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Personal Narrative Report

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My assignment with the W.R.A. has been in the department of education, and my work has been divided between the teaching of , General Mathematics , Algebra and geometry.

General Mathematics: It has been my aim in this course to teach the kind of mathematics that would be more likely applied in every-day life . Hence I tried to select topics which are socially useful, which are interesting and could be understood by the students. This work was based chiefly on three fields , arithmetic , algebra and some geometry. In presenting this course I tried to keep in mind the four main objectives: The material must be socially useful, (b) The explanation must be simple and direct, (c) Appeal must be made to the pupil's interest, (d) Take advantage of opportunities which will bring forth student expression and student activity.

The time element was divided between teaching the mechanics involved and the practical application. As little time as possible was allotted to the mechanics of the course while considerable time and stress was given to practical application. The text book used in this course was , Mathematics for Everyday life , by Mallory. Supplementary subjective matter used ; Plane Geometry , Wells and Hart ; Examples in Algebra by Wheeler; Mathematics for the Grades, California State Series; Practical Arithmetic by Van Tuyl; Arithmetic for Business , by Ervin .

Contents of Course: (a) Formula forming and application (b) Negative and positive numbers, (c) Percentage; interest aliquot parts and percentage , (d) Graphs, (e) circular , bar, and line. (e) Practical measurement and geometry, (f) square root, (g) cube root (h) ratio and proportion (i) mathematics of the home (j) mathematics of the community, (k) similar triangles and the right triangle , (l) fundamentals taught from an algebraic view point (m) the solution of equations (n) some simple factoring (o) Considerable applied written problems.

The results from my work in teaching general mathematics , I feel that I have reason to believe that they have been and are favorable. In view that I have taught mathematics for several years I would not make any further changes in the method of teaching. The only change that I would make if the situation came to my consideration would be to have smaller classes. Classes of more than twenty-five are very unsatisfactory,.

Algebra: The text in this course was, Essentials of Algebra by Hart. 1941 edition. This text or edition is worked out for the first year in algebra. However I feel that it is too elementary for this purpose and recommend a more complete and more advanced type of work. It does not permit the student who is preparing for more advanced mathematics a fair chance .

Algebra is more of a tool subject than a direct practical course. It is a tool for courses in mathematics as applied in advanced science or various kinds of engineering. The work covered in this course had to do with the following : Graphs, formula building and application, solving simple equations, signed numbers and monomials, polynomials and parentheses- equations, first degree equations, two unknown graphs, products and factoring, quadratic equations, algebraic fractions, fractional equations, variation, indirect measurements, square root , radical equations, quadratic equations, radicals and exponents, and general review. The above course was completely covered with reasonable success. I would suggest that a different text be used, viz, a text with more advance subject matter. Again may I mention that the classes were too large in number and that lack^{of} board space is not good. Personally I recommend more black boards since it offers the class a better chance for exchange of ideas.

Plane Geometry: Text used was Progressive Plane Geometry by Wells and Hart. Edition 1935 copyright. The contents of this course consists of five units or five books also optional topics, includes the theorems on the lists of the College Entrance Examination Board and the National Committee. The five units

as mentioned are: Book one, Straight Lines plus optional topics. Book two The circle , measuring angles and arcs, optional topics. Book three, Proportion-Similarity and optional topics, Book five, Regular polygons and the circle, Book four, Areas of polygons.

This course was presented and carried out with considerable student activity. Each assignment consisted of theorems and exercises. Thus the student was always met with the challenge of getting ready to make a practical application. Daily recitation on black board gave the privilege of twelve students to exhibit their knowledge of the assignment. About ninety percent of the exercises were assigned and worked and all the theorems were worked and studied. I have reasons to believe that these courses in plane geometry were very successful. I would not want to change my procedure in methods of teaching.

SPECIAL NOTE:

From my contacts with the students I have learned that they are under a strain of too much school . This might be due to attending both the Japanese and the public school, or it might be due to attending the public school continuously . Personally I think that they are "Slap Happ" from too much school. I would suggest that reasonable vacations be a part of the program.

There is one correction that should have been made long ago and that is; No Japanese school should have been permitted outside the public school. If the Japanese school was to be maintained it should have been a part of the public and worked out like any other foreign language course. In addition to inconveniences I am of the impression that at least ninety per cent of the constructive teaching towards good citizenship has been destroyed by the Japanese language school. However this is an assumption on my part and not to be considered official.

I have been giving some thought to the kind of High School should have been started in the various centers. My idea is that these schools should have been started as vocational High Schools. A very low percentage of the High School graduates from the various centers will attend university or other institutions of higher learning. The Japanese have a special ability to work with their hands and since that is the way they will earn their living a little special training in the vocational fields would prove a great help to them, regardless whether they live in the United States or some other country. I therefore believe that if equipment and some material would have been the preferred High School would be one of training in trades. In view that certified teachers could not be had and that a number of skilled men and women of Japanese ancestry were available for the purpose of teaching trades, I think that a vocational High School should have been set up. I realize that materials and equipment would be a factor to be considered. However there seems to be funds for other less essential activities on the project, so why shouldn't education come among the first.

I have soon put in a years time in the War Relocation Authority project at Newell, California. I have enjoyed my work and can say that a long desire was fulfilled when I had the opportunity to teach mathematics and only mathematics during a school term. In closing I hope that the center will soon come to a close and that the people both appointed and evacuees may soon return to their normal and prewar homes and again enjoy life as it should be.

Signed,

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