxygen
2. Hydrogen
3. Efflorescence and Deliquescences
4. Quantitative Chemistry
5. HCl gas and acid
6. Oxidation and reduction
7. Acids, bases, salts
8. Solutions, suspensions and colloidal suspensions
9. Hard Water
10. Calcium Compounds

EQUIPMENT INVENTORY

CHEMISTRY LABORATORY

December 29, 1943

Description	Quantity	Unit
Beakers 1000 cc	1	ea.
" 600 cc	6	ea.
" 250 cc	7	ea.
" 100 cc	77	ea.
Brush (burette)	1	ea.
Burette holder (no base)	1	ea.
Brushes (tt.)	3	ea.
Burettes	2	ea.
Burners (alcohol)	2	ea.
Clamps	2	ea.
Condensers, small	2	ea.
Condensers, large	2	ea.
Crucible with cover	1	ea.
Evaporating dish, Porcelain	1	ea.
Flasks (Erlenmeyer) 1000cc	1	ea.
" " 500 cc	1	ea.
" " 250 cc	2	ea.
Flasks (Florence) 1000 cc	1	ea.
" " 500 cc	2	ea.
" " 250 cc	6	ea.
Funnels, 8 cm.	2	ea.
Gas measuring tube	1	ea.
Graduate cylinders 50 cc	1	ea.
" " 100 cc	3	ea.
Meter sticks	6	ea.
Porcelain mortar and pestle	1	ea.
Retort	1	ea.
Ring clamps	4	ea.
Sidearm Flask, 500 cc	1	ea.
Sinks, 21" x 15"	2	ea.
Stoppers Rubber asst'd.	42	ea.
Sq. s. Asbestos	4	ea.
Test tubes, 1 in.	23	ea.
" " , 1/2 in.	60	ea.
" " , 150 mm dia.	40	ea.
Test tube racks (wood)	5	ea.

(continued)

CHEMISTRY: (Equipment Inventory continued)

<u>Description</u>	<u>Quantity</u>	<u>Unit</u>
Thermometer (F-C 150°)	1	ea.
Tongs	2	ea.
Wash bottle (complete)	1	ea.
Watchglasses, 4"	7	ea.
" , 5"	7	ea.
" , 3"	10	ea.
Wire, Copper, spool	$\frac{1}{2}$	ea.

SUPPLY INVENTORY

Acetic Acid cp 5#	1	btl.
Aluminum Chloride cp 1#	1	btl.
Ammonium Chloride cp 5#	1	btl.
Ammonium Nitrate cp 5#	1	btl.
Ammonium Hydroxide cp 4#	1	btl.
Barium Nitrate cp 1#	1	btl.
Calcium Carbonate 5# Marble chips	1	btl.
Calcium Hydroxide 1 gal.	1	btl.
Calcium Nitrate cp 5#	1	btl.
Carbon Bisulphide (pure) 5#	1	btl.
Charcoal Animal Powder 5#	5	lb.
Charcoal Wood lumps	5	lb.
Chromium Nitrate cp 1#	1	btl.
Formic Acid cp 1#	1	btl.
Ferrous Sulphide 5 & 10 & 10g btl	5	lb.
Hydrochloric Acid cp 6#	2	btl.
Lead Oxide Yellow cp 1#	1	btl.
Mercuric Nitrate cp $\frac{1}{2}$ #	$\frac{1}{4}$	lb.
Nitric Acid cp 7#	2	btl.
Nitric Acid cp 7#	1	btl.
Potassium Iodide cp 1#	1	btl.
Sodium Cyanide Co. 1#	1	btl.
Sulphuric Acid cp 9#	5	btl.
Sulphuric Acid 9#	1	btl.
Test paper lead Acetate #602 27	$\frac{1}{2}$	doz.
Zinc Chloride cp 1#	1	btl.
Zinc Nitrate cp 1#	1	btl.

Note: Purchase orders have been placed for all equipment on the list of minimum essentials which you furnished us.

VOCATIONAL TRAINING

COURSES:

AGRICULTURE I
AGRICULTURE II

Course Descriptions

Agriculture I

- I. Agriculture - its importance
 - a. To society
 - b. To economical structure of nation
 - c. To living standards
- II. Soil
 - a. formation c. structure e. concretions
 - b. texture d. mineral deposit f. organic matter
- III. Fertilization
 - a. commercial fertilizers - its content
 - b. green manure - Leguminous plants
 - c. barnyard manure - horse - cow
- IV. Conservation of soils
 - a. rotation of crops - (advantages and disadvantages)
 - b. erosion control
 - c. wind breaks
 - d. methods of improving soil
- V. Irrigation and Drainage
 - a. U. S. Reclamation program (dams and water power)
 - b. Reclamation of desert and swampy wastelands.
 - c. its importance to fertility
- VI. Poultry and Livestock-observation tours
 - a. commercially important breeds of birds for egg production
 - b. commercially important breeds of birds for meat production
 - c. important breeds of beef cattle
 - d. important breeds of dairy cattle
 - e. important breeds of swine
- VII. Truck Crops, Field Crops, and Horticulture
 - a. identification of vegetables
 - b. culture of important vegetables that can be grown here
 - c. marketing methods of truck crops
 - d. important field crops

INSTRUCTOR: Mayeda, Hiroshi

QUALIFICATIONS: (Transcript attached)

Summary of transcript:

3 years, School of Agriculture at Davis

Teacher Training Summer Session, August 1943
Poston, Arizona

College Major: Viticulture

" Minors: Surveying and Truck Farm

Experience:

Mr. Mayeda is not a college graduate. He has been extremely successful in securing cooperation and developing interest among students in agriculture. He has worked closely with the project agricultural staff and through his efforts our students will not be limited to work on a small plot but will have an opportunity to participate in the larger poultry project and large scale farming in conjunction with the over-all program.

Mr. Mayeda is, we feel, the best qualified person available at the present time.

(continued)

VOCATIONAL TRAINING (continued)

Course: Agriculture

Course Description (Agriculture I) continued:

VIII. Agriculture Pest

- a. beneficial insects
- b. harmful insects
- c. Rodents
- d. worms
- e. insects harmful to animals

IX. Machinery

- a. maintenance of:
 - 1. tractors
 - 2. plows
 - 3. cultivators
 - 4. other small equipments

Agriculture II

I. Fall and Winter Truck Crops, Field Crops(50 crops)

- a. culture
- b. harvesting methods
- c. grading and packing
- d. inspection
- e. identification of variety and strains
- f. marketing methods

II. Surveying, 330 sq. ft. Plot North of Poultry Farm

- a. cutting plot true North and South by East and West
- b. Declination or Correction $15^{\circ} 2''$ NE
- c. contour and description map
- d. estimate on subjugation
- e. estimate on leveling
- f. level work
- g. transit work, reading distance
- h. pacing

III. Poultry

- a. poultry raising
- b. feeding
- c. disease

IV. Horticulture

- a. propagation
- b. fertilization

(continued)

VOCATIONAL TRAINING (continued)

Course: Agriculture

Course Description (Agriculture II) continued:

- IV.
 - c. harvesting
 - d. irrigation
 - e. disease and insect control
- V. Farm Bookkeeping and Management
- VI. Livestock
 - a. husbandry
 - b. feeding
 - c. disease control
- VII. Farm Machinery
 - a. care
 - b. repair
- VIII. Chemical content of:
 - a. commercial fertilizer
 - b. green manure
 - c. barnyard manure
- IX. Spring and Summer Truck Crops and Field Crops (60 crops)
 - a. culture
 - b. harvesting methods
 - c. grading and packing
 - d. inspection
 - e. identification of varieties and strains
 - f. marketing methods
- X. Plant Breeding (Elementary)
 - a. male flower
 - b. female flower
 - c. perfect flower
 - d. breeding for quality

COMMERCIAL

Typing I
Typing II
Bookkeeping

Text books:

Lassenberry, 20th Century Typing
Carlson, Pickett, 20th Century Bookkeeping
Bookkeeping 1 - 2
Carlson, 20th Century Bookkeeping 2nd Year

INSTRUCTOR: (A request for a head teacher
in the commercial field has been filed.)

Saita, Frank

QUALIFICATIONS: (Transcript attached)

Summary of transcript:

2 years, Visalia Junior College, Visalia,
California

Teacher Training Summer Session, August 1943
Poston, Arizona

College Major: Commerce

(continued)

VOCATIONAL TRAINING (continued)

COMMERCIAL:

Shorthand I
Shorthand II
Advanced Secretarial Training

Text books:

- Leslie, Gregg Shorthand I Functional Method
Leslie, Gregg Shorthand II Functional Method
Leslie, Functional Method Dictation
Gregg, Applied Secretarial Practice
Gregg, Business Forms For Applied Secretarial Practice
The Secretary's Desk Book

HOMEMAKING

Homemaking I
Homemaking II

Course Description
Homemaking I

I. Units:

1. Clothing
2. Personal appearance
3. Foods
4. Child care
5. Home decoration
6. Personal Budgeting and buying of clothing

II. Major objectives:

- To learn the essentials of home hygiene and first aid.
To develop the ability to plan, prepare, and serve simple meals.

(continued)

Frank Saito:

Experience:

Assistant Teacher, Junior High School,
Poston III Schools, 1942-1943

INSTRUCTOR: Mukai, Nobuko

QUALIFICATIONS:

Attended, Kelsey Jenney Commercial College,
San Diego, California
Major: Secretarial Training

Note: Mrs. Mukai was employed as substitute teacher due to the necessity of releasing Mrs. Nishinaka. The transcript of her business college has not been received but has been requested. It will be forwarded to you if her services are retained after the arrival of a qualified commercial department head teacher.

INSTRUCTOR: (A Head instructor has been requested for this department. If one is not available in the near future, it will be possible to transfer Miss Friederika Bardon (transcript in you files) from Core Studies to this position and replace her in Core Studies.)

Yamamoto, Mary Ayako

QUALIFICATIONS: (Transcript attached)

Summary of transcript:

2 years, Visalia Junior College, Visalia,
California, A. A. degree
Teacher Training Summer Session, August
1943, Poston, Arizona
College Major: Pre-nursing

VOCATIONAL TRAINING (continued)

HOMEMAKING:

Course Description (Homemaking I) continued:

To develop the ability to select and construct suitable clothes for our brothers and sisters.

To realize the importance of personality development and good grooming for a girl's happiness and success in school, at home, or socially.

To be able to select suitable clothes wisely and to construct simple garments.

III. Text books:

Mathews, House and Its Care

IV. Bibliography:

S. M. Shellow, How To Develop Your Personality

L. P. Hunter, The Girl Today, The Woman Tomorrow

Kenyon & Hopkins, Junior Food & Clothing

Brockman, What Is She Like?

Bennett & Hand, Design For Personality

Butterick Dressmaker

Everyday Food, Harris & Lacey

Barley, Meal Planning & Table Service

McLean, Table Grace

Greer, Foods & Homemaking

Homemaking II

I. Units:

1. Clothing
2. Manners and social ethics
3. Foods
4. Home Nursing and first aid
5. Simple house planning
6. Family management and buying of foods.

II. Major objectives:

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

To increase our judgment in selecting clothing, color and design suitable garments

To develop the ability to secure good nutrition for the entire family.

To develop an understanding of children and some of the techniques in guiding them.

Yamamoto, Mary

Experience:

Teacher, Homemaking, Poston III High School
1942-1943

(continued)

VOCATIONAL TRAINING (continued)

HOMEMAKING

Course Description: (Homemaking II)

To learn how the sick may be comfortable cared for in the home.

III. Text books:

Mathews, House and Its Care

Greer, Foods & Homemaking

IV. Bibliography:

Strallont Schleman, Your Best Foot Forward

Pierce, It's More Fun When You Know The Rules

Fulling, Williams. Reeves, Problems in Home Economics

Emily Post, Etiquette

B. B. McLean, Good Manners

Ryan, Your Clothes & Personality

Rathbone & Tarplay, Fabrics & Dress

Fulling & Wrelum, Art in Home & Dress

Falbot, Practical Problems in Home Life

Lartem & Miller, Experience in Homemaking

Goldstein & Goldstein, Art in Everyday Life

Vogue's Book of Etiquette

Black, Manners for Modern

Allen & Briggs, Behave Yourself

Van Duzer, Everyday Living for Girls

L. Graves., Foods in Health and Disease

Mitchell, Foods in Health and Disease

Cerver Red Cross, First Aid Text Book

Cerver Red Cross, Home Hygiene & Care of Sick

Bell, Having a Party

Willard & Gullett, Dietetics for High School

Sherman, Chemistry of Food & Nutrition

Sense, American Nutrition Primer

Rose, Foundation of Nutrition

Donham, Spending the Family Income

Rust Home & Family Living

Whitman, First Aid For The Ailing House

Advanced Clothing

Junior High School Homemaking

Course Descriptions

Advanced Clothing

I. Objectives:

To develop the ability to select materials and construct a complex garment.

To develop the skills to design, draft, outfit and construct a garment.

To develop speed in construction and learn the complex skills.

To develop an appreciation of style and design and to be able to apply it to the individual

INSTRUCTOR: Kamikawa, Hisako

QUALIFICATIONS: (Transcript forwarded to you in October)

Summary of transcript:

1½ years, Frank Wiggins Trade School,
Los Angeles, California

Teacher Training Summer Session, August 1943
Poston, Arizona

Major: Clothing

Experience:

Teacher, Homemaking, Poston III High School,
1942-1943

(continued)

VOCATIONAL TRAINING (continued)

HOMEMAKING:

Course Description (Advanced Clothing) continued:

II. Units:

1. Introduction to design
2. Skirts - design, draft and construct
3. Blouse - design, draft and construct
4. Pajamas, culottes or shorts - same as above
5. Complex dress, culottes or shorts - same as above

Junior High School Homemaking

Objectives:

- To develop ability to select clothing with regard to health and personal appearance.
- To stimulate the formation of the habit of good grooming and care of one's clothes.
- To develop the appreciation of good table manners and good table service.
- To develop co-ordination of muscles in simple sewing processes.
- To establish the formation of good food habits.
- To learn to spend wisely.
- To learn to be happy and useful home members.

II. Units:

1. Clothing
2. Care and upkeep of clothing
3. Family relations
4. Food
5. Serving food, Table Manners

Child Development

Course Description

INSTRUCTOR: Arakawa, Margaret

QUALIFICATIONS: (Transcript attached)
Summary of transcript:

(SEE PHYSIOLOGY)

I. Course:

Study of child care correlated with laboratory experience in the nursery school.

II. Theme:

For those who want to know more about children. Based on the premise that best way to find out about children is to study real, live children and that to do this, one has to know what to look for and how to interpret what one finds.

(continued)

VOCATIONAL TRAINING (continued)

HOMEMAKING:

Course Description (Child Development) continued:

III. Objectives:

1. To understand in studying the child that he is an individual. Study the whole child physically, socially, mentally and emotionally.
2. To learn through observation.

IV. Major Outline of Course:

A. Prenatal and Birth

1. Influence of Heredity and Environment
2. Importance of Good Care during Pregnancy
3. Importance of Mother's Diet

B. Babyhood or Infancy - (1st two years)

1. Characteristics and Behavior of Newborn
 - a. Motor behavior
 - b. Sensory behavior
 - c. Emotional behavior
 - d. Physical needs--elimination, food
2. Development of native equipment
 - a. Emotional--social
 - b. Motor
 - c. Sensory
 - d. Language--sounds
3. Care and Feeding during infancy

C. Pre-school Period

1. Characteristics of these ages
 - a. Physical
 - b. Social ----habits
 - c. Mental
 - d. Emotional
2. Techniques of guiding the four developments
3. Guidance of special Problems
 - a. Stammering
 - b. Temper tantrums
 - c. Fighting
 - d. Negative stage
 - e. Withdrawing
4. Clothing and Food

D. Primary Period

1. Characteristics of the child during this period:
 - a. Physical development
 - b. Mental development
 - c. Social development
 - d. Emotional development
2. Guidance
3. Special problems

(continued)

NATIONAL TRAINING: (continued)

HOMEMAKING:

Course Description (Child Development) continued:

E. Parent Teacher Relationship

F. Home Nursing & Child Care

1. Unit & Major Ideas

Discussion of the importance of heredity and environment, the study of cells and the beginning of the new individual. Study of the characteristics of the newborn and the care and feeding required. Development of the child physically, socially, mentally and emotionally.

Suggested activities:

- a. Observation in Nursery Schools
- b. Discussions
- c. Interview
- d. Reports on Observations

Bibliography for Students

Magazines:

The Parents' Magazine

Good Housekeeping

Books:

Bain, Parents Look at Modern Education

Green, Food & Homemaking

Lowenburg, Care of Infants & Children

Reynolds, Children From Seed to Sapling

Trilling, Williams & Reeves, Problems in Home Economics

Turner, Morgan, Collins, Home Nursing & Child Care

Cunningham, Family Behavior

Laiton & Miller, Experience in Homemaking

Rust, Home & Family Living

Sherbon, The Child

Children's Bureau Publication #8, Infant Care

SHOP AND INDUSTRIAL ARTS

Woodshop I

Woodshop II

Junior High School Shop

INSTRUCTOR: (A head instructor for this department has been requested.)

Doi, Tommy (substitute teacher)

QUALIFICATIONS: (Transcript attached)

Summary of transcript:

1 year, Visalia Junior College, Visalia, California

Teacher Training Summer Session, August 1943, Poston, Arizona

(continued)

VOCATIONAL TRAINING (continued)

SHOP AND INDUSTRIAL ARTS :

Doi, Tommy
College Major: Building Trades

Experience:
Teacher, Poston III Schools, 1942-1943
Poston, Arizona

Mechanical Drawing I
Mechanical Drawing II

Course Description
Mechanical Drawing I

- I. Objectives:
1. Develop the power of visualization
 2. Development of mechanical drawing standards
 3. Development in accuracy and neatness
 4. Development of technique in drawing
- II. Text book:
French and Svenson, Mechanical Drawing
- III. Reference books:
Fryklund and Kepler; General Drawing
Berg and Aronquist, Mechanical Drawing Problems

Mechanical Drawing II

- I. General Scope of Course will be Subdivided in three Divisions, namely:
- A. General Drafting
 - B. Architectural Drawing
 - C. Map & Topographic Drawing
- A. General Drafting: This will cover all phases of Mechanical drafting and shall not deal with other two divisions.
1. Orthographic projections
 2. Auxiliary projections
 3. Sectional and Conventional
 4. Machine Drawings
 5. Isometric

(continued)

INSTRUCTOR: Suzuki, George (substitute teacher)

QUALIFICATIONS: (Transcript attached)
Summary of transcript:
2 years, San Diego State College, San Diego, California
1 year, National Schools, Los Angeles, California
Teacher Training Summer Session, August 1943
Poston, Arizona

College Major: Pre-engineering
" Minors: Surveying, Journalism

Experience:
Teacher, Poston III Schools, 1942-1943

VOCATIONAL TRAINING: (continued)

SHOP AND INDUSTRIAL ARTS:

Course Description (Mechanical Drawing II) continued:

B. Architectural Drawing: This division shall undertake study in the following general classes:

1. Preliminary studies (rough sketch studies)
2. Presentation drawings (perspective drawings)
3. Working drawing (plans, elevations, sections, and detail drawings)

C. Map & Topographic: Primary surveying and mapping of given site.

(This division will be limited to students having taken 2nd year algebra or students taking trigonometry. However, if a student demonstrates his knowledge of the above-mentioned mathematics, he shall be allowed to undertake this division.)

II. Textbook:

French and Svenson: Mechanical Drawing

III. References and Advanced Books:

Giesecke, Mitchell, Spencer, Technical Drawing

French, Thomas E., Engineering Drawing

Fryklund and Kepler, General Drafting

Berg & Kronquist, Mechanical Drawing Problems

Ramsey & Sleeper, Architectural Graphic Standards

Auto Mechanics

INSTRUCTOR: Hatakeda, Junichi

QUALIFICATIONS: (Transcript attached)

Summary of transcript:

Attended:

United States Defense School, Woodlake,
Union High School, Woodlake, California

Major: Auto Mechanics

TEACHER TRAINING SUMMER SESSION

August 4--31, 1943

Poston, Arizona

NAME: ARAKAWA MARGARET FUMIKO

ADDRESS: 330-2-A

Daily Schedule

<u>Course</u>	<u>Instructor</u>	<u>Grade</u>	<u>Hours Credit</u>
Voc. & Aca. Edu. Join Hands	Lawton	/	1
Methods, Sr. High, Observation	Peterson, Hinson	/	1
Phil of Edu. & Comm. Schools	Beatty, Harris, Powell	/	1
Curriculum Lab. 10, 11, 12	Fishburn, Peavey	/	1

TEACHER TRAINING SUMMER SESSION

August 4--31, 1943

Poston, Arizona

NAME: DOI, TSUTOMU TOMMY

ADDRESS: 325-1-A

<u>Course</u>	<u>Daily Schedule</u> <u>Instructor</u>	<u>Grade</u>	<u>Hours Credit</u>
Voc. & Aca. Edu. Join Hands	Lawton	+	1
Methods, Sr. High and Observation	Peterson, Hinson	+	1
Phil. of Edu. & Comm. School	Harris, Beatty, Powell		1
Curr. Lab. 10, 11, 12	Peavey, Fishburn	+	1

TEACHER TRAINING SUMMER SESSION

August 4--31, 1943

Poston, Arizona

NAME: KAMIKAWA, HISAKO

ADDRESS: 325-10-D

Daily Schedule

<u>Course</u>	<u>Instructor</u>	<u>Grade</u>	<u>Hours Credit</u>
Home Economics	Atkinson	B	1
Phil. of Educ. & Comm. Sch.	Beatty, Harris, Powell		1
Curr. Lab. 10, 11, 12	Fishburn, Peavey	+	1
Methods, Sr. High and Observation	Peterson, Hinson	+	1

TEACHER TRAINING SUMMER SESSION
August 4--31, 1943
Poston, Arizona

NAME: SAITA, FRANK

ADDRESS: 305-5-C

Daily Schedule

<u>Course</u>	<u>Instructor</u>	<u>Grade</u>	<u>Hours Credit</u>
Voc. & Aca. Edu. Join Hands	Lawton	A	1
Methods, Junior High and Observation	Embree	A	1
Practice Teaching Junior High	Barley	B	1
Phil. of Edu. & Comm. Schools	Beatty, Harris, Powell		1
Curr. Lab. Junior High	Cushman	A	1

TEACHER TRAINING SUMMER SESSION

August 4--31, 1943

Poston, Arizona

NAME: SUZUKI GEORGE NORIYUKI

ADDRESS: 323-13-B

Daily Schedule

<u>Course</u>	<u>Instructor</u>	<u>Grade</u>	<u>Hours Credit</u>
Voc. & Aca. Edu. Join Hands	Lawton	+	1
Methods, Sr. High and Observation	Peterson, Hinson	+	1
Phil of Edu. & Comm. Sch.	Beatty, Harris, Powell		1
Curr. Lab. 10, 11, 12	Fishburn, Peavey	+	1

TEACHER TRAINING SUMMER SESSION

August 4--31, 1943

Poston, Arizona

NAME: TAKUSAGAWA, ASAKO

ADDRESS: 308-12-C

Daily Schedule

<u>Course</u>	<u>Instructor</u>	<u>Grade</u>	<u>Hours</u>	<u>Credit</u>
Voc. and Aca. Edu. Join Hands	Lawton	+	1	
Methods, Sr. High and Observation	Peterson, Hinson	+	1	
Phil. of Edu. and the Comm. Sch.	Harris, Powell, Beatty		1	
Curriculum Laboratory-Sr. High	Fishburn, Peavey	+	1	

TEACHER TRAINING SUMMER SESSION

August 4--31, 1943

Poston, Arizona

NAME: TSUNEYOSHI, AZUSA

ADDRESS: 329-7-D

Daily Schedule

<u>Course</u>	<u>Instructor</u>	<u>Grade</u>	<u>Hours Credit</u>
Creative Writing	Clark		1
Methods, Junior High and Observation	Embree, Wiberg	+	1
Practice Teaching	Barley	+	1
Phil. of Edu. & Comm. Schools	Powell, Beatty, Harris		1
Curr. Lab. 7, 8, 9	Cushman	+	1

TEACHER TRAINING SUMMER SESSION

August 4--31, 1943

Poston, Arizona

NAME: YAMAMOTO, AYAKO MARY

ADDRESS: 306-12-B

Daily Schedule

<u>Course</u>	<u>Instructor</u>	<u>Grade</u>	<u>Hours Credit</u>
Home Economics	Atkinson	B	1
Methods, Sr. High, Jr. High and Observation	Peterson, Hinsch	/	1
Phil. of Ed. & Comm. Schools	Beatty, Harris, Powell		
Curr. Lab. 10, 11, 12	Fishburn & Peavey	/	1