

“How We Do It”

at

Mesa Union High School



Mesa, Arizona
1938-1939

I N T R O D U C T I O N

The contents of this bulletin were prepared by and for the teachers of Mesa Union High School. It is an attempt to organize, unify and give purpose to our entire educational program. As teaching processes involve, new objective naturally develop, thus making new procedures necessary. For this reason, we expect to revise this bulletin at least every two years. Our experience in the preparation of this work, will help us eliminate many obvious errors from the next.

I AM EDUCATION

I bear the torch that enlightens the world, fires the imagination of man, feeds the flame of genius. I give wings to dreams and might to hand and brain.

From out the deep shadows of the past I come, wearing the scars of struggle and the stripes of toil, but bearing in triumph the wisdom of all ages. Man, because of me, holds dominion over earth, air and sea; it is for him I leash the lightning, plumb the deep and shackle the ether.

I am the parent of progress, creator of culture, molders of destiny. Philosophy, science and art are the works of my hand. I banish ignorance, discourage vice, disarm anarchy.

Thus have I become freedom's citadel, the arm of democracy, the hope of youth, the pride of adolescence, the joy of age. Fortunate the nations and happy the homes that welcome me.

The school is my workshop; here I stir ambitions, stimulate ideals, forge the keys that open the door to opportunity. I am the source of inspiration; the aid of aspiration. I am irresistible power.

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Mesa Union High School
BASIC OBJECTIVES, PROCEDURES, AND EVALUATIONS

- I. Objectives: To bring into closer relationship the school and the home, and to use through better parent-school contact the great education force that exists in the home.

Procedures:

1. Six weeks are spent in registering students. Parents are consulted as to courses their children should take.
2. Home visits are made by Student Adviser, Superintendent, and teachers.
3. Meetings of parents, student, Superintendent and teachers are arranged at the school.
4. Lectures are given before parent groups on adolescent psychology, sociology and physiology.
5. Many written reports are sent from the school to parents telling about the progress of their children.

- II. Objective: To discover the educational resources of the community and surrounding area, and by a well defined plan, seek to utilize such possibilities in the attainment of the school's basic objectives.

Procedures:

1. There are forty places of great educational interest in and about Mesa. Some students have visited most of these places. Few, however, have gone under supervision to study the things they went to see. Next year, money has been appropriated to pay transportation costs to these places of interest. Each visit will be under the guidance of a teacher and a definite purpose established for each visit.

- III. Objective: To recognize that youth learns as an entity and that whenever subject matter boundaries tend to interfere with this "whole learning," they should be eliminated, and material which the student may pursue to any and all of its ramifications be substituted.

Procedures:

1. Assignments for one class are often prepared in another.
2. Students in speech and dramatics broadcast historical playlets to history classes.
3. Panels and forums prepared in a language arts class are often presented in science or social studies classes.
- 3.4 Speech assignments for classes and community groups are prepared in speech classes.

5. Students in language arts, social studies, art, typing, etc., cooperate in preparing material for school publications.
6. Homemaking, art, language arts, music, shop, typing, physical education, science, all cooperate in the preparation of large school projects.

IV. Objective: To train and inspire teachers so they will assume more the role of sympathetic, impartial counselors of the youth with whom they come in contact; that they may ever be on the alert to detect abnormal behavior growing from adolescent maladjustment; and that they be careful not to judge high school students as though they were adults.

Procedures:

1. In all faculty meetings, understanding youth and their problems come in for our major consideration.
2. Provision is made for teachers to meet students outside of regular class periods, but as a part of the regular school day, to discuss all types and kinds of problems with them.
3. Teachers encouraged to read best works on adolescence.
4. Every type and kind of report to parents and Superintendent is devised to assist us in better guiding of our students.

V. Objective: To recognize the great latent power that exists in the natural grouping and subsequent leadership of youth; that this grouping follows in many cases of mutual interest and liking, and that by instituting a carefully planned activity program many of the evils of the "adult planned, adult governed, adult policed, and adult enjoyed" curriculum may be eliminated.

Procedure:

1. Every type and kind of club and hobby group is organized on the campus. When any group wants to organize for any given purpose, the first procedure is to sell the idea to a member of the faculty, so he or she will sponsor the organization. Next the group applies to the Student Council for a charter. The name, purposes, sponsor, etc. must be presented in writing. If the charter is granted, (two were refused by the Council last year for good and sufficient reasons), the group then applies to the Student Club Commissioner for a date and place to meet. They then elect their own officers, one of whom must be a recorder. The minutes of every campus group are carefully kept and bound into one large volume at the end of each school year.
2. Each class (Freshmen, Sophomores, Juniors, and Seniors) elects its own officers. The president sits on the Student Council.
3. Student body officers are nominated on petition. Campaigns are conducted, primary and general elections are held, as in regular County and State elections.

4. Planning and execution of all school dances and parties is done under the supervision of the Student Social Commissioner. Faculty sponsors are always available when needed.

VI. Objective: To create life-like situations in all phases of high school work so that the training received will be more applicable to students, in daily and later lives.

Procedures:

1. Class work is organized to encourage close tie-up with daily living of students, both in and out of school.
2. Such problems as health, hobbies, human relations, are recognized and provided for in the daily schedule, through the regular class room activity.

VII. Objective: To provide a wisely selected stock of books and other cultural experience which will give independence its opportunity.

Procedures:

1. We maintain a large library located mostly in the class rooms where the books are easily accessible.
2. Magazines and newspapers are also a part of the class room library.
3. Class rooms, buildings and grounds, are well kept to provide an atmosphere of culture and beauty.
4. The morale of the school is kept on a high level through good music, clean entertainment, good sportsmanship, friendliness and an attitude of "nothing but your best will do."

VIII Objective: To allow all individuals to acquire learning and to progress at the level of their abilities.

Procedures:

1. Each course is organized into teaching units. Each unit is organized into what we term "minimum" and "optional." Under this plan the slowest student and the most capable student is kept busy. Each can progress according to his or her ability and interest and yet there is no "marking time" by either group.

IX. Objective: To organize the school so that faculty, school staff and student body may have an important part in helping to plan and execute what goes on in class rooms, assemblies, clubs, and campus activities of all kinds.

Procedures:

1. The faculty meets each Monday morning for thirty minutes.

Every important phase of school life is discussed. Many new ideas originate in these meetings, thus old procedures are often abandoned in favor of more progressive methods.

2. The Student Council meets each Monday noon at a luncheon. Many important matters pertaining to school life are officially handled at these meetings. Fifteen students and one faculty adviser comprise the group.
3. An Assembly Committee made up of two students and one faculty member, arranges programs for all assemblies.
4. From frequent meetings with custodians, bus drivers, and other campus employees, come ideas for more efficient "building together".
5. A yearly meeting of the entire school personnel results in a "working togetherness", for the good of all.
6. Provision is made in the regular school day for students to contact teachers, to discuss and arrange things important to themselves, or the group they represent.
7. The school assembly often becomes an open forum, where discussion is encouraged in any problem of importance to the school.

X. Objective: To recognize the importance of the language arts, since the ability to read, speak and write well is basic in all human relationships.

Procedures:

1. Classes are arranged in remedial reading for the 9th grade students who need this training.
2. A reading laboratory is organized for poor readers. (10th, 11th and 12th grades)
3. Panels, forums, conversation groups, etc. are held regularly in assemblies and classes.
4. Everything possible is done to encourage reading. Eight hundred to twelve hundred new books are purchased each year. Book jackets are displayed on bulletin boards, in class rooms and general library.
5. Class room libraries are established in every room.
6. From the 9th to the 12th grade, students are given an abundance of writing to do.
7. Students in all classes prepare and deliver speeches. Extemporaneous speaking and conversation is planned into the class program.

E V A L U A T I O N

It is next to impossible to evaluate many of the important accomplishments of any high school. Only the passing years can reveal the value of certain training and impressions students are receiving today. Never-the-less there is considerable evidence that certain things are happening which seem to point rather directly to the training and inspiration received at our school. We present some of these below.

1. There are fewer maladjusted students, as evidenced by the smaller number who want to drop or change classes or who come to the Superintendent or attendance clerk for help.
2. A larger number of students are attending the state university and colleges, and more are being graduated.
3. Twenty per cent more students graduate from high school, although the population of the area which we serve has increased but 8%.
4. The total number of books read by students has increased 350% in the past three years.
5. Christmas book sales at our local bookstore increased 300% over last year.
6. There was an increase during the year of 14% in the number of cards issued in the public library. The average increase has been between 5% and 7% each year previous. This fact is significant in connection with our new Language Arts Program.
7. From students unsigned questionnaires, we discovered there is less stealing and cheating in the school than ever before.
8. Court records and statements of police, show a very definite decrease in juvenile delinquency of all types.
9. There is a marked decrease in the amount spent to repair damages to school property. (broken windows, plaster, etc.)
10. More teachers travel and do advanced work during the summer months.
11. Several faculty members refused good offers to go to other schools next year.
12. The community supports the school in all its activities. The entire community is "dressing up" since the school started to put its "house in order". Fifteen miles of open irrigation ditches have been tiled and covered. Ten miles of new pavement have been contracted for. Twenty-thousand new trees are soon to be planted.
13. Student participation in all types and kinds of school activity is more natural, and finished. Students carry responsibility with more confidence. We are getting a much finer type of work done wherever students furnish the leadership.

THE HIGH SCHOOL STAFF

The services of each staff member are important in the success of our campus community life. A harmonious working together is most vital.

in any program for youth training; therefore, our whole organization is set up with an idea of teaching a sympathetic appreciation for the work of the other fellow. We aim to keep this in mind, that our purposes are the same regardless of our work--namely, that of teaching youth correct principles, so they may learn to govern themselves.

| <u>Name</u> | <u>Classes</u> | <u>Activities</u> |
|-------------------|---|---|
| Anderson, J. C. | Commercial Arithmetic Commercial Law Bookkeeping Salesmanship Economics of Business | Chairman, Ticket Selling Committee Adviser, home room |
| Avey, Rose H. | Art and Crafts | Adviser, Art Club Chairman, Citrus Parade Float Adviser for all school programs and parties Adviser, home room |
| Bond, Walter W. | Solfeggio Band Beginning Band & Orchestra Orchestra Ensemble | Adviser, home room, foot- ball, school plays Organization Assistant at operetta, assembly programs |
| Borgquist, Arline | Dancing Physical Education Health (Hygiene) | Train dance for operetta and school programs Adviser, Marching Squad |
| Bradford, Glen H. | Algebra Applied Mathematics | Chairman, Visual Educa- tion, assembly programs |
| Coutchie, S. A. | Physical Education Coach, Athletics | Adviser, "M" Club Coach, football, basket- ball, track |
| Cox, Clarence E. | World Literature Sophomore English Sophomore Remedial Reading | Coach, Tennis Assistant Coach, basket- ball Sponsor, Boots and Saddle Club |
| Dale, Kermit | Algebra Plane Geometry Solid Geometry Trigonometry Advanced Algebra | Adviser, Chess and Checker Club |
| Decker, J. S. | Chemistry Physics General Science | Adviser, Science Service Club Adviser, Swing Club Adviser, Freshman home room |

| | | |
|-------------------|--|---|
| Donaldson, Marion | Speech Early Civilization and Modern World History Dramatics | Adviser, Mike Club Adviser, Masque & Dagger Director, Out-of-class plays Coach, Public Speaking contests, Declamation contests. |
| Engelhardt, H. E. | Farm Mechanics | Adviser, F. F. A. Club |
| Entz, Marjorie | Girls Health Education Girls Physical Education | Adviser, Marching Squad Coach, Girls' Tennis Team Adviser, Girls' Athletic Association Coach, Intra-mural Tourna- ments--noon hour Adviser, home room |
| Evans, Helen | Homemaking Clothing I Foods I Buying Problems Home Furnishing & Home Management | School Banquets and Socials |
| Eyring, Rose | American Literature World Literature | Chairman, Assembly Pro- grams Adviser, Gah-Tso Club Adviser, Travel Club Adviser, home room |
| Finley, Dorothy | Freshman English Sophomore English | Adviser, Girls League Adviser, Scribblers Club Adviser, Home Room |
| Gilpin, F. E. | Auto Mechanics | Superintendent of Transportation |
| Holcomb, H. B. | Mechanical Drawing Commercial Art Architectural Drafting | Manager, Bookstore Assists in all lighting projects on campus Official sign maker |
| Mason, J. M. | Modern Lands and People | Adviser, Amateur Radio Club Adviser, home room |
| Melvin, Holland | American Problems Economics, Sociology Government, History | Chairman, Senior Advisers Adviser, Gah-Tso Club Official timekeeper for games Adviser, home room |
| Neely, U. R. | Spanish Mexican Culture | Adviser, Boys League Adviser, Latin-American Club Assistant Coach, Football Chairman, Non-Smoking Committee |

| | | |
|----------------------|---|--|
| Osgood, Lyle E. | Biology Applied Mathematics | Adviser, home room |
| Palmer, E. Y. | American History | Chairman, Junior Class Adviser Chairman, Junior Class Prom Committee Adviser, home room |
| Porter, T. Owen | Typing | Adviser, home room |
| Reed, Joseph | Vocational Agriculture | Adviser, F. F. A. Adviser, home room |
| Rhuart, Nancy | Homemaking Clothing Child Development | Adviser, home room Adviser, Double N Club Chairman, Costume Making Committee for faculty parties |
| Stahnke, H. L. | Advanced Biology General Biology | Adviser, Biology Club Adviser, home room |
| Thomas, Margaret D. | Shorthand Grammar--Business English Advanced Typing | Adviser, Auditorium Club |
| Thompson, Harriet | Homemaking Foods | School Banquets and parties Adviser, home room |
| Wendel, Lois | Freshman English | Adviser, Stamp Club Adviser, home room |
| Wheatley, William D. | Boys Chorus Girls Chorus A Cappella Chorus | Assist with Assembly programs Arranges Radio and Community Programs Coach operetta |
| Willard, M. C. | Health Education Physical Education | Assistant Coach, football basketball, baseball Adviser, Lettermen's Club Adviser, home room |
| Young, G. T. | Journalism I Pioneer Life & Literature Creative Writing Grammar Review | Adviser, Quill and Scroll Adviser, Camera Club Adviser, Superstition (school annual) Adviser, Pay Lode (school creative maga- zine) Adviser, Jackrabbit (school newspaper) |

THE HIGH SCHOOL DAY

The school day begins at 8:30 A. M. and continues until 4:00 P. M. The day is divided into six, fifty-six minute periods net, and one thirty-minute activity period. Regular assemblies for the entire student body and faculty are held on Mondays, Wednesdays, and Fridays during activity period. On Tuesdays and Thursdays, all clubs and campus organizations meet. Students who do not belong to any campus organization or whose organization does not meet on any given day, come to the high school auditorium for a visual education program, sound-on-film.

This work in visual education is pre-taught by students or teachers and is very carefully correlated with work in regular classes. The regular assembly gives opportunity for each club, class, or individual on the campus to do something before a real audience. This year, student forums and panels were introduced for the first time. They proved to be very stimulating, not only to those taking part, but to the student audience as well.

CLASS ROOM ACTIVITIES

All academic work in the high school is organized as follows: Each semester, teachers organize their work into units. Each unit is organized into what we term minimum and optional work. The minimum amount of work required is set so low that all students in the class may, if they try, complete it. Many students do no more than the bare minimum. For those who finish the minimum, there are a great many optional projects outlined for which additional credit is given. This optional work is nothing more nor less than more of the same thing as the minimum. Under this system there is no need for homogeneous grouping since each student is permitted to work according to his own capacities and interests. Optional work is so arranged that no one student can complete all the work. Therefore, the most brilliant student is kept constantly busy. This system has proved to be most successful in caring for individual interests and capacities.

THE LIBRARY

We have what we term the "decentralized library" system. Each class room is organized into a "learning laboratory". As a result, it is well equipped with adequate shelves upon which are placed the books needed in that class room for the subjects taught there. Each class room is also equipped with magazine racks and adequate record-filing facilities. In addition to the class room library, we maintain a general library over which presides a well-trained librarian. Students may be excused from regular classes to go to the general library to study from books of general interest. They also use the general library for the preparation of reports, forums, panels, speeches, etc.

STUDENT ACTIVITIES

We believe it is desirable to provide an abundance of opportunity for those working with youth to see them in action, so they may know how to guide them in character-building activities. For this reason,

we maintain a large and comprehensive student activity program. Heading the student organization are a president, vice-president, and secretary. The first two named are elected annually to serve for one year. They are nominated on petitions presented at a regular nominating assembly. Campaigning is done as in regular elections. Finally a general election is held. The students receiving the highest votes become the officers to serve for the coming year. The president of the student association is the presiding officer of the student council, which has a membership composed of representative groups on the campus. The student council meets each Monday at a luncheon where all business pertaining to the welfare of the student association is handled.

Football, basketball, baseball, track, and tennis are our regular competitive sports; however, every student in the school has an opportunity to take part in these same sports, non-competitively, through our regular physical educational program. Each boy and girl in the school is required to play one hour a day.

Our program also includes drama, public speaking, declamation, student forums, and panels, a school paper, and a year book. Our musical organizations perform hundreds of times during the year, not only before students, but for the various community groups. Our social program includes dances, club meetings, class parties, home room parties, an annual all-campus party, and parties of various other types and kinds.

Our plays are given free to the families of students who own budget tickets. In all school activities, students are given every possible opportunity to take the lead in organization and execution of their plans. Their teachers act as guides and counselors.

FACULTY MEETINGS

We believe that a school can be efficiently run if members of the faculty are kept well informed on the most important phases of life in the school. Therefore, each Monday morning the entire faculty meets for thirty minutes to learn of the important things that have happened during the past week and important things that are to happen during the coming week. Teachers are invited and encouraged to make suggestions for improvements.

This system of weekly faculty meetings is a big factor in the development of a strong school morale. Each teacher obtains a complete picture of the entire school set up, not only for the week, but for the semester and year. As a result, there is splendid cooperation among the various departments of the school in the interest of a whole school program.

CHILD ACCOUNTING

A very close relationship is always maintained between the home and the school. Parents are kept well informed as to the attendance, scholarship, citizenship of the boys and girls.

The majority of the faculty are free thirty minutes twice each week to counsel with students on problems of human relations and scholarship.

THE HIGH SCHOOL PLANT

The Mesa Union High School plant is located on a campus of approximately eighteen acres. The enlarged campus, including the farm, is composed of forty acres. Two large class room buildings house regular academic classes, homemaking department, commercial department, library, small auditorium, cafeteria, bookstore, vocational agricultural department, art department, instrumental and vocal music departments, biological and physiological laboratories, auditorium, and administrative offices. The gymnasium building is equipped with locker, shower, clinic and equipment rooms, offices, and a gymnasium equipped to seat twelve hundred; vocational agricultural shop and the auto mechanic shop are also a part of the building.

On the campus are three large double cement tennis courts and four cement out-of-door basketball courts. In one corner of the campus is located the recreational patio--fireplace, fire circle, seats, tables, etc. On the main campus are located two well-sodded play fields, one for boys and one for girls.

During the past year a new stadium has been built with a seating capacity of three thousand. The football field is well sodded. Surrounding the field is a quarter mile track. The entire field is enclosed with a seven-foot Cyclone Fence. The field is lighted from ten steel towers.

During the past few years hundreds of trees and shrubs have been planted, thus making the entire campus beautiful and wholly adequate to serve the educational and recreational needs of our students.

USE OF SCHOOL PLANT

The high school plant is always available for community functions. Adults use the gymnasium one or two nights a week. Farm organizations, music groups, drama groups, forum groups and others use the auditorium. Classrooms are used for special meetings of all types and kinds. In fact, it isn't unusual for five to eight different groups to meet on the campus at one time.

Because of our much enlarged plant, we are also more nearly able to supply adequate facilities for all of the courses in our curriculum.

HIGH SCHOOL CURRICULUM

Since we have a large enrollment and a small teaching staff, our curriculum offerings are not as complete as they should be. However, changes are being made each year which tend to eliminate the most undesirable features. New vitality is being constantly injected into our curriculum through better organization, new procedures, and increased student participation.

A R T

ART I AND II

This course, Art I and Art II, for the first year in High School, is a general course planned for the average student as a basic course in art education, both in theory and practice; a pre-requisite to higher art. The subject matter is varied to suit the school or student interest. Minimum essentials and optional work takes care of the time element.

First year: Time, Five one-hour periods per week.
Credit : $\frac{1}{2}$ unit.

I. Objective: To increase observation of color.

Study of Color

- a. Source
- b. Effect of color
- c. Division of color
- d. Elements of color
- e. Feeling conveyed
- f. Observing the three primaries in nature
- g. Lecture and illustrations
- h. Notes

II. Objective: To understand and appreciate color.

Mixing of colors

- a. Color wheel from transparent water colors
- b. Color harmonies
- c. Scale of values
- d. Scaling colors
- e. Color experiments
- f. Class work compared and checked on true colors.

III. Objective: To understand and appreciate good design

Study of design

- a. Line mass value and form
- b. Importance of line
- c. Line arrangements
- d. Classification of lines and design
- e. Basic principles defined
- f. Acquaintance with fundamentals.
- g. Notes on history of design.

IV. Objective: Creative expression in design

- a. Basic line arrangements within four inch squares
- b. Choice of squares in border arrangement
- c. Another choice of squares repeated into a surface pattern, value and color added.
- d. Class work exhibited in comparison

- V. Objective: To develop good taste in design
- a. Design and color applied to a tile
 - b. Selection of good design for appropriate uses
 - c. Linoleum block prints, Xmas cards or name plates
 - d. Creative design, stained glass window; subject, The Southwest.
- VI. Objective: To appreciate originality in drawing
- a. The study of good drawing by good artists
 - b. Drawing and sketching trees from nature
 - c. Outdoor sketching
 - d. Animal sketching
 - e. Figure sketching
 - f. Exhibits of good drawings and prints
 - g. Class exhibit of work and discussion
- VII. Objective: To learn to draw correctly.
- a. Explanation and notes on perspective
 - b. Objects drawn in correct perspective
 - c. Exteriors and interiors. Wall elevation
 - d. Compositions in representation in charcoal
 - e. Single objects drawn, showing light, shadow and reflection
 - f. Still life arrangements (simple)
 - g. Study of surfaces and textures
 - h. Notes on perspective
- VIII. Objective: To enjoy expression and freedom in color.
- a. Brush play with water colors. Skies
 - b. Creating moods with clouds
 - c. Telling stories with brush and color
 - d. Free brush compositions of trees and flowers
 - e. Simple landscapes created
- IX. Objective: Originality in planning
- a. Outdoor living room or patio planned
 - b. Backyard, living room or sunporch planned
 - c. Some civic problem planned
 - d. One drawing of each plan submitted
- X. Objective: A keener appreciation of design and form
- a. Essentials of lettering and posters discussed
 - b. One poster planned and executed
 - c. Soap sculpture
 - d. Relief carving in plaster of paris
 - e. Modelling with clay
 - f. Study of famous pictures and artists

Art III and IV

This course, Art III and IV, is the second year, and follows Art I and Art II in the same general outline, but becomes more elastic to fit timely situations and the interest of the students. This course leads toward individual instruction. The varied subjects are more advanced, calling for better understanding of principles and materials. The outline is made to fit the average level of the class, with essential minimums and options to take care of the time element.

Second year: Time: Five one-hour periods per week.
Credit: $\frac{1}{2}$ unit

- I. Objective: To make a color chart for ready reference in finding color combinations

Color:

- a. Color review
- b. Review of principals and fundamentals of design
- c. Renewal of interest and appreciation of color
- d. Making reference color chart

- II. Objective: Ability to reproduce a design in color

Projects:

- a. Creative design applied to any of the following: stencils, block prints, batik, or wall hangings,
- b. Study type of design needed for specific purposes.

- III. Objective: To create an original composition

Composition

- a. Subjects suggested, class discussion
- b. Subject chosen and idea sketched in charcoal
- c. Idea executed in colored chalks
- d. Original drawings for school magazine (original or illustrative)

- IV. Objective: To appreciate beauty, strength, and quality of pure line.

Contour Drawing

- a. Contour drawing-flowers and trees from nature, searching for unusual forms
- b. Drawings exhibited and discussed

- V. Objective: Appreciation of mass arrangement and fine space relationship

Conventionalized form

- a. Contour plant drawing within a given space, worked out in black and white.

- b. Contour drawing-still life or plant form with the subject translated into three dimensions.
- c. Study of conventionalized form, seeing objects other than in a natural way.

VI. Objective: Ability to represent in drawing a subject as it actually is.

Painting

- a. Still life representation
- b. Review of values, high lights, lights shadows and reflections
- c. Study of surfaces textures and backgrounds
- d. Arizona landscapes
- e. Perspective in color and values

VII. Objective: Ability to design letters in a given space

Lettering

- a. Study of letters and spacing
- b. Roman letters and others commonly known
- c. Three slogans or mottoes
- d. Examples of good lettering displayed

VIII. Objective: Appreciation of a good lay-out in commercial design

Posters

- a. A lay-out for poster, a subject given
- b. Essentials of good posters discussed
- c. Finished poster
- d. Apply principles of design to commercial work

IX. Objective: A finer technique in handling pencil and brush

Interiors

- a. Review in perspective
- b. Interiors on display. Discussion of good and bad
- c. One interior planned and executed

X. Objective: Better skills in workmanship

Craft Projects

- a. Leather project
- b. Copper project
- c. Scrap book made and decorated
- d. Modelling with clay
- e. Carving in relief, plaster paris
- f. Soap sculpture
- g. Study of pictures, sculpture and artists

ART V AND VI

By the time the student has elected art for the third year, it is an indication that he has sufficient talent to consider art as a life work, or at least, a deep interest that will carry on to some extent. His attitude toward the subject is more serious, and he is willing to put more time on the preliminary practice that is so necessary for finished work. He is more concerned with superior accomplishment than with quick results. This course has taken this into consideration, and is giving more technical training and expecting finer skills in workmanship.

- I. Objective: Ability to understand color and do attractive dyeing

Color

- a. Review of color and color harmonies
- b. Simple processes of dyeing
 1. Blending of colors from tints to shades
 2. The over-dye process
 3. The dye resist method, or batik
 4. The tie and dye process
 5. Examples made of each

- II. Objective: Appreciation of type of design for specific purposes

Creative Design

- a. Review of principles of design
- b. Creative design from the following subject matter
 1. Nature
 2. Machine
 3. Imagination
 4. Decorative
 5. Illustration of an interpretive nature
- c. The above design applied in such ways as:
 1. Screen stencilling
 2. Block printing
 3. Batik

- III. Objective: Appreciation of the different ways of composing surface patterns

Surface Patterns

- a. Plain stencilling
- b. Dry stencilling
- c. Linoleum printing
- d. Choice of one problem worked out and applied

IV. Objective: To show the scope of design in drawing

- a. Composition using landscape
- b. Composition using landscape and figures
- c. Illustration of a naturalistic or interpretive type
- d. Drawing directly from nature or posed figure
- e. Drawing from photographs
- f. Illustrations made for annual or school magazine
- g. Study of tone quality in the various media

V. Objective: The appreciation of a good poster

- a. Good examples of color and design used in advertising
- b. Warm and cold colors
- c. Strong silhouettes
- d. Psychological reaction to color
- e. Discussions on essentials of good posters
- f. One poster planned and worked out
- g. One civic poster planned and worked out

VI. Objective: Creative expression through the crafts

Metal

- a. Desk set, pierced or etched
 - 1. Metal corners
 - 2. Paper knife
 - 3. Calendar holder
 - 4. Letter holder
- b. Tray or bowl, pierced or etched

Leather

- a. Discuss good design and workmanship in leather articles
- b. Observe good exhibits in leather
- c. Choice of two problems of the following:
 - 1. belt
 - 2. Billfold
 - 3. Desk corners
 - 4. Book covers
 - 5. Book ends

VII. Objective: Freedom of expression through clay modelling

- a. Study good design of form in this medium
- b. Acquaintance with the clay
- c. Make simple forms in third dimension
- d. Develop technical skill
- e. Model and finish one or two original forms

VIII. Objective: Appreciation of all the fine arts

- a. Study of sculpture and sculptors
- b. Study of pictures and famous artists
- c. Study of the finer crafts both ancient and modern
- d. Study of ceramics
- e. Use of all available materials for exhibits
- f. Notes, discussion and tests

ART VII AND VIII

For the fourth year in art, I have no class, or class outline of work. I have a very few students, however, taking art their fourth year. They are now in my third year classes. They have individual instruction entirely, on advanced problems that are planned for the interest and welfare of the student alone.

In the art room there is a steel file with four compartments containing picture reference material. These pictures are arranged alphabetically, and most of them are mounted on stiff cards 9 x 12, the rest of the material is being mounted from time to time by the N. Y. A. students.

There are also loose leaf folders, creative design, animals, Art of the Ages, Modern Commercial Art and Lettering, and Etchings and Block Prints.

There is also a miscellaneous collection of prints of famous artists and material on picture study. All the above material, including books and magazines are at all times available for students use.

Classroom Library Books

Art

Mrs. Avey

Anderson, A. Marie -- Syllabus of design and color
Bailey, Henry Turner--The Magic Realm of the Arts
Boas, Bille -- Art in the School
Bailey, Henry Turner -- The Flush of the Dawn
Brooks, Jean Jarrett -- A Guide to Painter and Paintings
Clark, Eleanor P. -- Designs on the Prehistoric Pottery of Arizona.
Collins, Mary Rose -- Art Appreciation for Junior and Senior
High Schools
Craven, Thomas -- Men of Art
Cahill, Holger -- New Horizons in American Art
DeForest, Julia B. -- A Short History of Art
DeWolfe, Elsie -- The House in Good Taste
Fewkes, Jesse Walter -- Preliminary Report on a Visit to the
Navajo National Monument of Arizona.
Gleason, Martin F -- Water Color Painting
James, George Wharton -- Indian Blankets and their Makers.

Orpen, Sir William -- The Outline of Art, Vol. 2
Price, Charles Matlich -- Poster Design
Renggli, Edward -- How to Draw the Head in Light and Shade
Rusk, William Sener -- Personal Methods of Teaching the
Fine Arts
Sargent and Miller -- How Children Learn to Draw
Taunahill, Sallie B. -- P's and Q's Letter Arrangement
Watson, Ernest W. -- Linoleum Block Printing
Welling, Jane Betsy -- More Color for You
Wadworth, Beulah Mary -- Selling Art to the Community

Magazines:

The Magazine of Art, Washington D. C.
Design, Columbus, Ohio, Felix Payant Ed.
Art Instruction, New York City, New York, Ernest W. Watson,
Arthur L. Guphill, Editors.
School Art Magazine, Pedro J. Lemos Ed. Worchester, Mass.
Every Day Art, American Crayon Co., San Francisco, California
Art Digest, The Art Digest Department, G. G. 116 East
Fifty-ninth Street, New York.

C O M M E R C I A L A R T

This is a course in lettering of the many styles and sizes used in the advertising field. The use of these letters in the construction of advertising posters is the major objective of such a course. Theory and use of colors in the various methods are also taught.

Texts: The Portfolio of Alphabet Designs--Ames, John Wiley and Sons, N. Y. 1938
Commercial Art--Wallace, McGraw Hill Co. Inc, N.Y.
Sixty Alphabets--Hunt Bros., Bruce Pub. Co., Milwaukee

- I. Objectives: The ability to produce a series of styles of alphabets which may be used in advertising work.

Procedure;

1. The practice method is used in accomplishing this aim. By use of charts and illustrations of each alphabet.

- II. Objective: The ability to apply knowledge of alphabets to advertising posters.

Procedure:

1. The assignment of posters advertising various products, using only words to sell.

- III. Objective: The ability to use colors in the various methods of treatments.

Procedure:

1. The making of posters in advertising, using colors, illustrating the use of the various treatments.

- IV: Objective: The ability to use colors, words and illustrations, using the various treatments in conjunction with them.

Procedure:

1. The making of posters using all of the above in their construction.

Evaluation: The proof of the value of the course is the number of posters, signs, etc. which are requested by the departments in the school as well as many outside organizations. Posters of this type are usually the assignment in preference to the use of subjects which have no practical use.

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

BEGINNING MECHANICAL DRAWING:

Beginning Mechanical Drawing is the teaching of the elements of the language of drawing, ie: Teaching the ability to describe a given object in a graphic manner. This language has its own grammar, style and its idioms and abbreviations.

Drawings are necessary to all branches of engineering work; civil, mechanical, architectural, electrical, etc. They are necessary in order that the workmen may know exactly how the object he is making is going to look, whether it be a building, piece of machinery, or a road.

Tests: Mechanical Drawing for High Schools--French and Swenson-McGraw-Hill Co. Inc. N. Y.
Mechanical Drawing Book I - II --Hoelscher Mays, John Wiley & Sons, Inc. N. Y.
Engineering Drawing--French, McGraw-Hill Co. Inc.
Engineering Drawing--Jordan Hoelscher, John Wiley and Sons, Inc.

- I. Objective: To teach the ability to achieve lettering which is both legible and pleasing in appearance.

Procedure:

1. The above objective is reached by diligent practice upon the type and style of letter used. A standard of efficiency has been set up by the instructor which each student must reach.

- II. Objective: The achievement of an ability to be proficient in the handling of all of the instruments of the draftsman.

Procedure:

1. This objective is reached by actual practice, under supervision, in the use of these instruments in producing plates (drawings) of simple geometrical straight line objects, curved line objects, and combinations of straight line and curved line objects. These plates are of a difficulty starting with the simple and increased to involved and intricate difficulty.

- III. Objective: To obtain a working knowledge of the elements and theory as well as practical knowledge of Orthographic Projection.

Procedure

1. This is obtained by illustrated lectures as well as study of text material. The practical knowledge is obtained through the production of plates which use the theory previously taught.

IV. Objective: To obtain theoretical as well as practical knowledge of Isometric Projection

Procedure:

1. Lectures and study of text material are used to give the theory of this subject.
2. Practical practice putting into use the theory taught, is accomplished by the drawing of plates requiring the use of these principles.

General Procedure:

This being a laboratory course, the use of lectures as a teaching tool is used at a minimum. A short explanation of each unit as it develops is used, the remainder of the information needed by the student is given to each individually. This work requires very close individual instruction as the class will usually all be working on different plates.

Evaluation:

A course in beginning drafting is a rather difficult subject to evaluate. Concrete examples are rare due to the fact that the student has only learned the bare essentials of the field of drafting. In exceptional cases, students are used on the simple "extras", such as drawings and charts for other departments.

ADVANCED MECHANICAL DRAWING

This course is a continuation of the beginning course. Dealing with other phases in the art of expression through drawings instead of words.

Texts: Engineering Drawing--French, McGraw-Hill Co. Inc.
Engineering Drawing--Jordan-Hoelscher, John Wiley and Sons, N. Y.
Mechanical Drawing--Second Year--Erislinly-Fischer-Green, Bruce Pub. Co., Milwaukee

- I. Objective: To review the work of the first year on lettering and the improving upon this ability.

Procedure:

1. A general practice period is used to remove all laxity, in the use of letters. This practice should accomplish the above objective in a short time, with diligent work.

II. Objective: To teach the theory and practice of revolutions of objects through the various planes.

Procedure:

1. By applying the principles of orthographic projection and then placing the object in various positions.

III. Objective: Through the use of simple and difficult intersections of both straight line objects and cones and cylinders, the ability to correctly construct the points and lines of intersection.

Procedure:

1. The production of objects of a simple nature and also have an accompanying sketch showing the lines of intersection. Proceeding then to more difficult objects without sketches.

IV. Objective: To teach the ability to make simple layouts necessary in the field of sheet metal work.

Procedure:

1. By using again the simple objects with the sketch and showing by several methods how the best results may be obtained with the least amount of wasted material.

V. Objective: To teach the construction both large and small which are used on both bolts and screws.

Procedure:

1. Drawing of various threads and making application of these to sizes and pieces of machinery using them.

VI. Objective: Teaching the ability to draw an intelligent working drawing and assembly drawing for shop use.

Procedure:

1. By use of the semicopy method-drawings in the actual order in which the objects should be shown, giving the views necessary for easy construction.
2. By taking a drawing of the parts of a machine and drawing the complete assembled machine.

VII. Objective: To teach the ability to reproduce drawings in blueprint form for use in shops.

Procedure:

1. By making tracings on transparent paper and actually making prints which may be used in shop work.

Evaluation:

The best evaluation of work done by this group of students is the ability which they may have of producing drawings which are requested from outside as well as within the school.

Also their ability to produce blueprints acceptable to the trades using them. This type of request is very common and many prints are turned out during each year, being used on actual jobs by many different trades.

ARCHITECTURAL DRAFTING

This course comprises the study of the better types of home designs as well as better construction practices.

This course is designed to enable students to decide upon a vocation in any of the many fields pertaining to architecture. Also it is designed to teach the student to recognize good construction and good home planning.

Texts: Pencil Points Magazine, Reinhold Pub. Co. Stanford, Conn.
Architectural Forum, Tise Inc. N. Y.
Planning Your Home--Erickson Soules, Manual Arts Press, Peoria, Ill.
Perspective Projection--Freese, Pencil Points Press
Applied Arch. Drawing--Abercrombie, Bruce Pub. Co.
Carpentry--Towsend, Amer. Tech. Society, Chicago.
Prob. in Arch. Drawing Book I-II--Elwood, Manual Arts Press, Peoria, Ill.
Home Architecture--Newcombe-Foster, John Wiley & Sons, Inc. N. Y.

I. Objective: To teach an appreciation and knowledge of good home design.

Procedure:

1. This is accomplished through study of home plans and discussing the merits of such plans.
2. Also through drawing of plans from original ideas, and discussion of merits of these plans.

II. Objective: To teach recognition of good construction and styles for various communities.

Procedure:

1. By the study of detailed drawings of types of

By careful study of requirements for complying with various building codes. Also the drawing of many examples of the various types of construction.

- III. Objective: To teach the students to start early in planning for their own homes, also to give thought to the features desirable in a home.

Procedure:

1. By construction of attractive indexed scrap-books to place collections of clippings and sketches of likely plans, elevations, interior fixtures, etc.

Evaluation:

The best evaluation of the course is the number of students continuing to study architecture in college and the results of the work which they are able to produce.

V O C A T I O N A L A U T O M E C H A N I C S

While this course is designated as Auto Mechanics, the competent worker in this field has, in addition to the manipulative skills required in the trade, a working knowledge of the laws of physics, metallurgy and chemistry.

Supervised practice in the mechanical processes is given on cars belonging to the general public and on our own busses; while the technical training is taught from carefully selected texts at the time the technical information can be applied on the job.

Objective:

The objective of a Vocational Trade and Industrial Class as defined in Bulletin #17, published by The Federal Board for the Control of Vocational Education is "To fit the learner to successfully enter into, and carry on a gainful occupation". This objective is based on the assumption that students enter the class with the expectation of following the trade.

Procedure: The instructions is divided into three parts

1. Practice jobs. For example: Fitting wrist pins. I have on hand oversize wrist pins for Model A and V 8 Fords. On each rebore job I get a set of old pistons. The learner is given a demonstration of how a pin is to be fitted; and the precautions that must be observed in regard to accuracy and care of tools, together with the necessary safety factors. He is then required to fit three pins. The learner is then sent to the library with a reading assignment.

The assignment gives all necessary technical information. The learner is then given an oral examination, and if needful is sent back to the library for more study. He then practices fitting pins both with reamers and hone, until he is proficient, and then is given another job. The above procedure is followed on the various jobs he will be called on to do in a commercial shop. Each job is checked off on a progress chart each time the learner does that particular job, so that it is possible to check any individuals progress at any time.

Evaluation

The minor objectives are: The ability to do the unit job in a workmanlike manner, in somewhere near flat-rate time; and a grasp of the technical information involved. The first can be measured accurately by

tools of the trade, and the second by oral or written examination.

The major objective is to fit him to earn a living at the trade and can only be measured by his ability to hold a job.

Classroom Library Books
Vocational Auto Mechanics
Mr. Gilpin

Texts and References:

Dykes Encyclopedia -- Goodheart Willcox Co., Chicago.
Automotive Service -- Ray Kuns, Bruce Pub. Co.
Electrical Trouble Shooting on the Motor Car --A.H. Packer
Carter Carburetor Manual - Carter Carburetor Co.
Stromberg Carburetor Manual --Bendix-Stromberg Corp.
National Service Manual--National Automotive Service
Brake Reliners Manual--Johns-Manville Corp.
New Departure Bearing Service Manual--New Departure Mfg. Co.
Engine Bearing Service Manual--Federal Mogul Corp.
Copper Nerves Rewiring Manual--Packard Elec. Division of
General Motors
N. A. P. A. Mechanics Repair Manual for Ford V8--LaDue
Technical Co.
Chilton Flat Rate Manual--Chilton Publishing Co.

Magazines:

Motor Service --Herb Packer
Auto Digest--Automobile Digest Pub. Co.
Fleet Owner--Ferguson Pub. Co.
Motor Age--Chilton Pub. Co.

TYPING FIRST YEAR

First year typing is designed to enable the student to acquire typing skill sufficient to meet all his practical or personal needs, and to lay a solid foundation on which to build increased skill in second year typing. A mastery of the keyboard with a fair degree of sustained writing skill is attained in the first semester, and during the second semester there is a broad application of the student's increasing skill to type various kinds of personal and business papers. Special emphasis is given to letters. The typing of telegrams, invoices, term papers, outlines, manuscripts, rough drafts, legal work, tabulations, business and financial reports, etc., are covered as thoroughly as time will permit.

Texts: Gregg Typing, Book One, Second Edition, by Sorelle, Smith, Foster, and Blanchard, Gregg Publishing Company, Chicago, 1937

- I. Objective: To give the student an understanding of the typewriter, its various parts, and techniques of operation.
- II. Objective: To acquaint the student with the types of physical responses needed in typing.
- III. Objective: To help the student to understand his own handicaps, physical or otherwise, which he must overcome in order to form good typing habits.
- IV. Objective: To give the student a knowledge of correct form and style in letterwriting, tabulation, manuscript work, legal forms, business papers, and reports of various kinds.
- V. Objective: To provide an opportunity for the student to gain for himself as much typing skill in all of the various techniques as he is capable of mastering in the time spent.
- VI. Objective: To develop within the student a keen sense of appreciation for accuracy in every detail.
- VII. Objective: To engender a spirit of honest endeavor and the ability to use one's time to the best advantage during each class period.
- VIII. Objective: To kindle within each student the desire to excell.
- IX. Objective: To help the student build dependable work habits.
- X. Objective: To encourage the application of acquired typing skills in doing work the student needs to do for other classes, such as themes, reports, outlines, etc.

Procedures:

1. Introducing the typewriter--laying the foundation for

correct typing habits.

During the first week, lectures and demonstrations are given which are designed to give the student a clear understanding of the problems involved in operating the typewriter. Correct position at the machine, stroking, form, inserting and removing paper, correct use of most frequently used machine parts, etc., are taken up in logical order and are given special study as may be required. Finger exercises are used to develop individual finger control, and some writing on the machine from the first day is done to give the student the actual feel of operating the machine.

2. Lesson Plans and Assignments.

After the third lesson, the students are required to hand in all lessons for credit. The lessons are well outlined in the text and provision is made for optional or extra work to fit the needs of individual students.

The next is not followed exactly as to requirements, however, lesson assignments are changed to fit the needs of the class, but the general plan of the text is followed. The first ten or fifteen minutes each day is devoted to warm-up drills, rhythm drill, keyboard review, short tests, etc. Then the student does the regular or minimum lesson assignment. When this is finished the remaining part of the period may be used for doing optional work.

The regular or minimum assignment during the first semester usually consists of a keyboard review exercise, word drills, sentence or paragraph practice, and the skill-improvement exercise.

Accuracy and neatness are stressed from the beginning. When the student completes the minimum assignment for each lesson, except the skill-improvement drill, he checks over his work carefully and draws a circle, with pencil, around each work containing an error. The number of errors in each exercise is written in the margin. The skill-improvement drill is then done by writing a line of each word which contained an error. This not only develops the habit of checking work carefully, forcing attention to accuracy, but it makes for intensive practice on the very thing each individual needs most--the faulty stroking he has done.

3. Record of Progress.

Students must record on a "score sheet" the results of all tests taken. They are encouraged to better their own previous record each time if possible.

A complete record is written by the student at the top of each test taken showing the length of test in minutes, total strokes, gross words, number of errors, words per minute, and errors per minute. On his permanent record sheet he records only the length of test, words per minute, and the number of errors. A record chart for each class is kept by the teacher showing the attainments of each student.

TYPING SECOND YEAR

In the second year typing the vocational side is stressed. Particular attention is given to the style, quality, and appearance of business letters. Letterhead paper is used for this work. Printed forms actually used in business are used in such work as billing, legal work, order forms, etc. During the second semester a wide variety of typing projects are presented which are designed to give the student experience in preparing the various kinds of letters, reports, and business papers used in a number of representative kinds of businesses. Constant attention to detail in the preparation of all work is required. Only accurate, usable work is accepted.

Texts: Gregg Typing, Book Two, by Sorelle, Smith, Foster, and Blanchard. Supplementary material such as, Classified Typing Drills, test pamphlets, dictated material, tabulation problems, special reports, etc., is used as needed to reinforce material in the text.

- I. Objective: To help the students to acquire sufficient typing skill to enable them to meet successfully any typing need that may arise in the business office.
- II. Objective: To provide an opportunity for the student to master the techniques required in producing usable office work in the time allowed for such activity.
- III. Objective: A speed attainment on fifteen minute tests of over fifty words per minute with less than .5 errors per minute.
- IV. Objective: To build on the foundation laid in first year typing a more comprehensive understanding of business correspondence--improvement in production, speed, and complete mastery of the techniques involved.
- V. Objective: A mastery of the techniques needed to produce with neatness and accuracy: tabulated work, corrected copy from rough drafts, statements and invoices, manuscripts, legal documents, reports, and outlines, telegraphic communications, statistical reports and financial statements, filling in forms, typing of index cards, envelope addressing, etc.
- VI. Objective: To arouse within the student a desire to produce work that is outstanding for excellence in accuracy,

arrangement, and appearance.

VII. Objective: To help the student to do independent work without wasting time.

Procedure:

1. The procedures in second year typing are similar to the procedures used in the second semester of first year typing, since second year typing begins where the first year ends. Assignments are made and handed in by budgets each week. The first ten or fifteen minutes each day is devoted to warm-up drills, review, dictation, etc. A fifteen minute timed test is given once each week which is handed in with the budget. The point system is used in the same manner as in first year typing.
2. Business office standards are kept paramount from the first, and the vocational aspects of typing are stressed. Typewriting for personal use is a secondary consideration. The student is urged to produce work that not only meets the quality standards of his employer, but work that will delight him as well.
3. During the second semester's work the material is planned to give the student a wide variety of typing experience. Each budget is made up of the typing needs of one particular kind of business. A law firm, an insurance company, a real estate office, etc., thus introducing the student to a large number of representative business requirements.
4. Beginning with the second semester, the student is required to do more careful checking of all the work he does. He also checks the work of other members of the class. This gives him an opportunity to improve his ability to proof read and permits him to compare the quality of his own work with that of other members of the class. This makes for cooperation and an improved appreciation for the work of others. When the student completes his budget he types a "check list" on the title page of his completed budget. This is filled in and signed by the student who checks the budget. Each student must get another member of the class to check his budget each time, because a student may check a budget only once for the same student. This widens the checking experience for the students and avoids collusion between small groups. A record of this checking is maintained by the teacher.

A definite effort is made to see that students are always busy.

EVALUATION

The only criteria for judging the effectiveness of the fore-

going procedures used in typing classes is the results obtained. Upon completion of the course, can the student do the work he is expected to do?

REFERENCE BOOKS IN TYPING ROOM

Lessenberry, DD, and Jevon, E. A., 20th Century Typewriting
Second Edition complete, South-Western Publishing Co., Chicago, 1933.

White, Walter T., and Reigner, Charles G., Rowe Typing, complete,
The H. M. Rowe Company, Baltimore, Md., 1935

Karona, L. W., and Rowe, Clyde E., Business and Personal Typewriting,
complete course, Ginn and Company, New York, 1937.

Foley, Henry J., Modern Typewriting, Globe Book Company, New York, 1929

Sorelle, Rupert P., and Smith, Harold H., Gregg Publishing Techniques
and Projects, Gregg Publishing Company, New York, 1931

Michael, C. L. Classified Typewriting Drills, Southwestern Publishing
Company, Cincinnati, Ohio, 1930

S H O R T H A N D

Shorthand is the highest form of writing. Skill in the use of shorthand has been sought by thousands of young men and women as it is a practical instrument in commercial work and a valuable accomplishment. A mastery of shorthand will give an opportunity for business advancement--without it there would be no secretarial or stenographic employment.

Shorthand offers exceptional opportunities for securing "general values." The study of shorthand, whether it is to be used vocationally or not, has important values that function even when detached from shorthand vocational skill. It brings the student into intimate contact with the English language and offers many opportunities for learning to use and interpret it effectively.

Texts: First Year:

Gregg Manual; Gregg Speed Studies; Gregg Shorthand--
Functional Method; Bisbee--Dictation for Beginners.

Texts: Second Year:

Gregg Dictation and Transcription,--Renshaw & Leslie
Speed Drills in Gregg Shorthand,--Leslie & Zoubek
Gregg Speed Building
Progressive Dictation,--Wilson

- I. Objective: To develop knowledge, power and skill
- II. Objective: To read shorthand fluently

The more fluently one can read shorthand, the more accurately and rapidly he is able to write shorthand
- III. Objective: To write shorthand from dictation accurately, rapidly, and smoothly.
- IV. Objective: To transcribe accurately from shorthand notes.
This is a complicated process and requires much skill and practice.

Transcription is the integration of three separate skills, shorthand, typing, and English. The problem in transcription is the achievement of this complex skill. The pupil has a mass of curves and straight lines that give no indication of the form and content of the finished letter. From the notes a mailable letter must be produced. The pupil must develop the ability to read the shorthand notes, supply spelling, punctuation, paragraphing, and the many details of typographical style that go to making up the well-typed letter, and at the same time operate the typewriter rapidly and accurately.

All the problems in transcribing shorthand into the finished article develop perception, alertness, ability to follow directions, quickness of thought, responsiveness, discrimination and judgment to a high degree.

The methods and procedures used develop the student's ability as a shorthand writer and typist and provide sufficient practice to solve definite problems.

Methods and Procedures:

Shorthand--first year:

In the beginning shorthand emphasis is placed on reading shorthand so the "reading approach" is used. This simplifies the pupil's problem at the beginning by enabling him to focus attention on reading rather than divide his attention between reading and writing, and he should not be required to write any shorthand outline until prepared to write it correctly,

Reading in concert, singly, from written matter on the board and in the book, is continued for six or eight weeks. Each day penmanship drills are given for five minutes. This serves as an introduction to the writing process. Through his reading the pupil has become familiar with the circles, lines and curves, and a combination of these, so the introduction to writing is very simple. The pupil just writes.

When the pupil begins to write, a shorthand copy of each day's assignment is handed in. Much supplementary work is written on the board and this is also written and read by the pupils.

The same procedure is followed in the second semester of the first year. Dictation is begun in the second semester. At first the dictation is from prepared material, later in the semester dictation of unfamiliar material is given. Much of the transcription is oral.

The minimum requirement at the end of the first year is the ability to take dictation at sixty words a minute.

Evaluation of Objectives:

The objectives in shorthand are attained as many students secure positions upon graduation from high school without further preparation. Students are able to obtain part-time and full-time office positions while attending college or the university. Students who do go to business college after graduation from high school are able to finish the work in three months.

SHORTHAND SECOND YEAR:

First Semester: A high degree of skill in taking dictation and machine transcription must be developed in the second year. All the letters and articles in the book are written in shorthand. As home preparation these must be copied. This gives the student a large quantity of shorthand practice material. Part of the class period is spent in reading

the shorthand exercise. The reading is timed and an effort is made to always increase the read-skill. The faster one can read shorthand, the faster he can write it. Part of the period is devoted to timed dictation and oral transcription from the material that has been studied.

"Transcription English"--those points in punctuation, choice of words, capitalization, etc., which a student is likely to get wrong in transcribing from shorthand notes--is incorporated into the daily teaching plan. Each assignment begins with a brief explanation of one or two of these points and the first letter in the assignment is specially composed to illustrate the points discussed. This letter is typed as part of the outside assignment. An answer to this letter which the students do not have in the book and which includes the same points of English is dictated as new material and then transcribed from the shorthand notes.

The minimum requirement at the end of the first semester is dictation at 100 words a minute.

Second Semester: Emphasis is placed on the acquiring of speed on unprepared material. This is a mental skill. Shorthand speed is the ability to write from dictation shorthand so clear and legible that it may be read back or transcribed on the typewriter rapidly and accurately. The standard shorthand speed contemplates a five-minute dictation of material of uniform difficulty and transcribed within a reasonable time limit with not more than five-percent of errors.

The plan of preparation followed in the first semester is followed in the second semester. Dictation is the most helpful drill in developing speed. The greater part of the period is spent in dictation of both practiced and new material. The first part of the dictation is on easy material to give the pupils the opportunity to exercise at high speed the skills already formed. The next dictation is something else almost as easy also given at a high rate. If the class is working a take of eighty words a minute these dictation exercises are given at 100 words a minute. In a short time the take at eighty becomes easy. The next step is more difficult material given at sixty words a minute to allow everyone in the class to get the dictation, then the dictation is speeded up to 100 words a minute and the final dictation is given at eighty words a minute and the "take is easy." In going from eighty words to 100 words a minute and from 100 to 120 words a minute the same procedure is used. Following this plan a minimum requirement of 120 words a minute is reached.

B_U_S_I_N_E_S_S E_N_G_L_I_S_H

Since the world of business does not speak a different language of its own and its vocabulary is not essentially different from that of every day life, business English may be defined as good English applied to business situations in an effort to meet the individual needs of commercial students.

Business English serves its distinctive purpose in furthering the affairs of trade. In form it has little to differentiate it from English in general--its character lies chiefly in its thought content. A matter more particularly of "what to say" than "how to say it," may be summed up as Good English applied to Business.

According to business employers, criticisms are made not so much against the lack of technical training in English as against the inability to apply that training.

Text: English for Business Use -- Reigner

- I. Objective: To cultivate a knowledge of the essentials of oral and written English adapted to business usage.
- II. Objective: To develop correctness in written and spoken English.
- III. Objective: To teach composition to develop clear thinking and power of organization.
- IV. Objective: To develop skill in writing business letters.

The widest sphere of English in business lies in the writing of letters. Letters enter into every phase of business activity. Because letters form so large a part of all business, chief emphasis in this course is placed on the writing of letters.

- V. Objective: To develop the ability to think things through and apply the thinking to the specific.
- VI. Objective: To broaden the student's vocabulary.

Methods and Procedures:

The study of English as applied to business differs from academic English in two particulars:

1. The study is confined to the essentials--clearness, force, correctness are the qualities striven for.
2. Speed--requires a thorough review of the mechanics of English--the inclusion of this elementary material is a matter of necessity.

The following topics are studied and in the order named.

1. Corrective work in the parts of speech, emphasizing plurals of nouns, forms of the pronoun correct use of the possessives, correct forms of verbs with emphasis on the distinction of different types, agreement of subject and predicate.

2. The sentence and paragraph

Kind
Unity
Clearness
Emphasis

3. Punctuation, Capitalization, Abbreviations

4. Word Study

Prefix and suffix
Choice of words

Idioms
Synonyms
Antonyms
Interesting words
Foreign words Anglicized

Words and expressions commonly misused
Words and expressions common to business
Words and expressions to be avoided
Vocabulary building-- the average student labors under a great disadvantage because of the lack of words.

5. Mechanics of business letters

Much time is saved here as the pupils are taking or have taken advanced typing and the mechanics of business letters is thoroughly covered in that course. We give it only a hasty review.

6. Types of letters

Application
Advertising
Sales
Credit
Collection
Adjustment
Remittance
Appreciation

For each type of letter the class discussion centers around the problem involved, the arrangement of material to give the strongest effect. The letter is written, marked, rewritten and all errors discussed.

The student learns that business English is very definitely tied up with letter writing. The student must see that a mistake in English in any letter takes the reader's attention from the subject of the letter thereby lessening the chances for it to succeed.

Since the writing of a business letter must proceed from some experience, the first group of business letters consists of situations that deal with extra-curricular activities and interests of the pupil--situations of which they have first-hand knowledge based on observation and experience.

7. Oral English

- Organization of material
- Selection of words and ideas
- Variety of ideas and expressions
- Pronunciation
- Enunciation
- Grammatical errors

Oral English is as important as written English as millions of oral transactions are made daily. One of the first impressions we get of a person is derived from what he says and how he says it- so we must develop the ability to speak clearly, concisely and effectively. This is made a part of every recitation throughout the year.

Evaluation of the Objectives:

I believe each objective is developed as much as possible in our limited time. The students become very much interested in correctness in oral English and become very "error-conscious" and quite expert in detecting errors made by others. This improves their own speaking and writing. At the end of the course they are able to write an acceptable business and personal letter.

The interest in vocabulary building is amazing and it is surprising how many of these words really become a part of the student's vocabulary.

Supplementary Tests:

- The English of Business -- Hogar, Wilson, Hutchinson
- Essentials in English
- English Grammar--Smith, Magee, Seward

C O M M E R C I A L L A W

"Without law civilization would be impossible"

The principles of law mastered in a study of commercial law will prove a valuable guide to conduct during one's life; but the important thing is the awareness of the fact that a person has rights, duties, and liabilities which are prescribed by law. A student may forget the principles, but the awareness of the existence of legal rights, duties, and liabilities will help him to investigate before acting, or seek the advice of an attorney before deciding on a course of action. A person through a study of health may learn to live so he will not need a doctor except in extreme cases. A knowledge of law will help to keep one out of litigation. Law as a servant of the people as well as an agency of social control is emphasized. While desirable for all high school pupils, a knowledge of the principles of Commercial Law is essential to the equipment of a commercial student in this increasingly complex social and business age.

Text: Business Law for Everyday Use - Laomi & Mandel

OBJECTIVES:

1. Impart the business man's working knowledge of law to students.
2. Fix the key stones of legal security firmly in student's minds.
3. Develop an awareness of law so that in every business transaction he will subconsciously have the legal aspect in mind, and
4. Be able to perceive legal storms when they are still small clouds on the horizon, and get legal advice if necessary to keep out of the storm.

PROCEDURE:

Subject is divided into 13 chapters, which are divided into 80 units.

The moral significance of each unit is emphasized.

Training in analysis of a situation and presentation of legal arguments for one's stand.

"Legal terms" you ought to know are stressed.

Principles discussed.

Case Problems analyzed.

Tests - true-false, multiple choice, comparison, and cases complete each unit and again each subject division.

Evaluation of Results.

Students generally show an added interest in legal reports in newspapers and magazine articles. Pupils often bring personal and family legal problems to class for solution. Results to the student will not be recognizable until he get into business for himself.

Library Books:

Business Law - Conyngton & Bergh
Business Law - Weaver
Commercial Law - Peters & Pomeroy
Commercial Law - Gano
Commercial Law by Cases - Cowan, Shea & Morin
Story-Case Business Law, 7 Vol. - Kix Miller
Negotiable Instruments

B O O K K E E P I N G

Bookkeeping is a systematic record of business transactions. Every citizen regardless of how he makes a living has need of record keeping. Our course aims to supply personal, economic, social, as well as vocational values necessary to a well rounded education.

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

OBJECTIVES:

To train pupils in journalizing, posting, taking a trial balance, making reports, balance sheets, profit and loss statements, opening and closing a set of books in single proprietorship, a partnership, and corporation. In short, prepare them to keep a set of books in a small business.

PROCEDURE:

The balance sheet approach is used. Individual instruction is given. We learn to do by doing. The instructor always on hand to give help or to check or to assist when needed. A work book is used to aid students.

Evaluation:

Many of our graduates have gone out into jobs in the business world and made a success.

Library Books:

Personal & Business Record Keeping - Elwell, Zelliot, Good.

C O M M E R C I A L A R I T H M E T I C

Commercial Arithmetic is a tool subject. No matter what one does in life, business transactions are met daily. To prepare pupils to be ready to check calculations of people with whom they transact business is highly desirable in this age of sharp practices and close competition. Many students will go into business, some for themselves. Whether as grocery clerk, salesman, office assistant, or manager, even as housewife or head of a family, figures and the ability to use them will become part of their lives. Even in the "good old days" 'rithmetic was mentioned as the climax of the three "R's". We attempt to give more than a working knowledge of numbers. We give drills in rapid calculations and short cuts in computations to aid in speed and proficiency.

Text: Business Arithmetic, -- Sutton and Lumes

OBJECTIVES: To secure for the pupil

1. Ability and skill in arithmetical operations essential to success in business.
2. Accuracy and speed in performing the four fundamental operations with whole numbers, fractions, decimals, and mixed numbers.
3. Skill in rapid mental work and ability to use the common short cuts in written work.
4. Ability to read, interpret and solve problems.
5. Ability to estimate results reasonably.

PROCEDURE:

1. Daily drills to develop speed and accuracy. Short cuts in multiplication and division also used.
2. Motivation of study of each subdivision. Games often used for this purpose.
3. Class explanations, illustration of problem, solution and assignment of work for study.
4. It is as important in the lives of people to be able to check work correctly as it is to do it. Therefore we exchange papers and check each others' work and grade it.
5. Review and test. Reteach things not learned and test again.
6. The practical side of life and business is continually emphasized.

Evaluation:

Results are hard to evaluate. Success, in ever varying degrees depending on previous accomplishments in mathematics and present efforts, follow our teaching.

Library Books:

Business Mathematics, Rosenberg
The New Mathematics Book III, Stone
Mathematical Wrinkles, Jones
The Arithmetic of Business, McMackin, March, Baten
Progressive Arithmetic, Schaaf
Mathematics for Everyday Uses, Stone, Mallory

B U S I N E S S E C O N O M I C S

The need of instruction in some subject designed to help every individual to live comfortably and to manage his income properly has been apparent for some time. The individual as a consumer is as important as the individual as a producer. The basic need of our nation today is more consumption. It involves the spending of money for all phases of modern living. If our problems of production and consumption are to be solved, our young people must be trained in economic thinking and apply more "common horse-sense" to the every day problems of life and living.

This subject attempts to supply this need.

Text: Economics in Everyday Life -- Goodman and Moore

OBJECTIVES:

To present the fundamental principles of economics with particular emphasis on the application of these principles to the life of the consumers. To help students to think out the problems of life in terms of "common sense".

PROCEDURE:

Study of the subject matter

Class discussions, questions, word drills, quizzes.

Every pupil is expected to take part in the class exercises every day.

Evaluation;

Rather an experiment, but some students have expressed

- vi. themselves already as having learned more real "horse sense" in this class than in nearly all others.

Library Books:

Economic & Business Opportunities - Beighey & Spanabel
Introductory Economics - J. H. Dodd
The Consumer Investigates - Zoe Tavern
Our Economic Society & Its Problems - Hill & Tugwell

H O M E E C O N O M I C S D E P A R T M E N T

1. Clothing I
2. Clothing II
3. Clothing III
4. Foods I
5. Foods II
6. Buying Problems
7. Child Development and Happy Living
8. Home Furnishings and Home Management

CLOTHING I

A study of the selection of clothing with consideration of materials, of cost, of style, and design, of the individual, and occasion. An opportunity to develop the construction of several inexpensive cotton garments. A study of the recognition of the qualities of suitable clothing for children and the actual construction of a child's garment. An understanding of the component factors of an attractive personality development.

- I. Objective: Realization of the importance of personality development to the girls' success.

Procedure:

1. Lecture
2. Class discussion
3. Home Projects
4. Demonstrations by teacher and students
5. Problem solution method
6. Home Practice
7. Reading
8. Special assignments (notebooks)
9. Laboratory experience.

- II. Objective: Judgement in selecting suitable clothing for self.

Procedure:

1. Lecture
2. Class discussion
3. Laboratory experience

4. Demonstrations by teachers and students
5. Problem solution method
6. Reading
7. Special assignments
8. Oral and written class reports

III. Objective: Ability to select and construct a simple cotton garment.

Procedures:

1. Lecture
2. Class discussion
3. Individual field trips (purchasing of materials and equipment from local stores)
4. Home Projects.
5. Modeling of garments
6. Individual conferences
7. Interviews
8. Laboratory experiences

IV. Objective: Understanding in the selection and construction of childrens' garments.

Procedures:

1. Lecture
2. Class discussion
3. Individual field trip (purchasing of materials and equipment from local stores)
4. Laboratory experience
5. Home Project
6. Home Practice
7. Individual conferences
8. Interviews

CLOTHING II

This course offers experience in wool and silk construction problems; and advanced fitting problems. The principles of design and color as they relate to dress and personal appearance. Experience in making a clothing inventory and budget. Opportunity is offered for developing a leisure-time activity such as embroidering or knitting.

I. Objective: Ability to plan clothing purchases wisely.

Procedures:

1. Lecture
2. Class discussion
3. Oral and written reports
4. Problem solution method
5. Individual conferences
6. Special assignments
7. Clothing inventory and budget

II. Objective: Judgment in selecting clothing designs and colors suitable to own needs.

Procedures:

1. Lecture
2. Class discussion
3. Scrapbook
4. Laboratory experience
5. Demonstrations by teacher and students
6. Problem solution method
7. Reading
8. Oral and written reports
9. Special assignments

III. Objective: Ability to select suitable material and to cut, fit, and construct a tailored wool garment and a silk garment.

Procedures:

1. Lecture
2. Class Discussion
3. Individual field trips
4. Laboratory experience
5. Home Projects
6. Home Practice

7. Demonstrations by teacher and students
 8. Modeling of garments
 9. Individual conferences
- IV. Objective: Ability to make an embroidery or a knitting problem.

Procedures:

1. Lecture
2. Class Discussion
3. Laboratory experience
4. Home Projects
5. Demonstrations by teacher and students
6. Special assignments
7. Individual conferences

CLOTHING III

This course offers experience in the construction of a lingerie problem, a formal dress, and a garment made from a synthetic fabric; advanced fitting and construction problems, and further experience in the selection of materials and design with due regard to suitability and cost. Acquaintance with the points to be considered in the purchasing of clothing. Discussion of clothing care. This class is offered the second semester of the school year.

- I. Objective: Ability to select and construct a lingerie garment, a formal or a graduation dress, and an Easter or Baccalaureate dress which the girl will enjoy.

Procedures:

1. Lecture
2. Class discussion
3. Individual field trips (purchasing of materials and equipment from local stores)
4. Laboratory experience
5. Home projects
6. Home practice
7. Demonstrations by teacher and students

8. Modeling of garments
9. Individual conferences

II. Objective: Understanding the fitting and construction processes when using light weight materials.

Procedures:

1. Lecture
2. Class discussion
3. Laboratory experience (cutting and construction, and fitting of garment)
4. Demonstrations by teacher and students
5. Modeling of garments
6. Individual conferences

III. Objective: Judgment in the use of guides which consumers use in buying clothing.

Procedures:

1. Lecture
2. Class discussion
3. Demonstrations by teacher and students
4. Oral and written reports
5. Problem solution method
6. Interviews
7. Special assignments
8. Personal investigations

IV. Objective: Realization of the importance of proper care of clothing for the well dressed person.

Procedures:

1. Lecture
2. Class discussion
3. Demonstrations by teacher and students
4. Oral reports
5. Special assignments
6. Laboratory experience

FOODS I

A study of the fundamental principles of nutrition, of selection of an adequate diet, and the significance of food in its relation to health. A consideration of basic processes involved in food cookery, meal planning and table service, with special emphasis given to the practical aspects.

Text: The Family's Food -- Lanman, McKay, Zuill

- I. Objective: To create the desire to realize the importance of good health, through building up good food and health habits.

Procedures:

1. Demonstrations
2. Lectures
3. Class discussion
4. Oral and written class reports
5. Laboratory practice

- II. Objective: Ability to plan, prepare, and serve simple meals.

Procedures:

1. Demonstration
2. Lecture
3. Class discussion
4. Laboratory work
5. Field trips
6. Oral and written class reports
7. Home projects
8. Notebooks

- III. Objective: Understanding importance of management in securing satisfactory meal planning.

Procedures:

1. Class discussion
2. Laboratory
3. Home project.

FOODS II

A study of special problems in diet and nutrition. The economic selection and nutritive value of foods are stressed. Various types of meals and table service are studied. Practice is given in planning, preparing, and serving suitable family meals. An understanding of the practical aspects of home care of the sick.

Text: "The Family's Food"--Lanman, McKay, Zuill.

I. Objective: A desire to secure good nutrition for the entire family.

Procedures:

1. Lecture
2. Class discussion
3. Oral and written class reports
4. Scrapbooks
5. Laboratory experiences
6. Home Project
7. Problem solution method

II. Objective: Ability to plan, prepare and serve simple family meals.

Procedures:

1. Lecture
2. Class discussion
3. Laboratory experiences
4. Individual field trips (purchasing food supplies)
5. Field trips
6. Home Projects
7. Home Practice
8. Demonstrations by teacher and student

III. Understanding ways in which the sick may be comfortably cared for at home.

Procedures:

1. Lecture
2. Class discussion

3. Laboratory experiences
4. Class reports
5. Home Projects
6. Home Practice
7. Problem solution method

BUYING PROBLEMS

Buying problems is a course to help students recognize consumer buying as one of their personal problems, to show them the best available methods of buying procedure, and to help develop their understanding and judgment in solving these every day problems. To make each student realize that the ability to buy intelligently and wisely is important to them both in the present and in the future. Fields such as foods, textiles, clothing, cosmetics, drugs, and household equipment are studied with consideration of needs, wants, problems, and so forth, of the consumer-buyer. A study is made of the part played by advertising, retail stores, government agencies, and other agencies in influencing and protecting the consumer-buyer. This course is offered to Juniors and Seniors only, and is given the second semester of the school year.

- I. Objective: Ability to secure greater satisfaction from money spent than is secured at present.

Procedure:

1. Lecture
 2. Class discussion
 3. Field trips
 4. Individual field trips
 5. Personal investigation
 6. Reading
 7. Oral and written reports
 8. Special assignments
 9. Home Projects
 10. Exhibits
- II. Objective: Ability to analyze and describe the kinds of qualities of some goods and services which should guide a buyer in making a wise choice.

Procedures:

Same as Objective I.

III. Objective: Understanding of the contribution which standards, grades, ratings, and other forms of standardization makes to better buying.

Procedures:

Same as Objective I.

IV. Objective: Realization of strong and weak points in the present governmental protection of the consumer-buyer.

Procedures:

Same as Objective I.

V. Objective: Realization of the possibilities and limitations of different guides to buying.

Procedures:

Same as Objective I.

CHILD DEVELOPMENT AND HAPPY LIVING.

A study of the physical, mental, social, and emotional development of the preschool child. Discussion of and possible solutions of common behavior problems. During the 5 weeks session of the play school, students are given an opportunity to observe and assist with its activities. A study and discussion of desirable attitudes and practices which tend toward happy human relationships, family life, boy and girl relationships, and choosing a life companion. Limited to Juniors and Seniors.

I. Objective; Judgment in the use of some techniques in guiding children.

Procedures:

1. Class discussion
2. Oral and written class reports
3. Book Reviews
4. Debate Method
5. Reading of magazine articles and books
6. Field trips
7. Lecture
8. Problem solution method

9. Home Projects
10. Laboratory experience
11. Home Practice
12. Individual conferences
13. Special assignments
14. Panel Discussions
15. Questionnaires
16. Interviews
17. Observation of children
18. Assisting in play school activities.

II. Objective: Increased interest in children.

Procedures:

Same as Objective I.

III. Objective: Understanding possible ways of securing child's cooperation.

Procedures:

Same as Objective I.

IV. Objective: Realization of some of the problems met in dealing with children.

Procedure:

Same as Objective I.

V. Objective: Ability to get along happily and successfully with others.

Procedures:

Same as Objective I.

VI. Objective: Realization of the part that family members play in making family life successful.

Procedures:

Same as Objective I.

HOME FURNISHINGS AND HOME MANAGEMENT

A study of the management of time, labor and equipment, food, and the budgeting of income and household accounting. A study of the selection, arrangement, and care of house furnishings and decorative objects to make a home more livable, attractive, and convenient, so each girl will be more keenly aware of how she may improve her present surroundings at little or no expense. This course is offered to Junior and Seniors only. It is given the first semester of the second year.

- I. Objective: Recognition of some of the points in wise selection and arrangement of furnishings and decorative objects for the home.

Procedures:

1. Lecture
2. Class discussion
3. Oral and written class reports
4. Notebooks
5. Problem-solution method
6. Laboratory experiences
7. Home Projects

- II. Objective: Realization of simple ways in which home may be made more attractive.

Procedures:

1. Lecture
2. Class discussion
3. Home Projects
4. Home Practice
5. Reading
6. Notebooks
7. Laboratory experiences

- III. Objective: Understanding ways to increase attractiveness of own home and surroundings with small expenditures of money.

Procedures:

1. Lecture

2. Class discussion
3. Home Projects
4. Home Practice
5. Field trips
6. Notebooks

IV. Objective: Ability to solve some of own management problems.

Procedures:

1. Lecture
2. Class discussion
3. Home Projects
4. Home Practice
5. Problem-solution method
6. Special assignments

V. Objective: Recognition of some of the management responsibilities found in the home.

Procedures:

1. Lecture
2. Class discussion
3. Home Projects
4. Home Practice
5. Problem-solution method
6. Reading
7. Special assignments
8. Demonstrations by teacher and student

VI. Objective: Interest in understanding the nature of some of the responsibilities of homemakers.

Procedures:

1. Lecture
2. Class Discussion
3. Oral and written class reports

4. Home projects
5. Home Practice
6. Problem-solution method
7. Special assignment
8. Reading

Classroom Library Books Home Economics

Foods and Nutrition

Bailey, Pearl -- Domestic Science, Principles and Application
 Bailey, Meal Planning
 Bevier and Meter -- Selection and Preparation of Food
 Burnham and Jones -- Boy and His Daily Living
 Case and Wyman -- Cook Away
 Chambers, Mary D. -- Breakfasts, Luncheons, and Dinners
 Conley, Emma -- Principles of Cooking
 Dept. of Food and Nutrition, Kansas State Agricultural College--
 Practical Cookery and the Etiquette and
 Service of the table.
 Dowd and Jameson -- Foods and its Preparation.
 Elliott, R. N. -- The Tea Room and Cafeteria Management
 Farmer, Fannie M. -- Boston Cooking School Cook Book.
 Farmer, Fannie M. -- Catering of Special Occasions.
 Greer -- Foods and Homemaking
 Greer, Carlotta C. -- School and Home Cooking.
 Gunn -- Table Service and Decoration.
 Harris and Lacey -- Everyday Foods
 Harrow-- Vitamins
 Hill, Janet M. -- Practical Cooking and Serving
 Hill, Janet M. -- The Up-to-date Waitress
 Kephart -- Camp Cookery.
 Lanman, McKay, Zuill -- The Family's Food
 Lincoln, Mrs. D. A. -- Boston School Text Book
 McCollum and Simmonds -- Food Nutrition and Health
 McCollum and Simmonds -- The Newer Knowledge of Nutrition
 Roberts, Lydia J. -- Nutrition Work with Children.
 Rose, Mary Swartz -- The Foundations of Nutrition
 Willard and Gillett -- Dietetics for High School
 Wellman, Mabel T. -- Foods: Its Planning and Preparation
 Wheeler -- Food and Nutrition
 William and Fisher -- Cookery Elements of the Theory of Practical
 Cookery.

Clothing

Baltdt, L. I. -- Clothing for Women

Baldt and Harkness -- Clothing for the High School Girl.
Baxter and Latzke -- Modern Clothing
Brown and others -- Clothing Construction
Byers and Kamholz -- Designing Women
Butterick -- Principles of Clothing Selection
Cook -- Essentials of Sewing
Dulcic and Donovan -- The Mode in Dress and Home
Friend and Shultz -- The First Book in Home Economics
Hunter -- The Girl Today and the Woman Tomorrow
Jordan -- Clothing Fundamental Problems.
Rathbone and Tarpley -- Fabrics and Dress
Van Gilden -- From Thimble to Gown
Woolman and McGowan -- Textiles

Child Development and Happy Living

Blatz and Bolt -- Parents and the Pre-School Child
Faegre and Anderson -- Child Care and Training
Goodspeed and Johnson -- Care and Training of Children
Grove, Skinner, and Swenson -- The Family and its Relationships
Holt, J. Emmett -- The Care and Feeding of Children.
Justin and Rust -- Problem in Home Living.
Lemo, Dennia, Rockwood -- Teaching Family Relationships in the
High School.
Lucus, William Palmer -- The Health of the Runabout Child
Rockwood -- Pictures of Family Life.

Home Furnishings and Home Management

Balderston, Lydia Ray -- Housekeeping Workbook
Binstead, Herbert E. -- The Furniture Styles
Daggett, Helen M. -- Interior Decoration
Goldstein -- Art in Everyday Life
Myerson, Dorothy -- Homemakers Handbook
Parson, Frank -- Interior Decoration
Post, Emily -- The Personality of a Home
Rutt, Anna N. -- Home Furnishings
Sheaffer, William A. -- Household Accounting
Thrilling and Nicholas -- The Girl and Her Home
Trilling and Williams -- Art in the Home and Clothing
Wood, Lindquist, Studley -- Managing the Home

Home Nursing

Aikens -- Home Nurses' Handbook of Practical Nursing
Douglas -- Health and Home Nursing
Fisher and Fish -- How to Live
Lippett, Louise C. -- Personal Hygiene and Home Nursing
Pope, Amy E. -- A Textbook of Simple Nursing Procedure for
High School
Selbert -- Home Care of the Sick.

Buying Problems

Trilling, Eberthart, and Nicholas -- When you Buy

Miscellaneous

Carnegie, Dale -- How to Win Friends and Influence People
Clark and Quigley -- Etiquette, Jr.
Kimball and Hopkins -- The Judd Family
McLean, B. B. -- Good Manners
Pierce, Emma E. -- Science of Home Making
Sterling, Silversmith -- The Story of Sterling
Wilson, Margery -- Charm

Home Economics Books in Library

Balderston, Ray -- Housewifery. (1919)
Baldt, Laura I. -- Clothing for Women (1916)
Chambers, Mary D. -- Principles of Food Preparation (1921)
Denny, Grace -- Fabrics and How to Know Them. (1926)
Donaldson, Manning -- Fundamentals of Dress Construction (1926)
Dowd and Jameson -- Food and its Composition and Preparation (1918)
Gree, Carlotta -- School and Home Cooking (1920)
Hunter, L. P. -- The Girl Today and the Woman Tomorrow (1932)
Kinney and Cooley -- The Home and the Family (1917)
Kittredge, Mabel -- The Home and Its Management (1917)
McGowan and Waite -- Textiles and Clothing (1927)
Powell, Ola -- Successful Canning and Preserving (1918)
Rose, Mary S. -- Feeding the Family (1920)
Red Cross -- First Aid
Sherman, Henry -- Food Products (1927)
Snyder, Harry -- Human Foods (1921)
Taber, C. W. -- The Business of the Household (1918)
Trilling and Nicholas -- The Girl and Her Home (1932)
Wellman, M. T. -- Food Study (1920)
Woolman, Mary -- Clothing -- Choice, Care, Cost (1926)

Magazines

Agriculture Leaders' Digest
Better Homes and Gardens
Consumers' Digest
Consumers' Guide
Forecast
Good Housekeeping
Homemakers Bulletin
Journal of Home Economics
Ladies Home Journal
McCalls
Practical Home Economics
The American Consumer
The American Home
The Arizona Teacher
Vogue
Woman's Home Companion

Periodicals and Newspapers

School Sewing Service News
What's New in Home Economics
Women's Wear Daily

BOYS HEALTH EDUCATION

Freshmen and Sophomores

Health Education is required of all freshmen and sophomore students. This course is given on two consecutive days. Each period students give reports on matter relative to class topics. Special lectures are given on each general topic. Material for student reports are obtained from magazines, class text, periodicals and reference books.

Text: The Science of Human Living--Corwin

- I. Objective: To break down old time fallacies on health, by presenting scientific data.
- II. Objective: Inculcate into the individual good health habits, correct posture, proper care of body, knowledge of body functions, truth about disease and methods of control, and that clean minds mean clean bodies.

Procedure:

1. Topics are assigned to students on different subjects, using the text as an outline. These reports are written and given to teacher on the day student is to make oral report on subject. The Hygeia Magazine and reference books in library are used to get material for topic. After each oral report teacher enlarges or corrects material. Class discussion also adds to what is already said. Optional credit is given for special reports, taken from the Hygeia Magazine or periodical. Special lectures cover material not covered in reports.

BOYS PHYSICAL EDUCATION

Physical Education is required of all freshmen and sophomore students unless excused by permit from doctor. All students are required to dress in gym suits and participate in some activity. A shower bath is also required of each student. The school furnishes each student with a clean towel daily.

- I. Objective: To create a desire to be healthy and strong.
- II. Objective: To have knowledge of different games; individual, troupe and team.
- III. Objective: To strive to become excelled in one or more of these games.
- IV. Objective: Develop poise, personality and ability to get along with others.

Procedures:

1. Touch Football: Explain rules to group before being allowed to play. Demonstrate the proper methods of passing, punting, catching and blocking. Divide class into teams of same ability or same size. Use teams of six to eleven players. Appoint captains on each team, (in selecting a captain take only those who are leaders or have special athletic ability). These captains act as referees while playing. Continue your teaching while supervising by correcting mistakes as they are made during play. Change team and captains as often as interest lags.
2. Basketball: Explain general rules, and demonstrate some common fouls. Demonstrate different kinds of shots and positions each may be used. Use some form of relays to teach dribbling and passing. Divide class into teams as done in football. Select referees for each group, after special instruction. When teams have been playing for a few weeks, have teams chosen by appointed captains. For the remainder of season allow teams to call own fouls, being sure that they do not disregard the rules. Where there are more players than courts, teams may be allowed to play "21" using the same goal for each team and using half the court.
3. Volley Ball: Explain rules and methods of hitting ball, emphasizing the value of a good serve. Divide group into teams and allow to play for few days, using some student to act as referee. After playing a few days appoint captains and let them choose teams, having seven players on each team. Play a round robbin for all teams to create interest. Continue changing captains and teams at the end of each round robbin.
4. Track: Divide class into groups of same class (use age, weight and height). Demonstrate each event and explain methods of conditioning for each. Have try-out meet for each class. With records from this meet select teams, each team electing their own captains. Run off meet for each class with points for each class being added to make up team score. School records are kept for each event and class. This gives each individual a chance to break and set a new record as an incentive for practice. Where there are many small pupils, special events are run.
5. Softball: Explain rules and demonstrate methods of batting, throwing, catching and pitching. Allow each student to try doing each of above. Play work-up for the first few days. When each player has had a chance to bat divide group into teams, trying to select a player to pitch on each team, with some ability to pitch. Play round robbin as was done in basketball.

6. Horseshoes: This sport is not required of all students but is encouraged by running a school tournament, using the class periods to play off games. Methods of pitching and rules are explained to the class as a whole. This is a good game for students that cannot play active games.
7. Tennis: This is also an optional game, but is explained to the whole class. Those wishing to play tennis are excused from group games on specified days. Special instruction is given to those interested, with team instruction given after school.
8. Shuffleboard: This is also optional, but is explained to whole classes. Class tournaments are run off with class champions playing each other. This is an excellent game for students with cold or recovering from some illness.

Library Books:

Hygiene--Williams
Health and Achievement--Cockfair
Health Essentials--Andress
Health, Public and Personal--Blount
How to Live--Fisher
Health of Youth--Meridith
Feeding the Family--Rose

Magazines:

Hygeia
Athletic Journal
Scholastic Coach

BOYS HEALTH EDUCATION

Juniors and Seniors

Lectures are required of all boys of Mesa Union High School except those excused for band work. Classes are held twice and the work covers the physiological division of health education. In addition to lectures special work is given the students in the form of reports on assigned and chosen topics relating to personal, mental, and community hygiene.

Text: Health and Achievement--Cockefair and Cockefair

I. Objective: To obtain a better theoretical knowledge of the structure of the body, the functions of the different organs, the formulation of a few practical and simple rules and methods for the care of the body, and the maintenance of good health.

1. Effect of tobacco and alcohol on health
2. Ill health and its causes
3. Treatment and prevention of colds
4. Care and treatment of teeth
5. Food and food diets
6. Control of the body
 - a. The nervous system
 - b. The glandular system
7. Care of the body and its needs
 - a. Organs of circulation
 - b. The respiratory system
 - c. The skeletal system and the care of injuries to the joints
 - d. The muscular system
The care and development of the muscular system.

Procedures used to realize objectives:

1. Lectures and class discussions
2. Study and class discussion
3. Special reports on assigned or selected subjects
4. Lectures by professional men

BOYS PHYSICAL EDUCATION

All boys are required to take gym work except those with recognized doctors excuses. One day a week is spent in the gymnasium on indoor games while the other two days are spent in outdoor play.

Aside from the direct physical benefits the greatest good derived is the socialization of individuals to each other under conditions that many are not accustomed to and which fit them for future college and civic life.

- I. Objective: To direct the play and activities of individuals for the improvement of their bodily functions.
- II. Objective: To increase their knowledge of the different activities.
- III. Objective: To develop individual abilities of performance, leadership, poise, cooperation and social adjustment.
 1. The improvement of bodily coordination.
 2. The development of individual abilities, such as performance, poise, personality, leadership, and team play.
 3. Knowledge of games.
 4. Personal and social adjustment and cooperation.

Procedures used to realize objectives:

1. The study and discussion of the rules of football, basketball, track, baseball, tennis, volleyball, handball, indoor ball, horse shoes, and etc.
2. Actual participation in each sport.
3. Special assigned tasks to individuals.
 - a. Refereeing
 - b. Acting as team captain
 - c. Taking charge of the dressing room

Library References:

Magazines:

Hygeia
Athletic Journal
Scholastic Coach

Books:

The New Physical Education--Wood and Cassidy
Health and Youth--Meredith
Health Essentials--Andreas, Addinger & Goldberger
Health--Blount
Physical Education--Wilde & White
Health and Hygiene--Williams
The Science of Human Living--Corwin
Shattering Health Superstitions

G I R L S H E A L T H E D U C A T I O N

The Health Education course for the girls is given twice weekly during the year. It is planned to give intelligent and helpful information to the students, concerning their health and well being; so that such knowledge will be useful to them during their school days as well as later in life.

Texts: Health and Achievement--Cockefair and Cockefair
Healthful Living -- Williams
Health of Youth--Meredith
Science of Human Living -- Corwin

- I. Objective: Stimulate an appreciation and active interest in health.
- II. Objective: Creation and improvement of health habits by appealing to the students through beauty of the body, attractive personality and a body physically fit to enable them to enjoy all the activities of adolescence.
- III. Objective: Establish a capacity in students for self direction according to the laws of health; form definite health habits.
- IV. Objective: Give advice and help solve personal health problems.
- V. Objective: Help establish a glad, radiant, positive and abundant health.

General Procedures:

- 1. Physical examination during September, before active work begins.
- 2. Height taken in September and February
- 3. Weight taken each month
- 4. Grade care of teeth, fingernails, personal appearance, and posture.
- 5. Practical First Aid experience from accidents in class or at home.
- 6. Services offered at school--smallpox vaccinations, tuberculosis skin test and x-ray, examination of teeth by dentists.

Specific Procedures (Lecture Work)

- 1. Keeping a notebook

- a. Illustrated with magazine cutouts and drawings
 - b. Class notes
 - c. Assignments in texts and magazines
- 2. Making posters
- 3. Talks and discussions
 - a. By instructor
 - b. By students
 - c. Outside speakers in special fields
- 4. Tests
 - a. Oral
 - b. Written
- 5. Themes on related subjects.

Outline of Course of Study

- 1. Personal appearance
 - a. Skin--anatomy, physiology and hygiene
 - (1) complexion
 - (2) acne
 - (3) cosmetics
 - b. Hair--anatomy and hygiene
 - c. Hands--hygiene
 - d. Fingernails--hygiene
 - e. Attractive figure
 - (1) Clothing--properly fit
 - (2) posture--anatomy; exercises
 - (a) body
 - (b) feet
 - (3) overweight and underweight
 - (a) causes--glands, food, exercise, climate
 - (b) prevention
 - (c) how to interpret weight charts
- 2. Menstrual Period
 - a. Cause
 - b. Function
 - c. Care
- 3. Diseases--prevention, causes, symptoms, treatment
 - a. colds
 - b. pneumonia
 - c. influenza
 - d. tuberculosis
 - e. smallpox

4. First Aid--prevention and causes of accidents and illness, symptoms, and treatment

- a. sprains
- b. strains
- c. cuts
- d. bruises
- e. bleeding
- f. bandaging
- g. fainting
- h. headaches
- i. appendicitis

5. Safety First

- a. At home
- b. At work
- c. On the highway
- d. On vacations and trips
- e. At school

Magazines:

Hygeia
Health Magazine
American Red Cross Journal

References:

Metropolitan Life Insurance Material--Pamphlets
Science of Every Day Health by Blount
Every Day Problems in Health--Wheat and Fitzpatrick
Man and the Motor Car--National Bureau of Casualty and
Surety Underwriters
Consumer's Research
Skin Deep--Consumer's Research

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

Physical Education for girls is given three times a week during the year. It is planned to give improvement to the physical being through relaxation, recreation, indoor and outdoor activity as well as a mental, moral and social education by means of physical tools.

- I. Objective: To inculcate skills, attitudes, appreciation and knowledges which contribute to a student's physical well being, mental poise and emotional balance.

- II. Objective: To provide a program to meet the interests and abilities of all the students.
- III. Objective: To provide situations which will lead to a better knowledge of the rules and etiquette of athletic games and sports.
- IV. Objective: To promote organic vigor and develop neuromuscular control through physical activity.
- V. Objective: To develop interest and skills in wholesome sports which may be used as resources for recreation.
- VI. Objective: To provide opportunity for the development of:
 - a. Such physical powers as vitality, endurance, poise, grace and balance.
 - b. Such mental powers as alertness, will power, initiative, and resourcefulness.
 - c. Such social powers as leadership, followership, courtesy, cooperation, honesty, loyalty, kindness, self sacrifice and obedience to authority.
 - d. Such emotional powers as courage, self control, sympathy and enthusiasm.
- VII. Objective: Extensive training and not intensive.

Procedures:

1. Regulations

- a. Showers
- b. Clean uniforms weekly
- c. Responsibility and care of equipment, building and grounds
- d. Participation and effort

2. Activities

- a. Marching
- b. Posture training
 - (1) sitting
 - (2) standing
 - (3) exercising
- c. Recreational games
 - (1) circle
 - (2) relays
 - (3) group

- d. Athletic team games--volleyball, basketball, speedball, softball, volley ring, and volley tennis
 - (1) Introduction
 - (a) Explanation of nature of the games--number of players, equipment used, object of the games, how accomplished, etc.
 - (2) Presentation of basic fundamental skills--practice fundamentals as such in relays and game forms.
 - (3) Presentation of the game
 - (a) Use the blackboard--diagram of the field or court; players positions; explain object of game again.
 - (b) Skeleton practice on the field or court
 - (c) Play the game; learn the rules as you go; stop for frequent coaching.
 - (4) Presentation of additional techniques
 - (a) Fundamental skills
 - (b) Team play and strategy
 - (c) Demonstration of plays, fouls, practice plays, and practice recognizing fouls by umpiring.
 - (d) Practice on any skills necessary to improve game.
 - (5) Tests--practical and written
 - (6) Election of captains; selection of teams
 - (7) Intramural tournaments--round robin, elimination or double elimination
 - (a) Champions of periods
 - (b) All star players
 - (c) Homeroom competition in Volleyball and Softball only.
 - (8) Selection of all star team.
- e. Individual Sports--tennis, horseshoes, table tennis, shuffleboard, deck tennis, ring tennis, pateca badminton, and darts.
 - (1) Similar procedure as given under Athletic team games
 - (2) Development of leisure time activities
 - (3) To provide activity for those not physically able to take part in Athletic team games.

G I R L S N E A L T H E D U C A T I O N

Among high school girls there is always a need for training in graceful and beautiful body movement. No special attributes, such as phases of character development, are claimed to be attained in this course, rather a development of the body and an appreciation for beautiful and correct forms of dancing.

Types of dances included in the curriculum are tap, ballroom, character, interpretive and folk dancing. Exercises to develop skill and control of bodily movement are given as a background for all dancing, naturally there will be a carry over of body control, or grace, to all times when the body is moved. Special dance terms are used in description of dance steps to build a dance vocabulary. Included are drills on different rhythms; waltz, 4/4 time, 3/8 time, fast and slow tempo, to help the student recognize and keep in time with various musical pieces used.

All accomplishment is greater when joy and pleasure is found in having done each dance well.

Texts: (Library)

The Science of Human Living--Corwin
Health and Achievement--Cockfair and Cockfair
Healthful Living--Williams
The Health of Youth--Meredith
The First Aid Text Book (American Red Cross)
Everyday Health--Blount
Everyday Problems in Health--Wheat and Fitzpatrick
Man and the Motor Car--Whitney

- I. Objective: Development of grace and ease of movement.
- II. Objective: Development of the body physically (build muscles of all parts of body)
- III. Objective: Development of appreciation of the best dance forms.
- IV. Objective: Development of the creative ability of each student.
- V. Objective: Development of understanding of different rhythms and tempos.

Procedures:

1. Exercises are given every day for half the period to develop rhythm, and muscular skill. These exercises include floor work and balancing types. A choice of activities is used to develop all parts of the body, stretching, limbering muscles, and awakening the student to many body movements which were seldom used before.

2. Dance forms are selected from the tap, ballroom, interpretive, character, and folk types to bring a variety of forms and thus stimulate interest. Waltzes, tangos, Spanish dances, character dances of all types are used.
3. Development of appreciation of the dance and its best forms.
 - a. When introducing a new dance a description of the history and background is given to create an interest and a desire to execute the dance in its correct form which often brings excellent results.
 - b. Correct positions are described, illustrated, and practiced as well as fundamental steps, waltz, two-step, turns, etc.
 - c. Demonstration in class of the correct forms are given by the teacher, or if possible members of the class.
 - d. Encouragement of students to attend all visiting professional dance programs is emphasized. Discussion of these and school performances provides an opportunity to praise the higher type of dance characteristics found in each, such as, skill, ease in execution, grace of the dancers, and their enjoyment of the dance.
 - e. An exhibition of the college dance group from Tempe will also be used if possible.
4. Development of the creative ability of each student.
 - a. Individuals are encouraged to create their own dances and use them in class demonstrations or school programs.
 - b. When the group is "assembling" a dance for a school program, operetta, or civic organization, all suggestions from students are used if possible. (This method when used as fully as possible is an excellent way to develop interest and skill).
5. Development of understanding of different rhythms and tempos.
 - a. Participation in dances with different rhythms bring this about.
 - b. Special rhythmical exercises are given the students: beating of drums, beating of hands on the floor.

6. Each spring a dance program is presented in which all types of dancing are used. In the process of building this program all the fore listed aims are stressed.
7. Special programs for school and community have included dances prepared in classes. All programs stimulate interest

MEASUREMENT OF ACCOMPLISHMENT.

In testing the methods used to bring about the aims of this course, one must admit the difficulty of measuring grace, ease of movement, appreciation, except by mere observation in class, in programs, or about the school. As for the number of dances the student has learned and the skill with which he performs, these can be measured more objectively.

Thus, in measuring accomplishment during the year, the teacher, by observation, will weigh the apparent differences of the student in skill, ease of movement, bodily development, appreciation, and creative ability at the beginning and end of the year.

The number of dances taught in class will be compared with the number the student has learned and how well he does them.

MESA UNION HIGH SCHOOL - 1938-39

E N G L I S H P R O G R A M

PHILOSOPHY:

To set up a program which will provide maximum opportunity for the development of individual interests and needs by providing many and varied stimuli.

GENERAL OBJECTIVES:

To encourage students to read widely in order to broaden their horizons and create more active interests in the world about them.

To promote an interest in reading as a leisure-time activity.

To increase the powers of communication -- reading, writing, speaking, and listening -- thus enabling the students to become more effective socially.

To develop a discriminating attitude so that students can properly evaluate the material read and heard.

To integrate the reading of the students with other courses and with the various school activities.

GENERAL PLAN AND SET-UP:

All rooms have their own classroom libraries.

All classes are grouped heterogeneously with the exception of the remedial reading classes.

No text books are purchased by the students. Each student pays a forty-cent fee for each course each semester. From the fund thus accumulated all necessary texts, work books, and many additional books are purchased for the library.

Four years of English are required -- English I and II, in the freshman year; English III and IV, in the sophomore year; and two semester courses each in the junior and senior years, one of which must be a literature course.

All junior and senior courses are of semester length. All courses are open to either juniors or seniors, with the exception of the grammar review course open only to seniors and offered only the second semester.

A definite effort is made to correlate the English work with that of other courses in school. Books read in one class are credited in other classes; papers written in other than English courses are submitted to the English class for correction and credit; speeches, forums, and other oral activities are prepared in one class for presentation in others.

A wide testing program is being carried out. All incoming freshmen are given the Otis self-administering test of mental ability and the elementary form of the Iowa Silent Reading Test. All juniors and seniors are given two forms each -- in the fall and in the spring -- of the Iowa Silent Reading Test and An English Placement Test by Shoemaker.

LIST OF COURSES OFFERED:

FRESHMAN YEAR:

English I -- first semester (one section of remedial reading)

English II -- second semester (one section of remedial reading)

SOPHOMORE YEAR:

English III -- first semester (one section of remedial reading)

English IV -- Second semester (one section of remedial reading)

JUNIOR AND SENIOR YEARS:

World literature -- both semesters

American literature -- both semesters

Pioneer life and literature -- first semester

Creative writing -- second semester

Business English --first semester

Journalism I -- both semesters

Journalism II -- both semesters

Speech fundamentals -- both semesters

Advanced speech -- both semesters (not offered this semester)

Dramatics I -- both semesters

SENIOR YEAR ONLY:

Grammar review -- second semester

In addition Spanish V and VI are accepted in place of any of the junior-senior courses.

RELATED PROJECTS:

Assemblies:

A half hour -- 10:00 to 11:00 -- is set aside each day as a student activity period. On Mondays, Wednesdays, and Fridays everyone is required to attend, but on Tuesdays and Thursdays the different clubs and organizations meet, and only those not attending these

meetings assemble for visual education. On Monday is held the business assembly; on Wednesday, the student participation program; and on Friday, the student body assembly. On all three days students in the various departments -- speech, English, music, physical education, etc. -- are given an audience. Through our many programs an attempt is being made to bring in the different races in our community, the various schools in our vicinity, and other groups more closely together by inviting them all to participate with us.

School Newspaper:

"The Jackrabbit", (school paper) is a project of the journalism classes and serves as another means of getting the audience situation. Students in all classes are encouraged to contribute.

School Annual:

"The Superstition", (school annual) is an extra-curricular activity put out by a staff of about fifty students. It furnishes a creative outlet for much student work.

Literary Magazine:

"The Pay Lode", newly created magazine, is a project of the creative writing classes and the art classes. Approximately 200 students assisted in its publication. The mechanical arts department, the typing and mimeographing departments, the camera club, and all the English classes have co-operated in this project.

Speech Bureau:

The fundamental objective underlying all speech activity is that it shall train students to adjust themselves more easily to speaking situations and problems. To achieve this through real, rather than vicarious experience, a bureau has been organized by means of which speakers, readers, and producers of short plays appear before community groups. These students with a week's preparation may substitute this work for their regular class work.

RELATED ORGANIZATIONS:

Clubs:

Scribblers club, travel club, Latin-American club, Spanish, Camera club, Masque and Dagger, Quill and Scroll, and art club.

Classes: (In which particular units are integrated.)

American history, world history, social problems economic geography, and art.

OBJECTIVES AND PROCEDURES

English I and II: (Freshman English)

Freshman English was the first English course to be reorganized in Mesa Union High School. In place of the traditional study of grammar, the emphasis is placed upon extensive reading. In addition, the course includes the study of outlining as an aid to study, the development of oral and written expression, and the improvement of reading techniques.

Texts: "Making Sense", "English in Daily Life", and "Following Printed Trails".

I. Objective: To install and encourage a love for reading.

Procedures: To achieve this

1. Class period used for free reading one day a week.
2. Four fiction and two non-fiction books are required during the year.
3. Oral reports to the teacher are made on the books.
4. Optional points are given for extra books read.
5. Magazines are used to stimulate slow readers, as material for oral compositions, and for leisure time reading.
6. Option points may be made on outlines of articles.
7. Library books may be checked out over night or over the week-end.

II. Objective: To teach efficient organization through outlining, the following of simple directions, and the reading for comprehension and to develop ease in the making of outlines and summaries.

Procedures: To achieve this

1. Use of exercises in the workbook, "Making Sense".
2. Outlining of geography and general science lessons in the English class. Optional points are given.

III. OBJECTIVE: To develop oral expression and improve the speech skills.

Procedures to achieve this are:

1. Reports and discussions on current events, movies, radio, etiquette, school affairs, community affairs, world affairs, hobbies, etc.

2. The giving of original and retold stories, short dramatizations from books, interview reports, debates, and pantomimes.
3. Practice in achieving poise, correct posture, rate of speed in speaking, enunciation, and pronunciation, as well as correct speech habits.

IV. Objectives: To improve the written expression.

Procedures to achieve this are:

1. A study of complete sentences and their punctuation.
2. Vocabulary study for new and expressive words by:
 - a. Five words from the Stanford vocabulary lists each week.
 - b. Sentences, stories, and tests are given on these words.
 - c. Option points are given for all references pupils bring in with these words.
 - d. Chapters from "Following Printed Trails" giving vocabulary drills are used.
 - e. Exercises from "English for Daily Life" are used for drill in making pictures with words.
3. The writing of sketches, stories, and themes on hobbies, pets, books, people, experiences, games, etc., with emphasis first on sentence construction, later adding attention to vividness and variety.

V. Objective: To improve the techniques of reading.

Procedures to achieve this are:

1. Seeking to learn individual handicaps such as lip reading, poor vision, lack of concentration, and inability to sound letters.
2. Suggestions and practice exercises to improve reading. These include:
 - a. Reading for main ideas.
 - b. Reading for details.
 - c. Reading for speed.
 - d. Learning to phrase.
 - e. Reading to find key words.
 - f. Learning to skim.

Remedial Reading: (Freshman and Sophomore)

It is common knowledge among teachers that many students are handicapped in school because of inefficient reading habits. Some students find it impossible to keep up with their classmates who know how to read rapidly and effectively so they become discouraged and discontinue school. A course is provided in the freshman English class and continued in the sophomore year to teach students how to read. These courses provide for experiences in reading as factors in an expanding understanding of our society.

Texts: "Let's Read", "Practice Exercises in Reading", and "My Weekly Reader".

- I. Objective: To provide for experiences in reading as a factor in an expanding understanding of our society.

Procedures are:

1. Reading stories of experiences of everyday life.
2. Access to good books introduced through the classroom library.

- II. Objective: To develop reading speed and to improve understanding and enjoyment of literature.

Procedures are:

1. Use of tests in "Let's Read" and tests in Gates "Reading Tests".
2. Class charts showing number and types of books read.
3. Individual charts showing progress of speed and comprehension.
4. Three people who make the highest scores have their names written on the board as the "Three Musketeers".
5. Comments about the fastest readers.
6. Show them whether their speed or comprehension needs more intensive study.

- III. Objective: To make use of reading for better, more wide-awake daily living by making the reading habit a vital part of the life of the student.

Procedures are:

1. Directed reading through guidance
2. Interesting questions that are comparable to both the book and life.
3. Inducements to read higher types of literature.

4. Integration of reading in this English class to reading in any class or situation.

IV. Objective: To stimulate effort and growth rather than achievement as compared to the rest of the class.

Procedures are:

1. Use of Gates Reading tests
2. Charts showing their speed and comprehension on every test to show progress.
3. Individual comments and conferences.

V. Objective: To master stated facts, implied facts, main thoughts, word meanings, directions, and skimming.

Procedures are:

1. Use of Gates Reading Tests.
2. Use of "Let's Read"
3. Use of "My Weekly Reader"
4. Thoughtful and interesting questions on books read.

Sophomore English

In the sophomore year the course has been divided to emulate the work begun in the freshman year and to include more work in written composition. Provision has been made for individual differences within the same group through many suggestions for individual and group assignments.

Text "High School English, Book II"
By Canby, Opdycke, Gillum

The following books may be read for optional literature units:

| | |
|-------------------------|------------------|
| Boy Life on the Prairie | Hamblin Garland |
| Ivanhoe | Sir Walter Scott |
| Idylls of the King | Alfred Tennyson |
| Silas Marner | George Eliot |

I. Objectives: To help the student express himself more accurately and more effectively in his written work.

Procedures to achieve this are:

1. Drills in functional grammar

2. Drills in punctuation and capitalization.
3. Lessons in spelling.
4. Practice in sentence and paragraph writing.

II. Objectives: To stimulate an interest in reading worthwhile literature.

Procedures to achieve this are:

1. Access to good books introduced through classroom library.
2. One free reading period a week.
3. Six book reports required, two non-fiction and four fiction.

III. Objectives: To develop poise and to improve his ability to speak more fluently before a group.

Procedures to achieve this are:

1. Forums on useful topics of general interest.
2. Oral book reports.
3. Performance of pantomimes and mimics.
4. A study of the fundamentals of speech.

IV. Objective: To broaden the students' knowledge of the English language as a useful tool.

Procedures to achieve this are:

1. Studying the history of the English language.
2. Learning to use the dictionary more intelligently.
3. Increasing his vocabulary.

V. Objective: To encourage creative expression in all worthwhile lines.

Procedures to achieve this are:

1. Practices in writing stories, essays, and verse.
2. Drills in letter writing both social and business.
3. By teaching that there is material interest to others if it is told in an interesting manner.
4. Development of class reports.

- VI. Objective: To create a desire to speak, write, and listen more carefully.

Procedures to achieve this are:

1. Directed debates.
2. Guided criticisms on the speech or composition by the class.
3. Oral book reports during reading period.
4. Practices in fundamentals of speech.

JUNIOR AND SENIOR ENGLISH

World Literature (Junior and Senior English)

This is a course designed for the primary purpose of helping students find solutions to personal and social problems through wide reading in the field of literature. Students begin with problems of immediate interest to them, and the teacher helps them find suitable answers to their problems by guiding them into worthwhile reading. Always an effort is made to broaden the students' interests and to make them aware of the best that is being written in books and periodicals. The classroom libraries are particularly valuable for this course.

No Text:

- I. Objective: To stimulate an interest in reading widely, from both books and periodicals, in order to broaden their outlook on life and make them more vitally interested in what goes on about them.

Procedures to attain this:

1. Have around the students constantly a world of worthwhile books and magazines to make them reading conscious.
2. Individual reading of books and magazines on their projects.
3. Group reading of special selections.
4. Lectures on books, authors, and magazines.
5. Class discussion of interesting people, places, and plots in books.
6. Panels on various subjects.
7. Oral reports on the demonstrations of projects.

- II. Objective: To help students find in their reading an answer to many of the vital problems in their lives, and to give them an awareness of how their lives and problems are tied up with the social problems of all the people.

Procedures to attain this end:

1. Group discussions of various problems.
2. Panels on different subjects.
3. Teacher conferences with students.
4. Written reports on projects with teacher criticism.
5. Oral reports with student questioning.
6. Lectures on problems.

- III. Objective: To acquaint the students with some of the best authors and their writings and to create a discriminating attitude so that they will choose the literature that is the best for them.

Procedures to attain this end:

1. Wide reading from books and periodicals, and paying particular attention to authors, their style, etc.
2. Student reports on favorite authors and their works.
3. Panels on books and authors.
4. Group discussions about writers.
5. Lectures and reading of special selections.

- IV. Objective: To integrate the work done in this course with that of other courses--history, American problems, science, etc. -- and with other activities.

Procedures to attain this end:

1. Much of the reading is done for more than one class.
2. Term papers and other compositions are written for more than one class; e.g. a term paper might be graded by an English teacher for form and a history teacher for content primarily.

- V. Objective: To increase the pleasure in the understanding of their reading by enlarging their vocabularies and making them, to a certain extent, word-conscious.

Procedures to attain this end:

1. Making of cross-word puzzles
2. Word drills
3. Tests
4. Reading widely with a dictionary close at hand.

IV. Objective: To improve their ability to communicate what they hear and read.

Procedures to achieve this are:

1. Oral reports.
2. Panels.
3. Group discussions.
4. Written reports of their projects.
5. Compositions on various subjects not connected with their projects.
6. Reports of their reading (on cards).

V. Objective: To build up students' initiative and the ability to do worthwhile research.

Procedures to attain this end.

1. Oral reports on projects.
2. Written reports on projects.
3. Wide reading in school library, public library, and so forth.
4. Programs on various subjects.
5. Panels.

American Literature: (Junior and Senior English)

This is a course in which students attempt to solve individual and social problems through wide reading in the field of American literature. A regional approach is used; that is, an attempt is made to give the students a bird's-eye-view of the country, beginning with their own region, the Southwest, and then proceeding to the other sections. Then an effort is made to open their eyes to the many phases of American life -- how Americans make a living, how they spend their leisure time, people who are making America, and how they are solving their social problems. Most of the reading is done from books in the classroom and school libraries.

No Text:

- I. Objectives: The seven objectives mentioned above in connection with world literature would also apply to the course in American literature, and the procedures would be very similar. Perhaps two additional objectives should also be added:

1. To give the students an understanding of the problems of the various regions of the United States through literature.
2. To instill a like for the works of our own American writers.

Pioneer Life and Literature:

It is a course in which the students collect the stories of early Mesa with the aim of preserving the old records and from them to write interesting stories.

- I. Objective: To give the students a knowledge and an appreciation for their own community and the problems of its pioneers.

Procedures to achieve this are:

1. Discussions of the accumulated facts.
2. Talks by living pioneers to the class.
3. Short trips (taken individually or in small groups) to interesting landmarks or old places.

- II. Objective: To preserve the records of the past.

Procedures to achieve this are:

1. Interviews with pioneers.
2. Collecting of letters, documents, pictures of people and places of interest to pioneer life.
3. Filing and classifying these records.

- III. Objective: To improve the skills of written composition.

Procedures to achieve this are:

1. By writing interesting stories of the pioneers.
2. By sponsoring the first issue of the "Pay Lode".
3. By copy reading and proof reading material turned in for the magazine.

Creative Writing:

This course is designed to furnish an opportunity for and training

in self-expression of ideas and the development of the creative sense.

- I. Objective: To give and develop power and correctness in written composition and communication of creative ideas.

Procedures for achieving this are:

1. Weekly compositions.
2. Discussions and criticisms of pupils' work and classic examples.
3. Discussions of the principles of writing.

- II. Objective: To develop the power of expression.

Procedures to achieve this are:

1. Training the observation, the imagination, and the use of figurative language by:
 - a. Drills and tests in observation.
 - b. Drills and tests in using the imagination.
 - c. The study of figures of speech, color, words, etc.

- III. Objectives: To develop a knowledge of an appreciation for the various forms of composition; ie, essay, poetry, short story, etc.

Procedures to achieve this are:

1. Discussions and study of the various types.
2. Attempts in writing various types.

- IV. Objective: To furnish an opportunity for free self-expression.

Procedures to achieve this are:

1. Provision of a "quiet hour" once a week.
2. Encourage originality and freedom in writing.

Journalism I and II:

It is neither practicable nor possible to teach "journalism" in one year. These courses aim to give the students a comprehensive view of the problems of publishing a newspaper and some knowledge of the techniques of news writing with the emphasis on the improvement of written composition. Journalism I, takes up the various types of journalistic writing; journalism II, is

a laboratory course with the students serving as "Jackrabbit" staff members.

Text: "Journalism for High School Students".

- I. Objective: To develop in the student the ability to write concisely and correctly.

Procedures to achieve this are:

1. Regular assignments for the "Jackrabbit".
2. Copy reading of stories.
3. Proof reading of printed copy.
4. Study of good examples of news writing.
5. Quill and Scroll national tests.

- II. Objective: To teach the students to read newspapers and magazines intelligently, economically, and critically.

Procedures to achieve this are:

1. The study of various "types" of daily newspapers and magazines.
2. The study of exchange papers.
3. Class discussions of various newspaper articles.

- III. Objective: To develop such character traits as initiative, accuracy, responsibility, dependability, co-operation.

Procedures in achieving this are:

1. Special beat assignments that each student must get in.
2. Meeting the "dead line" with copy.
3. Staff positions as reward for good work.
4. Putting emphasis on news values.
5. Giving extra credit for extra stories turned in.

- IV. Objective: To teach the simple skills and techniques of journalism writing.

Procedures to achieve this are:

1. Study of and practice in writing of news, editorial, feature, and headlines, ad copy,
2. Study of newspapers for examples of good journalism writing.

- V. Objective: To give the students knowledge of and training in the simpler mechanical features of newspaper work.

Procedures to achieve this are:

1. Using the "Jackrabbit" as a class project so as to give each student opportunity for studying such elements as Make-up, type, cuts and pictorial elements, etc.
2. Study of exchange papers.

Grammar Review:

This is a course giving a thorough review of the fundamentals of grammar, punctuation, spelling and composition, designed primarily to prepare the students to take the college entrance examinations.

Text: "Handbook of English"

- I. Objective: To give the students a knowledge of, and training in the use of correct parts of speech, parts of a sentence, use of words, punctuation.

Procedures to achieve this are:

1. Class discussions of rules.
2. Frequent exercises in correct usage.
3. Tests and drills of material covered.

- II. Objective: To give the students training in correct spelling of the "demons" through drills and exercises.

- III. Objective: To give the students training in the use of words.

Procedures to achieve this are:

1. Study of and drill in the use of figurative words.
2. Study of and drill in the correct use of words often confused.
3. Study of and drills in meaning of words.

- IV. Objective: To train the students in the writing of simple paragraphs and compositions.

Procedures to achieve this are:

1. Writing and correcting of weekly themes.
2. Study of and drill in topic sentences and unity, coherence, and emphasis in a paragraph.
3. Exercises in obtaining variety.

- V. Objective: To train the students in the correct forms of ordinary types of composition.

Procedures to achieve this are:

1. Drills in letter writing.
2. Drills in reference paper writing.
3. Drills in presis writing.

Speech Fundamentals:

This course is primarily a practice course in public speaking with a minimum of time being allotted to theory. The emphasis is laid on the practical application of speech to the end that the student will receive as many and varied experiences in real speaking situations as possible. Students are required to have a knowledge of the value of speech, the techniques involved in gathering, organizing, material and in delivering speeches, the psychology underlying audience reaction and a rudimentary knowledge of the organs of speech.

Text: "New Better Speech" Borchers, Woolbert.

- I. To develop an interest in good speech.
- II. To aid the student to meet normal speech situations that arise in daily life.
- III. To assist in the development of the students' personalities.
- IV. To train the student in the use of specific speech skills and techniques.
- V. To train the student to be a more thoughtful, discriminating, and courteous listener.
- VI. To train the student in the selection, gathering, and organization of material.
- VII. To study the motives underlying great speeches.

Procedures in achieving this are:

1. Twenty to twenty-five speeches on all manner of subjects in class.
2. Speeches, reports, announcements, symposiums in other classes, in assemblies, and in the community.
3. Symposiums in class.
4. Study of theory underlying public and conversational speaking and audience psychology.
5. Study of the anatomy of the vocal apparatus.

Dramatics;

Dramatics is a beginning course embodying the following phases of dramatic activity and appreciation: A historical background of drama. The fundamentals of play production. Of acting, directing, costume, make-up, scene designing, stagecraft, and playwriting. Plays and scenes are studied and presented before the class, the other classes, assemblies and community organizations. Creative individual projects are encouraged as, improvisations, original plays, model sets, scene designing, etc.

No text.

- I. Objective: To provide a background of understanding and appreciation of drama and dramatics.
- II. Objective: To teach the student to study character critically and appreciatively.
- III. Objective: To aid in developing speech skills and physical control.
- IV. Objective: To aid in the socialization of the individual through directed group activity.

Procedures to achieve these objectives are:

1. Reports on phases and personalities of historical drama.
2. Selection of individual projects such as:
 - a. Acting - Presentation of pantomimes and of scenes and plays.
 - b. Directing - Study of theory of directing, actual direction of short plays.
 - c. Stage craft - Study of theory and methods and actual participation in stagecraft; such as building model and real sets, working with lighting, etc.
3. Writing of term papers on projects selected.
4. Oral reports on term papers.
5. Play readings --four three-acts or ten one-act plays a semester.

BOOKS AND MAGAZINES
IN
LANGUAGE ARTS CLASSROOM LIBRARIES

Class Room Library Books
Freshman Language Arts
Miss Wendel

| | |
|-----------|--|
| Ashley | The Other Crowd |
| Appleton | Tom Swift and His War Tank |
| Appleton | Tom Swift and His Planet Stone |
| Antin | At School in the Promised Land |
| Allen | The Wonder Book of the Air |
| Altsheler | In Circling Camps |
| Aldrich | Spring Came On Forever |
| Aldrich | Mother Mason |
| Aldrich | Miss Bishop |
| Aldrich | A White Bird Flying |
| Aldrich | A Lantern in Her Hand |
| Alcott | Rose in Bloom |
| Alcott | Little Women |
| Alcott | Jo's Boys |
| Abbott | A Row of Stars |
| Adams | The Log of a Cowboy |
| Adams | Swords of the Vikings |
| Burns | The Saga of Billy the Kid |
| Bower | Big Book of Western Stories |
| Best | Garram, the Hunter |
| Berry | Homespun |
| Bercovici | The Story of the Gypsies |
| Baynes | Animal Heroes of the Great War |
| Barnes | I Hear America Singing |
| Barrie | The Little Minister |
| Barbour | The Half-back |
| Barbour | Candidate for the Line |
| Barbour | For the Honor of the School |
| Baker | Introducing the Constellations |
| Bailey | Stories of Great Adventures |
| Boulton | Traveling with the Birds |
| Bonsels | Adventures of Maria |
| Baldwin | How Wester Sails |
| Bowman | Pecos Bill, The Greatest Cowboy of all Time |
| Brintt | The Boy's Own Book of Frontiersmen |
| Burnett | A Fair Barbarian |

Excellent.

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|----------------|-----------------------------------|
| Burnett | Sara Crewe |
| Burnett | The Secret Garden |
| Burns | The Sage of Bill the Kid |
| Burtis | Haunted Airways |
| Butlor | Jabby Jones |
| Byrd | Skyward |
| Briggs | Literature--Junior High |
| Bullen | The Cruise of the Cachalot |
| Burdett | The Life of Kit Carson |
| Beobe | Jungle Peace |
| Breckman | What is She Like |
| Brown | My Animal Friends |
| Brooks | The Story of Marco Polo |
| Curwood | The Planes of Abraham |
| Curwood | Bonaventure, a Tale of Louisiana |
| Curwood | Pioneers |
| Cable | Barce, Sone of Kazan |
| Cooper | Boots and Saddles |
| Curwood | Little Maid of Narragansett Bay |
| Custer | Little Maid of Old Connecticut |
| Curtis | Jean and Co. Unlimited |
| Curtis | Madame Curie |
| Curtis | The Red Badge of Courage |
| Curtis | How to Make \$500 |
| Curie | The Country Beyond |
| Crane | Kazan |
| Corbett | And His Son |
| Cooper | The Pioneers |
| Cooper | Last of the Mohicans |
| Cooks | Discovery of the North Pole |
| Cohen | The Junior Play Book |
| Coffin | The Boy's of 76 |
| Cody | An Autobiography of Buffalo Bill |
| Churchill | The Crises |
| Canfield | Made-to-order Stories |
| Canfield | The Bent Twig |
| Canfield | Understood Betsy |
| Carroll | Alicia's Adventures in Wonderland |
| Carson-Burdett | Life of Kit Carson |
| Cather | Girlhood Stories of Famous Women |
| Cather | Younger Days of Famous Writers |
| Chadwick | Baseball Joe on the School Nine |
| Doyle | Sir Nigel |
| Doubleday | Call from Cattle Ranch to College |
| Dodge | Hans Brinker |
| Dixon | Westward Hoboes |
| Dixon | First Step Honolulu |
| Dix | Morryslips |
| Ditmars | Living Reptiles |
| Dickens | Oliver Twist |
| Dickens | Child's History of England |
| De la Roche | Explorers of the Dawn |
| De la Roche | White Oak Harvest |
| De la Roche | Jalna |
| De Foo | Robinson Crusoe |
| Day | The Rider of the King Log |

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| Darling | Navarre of the North |
| Davison | Red Heifer |
| Davis | The Girls' Book of Verse |
| Dana | Two Years Before the Mast |
| Doyle | The White Company |
| Doyle | The Adventures of Sherlock Holmes |
| Dumas | The Count of Monte Cristo |
| Dumas | The Three Musketeers |
| Dumas | Count of Monte Cristo |
| Everett | When They were Boys |
| Ellsberg | On the Bottom |
| Ellsberg | Ocean Gold |
| Eichler | The New Book of Etiquette |
| Eliot | Silas Marner |
| Ebers | An Egyptian Princess |
| Eastman | Indian Heroes and Great Chieftains |
| Eadie | I Like Diving |
| Evans | Old Time Tales |
| | |
| Fulton | The Powder-rock Mystery |
| Ferris | When I Was a Girl |
| Ferris | Girls Who Did |
| Fife | Lindberg, the Lone Eagle |
| Franck | Roaming Thru the West Indies |
| Fuller | Halsey in the West Indies |
| French | The Big Aviation Book for Boys |
| Finnemore | The Wolf Patrol |
| Fox | Trail of the Lonesome Pine |
| Fintinghaff | Children of the Moor |
| Ferber | So Big |
| Ferber | Show Boat |
| Ferber | Cimarron |
| Finger | A Dog at His Heel |
| Finger | Courageous Companions |
| Fox Jr. | The Little Shepherd of Kingdom Come |
| Fox Jr. | Little Shepherd of Kingdom Come |
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| Grenfell | Labrador Days |
| Garland | A Daughter of the Middle Border |
| Garland | The Lone Trail |
| Glassman | Jump |
| Gorse | Moorland Mousie |
| Gates | The Poor Little Rich Girl |
| Grey | Tales of the Southern Rivers |
| Grey | To the Last Man |
| Gibbord | Hobbies for Girls |
| George | A Little Journey to Hawaii and Phillipiines |
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| Heines | Golden Sleeve |
| Hertzman | When I was a Girl in Sweden |
| Hinty | With Clive in India |
| Himon | Maria Chapdelaine |
| Heming | The Living Forest |
| Harte | Luck of Roaring Camp |
| Harper | His Excellency and Peter |
| Halliburton | The Royal Road to Romance |

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| Halliburton | The Glorious Adventure |
| Halliburton | The Flying Carpet |
| Hagedorn | Too is Roosevelt in the Bad Lands |
| Hagedorn | Book of Courage |
| Harper | Allison's Girl |
| Heyliger | Owimby and Son |
| Heyliger | Fighting Blood |
| Heyliger | Spirit of the Leader |
| Hill | Out of the Storm |
| Hooker | Star, the story of an Indian Pony |
| Hough | 54-40 or Fight |
| Hough | The Covered Wagon |
| Hovinous | Following Printed Trail |
| Howells | Great Modern Americans Stories |
| Hoyt | Sequoia |
| Hueston | Prudence's Omnibus |
| Howard | Out of Everywhere |
| Hulbert | Cease Firing |

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| James | Cow Country |
| James | Home Ranch |
| James | Lone Cowboy |
| James | Sand |
| James | Smoky |
| Jackson | Nellies Silver Mine |
| Jessup | American Short Stories |
| Johnson | The Varmint |
| Keyhoe | Flying with Lindbergh |
| Kyne | Cappy Ricks |
| Kyne | The Understanding Heart |
| Keene | Secret of Shadow Ranch |
| Kipling | Captains Courageous |
| Kelland | Speak Easily |
| Kenly | Green Magic |
| Keller | Story of My Life |

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|----------|---------------------------|
| Lincoln | Cap'n Eri |
| London | Sea Wolf |
| London | Call of the Wild |
| London | White Fang |
| Lovelace | Early Candlelight |
| Lustig | Roses of the Wind |
| Lamb | Tales from Shakespeare |
| LaPrade | Alice in Orchestralia |
| Lee | When I was a Boy in China |
| Lagerlof | Diary |

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| McNeely | The Jumping Off Place |
| Meigs | Invincible Louisa |
| Miller | Blue Marigolds |
| Meigs | The Trade Wind |
| Marryat | Mr. Midshipman Easy |
| Marshall | Doctor of Lonesome River |
| Montgomery | Anne of Green Gables |
| Montgomery | Mistress Pat |
| Mallette | Private Props |
| Mason | The Four Feathers |
| Masfield | Jim Davis |
| Morely | Parnassus on Wheels |

Nordhoff
Nordhoff
Nordhoff and Hall

O'Brien
O'Brien
Ollivant

Power
Porter
Pac
Porter
Persing and Leary
Porter
Porter
Pease
Pease
Pease
Pyle
Page
Paine
Paine
Parder
Parkman
Partridge
Patterson
Putman

Quirk

Ruth
Roosevelt
Richards
Rinehart
Rothschild
Royster
Rinehart
Rinehart
Rinehart

Stockton
Stoddord
Skrinda
Siple
Shaw
Salomon
Sabin
Stagg
Spaffort
Sarg, Tony
Sterne
Schmidt
Sperry
Smith
Stevenson
Singmaster
Singmaster
Singmaster

The Pearl Lagoon
The Derelict
Mutiny on the Bounty

Valiant
Silver Chief
Bob Son of Battle

Short Plays from Great Stories
Freckles
Tales
Laddie
Adventure Bound
Girl of the Limberlost
White Flag
Fog Horns
Shanghai Passage
The Ship without a Crew
Men of Iron
The A. B. C. of Aviation
Boy's Life of Mark Twain
Girl in White Armor
An American Idyll
Heroes of Today
Amundsen
Men Eaters of the Tsavo
David Goes Voyaging

Baby Elton --- Quarterback

Babe Ruth's Own Book of Baseball
East of the Sun and West of the Moon
Florence Nightingale
Bab, Sub-deb
Stamps of Many Lands
American Short Stories
K
The Circular Staircase
The Bat

Buccaneers and Pirates of our Coast
The Boy Lincoln
Minute Wonders of the World
A Boy Scout with Byrd
The Story of a Pioneer
Book of Indian Crafts
General Crook and the Fighting Apaches
Touchdown
Ask me Another
Marionette Book
Far Down the Road
Ranching on Eagle Eye
Wagons Westward
Porto Bello Gold
Works of Stevenson
When Sarah Went to School
When Sarah Saved the Day
You Make your Own Luck

Strong
Sabatini
Santee
Santee
Salten
Sherman
Sangster
Seton
Seton
Seton
Seton
Seton
Skinner
Sugimota
Schultz
Schultz

Thomas
Thomas
Thomas
Tappan
Tomlinson
Teale
Trelling
Thompson
Tarkington
Tarkington
Tarkington
Tarkington
Terhune
Terhune
Terhune
Terhune
Twain
Twain
Twain
Twain
Twain

Verne
Verne
Verne
Van Dine
Van Dine
Washington
Wallace
Wallace
Webster
Wiggin
Wiggin
Wallace
Westcott
Wister
Wasson
Ward
Williamson
Wortley
White
White

West Point Wins
Captain Blood
Spike
Cowboy
Bambi
Book of Short Stories
Winsome Womanhood
Wolf in the Woods
The Biography of a Silver Fox
Bannertail
Wild Animals at Home
Animals
Good Manners for Young Americans
Daughter of the Samurai
With the Indians in the Rockies
Lone Bulls Mistake

Count Luckner the Sea Devil
Beyond Khyber Pass
Boy's Life of Colonel Lawrence
Heroes of Progress
Scouting with Kit Carson
The Book of Gliders
Social Games and Group Dances
Alice of Old Vincennes
Seventeen
Monsieur Beaucarie
Penrod and Sam
Penrod
Lad of Sunnybank
Lad, a Dog
Further Adventures of Lad
The Way of a Dog
Adventures of Tom Sawyer
Adventures of Huckleberry Finn
Puddinhead Wilson
The Prince and the Pauper
The Innocents Abroad

20,000 Leagues Under the Sea
Around the World in Eighty Days
Mysterious Island
Bishop Murder Case
The Green Murder Case
Up from Slavery
Grit a-plenty
Ungava Bob
Daddy-Long-Legs
Timoth's Quest
Rebecca of Sunnybrook Farm
Ben Hur, tale of Christ
David Harum
The Virginian
Nancy Hails
Short Stories of Today
20 Years Under the Sea
The Flying Squad
The Blazed Trail
Gold

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| Whitcomb | A Little Journey to Scotland and Ireland |
| Williams-Ellis | Men Who Found Out |
| Williams | Our Short Story Writers |
| Wren | Beau Geste |
| White | Daniel Boone-Wilderness Scout |
| White | The Magic Forest |
| Wright | When A Man's a Man |
| Yates | When I was a Harvester |
| Zora | Sawdust and Solitude |

One set Richards Cyclopedia (12 volumes)
 One set Funk and Wagnalls Standard Dictionary (38 copies)

MAGAZINES

National Geographic
 Popular Mechanics
 World Horizons
 St. Nicholas
 Hollywood Spectator
 Readers Digest

Class Room Library Books Freshman-Sophomore Language Arts Miss Finley

| | |
|--------------------|----------------------------------|
| Abba | Around the World in Eleven Years |
| Adams | The Scarlet Sheath |
| Allen and Biggs | Behave Yourself |
| Aldrich | A Lantern In Her Hand |
| Aldrich | A White Bird Flying |
| Aldrich | Mother Mason |
| Auslander and Hill | The Winged Horse |
| Barclay | The Rosary |
| Bower | Shadow Mountain |
| Bower | Trouble Rides the Wind |
| Bower | The North Wind Do Blow |
| Briggs | How to Draw Cartoons |
| Bronte | Jane Eyre |
| Canfield | The Bent Twig |
| Carroll | Alice in Wonderland |
| Cooper | The Deerslayer |
| Cooper | The Prairie |

Del Roche
Del Roche
Dickens
Douglas
Douglas
Douglas

Earhart
Eggleston
Ellsberg
Ellsberg
Ellsberg

Fargo
Fellman
Ferver
Foster
Floherly

Garland
Grey
Grey
Gollomb

Hadida
Hager
Haines
Rarper
H ill
Hilton
Hobart
Hopkins
Hough
Hudson
Hudson
Hutchinson

Jackson
Jackson
James
James
Jewett
Johnson
Johnson
Johnson

Kipling
De Kruif
Kyne
Kyne
Kyne

Lagerlof
Lagerlof
Lardner
Lamb
Lewis
Leshner

Jalna
Whiteoaks of Jalna
Oliver Twist
Home for Christmas
Green Light
White Banners

The Fun of It
The Hoosier Schoolmaster
Ocean Gold
On the Bottom Spanish
Spanish Ingots

Prairie Girl
Cimarron
Larry
Youth at the Wheel
Best Loved Poems of the American People

Boy Life on the Prairie
The U. P. Trail
That Year at Lincoln High
At the Foot of the Rainbow

Manners for Millions
Big Loop and Little
David and Jonathan
Forgotten Gods
The Strange Proposal
Lost Horizon
Oil for the Lamps of China
She Blows
The Covered Wagon
Long Ago and Far Away
Green Mansions
Flying the States

Ramona
Hobbies for Boys
Home Ranch
Lone Cowboy
The Country of the Pointed Firs
Over African Jungle
Stover at Yale
The Tennessee Shad

Kim Hunger Fighters
Cappy Ricks
The Understanding Heart
Hunger Fighters
Understanding Heart

Diary of Selma Lagerlof
Memories of my Childhood
Lose with a Smile
Tales from Shakespeare
Young Fu of the Upper Yangts
A Barrel of Clams

Lincoln
Lindbergh
Lovelace
Lomax

Malory
Meigs
Montgomery
Morley

Naumberg

O'Brien
Oemler
Oelwant

Parkman
Porter
Porter
Porter
Porter
Richards
Rinehart
Rinehart
Rinehart

Saplings
Sabatini
Sabatini
Seaman
Slocum
Stevenson
Stevenson

Tarkington
Tarkington
Thompson
Thompson
Twain
Twain
Twain

Van Dine
Verrill

Williamson
Williamson
Wren
Wren
White
Wright

Storm Girl
We

Early Candlelight
Songs of the Cattle Trail and Cow Camps

Boy's King Arthur
Invincible Louisa
Jane of Lantern Hill
Parnassus on Wheels

We Make the Movies

Will Rogers Slippy McGree
Bob, Son of Battle
Slippy McGee

Heroines of Service
The Harvester
Michael O'Hallovan
Freckles Comes Home
Freckles
Star Points
Circular Staircase
The Doctor
The Door

Captain Blood
Scaramouche
Pine Barren's Mystery
Sailing Alone Around the World
The Black Arrow
Kidnapped
Black Arrow

Alice Adams
Gentle Julia
Alice of Old Vincennes
Trail of the Sandhill Stag
Tom Sawyer
Huckleberry Finn
A Yankee in King Arthurs Court

The Gracie Allen Murder Case
Harpers Book for Young Naturalists

20 Years under the Sea
Last of the Gauchos
Beau Saboeur
Beau Geste
The Riverman
The Shepherd of the Hills

MAGAZINES

National Geographic
Harpers
Aviation
Scholastic
The Reader's Digest

Popular Mechanics
American Boy
Scholastic

Class Room Library Books
Sophomore-Junior and Senior Language Arts
Mr. Cox

| | |
|-----------------------|--------------------------------|
| Adams | Log of a Cowboy |
| Aldrich | The Man Who Caught the Weather |
| Aldrich | Pride and Prejudices |
| Emerson | Kit Brandon |
| Appenheimer | Shudder and Thrills |
| Ashmun | Modern Short Stories |
| Baker | Ebenzer Walks with God |
| Barbour | For the Honor of the School |
| Barrie | Little Minister |
| Barrie | Sentimental Tommy |
| Bayliss | Lolani |
| Bennett | Master Skylark |
| Best | Son of the Whitman |
| Bianco | Winterbound |
| Boeckel | Through the Gateway |
| Bowman | Pecos Bill |
| Boyd | Drums |
| Brooks, Neivson | Story of Marco Polo |
| Buck | Sons |
| Cullett | The Jury |
| Curtis | Haunted Airways |
| Byrd | Skyward |
| Campbell | Elephant King |
| Canby, Urdyke, Gillum | High School English |
| Canfield | Understood Betsy |
| Carroll | Neighbors to the Sky |
| Cather | My Antonia |
| Chailer | In African Jungle and Forest |
| Charnley | Boy's Life of Wright Brothers |
| Cobb | Paths of Glory |
| Connor | The Man from Glengary |
| Conrad | Sea Tales This Day |
| Cooper | The Spy |
| Coopey | Pioneers |
| Cowan | They gave Him a Gun |
| Crosby | Skippy |
| Curwood | Valley of Silent Men |
| Custer | Boots and Saddles |
| Dana | Two Years Before the Mast |
| Davison | Red Heifer |
| De Huff | Taytoy's Memories |
| Deeping | Sorrell and Son |
| Doyle | A Child Went Forth |

Doyle
Eggleston
Eliot
Ellsberg
Ellsberg
Eddie
Erskine
Ferber
Field
Fife
Fingers
Franck
Frost
Fulton
Fulton
Gale
Galsworthy
Garland
Gilbert
Gray
Harper
Hawthorne
Hemingway
Hess
Hess
Holloway
Hooker
Hudson
Jackson
Jackson
James
Johnson
Keyhole
Kipling
Lawrence
Lewis Lindbergh
Lindbergh
London
London
McGow
Major
Mallett
Means
Neigs
Meigs
Mitchell
Miller
Montgomery
Moon
Moon
Morley
Morrow
Mukerji
Mukerji
Pease
Pease
Pease

Hound of the Baskervilles
Hoosier Schoolmaster
Silas Marner
Big Boats
On the Bottom
I Like Diving
Renfrew of the Royal Mounted
Cimarron
Time Out of Mind
Lindbergh
Highwayman
All Bout Going Abroad
Knights of the Round Table
Moccasin Trail
The Powder Dock Mystery
Miss Lulu Bett
The Forsyte Saga
Son of the Middle Border
Book of Pirates
Meredith's Ann
Servian Gold
Scarlet Letter
Farewell to Arms
Buckaroo
Sandra's Cellar
Unsung Heroes
Star Indian Pony
Green Mansions
Hobbies for Boys
Ramona
Smoky
Lion
Flying with Lindbergh
Works of Rudyard Kipling
Sound of Running Feet
Young Fu of Upper Yangtze
North to the Orient
We
White Fang
Prose and Poetry of England
King of the Khyber Rifles
For Keeps
Tangled Waters
Swift Rivers
Invincible Louisa
Gone with the Wind
Two Bear Stories
Carcajon
Nadita
Singing Sands
Human Being
With Malice Toward None
Gayneck
Hari, the Jungle Lad
Fog Horns
The Jinx Ship
The Tatooed Man

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|-----------------------------------|---------------------------------------|
| Pedrick | Jungle Gold |
| Phillpotts | Mr. Digweed and Mr. Lumb |
| Porter | Harvester |
| Raymond | A Bend in the Road |
| Rice | Mrs. Wiggs of the Cabbage Patch |
| Santee | Spike |
| Sawyer | Roller Skates |
| Schmidt | New Land |
| Schmidt | Ranchingo of Eagle Eye |
| Schultz | With Indians in the Rockies |
| Scott | Talisman |
| Scribners | Stories of Luther Burbank |
| Seton | Woodland Tales |
| Sherman | Upstairs, Downstairs |
| Sickels | The Calico and Crinoline |
| Smith | Heroines of History and Legend |
| Snow | Red Star Over China |
| Stevenson | David Balfour |
| Stevenson | Black Arrow |
| Stewart | Things a Bright Girl Can Do |
| Stockton | Buccaneers and Pirate of the Coast |
| Tarkington | Magnificent Ambersons |
| Tarkington | Monsieur Beaucaier |
| Tarkington | Penrod and Sam |
| Terhune | Way of a Dog |
| Tidden | You Don't Say |
| Tomlinson | Sea and Jungle |
| Twain | The Connecticut Yankee |
| Twain | Prince and the Pauper |
| Twain | Puddinhead Wilson |
| Van Dine | World's Great Detective Stories |
| Ver ne | The English at the North Pole |
| Verne | 20,000 Leagues Under the Sea |
| Villiers | Whalers of Midnight Sun |
| Verrill | In Wake of The Buccaneers |
| Walpole | Jeremy at Crale |
| White | Blazed Trail |
| Willer | The Bridge of San Luis Rey |
| White | Magic Forest |
| Windermere Series | Arabian Nights |
| Wister | The Virginian |
| Yezierska | Hungry Hearts |
| Book of Knowledge (Vol. 5) | |
| Comprehension Standard Dictionary | |

MAGAZINE

Fact Digest
 Mobile Magazine
 Book Digest
 Hollywood Spectator
 Reader's Digest
 Everyday Reading
 National Geographic

Scholastic
 Atlantic Monthly
 Popular Mechanics
 Union Oil Bulletin
 Life and Careers
 Boy's Life
 Pictorial Review
 Life

Class Room Library Books
 Junior and Senior Language Arts
 Mr. Young

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|-------------------------|--------------------------------------|
| Austin | The Hand of Little Rain |
| Aimer | Wateelen Mr. |
| Alexander | Manito Masks |
| Ashmun | Modern Prose for High Schools |
| Banning | Six Horses |
| Barnes | I Hear America Singing |
| Becker | Golden Tales of the Far West |
| Benson | Essentials of Joy |
| Blohm, Rubicheck | Adventures in Thought and Expression |
| Borah | News Writing |
| Breeolr | The Readers Handbook |
| Brocon | Grandmother Browns Hundred Years |
| Bugbee | Peggy Covers the News |
| Burns | Tombstone |
| Bastran, Case | Editing the Days News |
| Cooper | The Last of the Mohicans |
| Dixon | Westward Hoboes |
| Day | Life with Mother |
| Doob | Propaganda |
| De Foe | Robinson Crusoe |
| Farley | School Publicite |
| Fowler | The Art of Story Writing |
| Fowler | Tembur Line |
| French | The Pioneer West |
| Frankenberg, Harrington | Essentials in Journalism |
| Gillmore, Wilherell | Traders to the Navey |
| Hevard | The Pathbreakers from River to Ocean |
| Heyliger | Steve Merrill Engeneer |

| | |
|----------------------------|-----------------------------------|
| Hold | You Don't Say |
| Hubbard | The Wolf Song |
| Hudson | Far Away and Long Ago |
| Hulbert | Forty Niners |
| Jameson | Challenge to Death |
| Jefferson, Keckham | Creative Prose Writing |
| Laurence | If I Have Four Apples |
| Leacock | Laugh with Leacock |
| Lee | The Daily News Paper in America |
| Locke | The Beloved Vagabond |
| Lockwood | Pioneer Days of Arizona |
| Lyons | Assignment in Utopia |
| Manning | Cartoon Guide of Arizona |
| Meador | Lumberjack |
| Mearns | Creative Power |
| Miller Jr. | Creative Writings of Verse |
| Morley | Mince Pie |
| Mott | Survey of Journalism |
| Mott and Others | An Outline Survey of Journalism |
| Mc Spadden | Ludwig |
| Napoleon | How they Sent the News |
| Ogden | The System of Basic English |
| Otero | Old Spain in Our South West |
| Poe | Buckboard Days |
| Priestley | Midnight on the Desert |
| Radin | The Story of the American Indian |
| Rhue | Spanish Trails to California |
| Seldes | Freedom of the Press |
| Seldes | Lords of the Press |
| Shakespeare | Merchant of Venis |
| Shakespeare | As you Like It. |
| Shaw | The Story of a Pioneer |
| Shurter | Modern Verse |
| Sloan | Memories of an Arizona Judge |
| Slocombe | Tumult and the Shouting |
| Smith | What can Literature do for Me |
| Smithburger, McCole | On Poetry |
| Spencer | News Writing |
| Swift | Gulliver's Travels |
| Thomas | War, No Profit, No Glory, No Need |
| Taylor | Grand Canyon Country |
| Tupper | Narrative and Lyric Poetry |
| Uncermeyer, Ward, Stauffer | Door Ways to Poetry |
| Van Loon | Van Loon's Geography |
| Van Loon | The Arts |

Walker
Ward

City Editor
Short Stories of Today

Arizona the Youngest State (Vol. 1.)
The Century Dictionary and Encyclopidea (Vol. 10)
Scholastic Editor (Vol. 6.)
We Cover the World (For Correspondents)

MAGAZINES

Scholastic
Scholastic Editor
Harpers
The Desert
Shell Products
Hollywood Spectator
Reader's Digest

NEWSPAPERS

New York Sunday Times
Christian Science Monitor
Arizona Republic
Phoenix Gazette

Class Room Library Books Junior and Senior Language Arts Miss Eyring

| | |
|-----------|------------------------|
| Aldrich | A Lantern in Her Hand |
| Aldrich | White Bird Flying |
| Aldrich | Spring Came on Forever |
| Allee | The Great Tradition |
| Allen | Kentucky Cardinal |
| Anderson | Kit Brandon |
| Babcock | Soul of Abe Lincoln |
| Bacheller | A Man for the Ages |
| Bailey | The Dim Lantern |
| Barbour | The Half Back |
| Barclay | The Rosary |
| Barnes | Within this Present |
| Barrie | The Little Minister |
| Bennett | The Old Wives Tales |
| Bowman | Pecos Bill |
| Bromfield | The Green Bay Trees |
| Bronte | Jane Eyre |
| Buck | East Wind, West Wind |

Bulwer-Lytton
Canfield
Cather
Chase
Churchill
Churchill
Coffin
Conrad
Cooper
Craddock
Crane
Cronin
Curwood
Curwood
Curwood
Davis & Gatchell
De la Roche
De la Roche
De Mille
Dickens
Dickens
Douglas
Doyle
Dreiser
Dumas
Dumas
Eggleston
Eliot
Ellsberg
Ferber
Ferber
Fox Jr.
Fox Jr.
Furman
Garland
Garland
Grey
Harrison
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Hearn
Hearn
Hawthorne
Hemingway

Last Days of Pompeii
Brimming Cup
Death Comes for the Archbishop
Goodbye Heritage
The Crisis
Richard Carvell
Lost Paradise
Lord Jim
Last of the Mohicans
In the Tennessee Mountains
Red Badge of Courage
The Citadel
The Alaskan
Kazen
The Flaming Forest
The Days Work
Whiteoaks of Jalna
Jalna
Adventures in Story Land
Oliver Twist
Tale of Two Cities
Magnificent Obsession
Adventures of Sherlock Holmes
American Tragedy
Count of Monte Cristo
Three Musketeers
Hoosier Schoolmaster
Ramola
Thirty Fathoms Deep
Cimarron
So Big
Little Shepherd of Kingdom Come
Trail of the Lonesome Pine
The Quare Women
The Long Trail
Boy Life on the Prairie
To the Last Man
Queed
Aprotegee of Jack Hamlin's
The Bell Ringer of Angel's
Colonel Starbottle's Client
Drift from Two Shores
First Family of Tasajara
From Sand Hill to Pine
Mr. Jack Hamlin's Mediation
Openings in the Old Trail
Sappho of Green Spring
Tales of Trail and Town
The Three Partners
Trent's Trust
Under the Redwoods
Ward of Golden Gate
Waif of the Plains
Kwardan
Chita
The Scarlet Letter
A Farewell to Arms

Helmon
 O'Henry
 O'Henry
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 O'Henry
 Hergesheimer
 Herzberg
 Hill
 Hilton
 Hough
 Hueston
 Hughes
 Hutchinson
 Irving
 James
 Jessup
 Jackson
 Jewett
 Johnson
 Johnson
 Johnson
 Johnston
 Kahmann
 Kearn
 Kipling
 Kyne
 Lane
 Law
 Law
 Lewis
 Masefield
 Marguard
 Marquis
 London
 McSkimmon & Lynch
 Maugham
 Melville
 Mikels
 Mitchell
 Morley
 Morrow
 Norris
 Norris
 O'Brien
 Page
 Page
 Poole
 Quick
 Rawlings
 Rawlings
 Rice
 Rinehart
 Royster

Maria Chapdelaine
 Cabbages and Kings
 The Gentle Grafter
 The Four Million
 Heart of the West
 Options
 Roads of Destiny
 Rolling Stones
 Whirligigs
 Balisand
 Stories of Adventure
 White Orchids
 Goodbye Mr. Chips
 Covered Wagon
 Star of the West
 Tom Brown's School Days
 If Winter Comes
 The Sketch Book
 Sand
 Representative Short Stories
 Ramona
 The Country of the Pointed Firs
 Stover at Yale
 Varmint
 Studies in Appreciation of S. S.
 To Have and to Hold
 Tara
 Kwaidan
 Kim
 Pride of Palmoar
 Old Home Town
 Modern Essays and Stories
 Modern Short Stories
 Ann Vickers
 Bud of Downing
 The Late George Appey
 Sun Dial Time
 White Fang
 The Magic Spear
 Of Human Bondage
 Moby Dick
 Short Stories for English Courses
 Gone with the Wind
 Parnassus On Wheels
 The Lincoln Stories
 The Pet
 The Octopus
 Silver Chief, Dog of the North
 Red Rock
 In 'Ole Virginia
 The Harbor
 Vandemark's Folly
 The Yearling
 South Moon Under
 Omnibus of Sports
 Tish
 American Short Stories

Ruskin
 Sabatini
 Salten
 Schwerkert
 Scott
 Scott
 Scott
 Seton
 Sinclair
 Simone
 Poofe
 Stevenson
 Stevenson
 Stowe
 Suckow
 Tarkington
 Tarkington
 Tarkington
 Thompson
 Thomas
 Tolstoi
 Turnbull
 Twain
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 Van Dine
 Verne
 Wallace
 Walpole
 Wells
 Westcott
 Wharton
 White & De Veghne
 White
 White
 Wiggin
 Williams
 Williams
 Wilson
 Wister
 Wodehouse
 Wren
 Wren
 Young
 Yezurska

Sesame and Lilies
 The Carolinian
 Bambi
 Short Stories
 Kenilworth
 Romola
 Ivanhoe
 Rolf in the Woods
 The Jungles
 Sharecropper
 Great Winds
 Selections from Robert Louis Stevenson
 The Master of Ballantrae
 Uncle Tom's Cabin
 The Folks
 Alice Adams
 The Turmoil
 Seventeen
 Alice of Old Vincennes
 Modern Atlantic Stories
 Works of Tolstoi
 The Rolling Years
 Life on the Mississippi
 Puddenhead Wilson
 Roughing It
 Tom Sawyer
 Mysterious Stranger
 The Bishop Murder Case
 Michael Strogoff
 Ben Hur
 Jeremy
 Mr. Britling Sees It Through
 David Harum
 Age of Innocence
 Pole Star
 Gold
 In the Heart of a Fool
 Rebecca of Sunnybrook Farm
 Book of Short Stories
 New Narratives
 Ruggles of Red Gap
 Virginian
 Very Good, Jeeves
 Beau Geste
 Beau Ideal
 Heaven Tries
 Hungry Hearts

Adams
 Addison & Steele
 Ackley
 Allen & Briggs
 Allen & Lyman
 Andrews
 Anon.
 Anon.

The Native's Return
 Sir Roger de Coverly Papers
 Marionettes
 Behave Yourselves
 Wonder Book of the Air
 Perfect Tribute
 Boudoir Mirrors of Washington
 War Birds

Anon.
Anon.
Anon.

Bacon
Banning
Barnes
Bennett
Bennett
Bogardust & Lewis
Bolitho
Bradford
Bradford
Bradford
Briggs
Brown
Brown
Bryan
Buck
Bullen
Burbank
Byrd
Byrd
Cade
Carlyle
Carnegie
Carnegie
Carpenter
Carpenter
Chamberlain
Clark
Crane
Crane
Davis
Day
Day
de la Rhue
de la Roche
Dobie
Dobie
Dodge
Dressler
Drinkwater
Dunbar
Earhart
Eddy
Ellis
Ellis
Ellsburg
Emerson
Emerson
Emerson
Ferris
Rinch & Parker
Floherty

How Smart Are You?
Were We Guinea Pigs
Log Cabin Lady
Selected Modern English Essays
The Spectator
Worlds Best Jokes
Children's Library
Letters to Susan
Arizona Place Names
The Journal of Arnold Bennett
How to Live on 24 Hours a Day
Social Life & Personality
Twelve Against the Gods
Portraits of American Women
Damages Souls
Lee the American
College Life
Rockne
Grandmother Brown's 100 years
Edison, the Man and His Work
Bring 'em Back Alive
The Cruise of the Cachalot
The Harvest of the Years
Exploring with Byrd
Skyward
Any Girl Can Be Good-looking
Heroes & Hero Worship
Autobiography of Andrew Carnegie
How to Win Friends and Influence People
The Blocking of Zeebrugge
Story of Joan of Arc
Essays Old & New
John Deere
Four Minute Essays
Great Battles of the World
Uncle Sam's Attic
Life with Mother
Life with Father
Spanish Trails to California
Portrait of a Dog
Coronado's Children
Pioneer Days in California
Our Arizona
My Own Story
Pepys-His life and Character
Poet of his People
The Fun of It
Down the World's Most Dangerous River
Plain Anne Ellis
Dance of Life
On the Bottom
Representative Men
Emerson's Essays
Emerson's Essays, Vol. 2
Here Comes Barnum
Roads to Travel
On the Air

| | |
|----------------|---------------------------------------|
| Forbes | Men Who Are Making America |
| Forrest | Arizona's Dark and Bloody Ground |
| Foster | Larry |
| French | Vagabonding Down the Andes |
| French | Aces of the Air |
| Gardner | How You Can Get a Job |
| Garland | Son of the Middle Border |
| Garland | Daughter of the Middle Border |
| Gaston | Modern Lives |
| Green | Martin Johnson |
| Griswold | Home Life of Great Authors |
| Hagedorn | Americanism of Theodore Roosevelt |
| Hagedorn | Roosevelt in the Bad Lands |
| Halliburton | Flying Carpet |
| Halliburton | The Glorious Adventure |
| Halliburton | New Worlds to Conquer |
| Hastings | Contemporary Essays |
| Hawthorne | Enos Mills of the Rockies |
| Hawthorne | Poet of Craigie House |
| Hay | First Hundred Thousand |
| Hayes | Both Sides of the Microphone |
| Hermans | Stories from the Old Testament |
| Hertzman | When I was a Girl in Sweden |
| Hertzman | When I was a Girl in France |
| Hill & Tugwell | Our Economic Society and Its Problems |
| Hoffman | Heads and Tails |
| Holliday | Men and Books and Cities |
| Holt | Knowing Yourself and Others |
| Homer | Homer's Iliad |
| Homer | Odyssey of Homer |
| Hyde | Modern Biography |
| Irving | Knickerbocker's History of New York |
| Irving | Sketch Book |
| Jackson | Hobbies for Boys |
| James | The Raven |
| James | Lone Cowboy |
| Johnson | Cannibal Land |
| Johnston | The Carsican |
| Jonathan | Gentlemen Aren't Susies |
| Josephson | Zola and His Time |
| Keller | The Story of My Life |
| Kepplier | Mere Marie of the Ursulines |
| Kipling | Independence |
| Kropotain | Memoirs of a Revolutionist |
| Lagerloaf | Memories of My Childhood |
| Lamb | Last Essays of Elia |
| Lamb | Elia |
| Lawee | Life and Death in Sing Sing |
| Leisure League | Creative Handicraft |
| " | Stamp Collecting |
| " | Knitting Book |
| " | Care and Feeding of Hobby Horses |
| " | Cookery Book |
| " | How to Sell What you Write |
| " | Discover the Stars |
| " | Friendly Animals |
| " | A Dogs Life |
| " | Reading Character from Handwriting |

Leisure League

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Lewis

Lindbergh

Lockhart

Macaulay

Manning

Marie, Grand Duchess
of Russia

Masson

Maurois

Maurois

Mayo

Meigs

Maule

Morgan

Morley

Muhlbach

Newman

Niles

O'Brien

Paine

Palmer

Parker

Parish

Post

Priestly

Pupin

Reford & Others

Rice

Richards

Riis

Riis

Rinehart

Roberts & Rand

Rosengarten

Rostand

Roth

Sanburg

Seabrook

Seeger

Seton

Slusser

Smith & Blough

Spafford & Esty

Spaulding

St. Clair

Hunting With Microscope

Motor Camping

Hiker's Guide

Working With Foods

How to Design Your Own Clothes

Music for Everybody

Drawing for Fun

Photography for Fun

How to Watch a Football Game

Amateur Circus

Trader Horn

North to the Orient

British Agent

Historical Essays

Cartoon Guide of Arizona

A Princess in Exile

I can Remember Robert Louis Stevenson

Ariel

Disraeli

The Standard Bearer

Invincible

She Strives to Conquer

The True Lafayette

Mince Pie

Daughter of an Empress

Stories of the Great Operas

Condemned to Devils Island

Will Rodgers

Boys Life of Mark Twain

Alice Freeman Palmer

An American Idyl

History of Arizona

Etiquette

English Journeys

From Imigrant to Inventor

Beyond the School

Omnibus of Sports

Florence Nightengale

How the Other Half Lives

Making of an American

My Story

Lets Read

Choosing your Lifes Work

Cyrano de Bergerac

First Book of Forestry

Abraham Lincoln, the Prairie Years

Adventures in Arabia

Bannertail

Letters & Dairy

Stories of Luther Burbank and His
Plant School

Planning A Career

Ask Me Another

Behind the Footlights

Transportation

| | |
|--------------------|--|
| Stern | My Mother and I |
| Stone | Sailor on Horseback |
| Stoddard | Discovering my Job |
| Stratchey | Queen Victoria |
| Tarbell | He Knew Lincoln & Other Billy Brown stories |
| Thayer | George Washington |
| Thoreau | Walden |
| Thomas | With Lawrence in Arabia |
| Vaucaire | Bolivar the Liberator |
| Vedder | American Writers of Today |
| Wagenknecht | Jenny Lind |
| Wells | Six Years in Malay Jungles |
| White | Daniel Boone Wilderness Scout |
| White | Woodrow Wilson |
| Wilson | The New Freedom |
| Wise | Jane Addams of Hull House |
| Wyllip | Pioneer Padre |
| Yates | When I was a Harvester |
| Yeates | Lives of Bengal Lancer |
| Yonge | Unknown to History |
| Zigelar & Jaquette | Choosing an Occupation |

Drama

| | |
|-------------|---------------------------------------|
| Barrie | Shall We Join the Ladies? |
| Barrie | Echoes of the War |
| Cohen | One Act Plays |
| Coward | Cavalcade |
| Coward | Yellow Jack |
| Dickenson | Chief Contemporary Dramatics |
| Ellis | Mary Jane's Pa |
| Jerome | Pride and Prejudice |
| Housman | Victoria Regina |
| Galsworthy | Plays |
| Massey | Plots and Playwrights |
| Smith | Short Plays by Representative Authors |
| Shakespeare | Othello |
| Shakespeare | Merchant of Venice |
| Shakespeare | Midsummer Night's Dream |
| Shakespeare | As You Like It (9 copies) |
| Shakespeare | King John |
| Shakespeare | Henry VIII |
| Shakespeare | Julius Caesar |
| Shakespeare | Hamlet |
| Shakespeare | King Henry IV |

Poems

| | |
|-------------------|--------------------------------------|
| Bryant | Poems |
| Benet | John Brown's Body |
| Byron | Poems and Dramas |
| Benet | Falconer of God |
| Barnes | I Hear America Singing |
| Coleridge | Poems |
| Clark | Sun and Saddle Leather |
| Clark | Treasury of War Poetry |
| Cambridge Edition | English and Scottish Popular Ballads |
| Eliot | Poems |
| Emerson's | Emerson's Poems |
| Garhart and McGee | Magic Casements |
| Gummere | Old English Ballads |
| Guest | When Day is Done |
| Field | Second Book of Verse |
| Forbes | Modern Verse |
| Frost | A Boy's Will |
| Keats | Poems |
| Kipling | Songs of Youth |
| Lowell | Poems |
| Longfellow | Tales of a Wayside Inn |
| Longfellow | Complete Poetical Works |
| Masters | Spoon River Anthology |
| Markham | Book of American Poetry |
| de la Mare | Book of Rhymes |
| Manly | English Poets |
| Riley | Complete Works |
| Riley | Child Rhymes with Hoosier Pictures |
| Rittenhouse | Little Book of Modern Verse |
| Tobinson | Collected Poems |
| Stevenson | Poems of American History |
| Sanburg | Early Moon |
| Service | Poetical Works |
| Tennyson | Idylls of the King |
| Ward | English Poets |
| Whittier | Poems |

Best Loved Poems of the American People

English Source Books

| | |
|----------------|---|
| Alden | Readings in English Prose of the 19th |
| Boas and Smith | Introduction to the Study of Literature |
| Briggs | American Literature |
| Boyer | Arizona In Literature |

| | |
|---------------------|--|
| Barnes | English for American High Schools |
| Broadus | Story of English Literature |
| Calhoun | Readings from American Literature |
| Cook | Adventures in Appreciation |
| Cross, Smith | American Writers |
| Drinkwater | Outline of Literature |
| Easterbrook, Clark | Your English Problems |
| Funk and Wagnalls | Standard Dictionary |
| Garnett and Gosse | Illustrated History of English |
| Gayley | Classic Myths |
| Greenlow and Miles | Literature and Life |
| Haggerty | Reading in Literature Book II |
| Heydrick | One-Term Course in English |
| Haney | English Literature |
| Knüitz and Haycraft | Junior Book of Authors |
| Knüitz | Authors Today and Yesterday |
| Long | American Literature |
| Long | Outlines of American Literature |
| Lewis | Elementary Latin Dictionary |
| Long | English Literature |
| Leguois | Short History of English Literature |
| Leonard and Cox | General Language |
| Manly | English Prose |
| McGraw | Prose and Poetry of America (4 copies) |
| Marsh | Teacher's Manual for the Study of Classics |
| Manly | Contemporary American Literature |
| Oxford Book Company | English Literature |
| Payne, Nevills | Good Companions |
| Payne, Nevills | Interesting Friends |
| Pace | American Literature with Readings (5 cop.) |
| Payne, Neville | Voices of America |
| Payne, Neville | English Heritage |
| Payne | Selections from American Literature |
| Page | English Literature with Readings |
| Roget | Roget's Thesaurus |
| Riffardson | American Literature |
| Rich | Types of Literature |
| Ross | Business English |
| Rich | A Study of the Types of Literature |
| Smith | What Can Literature Do For Me? |
| Setdman | Poets of America |
| Snyder and Martin | Book of English Literature |
| Studiosston | Sperlin |
| Seeley | On Teaching English |
| Tante | Living Authors |

| | |
|-----------------|-------------------------------|
| Tanner | Composition and Rhetoric |
| Tressler | English in Action |
| Taine | History of English Literature |
| Thorndike | History of English Literature |
| Wheeler | Grammar at Work |
| Wade and Lawson | A Dozen a Day |

Class Room Library Books
Sophomore Junior and Senior Language Arts (Speech)
Mr. Donaldson

Drama

| | |
|---------------|---|
| Bellinger | A Short History of the Drama |
| Browne | Every Woman |
| Browne | Secrets of Scene Painting and Stage Effects |
| Clark | Handbook of Best Readings |
| Cohen | Longer Plays |
| Collins | The Little Theatre in School |
| De Mille | Three English Comedies |
| French | One Act Plays for Stage and Study (No.1) |
| French | One Act Plays for Stage and Study (No.4) |
| French | One Act Plays for Stage and Study (No.2) |
| French | One Act Plays for Stage and Study (No.3) |
| Gregory | Seven Short Plays |
| Kelly | Craig's Wife |
| Knickerbocker | Plays for Classroom Interpretation |
| Neillson | The Chief Elizabethan Dramatists |
| Quintero | Four Plays |
| Rose | Stage Effects |
| Simons | Dramatization |
| Smith | The Scene Wright |

Speech

| | |
|---------------------|----------------------------------|
| Andrews and Weirick | Acting and Play Production |
| Baker | Oral English |
| Barrows | An American Phonetic Reader |
| Beaton | Know Your Movies |
| Behoke | Speech and Movement on the Stage |

| | |
|-----------|---|
| Craig | The Junior Speech Arts |
| Clapp | How to Talk |
| Craig | The Speech Arts |
| Dunlap | Talking on the Radio |
| Drake | The Treasury of Modern Humor |
| Fuller | How to Read Aloud |
| Findlay | Keys and Ques |
| French | One Act Plays for Stage and Study |
| Gullan | The Speech Choir |
| Gough | Effective Speech |
| Garland | Discussion Methods |
| Karr | Your Speaking Voice |
| Lockwood | Public Speaking Today |
| Mayorga | One Act Play by American Authors |
| Mockay | Costumes and Scenery for Amateurs |
| Merrill | Playmaking and Plays |
| Ogg | Speech Improvement |
| Painter | Ease in Speech |
| Quiver | Contemporary American Plays |
| Smith | Extemporaneous Speech |
| Swanson | The Stage |
| Stouffee | Progress of Drama Through the Centuries |
| Spoulding | Behind the Footlights |
| Weaver | The New Better Speech |
| Woolbert | Better Speech |
| Whitney | Directed Speech |

Magazines

High School Thespian
Platform News

S P A N I S H

BEGINNING SPANISH (First Year)

An introductory course where most of the pupils have had no previous language training, other than English. They are taught how foreigners say some of the simple things, and how their thinking color these expressions. The gender of nouns, agreement of adjectives, pronouns, and the verb in the indicative mood and polite commands are the points of grammar explained when the students ask for an explanation.

Text: A First Spanish Reader (24 weeks)--By Weisinger
and Johnston, Pub. Doubleday-Doran
Los Otras Americanas (Last 12 weeks) --by Weisinger
and Johnston, Pub. Doubleday-Doran
A la Conquista de la Lengua -- By Casin-Switzer-
Harrison, Pub. D. C. Heath (Book I a work book)

- I. Objective: To learn simple Spanish in order to greet and talk about common place things with the many Mexican people in our community.
- II. Objective: Learn to read and pronounce Spanish, and to understand simple material.
- III. Learn to appreciate the people that use the language.

Procedures:

- 1. Use of Spanish as much as possible in the classroom.
- 2. Reading aloud for understanding. Asking questions in Spanish about the story or material being read. (Not questions found at the end of the story)
- 3. Acquainting the pupils with great Spanish and Mexican writers, artists and statesmen.
- 4. Let the pupils express themselves at will, in Speech, art or music
- 5. One day each week is used for work book exercises.

INTERMEDIATE SPANISH (Second Year)

A continuation of First Year Spanish with an ever widening use and appreciation of what has been learned. The Subjunctive in the subordinate clauses is introduced in the reading material and explained when an explanation is asked for. The key note is much reading of materials interesting to the individual pupil and class discussion in Spanish.

Text: Los Otros Americanos (First 18 weeks) -- By
Weisinger and Johnston, Pub. Doubleday-Doran
Amalia -- By Jose Marmol, Pub. MacMillan
A La Conquista de La Lengua Book II (a work book)
By Casis-Switzer-Harrison

- I. Objectives: To get acquainted with the Americans who speak Spanish.
- II. Study cultural and racial heritage of Spanish speaking Americans.
- III. A reading for understanding with a minimum of grammar drill.

Procedures:

1. Use of all Spanish in classroom except to explain grammatical difficulties.
2. Reading aloud for understanding. Questions are asked in Spanish concerning the story.
3. Displays of material from the country being studied, showing culture and customs of the people.
4. Letters written to and received from Spanish speaking countries.
5. Creating pride in class standing by permitting the pupil behind to answer and exchange seats with the one ahead who missed.
6. Special recognition given pupils for creative effort.
7. One day each week used for work book exercises.

ADVANCED SPANISH (Third Year)

Considerable reading is done for literary appreciation with a review of any grammatical construction that causes difficulty. Letter writing is emphasized the second semester

Text: No texts are used but such books are read as:
Maria, by Isaac; La Zorra, by Wast; El Final de
Norma, by Alarcon; La Mujer Misteriosa, by Navarette

- I. Objective: To broaden the vocabulary
- II. Objective: Learn to appreciate literature other than English
- III. Objective: To be able to write and translate letters in Spanish.

Procedures:

1. Much reading
2. Reports oral and written
3. Letters
4. Displays illustrating culture and customs
5. Assembly program of short Spanish play

Classroom Library Books

Spanish
Mr. Neely

The Wedge -- Deutch
Coronado's Children -- Dobie
Young Mexico -- Peck
Mexico -- Chase
Fiesta in Mexico -- Fergusson
Trailing Cortez Through Mexico -- Franck, Grosset and Dienlap
Prologue to Mexico -- Storm
Idols Behind Altars -- Brenner
The Great White God -- Stucken
Bright Mexico -- Barretto
Gringa -- Squier
The Bride of the Sacred Well -- Squier
Guide to Mexico -- Toois
Mexico -- Carpenter
Compendio de La Historia De Mexico--Verdia
A Man Called Cervantes -- B. Frank
South America -- Koebel
Land of the Andes and the Deserts -- Carpenter
Tail of the Hemisphere--Carpenter
Land of the Caribbean -- Carpenter
Vagabonding Down the Andes -- Harry A. Franck
Beyond the Mexique Bay -- Huxley
A Vagabond Journey Around the World -- Harry A. Franch
Roaming Through the West Indies --Harry A. Franch
Four Months Afoot in Spain --Harry A. Franch
The Story of the Worlds Literature -- John Macy
Working North from Patagonia--Harry A. Franch
Blasco Ibanez's Vistas Sud-Americanas--Dorado
El Ingenioso Hidalgo Don Quijote de La Mancha--Servantes
La America Del Sud, -- Bryce
Puebla de Las Mujeres -- Quinteros
Flores de Espania -- Fontaine
El Si de Las Ninas--Edited J. D. M. Ford
Chispitas -- M Dorado
Maria -- Isaac
Tres Comedias Modernas--Morrison
Un Drama Nieva -- Baus
Electra -- Galdos
Cuentos Y Leyendas --Hills and Cano
Spanish American Short Stories -- Turrell

MEXICAN CULTURE

In this course a study of Mexico and Mexican people is made, so the pupils will come to appreciate and understand the heritage and character of the people we live and associate with. An attempt is made to determine what influence Mexico has had upon our own culture as reflected in our language, music, history, literature and people.

I. Objectives: International understanding

II. Objective: Understanding of Mexicans

III. Objective: Appreciation of our culture

Procedures:

1. Study is made to see what people think of Mexicans
2. Study of Mexico as a land of people with culture as a place of interest for travel and study.
3. We show that our own culture is linked to their's by study of place-name, words, people and customs

Text: No text. Portrait of Mexico: by Rivera, Published by Covivi--Friede is used as a guide to study.

Magazines and papers used:

National Geographic Magazines
The Family Circle (Safe-way stores Publisher)
La Luz (Tardy Publishing Company, Dallas Texas)
Mexican Art and Life (O-A-A-P Mexico D. F.)
News from Spain (N. Y. C.)
Hispania
Modern Language Journal

Other Materials:

Road maps and Phamphlet about Mexico

A L G E B R A

In this course the time of the student is devoted largely to problem solving in which all of the fundamental, elementary, algebraic techniques are involved. The work starts on familiar ground with problems on ordinary graphs, arithmetic processes, averages, simple geometric figures, and formulas. From that it leads quickly into work involving all the fundamental operations with signed numbers, the solution of many types of one variable linear equations, the simultaneous solution of equations in two variables, solutions of simple quadratic equations, and, particularly into much work requiring the translation of word problems into algebraic symbols and equations.

Text: "Mathematics for Modern Life"--Joseph P. McCormack
(D. Appleton Century)

OBJECTIVES:

1. To develop ability to understand the essential facts expressed in word symbols (sentences) and to express them in the exact abstract, analytic symbols of algebra.
2. To develop the skill in the manipulation of these symbols necessary for the solution of linear equations in one or two variables and one variable quadratic equations.
3. To increase understanding of our number system.
4. To increase arithmetic skills.
5. To develop a scientific attitude--the habit of patient orderly, exact, objective thinking--toward all problems.

Procedures to achieve these:

1. The procedure used in obtaining these objectives is very largely one of supervised problem solving with the text used constantly as a source of problems. Each new technique is carefully explained to the group, but the number and difficulty of the problems is adjusted to a wide range of individual abilities.

Evaluation:

1. The degree to which the major objectives are realized is measured to some extent by roughly checking solutions of problems regularly submitted and by short problem quizzes.

2. An accurate measurement of progress toward these objectives is obtained by one hour tri-weekly and two hour semester examinations covering a wide range of problems.

Classroom Library Books

Algebra

Mr. Dale

Mathematics for the Million -- Lancelot Hogben

A Short History of Mathematics - - Vera Sanford

Mathematical Muts -- S. I. Jones

Numbers and Numerals (pamphlet) D. E. Smith and J. Ginsburg

Magazines:

The Mathematics Teacher (Largely for teacher reference)

P L A N E G E O M E T R Y

Most of the time of the student is given to individual written proofs of propositions and problems but frequent demonstrations to the class are given by students and teacher. All propositions listed as essential by most examining boards are covered thoroughly, and students also solve numerous problems, their number and difficulty depending on the individual's ability.

Text: Plane Geometry--A. M. Welchons and W. R. Krickenberger
(Ginn & Co.)

OBJECTIVES:

1. Vocabulary development--learning to use a considerable number of words which are essential to the work in geometry and which also are, with few exceptions, commonly used in non-mathematical literature and speaking.
2. To learn those geometric facts and relationships which will facilitate future work in science and mathematics.
3. And most of all, to instill the habit of reasoning carefully--to develop an understanding and appreciation of the power, value, and pleasure in the use of strict logic in any field.

Procedure to achieve these:

More than half of the class time is used in individual problem solving, using a text divided into three levels of difficulty as a constant source. Emphasis is always placed on the reasoning or logic involved, but much factual information is presented incidental to this. Form alone is minimized. Frequent opportunity is given for class demonstrations of reasoning by students. The teacher serves mainly as a guide to individuals, but numerous explanations are given to the group, and occasional talks are made in which the power, beauty, and value in all fields of the logical procedures of geometry is discussed.

Evaluation:

A measurement of the learning of geometric facts and the ability to reason logically in geometry is obtained by roughly checking problem solutions, by occasional short quizzes, by class demonstrations, and by tri-weekly and two hour semester examinations.

No adequate criterion for judging the amount of transfer to other fields of the habit of being logical is available.

Classroom Library Books
Plane Geometry

Mathematics for the Million -- Lancelot Hogben
A Short History of Mathematics -- Vera Sanford
Mathematical Nuts -- S. I. Jones

Magazines:

The Mathematics Teachers (Teacher reference)

S O L I D G E O M E T R Y

A study of the terminology and principal propositions dealing with three dimensional figures is made in a one semester course. Often some of the time is devoted to mathematical topics outside the realm of solid geometry. This is done whenever the general mathematical knowledge of the student may profit by the diversion. A number of topics from analytic geometry have been used for this purpose. The text is used as a problem source but is not followed closely.

Text: Solid Geometry -- Welchons and Krickenberg
(Ginn & Co.)

Magazines, Books, Objectives, Procedures and Evaluation*

*Joint discussion of these will follow descriptions of Advanced Algebra and Trigonometry courses.

T_R_I_G_O_N_O_M_E_T_R_Y

This course lasts one semester and deals almost wholly with logarithms and numerical trigonometry. Logarithms and common trigonometric functions are used on a great number of applied problems by the students after the theory has been carefully explained and illustrated by the teacher. Some simple drill exercises are also included. Applied problems carry the student through the solution of any triangle by use of trigonometric laws. Only a brief introduction to analytic trigonometry is included as a required part of the course.

Text: Essentials of Trigonometry--Smith, Reeves, Mores
(Ginn & Co.)

A_D_V_A_N_C_E_D A_L_G_E_B_R_A

This is a two semester course which starts with a review of the principal topics covered in the first year course and then leads the student much further into the study of some of them. Quadratic equations, including simultaneous quadratics in 2 variables, are studied at length. Considerable time is also devoted to the solution of ordinary and simultaneous linear equations in one, two, and three variables. These topics and the applied problems that accompany them occupy much of the year's time. Other topics that are considered depend upon the ability and interest of the class or individual students in the class. These topics may include: logarithms, trigonometry, progressions, determinants, and selections from analytic geometry or calculus.

Text: Modern Algebra--Second Course--Schorling-Clark-Lindell
(World Book Co.)

OBJECTIVES: FOR Trigonometry, Solid Geometry and Advanced Algebra.

In these 11th and 12th grade mathematics course the aims include all those of the preceding course. The central, fundamental objective is to develop skill in the expression of problems in mathematical symbols and in the logical manipulation of these symbols which will make solutions possible.

A no less important aim, but one towards which progress is made less directly, is to increase respect for mathematical or scientific techniques and to fix the habit of being logical in all thinking.

The need of providing these advanced students bent on engineering or scientific training in college with a background which will facilitate their college work is not thought of as a separate aim since this objective will be more adequately realized by striving to achieve the ends mentioned.

Procedures to achieve this:

1. Careful explanations and illustrations of each new technique are given by the teacher. These occupy a little more time than in 1st year algebra and geometry courses, but this procedure still occupies less than half of the time of the class.
2. Problem solving by the students, usually working individually with teacher aid and supervision, is the principal procedure. Problems are chosen somewhat to correspond with ability, but minimum standards which are thought to be as high as the average of other schools are rigidly maintained.

Evaluation:

Frequent short tests, one hour periodic (about one each $2\frac{1}{2}$ or 3 weeks), and two hour semester examinations measure accurately the students progress toward mastery of mathematical techniques.

As to the more intangible objectives, the mathematician feels certain that there is some transfer of the habit (if not the power) of being logical to other fields, but there is no objective method of measuring this.

Classroom Library Books

Trigonometry,
Solid Geometry and
Advanced Algebra

Mathematics for the Million -- Lancelot Hogben
A Short History of Mathematics -- Vera Sanford
Mathematical Nuts -- S. I. Jones
Numbers and Numerals (pamphlet) -- D. Eugene Smith and
J. Ginsberg

Magazines:

The Mathematics Teacher (Largely for teacher reference)

A L G E B R A

In Algebra we become acquainted with the highest form of language expression. The processes used in algebra are the most abstract of any of the useable statement forms. All of the quantitative manipulation is carried on in an entirely abstract form. Without this sheer abstraction Algebra loses its value and interest.

Text: Mathematics for Modern Life --McCormack

With this in mind, the purposes of this course shall be:

1. To present the fundamental vocabulary of Algebra.
2. To develop the ability to use algebraic statements in the place of word statements for quantitative situations.
3. Develop the ability to use this algebraic statement in the direct solution of the problem.
4. To develop certain techniques which enable the student to acquire a proper solution with facility.

Assuming that the student has a basic command of English, and realizing that Algebra is a technical study, the method to be used in this course will be:

1. Require the student to be able to get the instruction as much as possible from the printed page. Demonstration will be used as little as possible with an emphasis on the student's ability to read understandingly.
2. The text will also be used as the source of drill exercises.
3. Following the students attempt to learn for himself, there will be check-up tests and exercises, then the loose ends will be taken up in class.

A P P L I E D M A T H E M A T I C S

It is my purpose in this course, Applied Mathematics to:

1. Give the student an opportunity to increase his ability in arithmetical manipulation.

2. To increase his ability in handling quantitative reasoning.
3. To develop accurate, efficient methods of analysis.
4. To give practice in reading technical matter.
5. To orient the student in some respects to his numerical surroundings, and give the student an insight into the problems which he will face in out of school life.

To accomplish these ends there will be plenty of pure numerical problems with varying degrees of difficulty. Quantitative situations which require his first visualising the relationships and then applying his number theory. In these situation problems certain standard methods of analysis will be recommended. As little lecturing will be done as possible. It will be the responsibility of the student to be able or develop the ability to read understandingly. Opportunity will be given for each student to branch out and study the material from the view-point of his own interest. Stress will be placed upon the interrelation of societies working units.

Text: Practical Mathematics and workbook--Lennes

Classroom Library Books
Practical Mathematics
Mr. Bradford

The complete photographer -- Bayley
Making pictures with the Miniature Camera -- Deschin
The Art of Retouching --- Johnson
Amusements in Mathematics -- Dedenay
Flat Land A square

Magazines:

National Geographic
Readers Digest
Popular Mechanics
Popular Science
American Photographer

A P P L I E D M A T H E M A T I C S

This course is designed such that all parts shall be of direct practical value to the learner. It presents an adequate review of the common arithmetical processes followed by a study of the simpler arithmetical processes and procedures in both the common business and industrial enterprises and the ordinary problems of daily life as found in the home and the community. It creates an appreciation of the importance of mathematics as a method of expressing relationships and true values through time and labor saving computations. This course further attempts to stimulate the students interest in mathematics as a science and create a desire for further study in this and related fields.

Text: Practical Mathematics --Macmillan --Lennes
Workbook to Practical Mathematics --Macmillan --Lennes

AIMS AND OBJECTIVES:

Appreciations:

1. The importance of mathematics to an individual.
2. The importance and value of both direct and indirect measurements.
3. The importance of the household budget.
4. The value and beauty of symmetry.
5. The importance of insurance to both the insured and the beneficiary.
6. The importance of banking to an individual and the community.
7. The place of the formula in the "language" of mathematics and science.
8. The importance of the formula and solving arithmetical problems.
9. The importance of statistics in understanding current social problems.
10. The importance of graphs as a method of presenting important statistics.

Abilities:

1. Ability to compute or make both indirect and direct measurements.

2. Measure or compute areas or volumes of standard geometrical figures as well as some degree of skill in the approximation of such measurements.
3. Use and correctly interpret the more common statistical graphs.
4. Construct the more common statistical graphs.
5. Compute ordinary arithmetical problems found in common home life, such as: reading gas & electric meters and computing bills for same, checking sales slips, etc.
6. Write check correctly and keep an accurate record of the bank balance.
7. Construct and keep an accurate record of the household budget or personal finances.
8. Compute simple taxes and tax rates.
9. Derive, solve, use and understand the more common formulae.
10. Recognize and solve numerical relationships when presented in the form of a problem.
11. Solve arithmetical problems common to the farm.
12. Compute ordinary problems involved in such common trades as carpentry, masonry, etc.

Specific Knowledges:

1. The value of direct and indirect measurements.
2. The field of intuitive geometry.
3. Advantages and disadvantages of installment buying.
4. An understanding of some of the simpler principles of taxation.
5. The meaning of symmetry.
6. A conception of the true nature and value of insurance, the nature of the insurance contract, and the various types of insurance policies.
7. The practical value of statistics in understanding current social and economic problems.
8. The relationship of mathematics to achieving success in the student's future vocation.

Procedures:

1. Creation of an interest approach to each new unit by means of lecture or class discussion.
2. Demonstration to class of solution of typical problems of the unit.
3. Lecture on some of the simpler principles involved in the unit.
4. Class solution of a group of problems in individual workbooks arranged around the unit being studied.
5. Correction and grading of workbook problems.
6. Class discussion of the more difficult problems.
7. Unit test.

Optional Activities:

1. Solution of problems on unit in textbook.
2. Solving and giving a written report on the solution of arithmetical problems the students find in their daily life.
3. Reading and reporting on mathematical articles in current magazines, daily newspapers, or books.
4. Writing biographies of historic and contemporary mathematicians.
5. Writing a theme on the students possible future vocation; stressing the high school curriculum requirements for the vocation, qualifications for the position, future possibilities of the vocation, social implications and advantages of the position, and the importance and place of applied mathematics in the vocation.

Citizenship

1. Loss of citizenship for tardies, unexcused absences, ditches, failure to bring books and other classroom materials to class, and misconduct in class.
2. Loss of citizenship points for failure to correctly solve required problems in workbook.

Other Procedures:

1. Seating of students in classroom according to number of points student earned in previous unit.

2. Personal conference with student to aid in solution of their difficulties.

Criticism of Procedures:

To the best of my knowledge all of the above procedures are working successfully. I have patterned the above teaching procedures after methods that have been used by successful teachers and have made it a matter of personal policy to change a teaching procedure as soon as one is found which is not working or a better method is discovered.

Classroom Library Books
Applied Mathematics
Mr. Osgood

Bell Handmaiden of the Sciences
List of Books under Biology for room 25.

Books Used in General Library:

Sundry volumes of encyclopedias.

Magazines:

Science News Letter
Science Digest
Popular Science Monthly
The National Geographic Magazine

V O C A L M U S I C

Vocal music is important to high school boys and girls because it helps them to become happier citizens in their school and community life. A large majority of children are endowed with a desire to sing. They can be made happier when this natural desire is given an opportunity for expression.

It is the business of the teacher to so organize the classes in vocal music that students may have an opportunity to have full expression in this field. When children start to sing their production is at its fullest. As they grow older, they become self conscious and then freedom and abandon leaves, and then they must go through the stage of learning to sing correctly.

ADVANCED BOYS AND GIRLS CHORUS

These courses are taught separately as more can be accomplished this way. Boys' voices are very different from girls'. They must be continuously taught correct voice placement due to the rapid physical change in their voices. Because we have beginning courses, boys are able to progress as fast as their voices mature.

Materials Used in Instruction:

1. San Fox Song Folio for Male Voices
2. Christiansen's Choral Work for Male Voices
3. Hall, McCreary, Green Book
4. Christmas Carols
5. Ruff Stuff Encore Songs--Buchard

Some of the male octavo numbers are as follows:

1. Old Man River
2. Stout Hearted Men
3. The Bold Bandolero
4. The Song of the Jolly Roger
5. There's a Parade
6. We meet again tonight Boys
7. The Winter Song
8. Lullaby
9. The Drum
10. Alexander
11. March On

Great choruses such as, Hallelujah, Great is Jehovah, Heavens are Telling, are learned by all singing students and choruses and ensembles, and other fine women's voices.

Some of the records used are those by Tibbett and Caruso.

Books: Choral Collection by Hammer
Hall-McCreary Book

- I. Objective: To develop an appreciation for beautiful singing.

- II. Objective: To train each student to do some directing.
- III. Objective: To give each student an opportunity to express himself through song.
- IV. Objective: To develop an appreciation for music in the child's everyday world.
- V. Objective: To teach children how to appear properly before an audience.
- VI. Objective: To learn a large number of rather simple songs for the child to sing at any time.

Procedures:

- 1. By vocalizing, for training the student in the use of his voice.
- 2. By singing songs which will make vocalizing practical.
- 3. Training in signs and music interpretation.
- 4. By giving short music study in mental drills.
- 5. Study of music appreciation through records and radio.
- 6. Study of stage direction and proper performance.
- 7. Test of memory, voice production and expression.
- 8. Opportunity to lead the class as a director.

A CAPPELLA CHORUS

This course is made up by combining the advanced boy's and girl's choruses. The objectives and procedures for this group are similar to the ones used for boy's and girl's chorus separately. However, the following are specific peculiar to this group only:

- 1. Preparation of vocal music for entertainment of all kinds.
- 2. Special vocal attention in stage and radio work.
- 3. Preparation for school operetta.
- 4. Training to sing unaccompanied.

DETAILED STUDY OF VARIOUS CLASSES OF MUSIC.

- 1. Sight reading.
- 2. Opportunity to learn conducting.

Materials used for a cappella boys are as follows:

- 1. De Glory Road, Wolfe

2. Thanks be to God, Dickson
3. Night and Day, Porter
4. Soldier's Chorus from Faust, Goanod
5. I Love a Parade

Materials used for a cappella girls are as follows:

1. Southern Moon, Strickland
2. Plantation
3. The Golden Hour of Noon, Sheath-Blakeslee
4. In a Boat, Grieg
5. Hammer Choral Collection

Materials for Mixed group:

1. Christiansen and Cain--A Cappella Chorus Book
2. Heavenly Light, Kopylow Wilkosky
3. Go Down Moses, Cain
4. Great is Jehovah, Schubert
5. When Day is Done, Katscher
6. Heavens are Telling, Haydn
7. Hallelujah Chorus, Handel
8. Can I Forget You, Kern
9. The Way you Look Tonight
10. The Bubble, Friml-Riegger
11. Song of the Soul, Giehl

Operettas:

1. Blow Me Down
2. Hulda of Holland
3. An Old Spanish Custom

FRESHMAN CHORUS

This course is designed for girls with young and immature voices, but who have a desire to learn to sing. The objectives and procedures used by this group are similar to those used by other groups except that they are less technical. Songs are more simple; an attempt is made to teach them to learn to read music rapidly; to learn and appreciate the value of rhythm; to teach poise and confidence.

EVALUATION:

As a result of the above named objectives and procedures, we are able to make some evaluations of our work in vocal music stated in the following terms:

1. The moderate change from a ruff, harsh voice to an agreeable, singing tone.
2. A marked improvement in posture and breathing.
3. Definite progress in reading music.
4. Proper classification of voice as to range.
5. A marked increase in the desire to sing the best type of songs.

6. A marked increase in the ability to direct the chorus in singing.
7. A decided increase in the interest in the higher class music on records and radio.
8. Improved willingness to work together.

I N S T R U M E N T A L M U S I C

The following classes are taught:

1. Solfeggio
2. Beginners Instrumental Class
3. Band
4. Orchestra
5. String Ensemble
6. Special Music

GENERAL OBJECTIVES:

- I. Objective: To bring happiness into the world
- II. Objective: To create love and appreciation for music
- III. Objective: To teach cooperation, develop team play, mutual respect, and helpfulness so fundamental in a democracy.
- IV. Objective: Aid morals
- V. Objective: Create cultural interests which will enrich life.
- VI. Objective: To develop good listeners
- VII. Objective: To train the child for citizenship.

SOLFEGGIO

This teaches the art of singing, employing the words Do, Re, etc., while beating time. It teaches the musical notations, measures, values of notes, tempo (time). It gives the child musician three of the most valuable acquisitions necessary in his art, a keen true musical ear, true intonation when singing, perfect rhythm.

Counting alone, will not develop a perfect sense of rhythm. The study of Solfeggio, as the basis of a musical education, is indispensable for acquiring the most needed assets of the musician, namely: rhythm, a sensitive discriminating ear, and perfect intonation when singing.

The words Do, Re, Mi, Fa, Sol, La, Si are used when learning to sing, that is to say, when learning Solfeggio. They enable a

much easier and much more rapid singing. They are used exclusively, and not the letters, in France, Italy, Belgium, Spain, and in most of the other European countries. They are also used exclusively in Central and South America and of late have been adopted in the leading Schools of Music in the United States.

Text: Eslava--English Translation by Fredrick H. Martens

Procedure:

1. The study of Solfeggio is begun by simple rhythms. Later elements of harmony are given and chord positions which finally develop into little compositions. This gives the child a glimpse into creating music. These little self-made pieces are the childrens "own stories".

BEGINNERS INSTRUMENTAL CLASS

This class, as its name signifies, is for students who wish to begin the study of an instrument or one who is not far enough advanced to play in the advanced groups.

In this class we must teach several students at the same time on different instruments, but the work of the class as a whole must not obscure the work of any individual in it.

Text: World Music Series; Melody Way--Dippiletto

- I. Objective: It is the purpose of the class to train each student to play his instrument properly, not merely so the class will sound well, but so that the student may take his place in a more advanced ensemble and be able to play well alone.

Procedure:

First the student is taught how to take care of his instrument and its equipment, to take it apart and put it together, to fit reeds, etc. Next the student is taught to hold the instrument in both playing and rest positions. Then comes the playing of the first tones on the instrument within an octave range.

Musical progress will depend largely on mechanical progress. Of course, the incentive of group work spurs the student on. The student is taught how to practice as well as how to play. This class gradually improves and as its members are ready as individuals to be promoted to the advanced group, they are given the chance

BAND

The band is the music group which entertains and assists other groups both in the school and the community. It is designated

by some as the "show group". It needs to play, look, and march well.

The band is organized with a Captain, First and Second Lieutenant, Sergeant of Arms, and Manager. Each of these officers have certain duties to perform such as, looking after uniforms, music, and the roll. These offices carry prestige among the members of the band and are an incentive to them to work as they are elected on merit. Band Emblems are given to senior boys and girls who are outstanding in their work. These are presented at the honor assembly given by the school.

All bands are called upon to march. To play well is one accomplishment, to march well, another, but the perfect performance requires the combination of these two skills.

The band is taught to march well at rehearsals before entering the field. The formation chart is prepared before class as to rank and file of each player. Various signals are taught which are executed by the band at the drum majors signals. The old saying that "practice makes perfect" applies to a marching band.

I. Objective: Marching and playing band.

1. Good posture while marching and at attention.
2. Rhythm
3. Team work
4. Precession
5. Coordination of mind and muscle
6. Organization, spirit, and pride to the band
7. Enlists community interest and support
8. Facilitates the movements of the organization
9. Capitalizes showmanship
10. It distinguishes the band from other musical units.

Procedure:

The first part of the year is given to the playing of marches which are needed for parades and football games. The community calls many times on the band for various occasions.

The latter half of the year is given to concert playing. This year there is a music festival to be given which will add much to the incentives for improvement of the band member's playing.

ORCHESTRA

This class is for those who have obtained some fluency on instruments. The music selected depends upon the stage of advancement of the group. This group plays at school and community affairs.

- I. Objective: To develop a love and appreciation for the best in music.
- II. Objective: To give pleasure through the medium of music.
- III. Objective: To develop ability to listen understandingly.

- IV. Objective: To be acquainted with music masters and masterpieces.
- V. Objective: To inspire talented pupils.
- VI. Objective: To train to spend well one's leisure time.
- VII. Objective: To improve the individuals and society through wholesome attitudes; better citizenship, and the spirit of cooperation.

STRING ENSEMBLE

This class is for the real music lover who wishes to express himself on his instrument. He has in addition to his fluency on his instrument, an inward appreciation for the beautiful. He may be a product of either the band or orchestra but he has usually made a deeper study outside these classes--generally through private lessons.

The largest amount of public playing usually falls to this group, it is smaller and does a more serious type of work. This years class formed the orchestra for the Civic Opera Company of the "Bohemian Girl", an outstanding work, and very difficult. This group plays for the dramatic department as its plays.

Besides its regular school activities it plays at many community affairs. This group of players are the group which usually continues the study of music in college, rarely as a profession, but as one of the worth while things in life.

STATEMENT OF GENERAL INTEREST

I wish to give a few reasons why students take up the study of an instrument. One child joins, let us say, because music has always been a part of his home life. Another because he likes music, but doesn't have an opportunity in his home. Another student enrolls because his best friend plays in the orchestra. Another student thought it would be a good place to loaf one period every day, so he enrolled. Still others sign up because they thought of the trips that the young musicians made and they thought it an easy way to go places. Then, the director, needing a "string bass" player, could rustle another. Then others, because their mother wished it.

So here we start the bright, the slow, the well-to-do, the poor, the interested, and the uninterested.

Library Books and Magazines:

1. School Musician
2. Music Educational Magazine
3. Etude
4. Musical Observer
5. Klings Modern Orchestration and Instrumentation
6. The Military Drummer by Carl E. Gardner
7. Harmony and Instrumentation by Oscar Coon

8. The Amateur Band Guide by Goldman
9. The Orchestra Directors Manual and Students Guide
by J. Worth Allen.
10. Catechism of Musical Instruments by Rieman
11. Applied Harmony by Carolyn A. Alchin
12. Carl Fishers Analytical Orchestra Guide
13. Gardner Modern Method for the Instruments of
Percussion.
14. Principles of Orchestration by N. Rimsky Korsakow
15. Master School of Piano Playing by Alberti Jons,
for piano students
16. Modern Method for Violin Students by Mathiew
Crickboom of the Royal Conservatory, Brussels,
Belgium.

The most modern and best methods are on file in the band room and available at all times for all the instrumental students of the band and the orchestra.

Bulletins are received each month of all the latest publications, both in Europe and America. Thus we are able to keep abreast of the times in all things musical.

Public Library:

1. Baltzell, History of Music
2. Baueur, How Music Grew--County
3. Chapin, Masters of Music
4. Delphian Course, History of Music--Vol. V.
5. Guerber, Stories of Famous Operas
6. Jadassohn, A Manual of Harmony
7. Kaufman, Everybody's Music
8. Newman, Stories of the Great Operas and Their Composers
9. Orem, Harmony Book for Beginners
10. Richardson, The Choir trainer's Art
11. Shakespeare, The Art of Singing
12. Spaeth, Music for Everybody
13. Stubbs, Practical Hints on the Training of Choir Boys
14. Upton, the Standard Operas
15. Van DeWall, Music in Institutions
16. Victor Talking Machine Company, Music Appreciation
with the Victrola for Children--County
17. Watkins, First Aid to the Opera-goer.
18. Klein, Music Master--Co.
19. Van Loon, The Arts
20. Fothergill, First Violin
21. France, Thais.

GENERAL BIOLOGY

This is a study of the general laws and principles of the science of life. The entire field of biology is considered so that all the large and important concepts applying to the child's immediate biological needs may be presented. Special emphasis is placed upon local biological phenomena. Effort is made in particular to prevent the subject from being a botany or a zoology course, or a botany and a zoology course. Furthermore, care is exercised to keep the work from becoming merely a study of morphology and physiology, or only a study of human biology. In order to realize these ends the following phases of biology are presented: Morphology, physiology, hygiene, taxonomy, geographic distribution, ecology, reproduction, heredity, behaviorism, and the history of biology. In addition to the above course content, particular stress is placed upon making the classroom abound with living specimens, and to study living organisms in preference to preserved material.

Text: No Text

General Objectives: The needs of the student have been carefully considered and as a result we have set up the following course objectives:

I. Interests:

1. Interest in all the living things of the environment
2. Interest in the protection and conservation of beneficial forms of life.
3. Interest in nature for leisure time activities.
4. Interest in the scientific attitude and method by which truth is discovered.

II. Appreciations:

1. Appreciation of the importance of the living environment to the welfare of man.
2. Appreciation of the necessity for protecting and conserving the beneficial forms of life.
3. Appreciation of the fineness and complexity of living matter.
4. An appreciation of the fact of the orderliness of nature.
5. An appreciation of the fact that all nature is not necessarily purposeful.

6. Appreciation of the contributions which the scientific attitude and method have made to the improvement of man's environment.

III. Ideals

1. The ideal of constantly maintaining the scientific attitude toward all of life's problems.
2. The ideal of sportsmanship toward the rights of all living things to maintain a successful life.
3. The ideal of maintaining high standards of living from the biological standpoint.

IV. Understanding

1. An understanding of biological data and principles necessary to solve the common problems of life.
2. The necessary understanding of biological phenomena that will make leisure time activities possible and enjoyable.
3. An understanding of biological phenomena needed to formulate a philosophy of life.

V. Abilities

1. Ability to use the scientific method in solving common problems of life.
2. Ability to read and converse on biological subjects.
3. Ability to select between sound and unsound biological thought so as to have protection against fakers in philosophy and health practices.

General Procedures: The procedures used to realize these objectives are listed below:

1. Interest approach. This device is used for introducing students to lecture material, problem solving, experiments, or individual projects. Interest approaches are realized through challenging questions, unusual statements, fascinating anecdotes, or flashy demonstration experiments; in short, any action that will arouse the student's curiosity which may then be changed to interest.
2. Lectures
3. Problem solving

4. Demonstrations of biological phenomena. It is well to state here that the biology course per se is not a laboratory course from the standpoint of individual development of fundamental laboratory techniques.
5. Class discussions. These are not to be confused with problem solving.
6. Laboratory projects. (optional)
7. Optional activities other than laboratory projects.
8. Quizzes and tests. Problem progress quizzes and unit tests.
9. Biology Bees
10. Student competition
11. Achievement reports. The class record is hung on the wall so that the point achievement may be inspected by the student at any time.

Evaluation of procedures: All of the above procedures are functioning excellently. Our practice is to drop a procedure as soon as it fails to do that for which it was designed, and a new one substituted in its place.

Magazines:

Science News Letter
 Science Digest
 Nature
 Hygeia

Classroom Library Books

Biology
 Mr. Stahnke

Akeley, C. & M., - - Adventures in the African Jungle
 Allen, A. A. -- The Book of Bird Life
 Apgar, A. C. -- Birds of the U. S.
 Apgar, A. C. -- Trees of the Northern U. S.
 Atwood, W. H. -- Biology
 Atwood, W. H. -- Civic and Economic Biology
 Bailey, F. M. -- Birds of New Mexico
 Bailey, F. M. -- Handbook of Birds of the Western U. S.
 Bailey, L. H. -- Manual of Cultivated Plants
 Baker, A. O. & Mills, L. H. -- Dynamic Biology
 *Anthony, H. E. -- Mammals of America
 Baskett, J. N., -- The Story of the Birds

Beebe, W. -- Nonsuch--Land of Water
 Beebe, W. -- Beneath Tropic Seas
 Beebe, W. -- Jungle Days
 Benedict, Knox, Stone -- High School Biology
 Benz, F. E. -- Pasteur, Knight of the Laboratory
 Bergen, J. Y. -- Elements of Botany
 Bergen, J. Y. -- Elements of Botany, Revised Edition
 Bergen & Caldwell -- Introduction to Botany
 Bigelow, R. P. -- Directions for the Dissection of the Cat
 Blanchan, Neltje-- Birds
 Buchanan, E. & R. -- Household Bacteriology
 Buchsbaum, R. -- Animals without Backbones
 Causey, D. -- Uninvited Guests
 Chapman, F. M. -- Color Key to N. A. Birds
 Clement, A. G. -- Living Things
 Collingwood, C. H. -- Knowing Your Trees
 Comstock, J. H. & A. B. -- How to Know Butterflies
 Comstock, J. H. -- Insect Life
 Cornish, C. J. et al -- Birds of Other Lands
 Cornish C. J. et al -- Mammals of Other Lands
 *Comstock, J. H., -- Introduction to Entomology
 Corradini, R. E. -- Narcotics and Youth Today
 Corwin and Corwin -- Living Things
 *Caldwell & Slosson -- Science Remaking the World
 *Conn, H. W. -- Bacteria, Yeast, and Molds in the Home
 Coulter, J. M. -- Evolution, Heredity, and Eugenics
 Coulter, J. M. -- The Evolution of Sex in Plants
 Coulter, J. M. -- Plant Relations
 Coulter, J. M. & Nelsen, O. -- New Manual of Botany
 Coulter, J. M. & Nelsen, O. -- New Manual of Rocky Mountain Botany
 Crowder, W. -- Dwellers of the Sea and Shore
 Curtis, Caldwell, Sherman -- Biology for Today
 Daglish, E. F., The Life Story of Beasts
 Daglish, E. F. -- The Life Story of Birds
 Darwin, C. -- The Origin of Species
 Darwin, C. -- The Voyage of the Beagle
 Davis, D. D. -- The Collared Lizard
 DeKruif, P. -- The Fight for Life
 DeKruif, P. -- Men Against Death
 DeKruif, P. -- Microbe Hunters
 DeKruif, P. -- Why Keep them Alive?
 Ditmars, R. L. -- Confessions of a Scientist
 Ditmars, R. L. -- The Fight to Live
 Ditmars, R. L. -- Reptiles of the World
 Ditmars, R. L. -- Snakes of the World
 Ditmars, R. L. -- Thrills of a Naturalist's Quest
 Dodge, C. W. -- Introduction to Elementary Practical Biology
 Downing, E. R. -- Science in the Service of Health
 Dupuy, W. A. -- Our Birds, Friends & Foes
 Eckstrom, F. H., -- The Woodpecker
 Essig, E. O. -- Insects of Western N. Amer.
 Eulenburg-Von Wiener, R.,-- Fearfully and Wonderfully Made
 Fabre, J. Henri -- Here and There in Popular Science
 Fabre, J. Henri -- Insect Adventures
 Fishbein, M. -- Shattering Health Superstitions.
 Flattely, F. W., and Walton, C. L. -- The Biology of the Sea-shore
 Ganong, W. F. -- The Teaching Botanist

Gilbert, M. S. -- Biography of the Unborn
 Goff, E. S. -- The Principals of Plant Culture
 Goodale, G. I. -- Physiological Botany
 Grant, J. B. -- Our Common Birds
 Grant, M. -- The Passing of the Great Race
 Gruenberg, B. C. -- Biology and Human Life
 Gruenberg, B. C. -- Elementary Biology
 Havemeyer, L., -- Anthropology -- Popular Science
 Harvard Classics Scientific Papers
 Hegner, A. -- Parade of the Animal Kingdom
 Hegner, K. -- College Zoology
 Hegner, R. -- Big Fleas Have Little Ones
 Henderson, J. -- Practical Value of Birds
 Holmes, S. J. -- The Trend of the Race
 Hornaday, T. W. -- Hornaday's American Natural History
 Hornaday, T. W. -- Camp Fires on Desert and Lava
 Horsburgh, D. B. & Heath, J. T. -- Atlas of Cat Anatomy
 Howard, L. O. -- The Insect Menace
 Hull, T. G. -- Diseases Transmitted from Animals to Man
 Hunt, H. R. -- A Laboratory of the Anatomy of the Rat
 Hunter, W. G. -- New Essentials of Biology
 Jaeger, E. C. -- The California Deserts
 Jewett, F. G. -- The Next Generation
 Jordon, D. S. -- Animal Life
 Jordon, D. S. & Kellogg, V. L. -- Evolution and Animal Life
 Kelman, S. H. -- The Sea Shore
 Kimber, D. C. et al -- Textbook of Anatomy
 Kinsey, A. C. -- An Introduction to Biology
 Kinsey, A. C., -- A New Introduction to Biology
 Leavitt, R. G. -- Outlines of Botany
 Leopold, Aldo -- Game Survey of the North Central States
 Linville & Kelly -- A textbook in General Zoology
 Locy, W. A. -- Biology and Its Makers
 Lucas, F. A. -- Animals of the Past
 Lutz, F. E. -- Fieldbook of Insects
 McClintock, T. -- The Underwater Zoo
 McFee, I. N., -- The Tree Book
 Maeterlinck, Maurice -- The Life of the Bee
 Matheney, W. A. -- Seed Dispersal
 May, J. R. -- The Hawks of North America
 Meier, W. H. -- Essentials of Biology
 Miller, O. T. -- The First Book of Birds
 Mills, E. A. -- Wild Life on the Rockies.
 Moon, T. J., -- Biology for Beginners
 Moon and Mann -- Biology for Beginners
 More Game Birds in America -- More Waterfowl by Assisting Nature
 Needham, J. G. et al -- Culture Methods for Invertebrate Animals
 Needham, J. G. & Lloyd, J. T. -- The Life of Inland Waters
 Newman, H. H. -- Evolution, Genetics and Eugenics
 Newman, et al -- The Nature of the World and of Man.
 Osborn, H. -- Economic Zoology
 Osterhout, W.J.V. -- Experiments with Plants
 Park and Williams -- Who's Who Among the Microbes
 Peabody, J. E. & Hunt, A. E. -- Biology and Human Welfare
 Pearson, T. G. -- Birds of America
 Pieper, C. J. et al -- Everyday Problems in Biology
 Pope, C. H. -- Snakes Alive

Pratt, H. S. -- A manual of the Common Invertebrate Animals
 Pratt, H. S. -- A Manual of the Vertebrate Animals of the U.S.
 Reed, H. S. -- A manual of Bacteriology
 Reed, Chester A. -- Western Bird Guide
 Rhodes, H. T. F. -- The Criminals We Deserve
 Rice, T. B. -- The Conquest of Disease
 Robbins, W. W. -- The Botany of Crop Plants
 Scott, W. B. -- The Theory of Evolution
 Serviss, G. P. et al -- Physiography, Popular Science
 Serviss, G. P. et al -- Botany, Popular Science
 Serviss, G. P. et al -- Zoology, Popular Science
 Shipley, A. E. -- Life
 Shoffner, C. P. -- The Bird Book
 Shumway, W. -- The Frog
 Sinnott & Dunn -- Principles of Genetics
 Skinner, Smyth, & Wheat -- Textbook in Educational Biology
 Smallwood, W. M. -- New Biology
 Smith, et al -- A Textbook in General Botany
 Teale, E. W. -- Grassroot Jungles
 Thomson, J. A. -- The Biology of Birds
 *Thornber, J. J. -- The Fantastic Clan
 Thomson, J. A. -- The Haunts of Life
 Trafton, G. H. -- Methods of Attracting Birds
 United States Dept. of Agric., Year Book of Agriculture, 1931
 U. S. Dept of Agric., Pocket Guide to Alaska Trees
 Waggoner, H. D. -- Modern Biology
 Warburton, C. -- Spiders
 Ward, F. -- Animal Life Under Water
 Ward and Whipple -- Fresh-water Biology
 Washburn, M. -- The Animal Mind
 Watson, J. A. S. -- Evolution
 Weed, C. M. -- Butterflies
 Weed, C. M. -- Insect Ways
 Wells, H. G. -- The Food of the Gods
 Wells, H. G. -- The Science of Life
 Wheat, F. M. & Fitzpatrick, E. P. -- Advanced Biology
 Williams, J. F. -- Healthful Living
 Wright, A. H. -- Handbook of American Natural History
 Wyman, L. E. -- Fieldbook of Birds of the S. W. U. S.

Classroom Library Books

Biology

Mr. Osgood

Bailey, F. M. -- Birds of New Mexico
 Bailey, L. H. -- Manual of Cultivated Plants
 Benedict, Ralph C. -- High School Biology
 Benz, F. E. -- Pasteur - Knight of the Laboratory
 Bigelow, R. P. -- Directions for the Dissection of the Cat
 Buchanan, E. -- Bacteriology
 Buchsbaum, R. -- Animals Without Backbones
 Collingwood, G. H. - Knowing Your Trees
 Causey, D. -- Uninvited Guests
 Clark, A. H. -- Animals of Land and Sea
 Comstock -- How to Know the Butterflies

P H Y S I C S

DESCRIPTION OF COURSE:

The course includes an elementary study of the principles of Physics giving special emphasis on those principles and applications which have a bearing on the daily life of the ordinary boy and girl. Included in the course will be a study of the mechanics of liquids, gases, and solids; the principles of force, motion, work, energy and machines; and a specific study of the principles, nature and application of the common energies, namely: heat, light, sound, magnetism and electricity. Individual laboratory work, class demonstrations, and motion pictures will supplement the regular class work.

GENERAL OBJECTIVES OF THE COURSE:

The general objectives will be divided into four groups which will be listed as Interests, appreciations, ideals, understandings and skills.

Interests:

1. Interest in the natural outgrowth of our present knowledge of physical laws.
2. Interest in the struggle that science had to tear down the false superstitions which inhibited true scientific investigation.
3. An interest in the simplicity with which natural physical phenomena can be explained.
4. An interest in the ease with which physical principles can be demonstrated.
5. Interest in the new developments in radio, television and other divisions of physics.

Appreciations:

1. Appreciation for the conveniences that our present knowledge of physics brings us.
2. Appreciation for the contributions that the early scientists were brave enough and intelligent enough to sponsor.
3. Gratitude for the opportunities of education for all that we enjoy today.
4. Appreciation for the simplicity of our physical phenomena, how easy they are to explain.

5. Appreciation for the new developments that are being made in physics.

Ideals:

1. Respect for the truths that have been formulated through the scientific attitude, and experimentation.
2. The ideal of honesty and self-reliance in class and laboratory work, which gives true personal development.
3. To remember that all physical laws have definite causes and effects which influence us.
4. Respect for the intelligence which governs our physical universe.

Understandings:

1. A knowledge that every principle has a mathematical relationship.
2. To know the simple applications and properties of the mechanics of liquids, gases and solids, machines, heat, sound, electricity, and light.
3. Understanding of the function of physical phenomena in industry and in the home.
4. Getting acquainted with a physical science vocabulary.
5. Understanding the new developments of science which are based upon a knowledge of physics.
6. Developing a more complete background for scientific investigation.

Skills:

1. Ability to use physical equipment and recognize its use.
2. Ability to clinch physical principles by experiments.
3. Ability to reason with an author, a teacher, and himself.
4. Ability to solve problems in physics.
5. Ability to do systematic thinking.
6. Ability to pass college entrance exams where physics is required.

PROCEDURES:

The procedures used in my Physics class to realize the objectives listed are:

1. Interest approaches at the beginning of each unit that will make the class and laboratory work more interesting and applicable to the life of the student. The types of interest approaches used are questions that stimulate thinking, unusual statements, interesting experiments, and historical and humorous stories.
2. Lectures which include particularly difficult topics, important topics that are required by all, and material that is not in the text or wrongly stated in the text.
3. Individual laboratory experiments which supplement the lecture and textbook material.
4. Demonstration experiments that give proper methods of experimentation as well as additional information.
5. Problem solving
6. Class discussion
7. Laboratory projects
8. Optional activities
 - a. Problems
 - b. Current readings
 - c. Reports
 - d. Experiments
 - e. Projects
9. Student competition
10. Achievement checkups.
11. Quizzes and tests
12. Reviews
13. Motion pictures.

Text; Laboratory manual for individual experiments is
"Laboratory Exercises in Physics" -- Fuller,
Brownlee, and Baker

Classroom Library Books
Physics
Mr. Decker

| | |
|--------------------|---|
| Abbot | Every Day Mysteries |
| Bush et al | Senior Science |
| Black | 2 Laboratory Exp. in Practical Physics |
| Black & Davis | 6 New Practical Physics |
| Bond | With Men who do Things |
| Brownell | Physics |
| Butler | Household Physics |
| Carhart | Practical Physics |
| Collins | The Radio Amateurs Handbook |
| Cooke | Chemical Physics |
| Dull | 2 Modern Physics |
| Eyring | A Survey Course in Physics |
| Frank & Barlow | Mystery Experiments and Problems |
| Franklin & Macnutt | The Elements of Electricity & Magnetism |
| Fuller et al | 3 First Principles of Physics |
| Gibson | Electrical Amusements and Experiments |
| Goldsmith | I Wonder Why |
| Good | Laboratory Projects in Physics |
| Harrow | Romance of the Atom |
| Herring | Popular Science Library |
| Holley & Lohr | Mastery Units in Physics |
| Jeans | Science & Music |
| John et al | Inside the Atom |
| Lunt | Every Day Electricity |
| Lynde | 2 Physics of the Household |
| Millikan | Practical Physics |
| Millikan | Elements of Physics |
| Page | Introduction to Theoretical Physics |
| Smith | Industrial Physics |
| Spinney | Text Book of Physics |
| Staff | The Radio Amateur's Handbook |
| Sterling | The Radio Manual |
| Stewart | Physics for Secondary Schools |
| Sutton | Demonstration Experiments in Physics |
| Swoop | Lessons in Electricity |
| Taylor et al | General Physics for the Laboratory |
| Tower et al | Physics |
| Williams | Men Who Found Out |

Magazines: See General Science.

C H E M I S T R Y

DESCRIPTION OF THE COURSE:

It is a study of the fundamental principles of chemistry given on a high school level with special emphasis placed upon the practical side of the questions and problems arising. The fundamental concepts of matter, chemical terminology, weights and measurements in the metric system, common gases and liquids, chemical reactions and problems, abundant and useful elements and compounds and their properties, the theory of the construction of elements and compounds, the common use of chemical materials, industrial and household applications of chemistry, and a small amount of qualitative analysis are the main topics to be considered.

Texts: "Laboratory Experiments in Chemistry"--Brownlee, Fuller, et al.

GENERAL OBJECTIVES IN CHEMISTRY:

The objectives will be divided into interests, appreciations, ideals, understandings, and skills.

Interests:

1. Interest in the dramatic beginnings and growth of chemical knowledge.
2. Interest in the preparation of useful chemicals in the laboratory.
3. Interest in the composition of useful chemicals in the home, the farm and in industry.
4. Interest in the applications made of chemical knowledge.
5. Interest in the behavior of common chemicals.
6. Interest in new developments in chemistry and other sciences.

Appreciations:

1. Appreciation of the long years of work that the early scientists have contributed toward our present knowledge.
2. Gratitude for the present facilities we have for the study of chemistry.
3. Appreciation for the conveniences we have today that are a direct result of chemical and scientific investigation.

4. Appreciation of the organized investigations which have developed our present systematic procedures in learning.
5. Appreciations for the methods we have in keeping up with new developments: news papers, magazines, etc.

Ideals:

1. Respect for the truths that have been formulated through the scientific attitude and experimentation.
2. Ideal of being self-reliant and honest in all scientific thinking and laboratory exercises.
3. Reverence for the intelligence which organized this world into its chemical balance.

Understandings:

1. Knowledge of a new vocabulary used in chemical and scientific literature.
2. Understanding the properties of the common elements and simpler compounds.
3. Getting acquainted with the theories and laws which influence chemical combinations.
4. Understanding of the influence chemistry has had on our present life and how it is used in industries.
5. Relating each chemical principle to its application in the lives of the students on the farm, city and in the home.
6. Getting acquainted with current developments in chemistry and tying these developments into their present knowledge of chemistry.

Abilities:

1. Ability to use the weights and measurements used in chemistry and science.
2. Ability to name elements and compounds and mixtures from their chemical composition.
3. Ability to write the formulas of chemicals from their names.
4. Ability to carry on intelligent experimentation in the laboratory.

5. Ability to handle chemical equations and their mathematical relationships.
6. Ability to apply chemical principles to practical situations.
7. Ability to meet college entrance requirements in engineering and specialized colleges.

PROCEDURES:

The procedures used in the Chemistry classes to realize the objectives listed are:

1. Interest approaches at the beginning of each unit that will make the class and laboratory work more interesting and applicable to the life of the student. The types of interest approaches used are questions that stimulate thinking, unusual statements, interesting experiments, and historical and humorous stories.
2. Lectures which include particularly difficult topics, important topics required by all, and material that is not in the text or wrongly stated in the text.
3. Individual laboratory experiments which supplement the lecture and textbook material.
4. Demonstration experiments that give proper methods of experimentation as well as additional information.
5. Problem solving
6. Class discussion
7. Laboratory projects.
8. Optional activities
 - a. Problems
 - b. Current readings
 - c. Reports
 - d. Experiments
9. Student competition
10. Achievement checkups
11. Quizzes and tests
12. Reviews
13. Term papers
14. Motion pictures and slides

Classroom Library Books
Chemistry
Mr. Decker

| | |
|------------------|---|
| Hodgeman & Lange | Handbook of Chemistry and Physics |
| Popular Science | The Home Chemist |
| Allyn | Elementary Applied Chemistry |
| Barton | Popular Science Library Vol 10 Medicine |
| Bennett | The Chemical Formulary Vol. 1 & 2 |
| Bernard Jaffe | 2 New World of Chemistry |
| Biddle Bush | 2 Dynamic Chemistry |
| Bradbury | A First Book in Chemistry |
| Brownlee et al | 21 First Principles of Chemistry |
| Clarke | Marvels of Modern Chemistry |
| Cohn | Chemistry in Daily Life |
| Emery | Chemistry in Everyday Life |
| Dennis et al | Laboratory Manual to Elementary Chem. |
| Dinsmore | Chemical Calculations |
| Duncan | Some Chemical Problems of Today |
| Flecher et al | 2 Beginning Chemistry |
| Duncan | 2 Chemistry of Commerce |
| Foster | The Romance of Chemistry |
| French | Drama of Chemistry |
| Gibson | Chemical Amusements and Experiments |
| Gray et al | 2 Fundamentals of Chemistry |
| Harrow | Eminent Chemists of our Time |
| Herts | 5 Future Ind. and Prog. of Am. Medicine |
| | 2 In the Age of Chemistry |
| Hessler | 1 First Year of Chemistry |
| Howe | 5 Chemistry in Industry Vol 1 & 2 |
| McPherson et al | 8 Chemistry for Today |
| Mason | Qualitative Analysis |
| McPherson et al | Chemistry and Its |
| Ostwald | Elementary Modern Chemistry |
| Rowley et al | Prince. or Chem. Applied to the household |
| Slosson | 4 Creative Chemistry |
| Smell | Elementary Household Chemistry |
| Snyder | Dairy Chemistry |
| Tottingham et al | Chemistry of the Farm and Home |
| Vivian | Everyday Chemistry |
| Weed | Chemistry in the Home |
| Meir | Essentials in Biology |
| Smallwood et al | New Biology |
| Trafton | Biology of home and community. |

Magazines: See General Science

GENERAL SCIENCE

GENERAL DESCRIPTION OF COURSE:

General Science includes a study of the very elementary principles involved in the sciences of chemistry, physics, astronomy, geology, botany, biology, hygiene, and geography. During the year we study each of these sciences as a unit, do demonstration and laboratory experiments that are worthwhile, write special reports on the interesting divisions of the topic at hand, work out special problems for each student in the class and show motion pictures which help to clarify the problems that are being discussed.

Text: No general text.

GENERAL OBJECTIVES:

The general objectives will be classified into these groups: interests, appreciations, ideals, understandings and abilities.

Interests:

1. Interest in the natural and dramatic beginnings of the growth of scientific knowledge.
2. Interest in the simplicity with which science can explain ordinary happenings.
3. Interest in the scope of material that science covers and explains.
4. Interest in the behavior of common things around us.
5. Interest in the spectacular things that have come through scientific developments.
6. Interest in self development and growth through following the scientific attitude.
7. Interest in the new developments that are of interest to all of us.

Appreciations:

1. Appreciation for the untiring efforts that early scientists put forth to give us our present knowledge of science.
2. Gratitude for the present facilities we have for our study of general science.
3. Appreciation for the conveniences we have today that are a direct result of scientific investigation.

4. Appreciation for the simplicity with which science can explain the working of simple things.
5. An appreciation for the balance in nature.

Ideals:

1. Respect for the truths that have been formulated through the scientific attitude and experiments.
2. Ideal of being self-reliant and honest in all scientific thinking.
3. Reverence for the intelligence which has organized the world in its physical and gravitational balance as well as the balance in nature.

Understandings:

1. Understanding of the very elementary principles of Chemistry, physics, astronomy, geology, botany, biology, hygiene, and geography.
2. Understanding of the more simple terms which are used in the above listed sciences.
3. Getting acquainted with the daily applications of the main principles in the above listed sciences.
4. Acquainting the students with a method to carry out good scientific investigation.
5. Understanding of new developments in science in daily publications and in scientific literature.
6. Further understanding of some specific problem chosen by the student himself on which he does individual and original work.

Abilities:

1. Ability to do individual thinking
2. Ability to write up simple experiments done by himself or demonstrated to the student.
3. Ability to write a good review of a scientific article.
4. Ability to talk before the class and tell what he has found out about a certain topic he has been studying.

PROCEDURES:

The procedures used in General Science classes to realize the objectives listed are:

1. Interest approach at the beginning of each unit that will make the class and demonstration work more interesting and applicable to the life of the student. The types of interest approach used are questions that stimulate thinking, unusual statements, interesting experiments, and historical or humorous stories.
2. Lectures which include particularly difficult topics, important topics required by all, and material that is either not in the text, or wrongly stated.
3. Demonstration experiments that give proper methods of experimentation and also for general class instruction.
4. Problem solving
5. Class discussion
6. Individual laboratory projects.
7. Optional activities:
 - a. Problems
 - b. Current readings
 - c. Reports
 - d. Experiments by students
8. Student competition
9. Achievement checkups
10. Quizzes and tests
11. Reviews
12. Motion pictures and slides.

Classroom Library Books General Science Mr. Decker

| | |
|--------|---------------------------------|
| Abbot | Everyday Mysteries |
| Bailey | Outlook to Nature |
| Barber | 2 Science for Beginners |
| Barton | Popular science Library Vol. 10 |
| Beebe | Jungle Days |
| Beebe | Beneath Tropic Seas |
| Beebe | Pheasant Jungles |

| | |
|-------------------------|--|
| Bush et al | Senior Science |
| Caldwell and Curtis | Introduction to Science |
| Caldwell and Eikenberry | General Science |
| " " | Elements of General Science |
| Caldwell & Slosson | 4 Science Remaking the World |
| Clayton | World Weather |
| Clement et al | Our Surroundings |
| Corwin | Science of Discovery & Invention |
| Dana | Geological Story |
| Darrow | Boys Own Book of Science |
| DeKrulf | 3 Microbe Hunters |
| DeLeeuw | Rambling Through Science |
| Emerson | Alcohol and its Effects |
| Frank et al | Experiments and Mysteries |
| Franklin et al | Elements of Electricity & Magnetism |
| Gager | The Plant World |
| Gibson | Electric Amusements and Experiments |
| Gibson | Chemical Amusements and Experiments |
| Gibson | Scientific Amusements and Experiments |
| Goldsmith | Wonder Why |
| Gregory | 5 Discovery, The Spirit & Service of Science |
| Harrington | About the Weather |
| Harris and Butt | Science Research and Human Welfare |
| Haslett | Unsolved Problems of Science |
| Heilprin | The Earth and Its Story |
| History | History of Science and Index |
| | Popular Science Library Vol. 16 |
| Hunter et al | Civic Science in Home & Community |
| Jean et al | Here and There in Popular Science |
| Johnson | Lion |
| Lake et al | Exploring the World of Science |
| Lefebure | 5 The Riddle of the Rhine |
| Lunt | Everyday Electricity |
| Lull | Fossils |
| Martin | The Friendly Stars |
| Menzel | Stars and Planets |
| Miller | Popular Science Library, Geology |
| Pieper et al | Everyday Problems in Science |
| Powers et al | 3 A Survey of Science |
| Ransom | Experimental Problems in Science |
| Reeds | The Earth |
| Reed | The Earth for Sam |
| Recenstien | 2 Science at Work |
| Rush et al | The Science of Things About Us |
| Scoville | Everyday Adventures |
| Snyder | 7 General Science |
| Swoope | Lessons in Practical Electricity |
| Thomson | 4 The Outline of Science |
| Todd | Popular Science Library, Astronomy |
| Van Buskirk & Smith | The Science of Everyday Life 3 |
| Washburne | Common Science |
| Webb & Beauchamp | Science by Observation & Experiment |

Amabel et al

Men Who Found Out

Wood et al

4 Our Environment How we Use & Control it

Books in General Library

Encyclopedia Britanica

The World Book Encyclopedia

The Americana

Comptons

Book of Popular Science

Magazines:

Popular Science for sale to each student at 10¢ per copy

Science Digest, 6 copies (current) Last year's copies in Library.

Science News Letter 1 current copy. Back numbers for 3 or 4
years in Library

Science Leaflet 1 current copy. Back copies for 2 years in Library

A M E R I C A N P R O B L E M S

American Problems is a study of the economic and political problems confronting the American People. In short, it is a combination in one year's course of Sociology, Economics, and Political Science. The course is varied with subjects ranging from housing problems to personality maladjustments.

During the Economics phase of the course we study tariffs, foreign trade and economic maladjustments. We study the price structure in detail.

During the study of Sociology we include individual adjustments to society and center our attention on how people live more amicably with one another.

During the study of government we try to understand our democratic state with its liberal tendencies and their implications.

I. Objective: Creation of proper attitudes

Procedure to achieve this:

1. Symposiums
2. Debates
3. Discussions
4. Stimulating Questions

Evaluation:

Only by student response

II. Objective: Fundamental knowledge (Tools of Learning)

Procedure to achieve this

1. Study
2. Discussion

Evaluation:

Student response as a group and as individuals.

III. Objective: Help each student formulate a social philosophy.

Procedure to achieve this:

1. Discussion, more than any other method.

IV. Objective: Appreciation of the Democratic State

Procedure to achieve this:

1. Debates
2. Thorough class discussion

Evaluation:

1. This is impossible to evaluate except to see how the student conducts himself.

Classroom Library Books American Problems Mr. Melvin

General Reading:

Escape from the Soviets --Tchernavin
Death Comes for the Archbishop--Cather
One Hell of a Business -- Engelbrecht
Drums Along the Mohawk -- Edmonds
The Natives' Return -- Adamic
100,000,000 Guinea Pigs -- Kallet
Moscow Carousel -- Lyons
I Was Hitler's Prisoner -- Locant
Tides of Nomt St. Michel -- Vercel
On the Bottom -- Ellsberg
Jungle Ways -- Seabrook
The Good Earth -- Buck
Paths of Glory -- Cobb
Northwest Passage -- Roberts
Gone With the Wind -- Mitchell
Skyward -- Byrd
War is a Racket -- Butler
Trending into Maine -- Roberts
Arouse and Beware -- Kantor
Asylum -- Seabrook
20,000 Years in Sing Sing -- Lawes
With Malice Toward Some -- Halsey
Shadows on the Rock -- Cather
An American Doctor's Odyssey -- Heiser
Falsehood in War Time -- Ponsonby
I Went to Pit College -- Gilfellan
42 Years in the White House -- Hoover
As the Earth Turns -- Carroll
The Last Home of Mystery -- Powell
Lost Horizon -- Hilton
All Quiet on the Western Front -- Remarque
Life with Father -- Day
We, Who Are About to Die -- Lamson
Wild Geese -- Ostenso

Madam Curie -- Curie
 Sawdust Caesar -- Seldes
 The Prince and the Pauper -- Twain
 We, Too, Are the People -- Armstrong
 Life With Mother -- Day
 How the Other Half Lives -- Riis
 The Economy of Abundance -- Chase
 President Masaryk Tells His Story --Copek
 Aaron Burr, the Proud Pretender -- Alexander
 Rich Land, Poor Land -- Chase
 We, the People -- Huberman
 Marchants of Death -- Hanighen & Engelbrecht
 The Labor Spy Racket -- Huberman
 Mexico -- Chase
 Education of a Princess -- Grand Eucherie Marie
 Men & Machines -- Chase

Reference Books

American Government -- Magruder
 Europe Since 1914 -- Langsan
 Everyday Economics -- Jantzen & Stephenson
 American Commonwealth -- Beard
 General Sociology -- Rose
 Imperialism of World Politics -- Moon
 Introduction to Social Psychology -- Elwood
 Human Nature & the Social Order -- Cooley
 Social Organizations -- Cooley
 Social Psychology -- Ross
 Outlines of Economics -- Ely
 Problems of the Family -- Goodsell
 Public Affairs Pamphlets
 Today's World -- Hughes
 Introduction to Economics -- Lutz-Foote & Stanton

Newspapers and Periodicals

Arizona Republic
 American Observer
 Scribners
 Harpers
 Nation
 New Republic
 Time
 Readers' Digest
 Asia

A M E R I C A N H I S T O R Y

This course is designed to include a study of the European background of our American institutions and culture. To follow the progress of our governmental and social institutions from their earliest beginnings through the various stages of development so that the student may better understand the vast and intricate social and economic system under which we now live.

Any study of the past would not be complete if it did not include the study of history as it is being made today - so the study of current events has taken a prominent place in this course.

Text: Our Nation's Development--Baker, Dood, Commager

I. Objective: To develop a background for the better understanding of American cultural and economic system.

Procedure to achieve this:

1. Broad reading in a variety of different books
2. Lectures--bringing to the class sidelights not covered in the text.
3. Class discussion-interchange of ideas and clarifying concepts.

Evaluation:

1. Tests over factual text material.
2. Book reports
3. Observation and thorough class discussion.

II. Objective: To develop an appreciation and a thorough understanding of the nature and function of our American form of government.

Procedure to achieve this:

1. Reading and study of the form and function of our American government.
 - a. An analytical study of such documents as the Declaration of Independence and the U. S. Constitution.
2. Class discussions to clarify the understanding of technical points.
3. Symposiums to allow for interchange of ideas; comparison of the advantages of our government with those of other governments.

4. Class study and discussion of current events involving the functioning of our government.
5. Direct participation by straw votes on candidates and initiative and referendum measures.

Evaluation:

1. Tests -- both objective and subjective
2. Observation during Symposiums and class discussion.
(Note: Evaluation of appreciation is difficult to make except as we observe the effect on students in their discussion and actions.)

III. Objective: To develop a skill and the technique of research and organizing of desired information.

Procedure to achieve this:

1. By finding information desired in symposiums and other class presentations.
2. Preparation of a term study on a research topic.

Evaluation:

1. Observation of students presentation in symposiums.
2. Evaluation of term paper.

IV. Objective: To develop an understanding of the economic system under which we live.

Procedure to achieve this:

1. By a study and comparison of the varied monetary policies followed by the various administrations in our history.
2. By class discussion and comparison of our economic system with those of other nations.
3. By a thorough and unbiased discussion with the careful guidance of the teacher.
4. Open forums and symposiums on such questions as "What can the U. S. do about the unemployment problem?" What have other Nation's done and would their methods work in the U. S. ?"

Evaluation:

These procedures are impossible to evaluate except by observing the changing attitude of the student toward these problems in his class discussion.

- V. Objective: To develop an attitude of critical analysis of printed material and to be able to discriminate between factual material and propaganda.

Procedures to achieve this:

1. Broad reading on controversial material pointing out the techniques used in propaganda.
2. Preparation of bulletin boards on propaganda illustrating the various types of propaganda.

Evaluation:

Again it is impossible to evaluate objectively these procedures so we must be content to evaluate by observation of the attitudes of the students.

- VI. Objective: To develop in the students appreciation of the struggle involved in the development of the governmental and social institutions which we enjoy.

Procedures to achieve this:

1. Through broad reading of selected reference books.
2. By pointing out to the students the struggle of the pioneers.
3. By a continued emphasis on the fact that no important achievement has been made in history except as a result of hard work on the part of our forebearers.

Evaluation:

Here it is again impossible to evaluate except as we observe the results in the lives of the pupils both in school and after they have completed their formal education.

Classroom Library Books
American History
Mr. Palmer

Reference Books

I. Parallel Texts

There are more than thirty, one volume, textbooks on American history. In some cases there are two or more copies of the same book. The students are asked to read from these supplementary texts to gain the point of view of different historians.

II. Detailed Histories.

Recent History of the United States -- Shippe
America Marches Past -- Bunte
Recent History of the United States -- Paxton
Illustrated History of the United States -- Andrews
3 sets six volumes each
History of Nations
Vol. 1 and 2 on the United States
Progress of Nations
Vol. 1 to IX
America
Vol. 1 to VI
A History of the American People -- Wilson
Vol. I to VI
Sidelights on American History -- Elson
Vol. I and II
A Short History of the English Colonies--Lodge
History of the Presidency -- Stanwood
Vol. I and II
New Viewpoints in American History--Schlesinger
American Nation Series
27 volumes on various phases of American
History, Each volume by some outstanding
authority on American History.
Chronicles of America--Yale University
50 volumes on various phases of the history
of both North American and Latin American
History. Each volume by some outstanding
authority on that particular phase of history.

III. Miscellaneous Books on American History

America First -- Evans
American History as Told by Contemporaries--A.B.Hart
The Colonies -- Thwaite
Child Life in Colonial Days-- Earle
Old Virginia and Her Neighbors--Fiske
Vol. I and II
If Hamilton Were Here Today--Vandenburg
Epocs in World Progress
Beacon Lights in History
Ten American Girls from History--Sweetser
Critical Period in American History--Fiske
Union and Democracy--Johnson
We the People--Hubermann
Great Epocs in America
Historical Events in Colonial Days--Holland
A Day in a Colonial Home-- Dana
Pioneers of the Rocky Mountains and the West--McMurray
Lincoln-Douglas Debates
The Worker and His Work--Center
The Promised Land--Antin
Restless Pacific--Nicholas
Pathbreakers--Hebard

Bibliography

American Statesmen Series

Individual Volumes on 30 different American Statesmen

Adams Family--Adams

Anecdotal Lincoln

Meet General Grant--Woodward

Abraham Lincoln--Gordy

Theodore Roosevelt the Citizen--Riis

Theodore Roosevelt--Autobiography

An American in the Making--Ravage

Chronology of Woodrow Wilson--Pennington and Bowling

Woodrow Wilson--As I know Him--Tumulty

McKinley to Harding (Personal Recollections of our Presidents)--Kohlsaat

Fiction

Old Creole Days--Cable

The Grandissimes--Cable

Standish of Standish--Austin

Green Mountain Boys--Thompson

Powder Patches Paddy--Knipe

Seats of the Mighty--Parker

The Spy--Cooper

The Wilderness Road--Altsheler

California and the Oregon Trail--Parkman

The Oregon Trail--Parkman

The Crossing--Churchill

The Crisis--Churchill

A Far Country--Churchill

Mr. Crew's Career--Churchill

Inside the Cuo--Churchill

Son of the Middle Border--Garland

The Long Trail--Garland

Winning of the West--Roosevelt

The Wave--Scott

The Virginian--Wister

A Certain Rich Man--White

Main Street--Lewis

Crook and the Fighting Apaches--Sabin

The Gilded Age--Twain

The Octopus--Norris

The Pit--Norris

The Rise of Silas Lapham--Howell

Periodicals

The Reader's Digest

The American Observer

Harpers

Atlantic Monthly

Time

Scholastic

Forum

General Library

Lincoln Library of Essential Information
Stream of History--Parsons
World Book Encyclopedia
The Americana
Compton's
Encyclopedia Britannica
Whose Who in America

E A R L Y C I V I L I Z A T I O N
A N D
M O D E R N W O R L D H I S T O R Y

Each is a one semester survey course, the first dealing with a consideration of outstanding events, which have directly or indirectly affected us of the present day, from prehistoric times to the year 1500; and the second from 1500 to the present.

Text: Man's Great Adventure--Pahlow

- I. Objective: To arouse or further an interest in history and historical events.
- II. Objective: To show how happenings of the past affect us in the present.
- III. Objective: To be better able to interpret current events.

Procedure to achieve this: The study of the text is supplemented by the following activities:

- 1. Writing of news articles and interviews
- 2. Writing of editorials, headlines, etc.
- 3. Making of posters, pictorial maps, pictures.
- 4. Writing of poems, stories, dialogues, essays
- 5. Dramatizations, radio and stage.
- 6. Picture collection and exhibition
- 7. Construction of models of dwellings, temples, ships, weapons, etc.
- 8. Floor talks to class.

Classroom Library Books
Mr. Donaldson

Today's World -- Hughes
Outline of History -- Wells
Epochs of World's Progress--Bervard &
Roorback
World History--Webster
Worlds Progress--West
World History--Hayes, Moon, Wayland

Man's Advancing Civilization-Perkins
Ancient History-Meyers
Story of Civilization-Becker, Derrnecalf
Modern Times and the Living
Past-Elson
World History Today-Mckinley et al
Story of Mankind-Van Loon

M O D E R N L A N D S A N D P E O P L E S

This is a course which tends to orient students into a correct perspective of their world environment. A careful study of modern nations is made with particular attention given to size, boundaries, topography, possessions, climates, products, industries, etc. Peoples are especially stressed and a special study is made of their occupations, needs and accomplishments, so as to give the student a better understanding of our neighbors in this rapidly shrinking world.

- I. Objective: To thoroughly acquaint the students with the physical and climatic characteristics of the different lands of the world.

Procedure to achieve this:

1. Assignment and discussion of political, physical and climatic maps.
2. Frequent map tests, where student is handed an outline map and asked to locate geographical points such as cities, rivers, mountains, lakes, plains, plateaus, etc.
3. Assignment and discussion of text book material .
4. Workbook. In this the student is asked to fill in the political and physical features of various maps. Many questions are also asked concerning climatic conditions.
5. Illustrated lectures using the globe, black board and large set of maps in the front of the room.
6. Encouraging students to make relief, political and climatic maps of the various countries.
7. Encouraging students to read travel books found in department library. (See list of travel books)
8. Encouraging students to write papers on actual trips they have taken or plan to take or purely imaginary trips, telling of the physical and climatic conditions of the country they pass through.
9. Movies. An average of three reels of travel films are shown each week accompanied by timely remarks by the teacher.
10. Personal conferences concerning books read or other learning activities of the student.

Methods of Evaluation for Objective Number One:

1. Frequent map tests, where students are handed outline maps and are asked to locate political and physical features, such as cities, countries, states, rivers, oceans, lakes, mountains, etc.
2. Oral questions
3. Personal interviews.

II. Objective: To familiarize the student with the customs, accomplishments, occupations, desires and needs of the many peoples of the earth.

Procedure to achieve this:

1. Assignment and discussion of text book material.
2. Workbook. Here many thought provoking questions are asked concerning the peoples of the various lands.
3. Students are encouraged to write papers concerning the customs and characteristics of various peoples.
4. Frequent examinations covering textbook and reference work are given.
5. Students are encouraged to read travel books from the department library. (See list of travel books)
6. Lectures.
7. Picture file. Our library contains several hundred splendid pictures mounted on durable card board.
8. Movies. An average of three reels per week of good travel films are shown accompanied by timely comments from the teacher.
9. Students are encouraged to correspond with students of other lands.

Methods of Evaluation for Objective Number Two:

1. Frequent objective examinations wherein students are asked many thought provoking questions regarding peoples, their customs, needs, occupations, etc.
2. Oral Questions
3. Personal interviews

III. Objective: To give the student a full appreciation of his relative position and interdependence in the physical and social world about him.

Procedure to achieve this:

1. Of course it is most impossible to separate appreciation from knowledge for surely the latter must be obtained before the former is possible. Therefore, I think it is probable that all of the foregoing procedures lead to appreciation.
2. Frequent lectures are given by the instructor to correlate the facts which have been learned with a view of broadening the appreciation of the student.
3. Questions are frequently asked the class whose answers require appreciation of knowledge acquired.
4. The spirit of appreciation is constantly kept alive in all discussions and learning activities carried on by the class.

Methods of Evaluation for Objective Number Three:

1. A log is kept on the desk where remarks of students are recorded.
2. Questions are included in examinations whose correct answers require appreciation of facts acquired.
3. Personal interviews.
4. Oral questions.

VISUAL EDUCATION Modern Lands and People

A very extensive visual education program is used to supplement the course. At least three carefully selected reels of travel films are shown each Friday, accompanied by a lecture by the teacher. Each film is carefully pretaught in such a manner as to prepare the class for a better observation of the picture. Often at the end of the film a rapid oral examination is conducted to evaluate the learning of the activity.

These films are carefully scheduled so that they will tie in with the current unit at all times, that is, our films on Germany are shown during the same week that we study Germany, etc.

Visual education lends itself particularly to this type of course and is surely one of the most fruitful learning activities of the entire course.

A schedule of films for this year is given below.

Film Schedule for 1938-1939

- October 7: Canoe trails thru' Moose trails; Anglers in Paradise; Dunedin
- October 14: Golden Fleece; The Land of Splendor; Land Transportation
- October 21: Forest People of Central Africa; The Masai; Afghanistan
- October 28: Daily Life of the Egyptians; Land of Pyramids
- November 4: Spain; Roving the Mediterranean; Gibraltar; Granada.
- November 18: Paris, the Beautiful; Paris Markets; Holland.
- November 25: Venice, the Glass Master; Down the Dalmatia; Hunters of the Great White North.
- December 2: A Trip Through Germany; Village Life in Switzerland
- December 9: Around Old Heidelberg; People Who Live in the Mountains; Switzerland; Mat Weaving in Fiji.
- January 6, 1939: The Redwood Empire Travel Thrills; Annie--Cargo Boat.
- January 20: Mongols of Central Asia; Grass; Damascus.
- January 27: Bethlehem; The Holy Land; Paths in Palestine.
- February 3: Peiping, The Land of Kahn; With the Asiatic Fleet; People Who Live in a Crowded Valley.
- February 10: Cultivation of Rice in Japan; Japan; The Children of Nippon; Teak Logging with Elephants in Siam.
- February 17: Across the 7 Seas; Islands of Yesterday; The Dutch East Indies.
- February 24: Japanese Table Manners; Malay of Sumatra; Rubbering in Selang.
- March 3: Argentine; Behind the Cup.
- March 10: Continent of South America; Highways of Chile; On the Amazon
- March 18: Exploring the Coffee Continent; People Who Live at the Equator.
- March 24: Highways of Peru; Panama Canal.
- March 31: People Who Live on a Great Plain; Mexico; Island of Sugar.
- April 7: Trinidad; From Haiti to Trinidad; Central America.
- April 14: Meat from Hoof to Market; Columbia Basin Project.
- April 21: Conquest of the forest; The Drive is On; Gateway to the World.

April 28: Washington the World's Greatest Capital; New York City.

May 5: Big Game of the National Forests; Transmission Line.

May 12: Alaska's Silver Millions.

SCHEDULE OF UNITS
First Semester

1. The British Commonwealth of Nations (Sept 6 to Oct. 7)
 - a. The British Isles
 - b. The Irish Free State
 - c. Canada
 - d. Newfoundland
 - e. Australia
 - f. New Zealand
 - g. India
2. Africa (Oct. 10 to Oct. 14)
 - a. The Union of South Africa
 - b. The "Dark Continent"
 - c. Egypt
3. The Fringe of Europe (Oct. 17 to Nov. 14)
 - a. The Scandinavian Countries
 1. Norway
 2. Sweden Lapland
 3. Denmark Iceland
 - b. Spain and Portugal
 - c. Italy
 - d. Greece
4. Western Europe (Nov. 7 to Nov. 18)
 - a. France
 - b. Belgium Luxembourg
 - c. The Netherlands
5. Central Europe (Nov. 21 to Dec. 16)
 - a. Germany
 - b. Switzerland
 - c. Czechoslovakia
 - d. Austria
 - e. Hungary
 - f. Poland

6. The New Baltic Countries (Dec. 19 to Dec. 23)

- a. Finland
- b. Estonia
- c. Latvia
- d. Lithuania

7. Russia (Jan. 3 to Jan. 13)

8. The Balkans (Jan. 16 to Jan. 20)

- a. Yugoslavia
- b. Albania
- c. Bulgaria
- d. Rumania

Second Semester

9. The Near East (Jan. 23 to Feb. 3)

- a. Turkey
- b. Persia
- c. Arabia
- d. Iraq
- e. Palestine
- f. Syria

10. The Far East (Feb. 6 to Feb. 24)

- a. China
- b. Japan
- c. The Indo-Chinese Peninsula
- d. The Netherlands East Indies

11. Latin America (Feb. 27 to April 7)

- a. Argentina
- b. Brazil
- c. Chile
- d. Uruguay
- e. Paraguay
- f. The Land of the Incas (Peru, Bolivia, Ecuador)
- g. The Guianas (British Guiana, Dutch Guiana, French Guiana)
- h. Colombia
- i. Venezuela
- j. Central American Republics
- k. Mexico and the Caribbean Lands

- 1. Mexico
- 2. Cuba
- 3. Haiti and the Dominican Republic
- 4. Jamaica
- 5. Trinidad
- 6. Barbados
- 7. The Bahamas
- 8. Guadeloupe
- 9. Martinique

12. Our United States (April 10 to end of school)

- a. An agricultural nation
- b. Fisheries
- c. Forests
- d. A manufacturing nation
- e. The iron and steel industry
- f. The automobile industry
- g. The meat-packing industries
- h. The textile industry
 - 1. The cotton industry
 - 2. The wool industry
 - 3. The silk industry
- i. The leather industries
 - 1. The boot and shoe industry
- j. A commercial nation
 - 1. Domestic commerce
 - 2. Foreign commerce
- k. Possessions of the United States
 - 1. Alaska
 - 2. The Panama Canal
 - 3. The Virgin Islands
 - 4. Puerto Rico
 - 5. Hawaii
 - 6. American Samoa
 - 7. Guam
 - 8. The Philippine Islands
- l. World Relationships
- m. Scenery in the United States

SAMPLE UNIT

Minimum Activities:

- 1. Completion of unit as outlined in work book
- 2. Passing of examination given at end of unit.

Optional Activities:

Suggested Optional Activities --- Belgium and Netherlands

1. Maps

- 1. Relief map, salt and flour
- 2. Political map showing principal rivers, cities and mountains
- 3. Climatic map

2. Letters

1. Write a letter to a friend describing a tour through Belgium or the Netherlands.
2. Write a letter to a friend telling of a day spent with a native family.
3. Bring a letter to class received from one of these countries.

3. Sketches

1. Draw a picture showing native costumes, flags, homes, faces of well known people, buildings or interesting scenes.

4. Class exhibit

1. Flemish linen
2. Belgium lace or hand work
3. Belgium glass ornaments
4. A piece of Delft pottery of Holland
5. A flower bulb imported from Holland
6. Any article marked "Made in Belgium or Netherlands"

5. Themes, 200 words or more

- | | |
|-------------------------------------|-----------------------------|
| 1. Principal cities of Belgium | 9. The Zuider Zee Project |
| 2. Belgian horses and Belgian hares | 10. Flower bulb industry |
| 3. Flax soaking in River Lys | 11. Agriculture |
| 4. Lace making in Belgium | 12. Pottery Industry |
| 5. "The Battle ground of Europe" | 13. Dutch Colonies |
| 6. Sea Dykes of Holland | 14. The Palace of Peace |
| 7. Netherlands fight with the Sea. | 15. Any other subject which |
| 8. Wind mills of Holland | is appropriate to the unit. |

GRADING SYSTEM

All work is based on a point system as follows:

| | Possible points |
|---------------|-----------------|
| Work book | 100 |
| Examinations | 100 |
| Optional work | 150 |
| Citizenship | 100 |
| Total | <hr/> 450 |

The scores of all students are arranged numerically and grades awarded according to a curve.

One exception is made to the curve. No student shall receive a failing grade who has completed the minimum requirements of the course.

Text: Our World Today --Stull and Hatch
Work Book -- Our World Today--Stull and Hatch

Classroom Library Books
Modern Lands and Peoples
Mr. Mason

Reference Books:

Asia - Allen
Cram's Ideal Reference Atlas of the World
Carpenter's World Travels - Carpenter and Harmon 1 set
Compton's Pictured Encyclopedia 1 set
Comprehensive Standard Dictionary 5 copies
Economic Geography for Secondary Schools - Colby 2 copies
Economic Geography - Staples and York
Elementary Geography - Tarr and McMurry
File of Mounted Pictures of Peoples of the world
High School Geography - Whitbeck
Human Geography - Smith
Industrial and Commercial Geography - Smith
Influence of Geography on our Economic Life - Ridgley
Living Geography - Huntington, Benson and McMurry
Lands and Peoples - Thompson
Men and Resources - Smith
North America - Allen
Natural Elementary Geography - Redway and Hinman
Nations at Work - Packard, Sinnott and Overton
Natural School Geography - Redway and Hinman
National Geographic Magazine, Bound Volumes
Picturesque America - Kane
Rand McNally Illustrated Atlas
Scenes from Every Land - Grosvenor
Seeing America - Marshall
United States - Allen
Van Loon's Geography - Van Loon
World Almanac
Y our United States - Bennett

Travel Books: (Reading List)

Artic Adventure - Freushen
Adventure in African Jungle - Akley
Around the World in Eleven Years - Abbe
Alone - Byrd
Brazilian Adventure - Fleming
Boy's Eye View of the Artic - Ramson
Bring 'Em Back Alive - Buck
Boyscout with Byrd - Siple
Beautiful Mexico - Quenn
Beyond Khyber Pass - Thomas
Basque People - Canfield
Beautiful Canada - Quinn
By Camel and Car to the Peacock Throne - Power
Camera Trails in Africa - Johnson
Cannibal Land - Johnson
Discovery - Byrd
Exploring with Byrd - Byrd
First Book of Marvels - Halliburton
Flying Carpet - Halliburton

Flying the States - Hutchinson
 Glorious Adventure - Halliburton
 Grand Canyon Country - Tillotson
 My Life with the Eskimos - Stefanson
 North by East - Kent
 New Worlds to Conquer - Halliburton
 North to the Orient - Lindbergh
 Oh, Ranger - Albright
 Petticoat Vagabond - James
 Purple Land - Hudson
 Road through Czechoslovakia - Giles
 Royal Road to Romance - Halliburton
 Second Book of Marvels - Halliburton
 Seven League Boots - Halliburton
 Search of Scotland - Morton
 Sea Devil's Foc'sle - Thomas
 Tale of Two Horses - Tschiffely
 Through the Brazilian Wilderness - Roosevelt
 Tschiffely's Ride - Tschiffely
 To Lhasa in Disguise - McGovern
 Temple Bells and Silver Sails - Enders
 Wonders of the West - Arnold
 When I was a Boy in Norway
 We - Lindbergh

Pamphlets:

Europe

Austria
 British Isles
 England and Ireland
 Finland
 Lithuania
 Map of Soviet Union
 U. S. S. R.

Foods

| | |
|---------------------|--------------------|
| Bananas | Milk, Evaporated |
| Bread | Oranges and Lemons |
| Campbell's Soups | Pineapple |
| Candy | Rice |
| Chocolate and Cocoa | Soda |
| Coffee | Salmon |
| Corn | Sugar |
| Dates | Vanilla |
| Flour | |

Industry

| | |
|---------------------|---------------------------|
| Almanac | Heat and the Span of Life |
| Aeronautics | Lumbering |
| Asphalt | Magic Fertilizer |
| American Woolen Co. | Paper |
| Age of Plate Glass | Plate Glass |
| Bananas and Raisins | Romance of Leather |

| | |
|------------------------------|---------------------------|
| Baking Soda | Rubber Industry |
| Corn Industry | Real Silk Factory |
| Chewing Gum | Story of Money and Credit |
| Copper | Story of Silk |
| Copper - Thread | Silk |
| Cotton insects pests | Salt |
| Diesel | Tables Women can Make |
| Frog Industry | Time |
| From Wool to Cloth | Tale of the Tooth Brush |
| Forestry Primer | When the Wheels Revolve |
| General Electric | Wonder Book of Rubber |
| How Walk-Over Shoes are made | |

Scenic

Fish
 Ships
 Snow
 Scenic America
 Scenic California
 Amazing America
 Films Topics

South America

Argentina
 Brazil
 Uruguay

South Africa

| | |
|---------------------|-------------------|
| Durban S. A. | Medicinal Springs |
| Golden Land | Native Life |
| King William's Town | Travel in S. A. |

Travel

| | |
|--|-----------------------|
| Australian Air Travel | Gulf Coast |
| Arizona Road Map | Mount Lassen |
| Alaska | New England |
| America | Oakland Bridge |
| Boulder Dam | Ocean Express |
| Cuba | Pullman Travel |
| Coordination of rail and highway transportation | Southern Pacific News |
| Clipper Ships | San Diego |
| Golden Gate Bridge | St. John's Bridge |
| Grand Canyon | |

United States Possessions

Alaska
 Cuba
 Hawaii

Reference Books Used in General Library

Americana Encyclopedia
Compton's Encyclopedia
Encyclopedia Britannica
World Book Encyclopedia
World Almanac

Approved Reading List at City Library

Alone - Byrd
Around the World in Eleven Years - Abbe
Arctic Adventure - Frenchen
Arctic Village - Marshall
Antartic and Ice Breakers - Fox
Discovery - Byrd
Edge of the Jungle - Beebe
Flying Carpet - Halliburton
First Book of Marvels - Halliburton
Glorious Adventure - Halliburton
Green Hell - Dugeid
Hula Moon - Blanding
Heida Grows Up - Spri
In Brightest Africa - Akeley
Jungle Paths and Inca Ruins - McGovern
Jungle Portraits - Akeley
Little America - Byrd
Lost in the Jungle - Choiller
My Great Wide Beautiful World - Harrison
North to the Orient - Lindbergh
Royal Road to Romance - Halliburton
Seven League Boots - Halliburton
Skyward - Byrd
Second Book of Marvels - Halliburton
Southerner discovers the South - Dannels
Travel Stories for Young People - Harper
Three Weeks in Holland - Higenbatham
Tales of Two Horses - Tschiffely
White Shadows in the South Seas - O'Brien

A G R I C U L T U R E

AGRICULTURE I (livestock Production)

This course is for Freshmen. The work is divided, for the year, into three main enterprises as follows: Dairy enterprise, beef enterprise, and poultry enterprise. Each enterprise is divided into units or jobs. In this course the boys learn how to judge and select good dairy and beef animals, how to feed balanced rations, test milk for butter fat, prevent and treat diseases and ailments of livestock, how to feed and cull poultry, and candle eggs. Methods of marketing is also discussed.

Text: Livestock Enterprises -- Davis

Objective: To develop the essential skills and abilities to profitably raise and market livestock and their products.

Procedure:

1. Require each boy to have a home project.
2. Divide class work into two groups: viz; class jobs and individual jobs. The class jobs will be studied and discussed by the class as a group, both in the class room and on field trips. The individual jobs which arise from the boys home project will be worked out by the boy himself, with the assistance of the teacher, texts and bulletins, and the most profitable method of doing each job decided upon.

Each boy will keep a record book on his project.

AGRICULTURE II (Advanced Livestock Production)

This course is for Sophomores and consists of advanced studies in livestock production. The work for the year is divided into four main enterprises, viz: Horse and mule enterprise; swine enterprise, sheep enterprise and bee enterprise. Each enterprise is divided into jobs. In this course the boys learn how to select good horses, sheep and swine, how to feed profitably, study principles of breeding, the prevention and treatment of diseases, ailments and unsoundnesses, also how to manage bees for profitable honey production.

Text: Livestock Enterprises -- Davis

Objective: To develop the essential skills and abilities to profitably manage, raise and market livestock and their products.

Procedure:

1. Same as in Agriculture I. Also advanced work in farm budgeting and record keeping.

In order to develop greater managerial responsibility the boy is encouraged to increase the size of his project and add new enterprises.

AGRICULTURE III (Horticulture)

This course is primarily for Juniors. The work for the year is divided into the following enterprises: Introduction to Plant Life, Truck crops, Citrus production, Landscaping and Home Beautification, Date production, Grape production, Pecan production. Each enterprise is divided into jobs such as: budding, grafting, pruning, seed-bed preparation; plant propagation, pest and disease control, planting trees and shrubs, making landscaping plans, removing date off-shoots and judging citrus.

Text: Livestock Enterprises --Davis

Objective: To develop the essential skills and abilities in the profitable production and marketing of fruits and vegetables.

Procedure:

1. Same as in Agriculture II

Reference materials -- Southern Horticulture Enterprises - Davis . U. S. D. A. Farmers Bulletin and University of Arizona Bulletins and Circulars,

Still further increase in scope of project is recommended for this year.

AGRICULTURE IV:

This course is for Juniors and Seniors and consists of a study of soil types and their management, seed bed preparation, preservation and restoration of soil fertility, soil building crops, use of commercial fertilizers, pest and disease control, crop rotations, production of hay and grain crops and the marketing of farm products.

Text: Farm Management and Marketing -- Overton and Robertson

Objective: To develop the essential skills and abilities to produce agricultural products efficiently, maintain soil fertility and market farm products profitably.

Procedure:

1. Same as in Agriculture III.

Classroom Library Books
Agriculture
Mr. Reed

Garden Flowers -- McCurdy
Agriculture, -- Call and Kent
Forage Crops -- Voorhees
Elements of Agriculture -- Warren
Principles of Agronomy -- Harris and Stewart
Soil Fertility and Permanent Agriculture -- Hopkins
Field Management and Crop Rotation -- Parker
The Gasoline Engine on the Farm -- Putman
Principles of Agriculture -- Bailey
The Apple -- Wilkinson
Productive Dairying -- Washburn
Productive Plant Husbandry -- Davis
Principles of Breeding -- Davenport
Luther Burbank, Vo. II, III, IV, V
Productive Beekeeping, Pellett
Field Crops, -- Wilson and Warburton
Equipment for the Farmland and Farmstead--Ramsower
Farm Machinery--Stone
Engineering on the Farm--Stewart
Applied Economic Botany--Cook
Fertilizers and Crops--Vanseyke
Diseases of Cattle, U. S. D. A. 636.2
Cyclopedia of American Ag. Vols. I, II, III, IV
Agriculture Vols. I, II, Brooks
Physics of Agriculture -- King
Diseases of the Horse, revised edition 1916
Flowers and Flowering Plants, -- Pool
Manual of Weeds -- Ada Georgia
Diseases of Cattle, Revised edition, 1916
Productive Feeding of Farm Animals -- Woll
Fungus Diseases of Plants -- Duggar
The Real Trouble with the Farmers -- Quick
The Feeding of Animals--Jordan
Manual Farming Magazine Vo. XIII
Wild Flowers -- Blanch and Dickinson
Irrigation, its Principles and Practices--Brown
Farm Management and Marketing--Overton and Robertson
Manual of the Trees of North America--Sargent
The Principles of Fruit-Growing--Bailey
Engineering on the Farm -- Stewart
Agriculture Engineering--Davison
Swine in America -- Coburn
Manual of Gardening -- Bailey
Dry Farming -- Macdonald
Insect Pests of Farm Gardening and Orchard--Sanderson & Peairs
Veterinary Studies--Reynolds
The Breeds of Livestock--Gay
Livestock Farming -- Chapman
Milk and Its Products -- Wing
Productive Farming -- Davis
Animal Husbandry for Schools --Harper
Principles of Agronomy --Harris and Stewart

Popular Fruit Growing -- Green
 Common Diseases of Farm Animals,--Craig
 Principles and Practice of Poultry Culture -- Robinson
 Feeds and Feeding--Henry and Morrison
 The Cultivation of Citrus Fruits--Hume
 The Elements of Livestock Judging--Smith
 Short Stories for Future Farmers
 Citrus Diseases and Their Control--Fawcett and Lee
 Date Growing--Pepenoe
 The Training of a Forester, Pinchot
 Crop Management & Soil Conversation--Cox and Jackson
 The Comprehensive Standard Dictionary
 Moon Valley--Case
 Green Hand -- Chapman
 Ranching on Eagle Eye --Schmidt
 Farm of Peace Valley -- Case
 U. S. L. A. Yearbooks, 1908, 09, 10, 11, 18, 19, 20, 21,
 22, 25, 30, 33, 34, 35, 37.

Reference Books in General Library

Book of Rural Life
 Britannica Encyclopedia
 Americana Encyclopedia
 World Encyclopedia
 Comptons Encyclopedia

Magazines:

Arizona Producer
 The American Farm Youth
 Hoards Dairyman
 Poultry Tribune
 Farm Journal
 The Duroc News
 The Hereford Journal

FUTURE FARMERS OF AMERICA

An important part of the program of the Agricultural department, is the organization known as The Future Farmers of America, a national organization of farm boys. Members participate in public speaking, live-stock, poultry, dairy and crop judging contests, learn how to conduct meetings and participate actively in cooperative enterprises.

Objective:

1. To develop competent, aggressive rural and agricultural leadership
2. To improve the rural home and its surroundings.
3. To encourage cooperative effort among students of vocational agriculture
4. To promote and improve scholarship
5. To encourage organized recreational activities among students of vocational agriculture.

Procedures:

1. Boys plan and conduct their meetings and manage their cooperatives. Take part in public speaking and judging contests.
2. Conduct home and community beautification projects.
3. Organize an F. F. A. Cooperative, buying and marketing association.
4. Conduct cooperative crop projects.
5. Degrees of advancement in F. F. A. require high scholarship.
6. Hold Valley Field Day and have various chapters compete in athletic contests.

V O C A T I O N A L A G R I C U L T U R E
F A R M M E C H A N I C S

VOCATIONAL AGRICULTURE, FIRST YEAR SHOP

This being the elementary shop course, is set up largely to acquaint the students with the fundamentals of the following enterprises: Tool care and use, Woodwork, Rope Work, Leather work, Soldering and Forge work.

We plan to give special attention to the phase of correctly using tools since the progress and achievement in advanced courses will depend largely on the mastery of this subject.

Each student will be expected to do a number of required jobs. A system of analysis will be used in outlining these jobs, and it is through this analysis that a better understanding of solving shop problems should be reached. Enough time will be permitted for every student to do a reasonable amount of optional work.

No one reference is used exclusively, however the texts, Agricultural Mechanics by Cook, Scranton and McColley, and Job Operations in Farm Mechanics by S. Dickerson are most frequently consulted.

- I. Objective: To master the correct ways of using the simple shop tools.
- II. To obtain a knowledge of setting up and solving a shop problem.

Procedures:

- 1. The mastery of the use of simple shop tools is accomplished by studying their parts and construction, and also, their advantages. Simple practice jobs are given to assist in gaining the necessary skills.
- 2. The setting up and solving of a shop problem requires a thorough analysis before the job may be successfully started. Several completely analyzed problems are provided for examples which the students may follow. On some of the required jobs, steps in the procedures are suggested, while others are left for the individual student's personal development.

We use a special blue sheet in analyzing shop problems. Under the plan for completing the job, one may list operations, decisions and information needed for planning the job.

A complete analysis is required for all shop projects.

Teaching Layout

| <u>Enterprises</u> | <u>Jobs to be Taught</u> | <u>Days</u> |
|--------------------|--|-------------|
| | Introducing Farm Shop | 4 |
| | Making a Farm Shop Survey | 4 |
| | Selecting jobs for first year shop | 4 |
| Tool Care and Use | Selecting and using hand saws | 5 |
| | Selecting and using drawknife and spokeshave | 3 |
| | Selecting and using planes | 2 |
| | Selecting and using measuring devices | 6 |
| | Selecting and using brace and bits | 4 |
| | Selecting and using wood chisels | 6 |
| | Selecting and using small farm hardware | 4 |
| | Sharpening a plane bit | 2 |
| | Woodworking job number one and options | 11 |
| Woodwork | Selecting and caring for lumber on the farm | 4 |
| | Selecting and driving wood screws | 4 |
| | Selecting and driving nails | 4 |
| | Making a working drawing | 8 |
| | Making a stock bill of material | 5 |
| | Making and using a mitre box | 4 |
| Rope work | Selecting and using rope on the farm | 4 |
| | Tying knots and hitches | 8 |
| Leather work | Making a waxed thread | 2 |
| | Making a stitched splice | 2 |
| | Making a rivited splice | 2 |
| | Optional work | 18 |
| Soldering | Selecting soldering material and equipment | 3 |
| | Operating a blow torch and tinning coppers | 2 |
| | Making a "killed" acid flux | 2 |
| | Running solder on tin | 3 |
| Forge work | Building and maintaining a forge fire | 1 |
| | Holding and heating stock | 3 |
| | Making a gate hook and staple | 5 |
| | Optional work | 30 |

VOCATIONAL AGRICULTURE, SECOND YEAR SHOP

This course will be closely coordinated with the work of the first year shop, going into further detail on each of the following: Tool care, Forge work, Painting, Glazing, Soldering, Leather, Cold Metal and Pipe Fitting.

Special attention will be given the conditioning and care of tools. Especially do we advocate the working over of tools brought in from homes.

Each student will be expected to do a number of required jobs. A system of analysis will be used in outlining these jobs in order that a better understanding will be had of solving shop jobs.

Optional work will be encouraged.

- I. Objective: To become better acquainted with the care and conditioning of tools.
- II. To obtain a better knowledge of setting up and solving shop projects.

Procedures:

1. A study is made of the materials used in tools, also their parts and construction. Conditioning materials and ways to use them are learned. Students sharpen and keep the shop tools in good condition and are encouraged to bring all available tools from home. In this manner they gain the necessary experience of caring for tools.
2. By requiring the analyzing of all jobs, which includes the drawing and Bill of Materials, one can expect a student to acquire a better understanding of the methods of approaching a job.

Teaching Layout

| <u>Enterprises</u> | <u>Jobs to be Taught</u> | <u>Days</u> |
|--------------------|--|-------------|
| Tool care | Making a farm shop survey | 3 |
| | Selecting jobs for years work | 4 |
| | Establishing and maintaining the farm shop | 5 |
| | Selecting equipment for conditioning tools | 3 |
| | Fitting the wood chisel and plane iron | 5 |
| | Sharpening a cold chisel | 2 |
| | Sharpening an ax | 2 |
| | Sharpening and setting a rip or crosscut saw | 6 |
| | Sharpening an auger bit | 2 |
| | Sharpening a twist drill bit | 2 |
| | Sharpening and using a screwdriver | 2 |
| | Optional work | 13 |
| Forge work | Building and maintaining a forge fire | 2 |
| | Upsetting, twisting and bending stock | 3 |
| | Annealing, tempering and welding | 5 |
| | Making a gate hook and staple | 5 |
| | Welding three chain links | 4 |
| | Making a cold chisel | 6 |
| | Making a center punch | 5 |
| | Optional work | 12 |
| Painting | Selecting paint and equipment | 4 |
| | Preparing surfaces and applying paint | 4 |
| | Cleaning and caring for brushes and paint | 2 |
| Glazing | Selecting glazing equipment | 2 |
| | Cutting and fitting glass | 4 |
| Soldering | Selecting soldering materials and equipment | 4 |
| | Operating blow torch and tinning coppers | 2 |
| | Making a "killed" acid flux | 2 |
| | Running solder on tin | 5 |
| | Soldering other small equipment | 2 |
| | Optional work | 9 |

| Enterprises | Jobs to be Taught | Days |
|--------------|--|------|
| Leather | Selecting leather and materials for work | 2 |
| | Making a waxed thread | 1 |
| | Making a stitched and rivited splice | 2 |
| | Cleaning and oiling harness | 4 |
| | Lacing a belt with rawhide | 2 |
| | Joining ends of belt with wire lace | 2 |
| Cold metal | Threading a bolt and tapping a nut | 4 |
| | Riveting metal | 2 |
| Pipe fitting | Measuring a cutting threads | 3 |
| | Selecting proper fittings | 2 |
| | Straightening and bending pipe | 2 |
| | Assembling common fittings | 4 |
| | Optional work | 12 |

VOCATIONAL AGRICULTURE, THIRD YEAR SHOP

In this course more individual choice will be encouraged in enterprise selection. Jobs from the following enterprises will be covered: Concrete work, Forge work, Plumbing, Farm Sanitation, Farm Electricity and Farm Machinery. Most of the years work, however, will be based on the individual student's own projects.

- I. Objective: To develop the ability to plan and do shop projects for themselves.

Procedure:

1. Home projects form the basis for work. Thus, through expansion and development of the student's projects, numerous shop problems arise. By planning and analyzing these, the student's ability and self reliance are increased.

Teaching Layout

| Enterprises | Jobs to be Taught | Days |
|----------------|--|------|
| Concrete work | Making a farm shop survey | 3 |
| | Selecting jobs for years work | 3 |
| | Establishing and maintaining the farm shop | 5 |
| | Determining the use of concrete on the farm | 4 |
| | Estimating concrete mixtures | 3 |
| | Construction and use of forms | 4 |
| | Mixing and laying concrete | 5 |
| | Repairing concrete structures | 3 |
| | Making farm projects and equipment | 5 |
| | Annealing, tempering and welding | 8 |
| Forge work | Drilling holes and riveting | 6 |
| | Making a cold chisel | 4 |
| | Optional forge jobs | 6 |
| Farm Machinery | Making inventory of machinery repairs needed | 2 |
| | General overhauling and oiling of machinery | 24 |
| | a. Cleaning and oiling | |
| | b. Replacing broken castings | |
| | c. Repairing and replacing broken wooden parts | |

| Enterprises | Jobs to be Taught | Days |
|------------------|--|------|
| | d. Forge repair parts when necessary | |
| | e. Adjust bearings | |
| | f. Painting | |
| | g. Babbiting | |
| | Caring for and housing implements | 3 |
| | Operating machinery | 4 |
| Plumbing | Selecting pumps and water systems | 5 |
| | Cutting and fitting pipes and connections | 5 |
| | Packing faucets and valves | 4 |
| | Installing sinks, traps and waste lines | 4 |
| Farm Sanitation | Selecting methods of sewage disposal | 5 |
| | Planning and constructing a sewage disposal system | 6 |
| Farm Electricity | Determining the use of electricity on the farm | 8 |
| | Selecting wire, motors and equipment | 4 |
| | Determining types and methods of lighting | 5 |
| | Repairing electrical appliances | 4 |
| | Wiring job | 6 |
| | Optional work | 19 |

VOCATIONAL AGRICULTURE, FOURTH YEAR SHOP

This advanced course is based almost entirely on individual problems. It is expected that each student will have repair and construction work from home, also, that he will be more or less occupied in some certain branch of shop work that will keep him busy and interested throughout the course.

- I. Objective: To develop the initiative of planning and doing for himself those jobs which will make living more worth while.

Procedure:

1. Through arranging major repair and construction jobs with father and son on the farm, we hope to instill in the advanced student the desire to maintain and improve his home conditions.

Hobbies and special interests are encouraged since they mean so much in self development.

Teaching Layout

| Enterprise | Jobs to be Taught | Days |
|------------|--|------|
| | Farm shop survey | |
| | Selecting jobs for years work | |
| | Establishing and maintaining the farm shop | |
| | a. Conditioning tools | |
| | b. Building a work bench (optional) | |

| Enterprise | Jobs to be Taught | Days |
|------------------|---|--|
| Farm Shop | Jobs to be selected according to home project needs. | |
| Review | a. Woodwork projects b. Forge Projects c. Sheet metal projects d. Concrete projects e. Leather projects | (Time to be arranged to meet individual needs) |
| Farm Building | Painting and repairing buildings | |
| Repair | Repairing and constructing fences and gates | |
| | Possibilities of an electric fence | |
| Farm Motors | Fundamental principals of gas engines | |
| | Carburetors and cooling systems | |
| | Ignition Systems | |
| | Gas engines troubles | |
| | Grinding valves and timing engines | |
| | Fitting pistons rings, wrist pins and adjusting bearings | |
| Farm Engineering | Laying out foundations for buildings | |
| | Laying out irrigation borders | |
| | Laying out irrigation canal | |
| | Terracing | |
| | Leveling land | |
| | Selecting and using a tractor | |
| | Using big team hitches | |
| | Optional work | |

Classroom Library Books
 Vocational Agriculture
 Farm Mechanics
 Mr. Engelhardt

Modern Projects in Woodwork - McCormick
 Forge Practice - J. L. Bacon
 Everyday Physics - C. J. Lynde
 Wood Turning - G. A. Ross
 Agricultural Woodworking - L. M. Roehl
 Course in Wood Turning - O. K. Wohlers
 Instructional Units in Hand Woodwork - Brown & Tustison
 Elementary Wrought Iron - J. W. Bollinger
 Machine Shop Practice - H. A. Jones
 Farm Mechanics - Field, Olson and Nylin
 Woodwork and Construction - Chas. A. King
 Farm Shop Work - Brace and Mayne
 Elements of Sheet Metal Work - R. L. Welch
 Principles of Woodworking - Herman Hjorth
 Mechanical Drawing - French & Svensen
 Wiley Farm Series - F. L. Wright
 Woodpattern Making - E. C. Hanley Metals - Morwedel
 Furniture Weaving - L. F. Hyatt
 Farm Tractors - C. A. Stone For Hand Working -- Douglas
 Sheet Metal Work - G. W. Bollinger
 Repair of Farm Machinery - John Deere
 Staining and Polishing - J.C.S. Brough
 Foundry - Melvin S. Lewis
 Industrial Arts - H. E. Wood Woodwork for Secondary Schools-
 Agricultural Engineering, Davidson S. Griffith
 Electricity, Lewis Wiring the Farm - White

THE TEACHER

The teacher is a prophet
He lays the foundations of tomorrow.

The teacher is an artist.
He works with the precious clay of
unfolding personality.

The teacher is a builder.
He works with the higher and finer
values of civilization.

The teacher is a friend.
His heart responds to the faith and
devotion of his students.

The teacher is a citizen.
He is selected and licensed for the
improvement of society.

The teacher is a pioneer.
He is always attempting the
impossible and winning out.

The teacher is a believer.
He has abiding faith in the
improvability of the human race.

From the Journal of The
National Education Association of
the United States.