

cooking, printing, journalism, clothing, homemaking, electricity, radio, dramatics, woodshop, automobile mechanics, machine shop and vocational agriculture. The very suggestion of teaching such courses would have caused school boards of a previous generation to wonder what was to become of a world in which the students were really trained to take their part on leaving high school.

Physical, Social Education

AND THIS change is noticeable in other ways. Not only is the brain developed but the body, too, is given a chance to grow. Physical culture courses build all the pupils, develop a healthy, vigorous generation. The third side of life—the social—is also encouraged. Students have their clubs, their parties, their social activities. For example, the high school holds an annual carnival, all the work of which is performed by and for the pupils.

True to its tradition, Torrance stresses to an unusual extent the courses which will prove of most value to an industrial city. Even the girls take some of the shop courses. The equipment for shop courses in the schools would, in many instances, do credit to com-

mercial businesses in the respective fields.

Largest Japanese School

LARGEST of the 60-odd Japanese private schools in Los Angeles county, 16 of which are situated in this valley, is Moneta Japanese Institute, whose modern school is located just within the borders of Torrance in the community of Moneta, which straddles the Gardena-Torrance boundary line.

Moneta Japanese Institute was founded some 25 years ago for the purpose of educating the American-born second generation of Japanese parents. While many of these children attend public schools, education therein is naturally entirely on an American plan. But many of the parents of these children cannot speak English, and as a result the families were somewhat divided.

Recognizing the desirability of preserving Oriental customs as links with the culture of the Occident, and in order to provide a smooth transition between these often divergent natures, in which the second generation must prove itself the ambassador-translator, a series of private schools in which lessons would be conducted in the Japanese tongue was instituted.

Two Kinds of Classes

CLASSES here are divided into two sections—the regular school which is conducted from 1 to 5 p. m. daily, Monday through Friday; and the Saturday school, from 8:30 a. m. to 5 p. m. The latter is planned particularly for those students who attend American schools, supplementing the education there gained.

The "regular" school at Moneta Japanese Institute has about 100 students, with a faculty of four teachers; while the Saturday school enrolls 150 with five teachers. Both are under Lloyd Shingu, a graduate of the University of Southern California, as principal.

Included among the students, as an experiment, are 10 American boys and girls, of Caucasian descent, who are studying Japanese courses with a view to future commercial value.

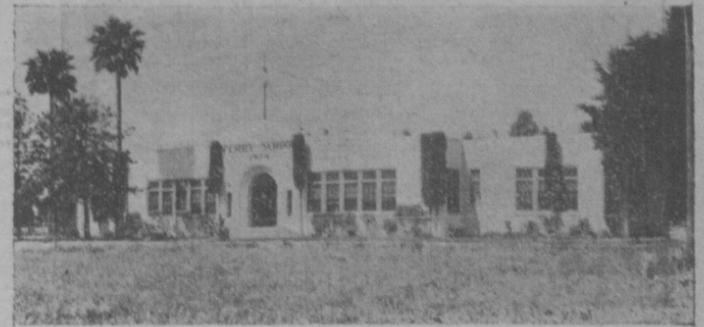
May Adopt Home Rule

AT PRESENT there is a possibility that Torrance will take over its own public schools, establishing its own district. The arrangement with the city of Los Angeles was consummated with the development of the tract, because it was evident that Los Angeles could offer far more to a growing city than would be possible were the entire burden to be supported by the infant community.

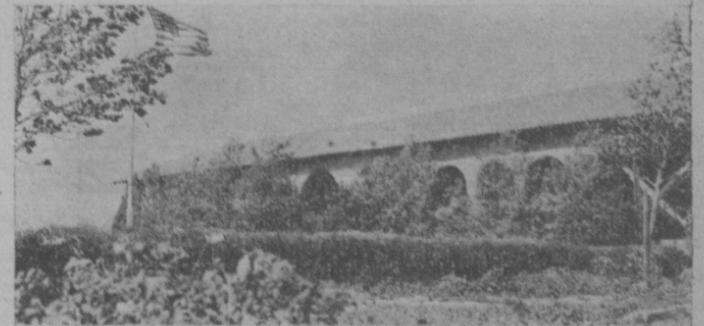
Today conditions are reversed. Torrance is well able to take over and operate its own schools and, able to stand on its own feet, many of its citizens believe an even better system, more accurately fitted to local needs, would be evolved were the change to be made.



• Fern Avenue Elementary School.



• Perry Elementary School.



• Walteria Elementary School.



• Moneta Japanese Institute.

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