

Picture Story of Hart High School

A REPORT TO THE PEOPLE



Prepared For
NATIONAL PUBLIC SCHOOLS WEEK

May, 1952

“ . . . I believe our basic democratic institution is the public school system. . . . Our public school system has been possible because the people have maintained their confidence in education and because the public servants . . . have scrupulously sought to accomplish their mission.”

—Governor Earl Warren

“Education today is the hope of youth, youth is the hope of democracy, democracy is the hope of America, America and what it stands for is the hope of the world.”

—Dr. C. C. Trillingham, Los Angeles County
Schools Superintendent

“The children are coming. . . Will you be ready? . . . Further local and state expenditures for education can be a sound investment.”

—U. S. Chamber of Commerce

In “The Responsibility of the Press for Interpreting Public Education” Robert E. G. Harris, editorial writer of the Los Angeles Times says, “. . . Our public investment in multiplied and improved educational services for all is our most immediately profitable investment. . . demands of our free enterprise system require regular upgrading in all levels of human endeavor . . . Education in a democracy is the people’s business!”

(This booklet was compiled by Ellen Townsend, layout; Homer Anderson, photography; Edward J. Neumeier, composition, and Superintendent Irvin Shimmin, overall direction.)

WILLIAM S HART
JUNIOR-SENIOR HIGH SCHOOL
Newhall, California

My dear Parents and Citizens:

Together we go forward. Together we are responsible to you, the people. Our Wm. S. Hart High School District Board of Trustees believes in keeping its sense of direction straight.

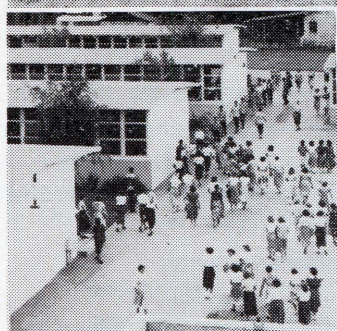
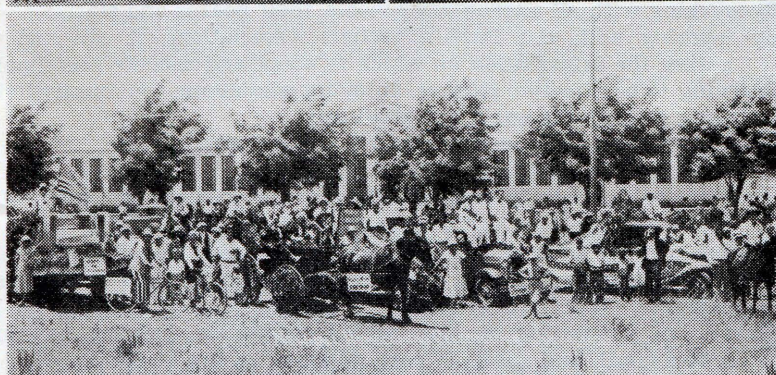
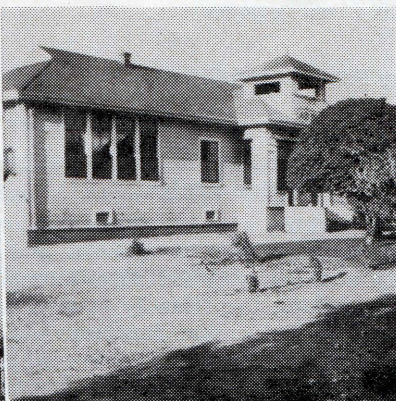
- By working with lay citizens, labor, business, and industrial groups;
- By working with civic, social, and patriotic organizations;
- By working with the governmental agencies;
- By seeking the friendly counsel and wise guidance of our county and state education departments;
- By working with its professional staff of administrators, teachers, architects and non-certificated personnel;
- By working with all elementary schools, their boards and staffs;
- By working with the Parent-Teachers Associations, it can and will gather the information on which to adopt and execute sound policy.
- Learning to be effective citizens, enjoying wholesome community living;
- Learning to evaluate one's potentialities;
- Learning to use and appreciate moral and spiritual values;
- Learning to earn, work and hold a job;
- Learning to use leisure time effectively, are development tasks of all youth and are among the objectives of our high school.
- Emphasis in our adult education this year has been placed on:
 - Class in citizenship, helping some of our people to acquire citizenship papers;
 - Classes and counseling on high school graduation, helping our out-of-school youth and adults to earn diplomas of graduation;
 - Classes in home and community planning;
 - Classes in business education;
 - Classes in arts, crafts, ceramics and music.

The district has entered into a cooperative agreement with the Los Angeles County Recreation Department under which after-school recreation is carried out.

We acknowledge with thanks to all for the assistance received in the production of this report.

Most sincerely yours,
IRVIN A. SHIMMIN,
District Superintendent.

DISTRICT SCHOOLS WERE ESTABLISHED BY FARSIGHTED PIONEERS



Shown here is a graphic illustration of the progress of schools in this district from their beginnings in the last century to the present day. Always it has been toward new and better things.

A BRIEF HISTORY OF HART HIGH SCHOOL

By A. B. PERKINS

The Santa Clarita Union High School District was organized January 30, 1945, and the following October the name was changed to William S. Hart Union High School District. The nine original elementary school districts comprising it, with organizational dates, were Newhall (May 10, 1877) which had absorbed Felton (1885) in 1933, Sulphur Springs (1879), Castaic (March 25, 1889) which had unionized with Live Oak (1915) in 1929, Saugus (1908) which had unionized with Honby (1917) in 1940, Mint Canyon (1913) and Bee 1920)

The high school's enrollment draws from the communities of Val Verde, Forrest Park, Castaic, Saugus, Newhall and the contiguous canyon country of Soledad Township.

The district's present name honors the late William S. Hart, first and greatest of Western film stars, resident of Newhall for his last two decades, whose love of community was evidenced by the American Theater which he gave to the local American Legion, by his generous and unadvertised donations to local needs, and by giving his large Newhall estate to the public.

Prior to 1945 children from our side of the hill were forced to use San Fernando High School facilities if they continued in school beyond the elementary grades. To connect with the high school buses they had to rise before 5 a.m. in the canyon areas and it would be 5 p.m. before they got home. Buses left the school immediately after classes, which meant that any of our students interested in extra-curricular activity must chance hitchhiking home, when, as and if. In 1926 the Newhall PTA, with endorsement from the first district PTA, called these adverse conditions to the attention of the Los Angeles Board of Education and also petitioned the board for improvement. But with no results.

Consequently more than half our local children eligible for high school simply gave up further education. Families with children of high school age got out, or stayed out, of our area when possible.

It was the major problem and as early as 1928, when the Kiwanis Club was chartered here, it was placed at the top of their active projects. But no action came until 1945.

In 1945 the country's economy was suffering from postwar shortages and building supplies were unavailable. Therefore, with the cooperation of the Newhall Elementary School, Hart High commenced functioning, with only a Freshman class, at the grammar school, using offices, auditorium, field house and a temporary structure or two. When the next class matriculated, some buildings were available at the present site which has been constantly expanding with increasing enrollment. Finances were never a problem, thanks to our many local oil fields.

Today any thinking local citizen, being asked what our most important asset was, would unhesitatingly answer "William S. Hart Union High School," which supplies cultural sources to an area once sadly devoid of such.



A PROLOGUE



When educators struck upon a concept of secondary school learning for development of the "entire person," they cut out a gargantuan task for themselves. In many ways it meant breaking with the past; and yet it meant also to assimilate proven methods of the past with techniques of today. So much does Hart High attempt.

Education at Hart is not geared for the specific; it's not geared for the gifted child only, not for the retarded child only; nor is it geared only for the varying middle degrees.

It could not be geared for any one of these and still aim at education of the entire individual and the whole population. Rather must it be geared for all of these phases.

The following picture-story of learning at Hart High is a report to the people of the district. The material herein attempts to show how Hart High is concerned with education of the youth in this area, education for all the youth, a program meeting all its needs.

Hart High is not unique in what it offers, not better or worse, perhaps, than other high schools across the nation; what is unique about Hart is the development of these many and varied offerings in a relatively short time. The school is young and accomplishment thus far is great.

And this uniqueness is to the credit of the district residents, for it is they who have made possible such an institution for their sons and daughters, for the future sons and daughters of this area.

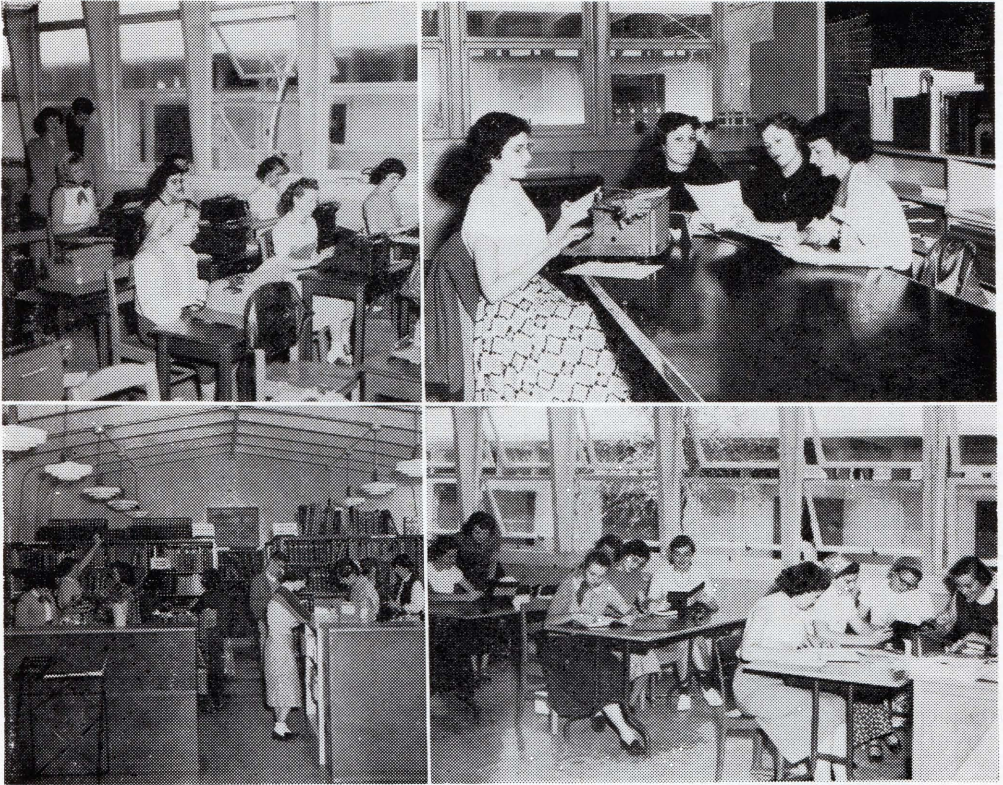
A CHANCE TO EXPRESS AND APPRECIATE



...the only standard of art is the individual's own...

Concepts of education, no matter how advanced, never dispute the importance of beauty, appreciation and expression in the child's growth. At Hart High there is music, art and drama, wide fields for creativeness, appreciation and entertainment.

WHERE THERE ARE BOOKS AND MACHINES



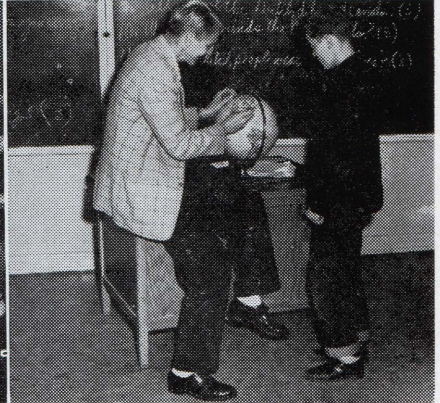
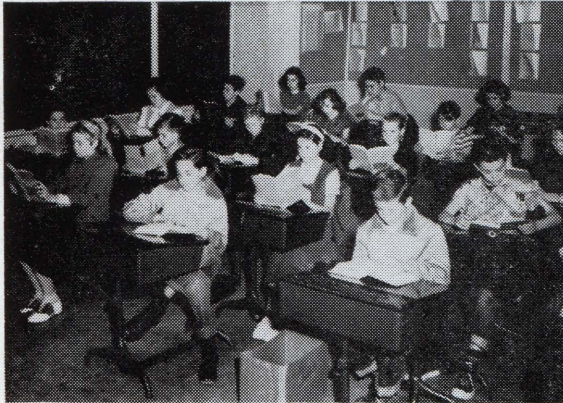
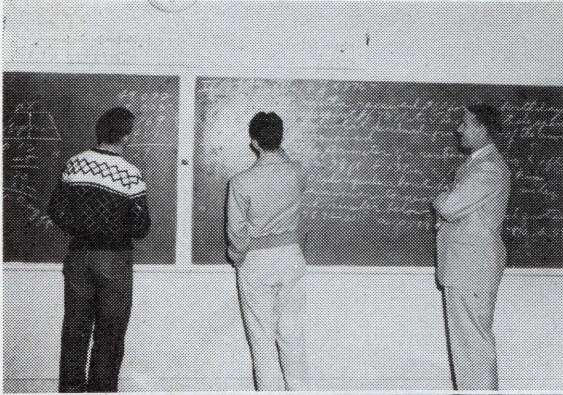
Library scenes and business machines are good examples of Hart High's efforts to place emphasis on both the academic and the practical aspects of education.

WITH FULL OPPORTUNITY FOR THE CRAFTSMAN



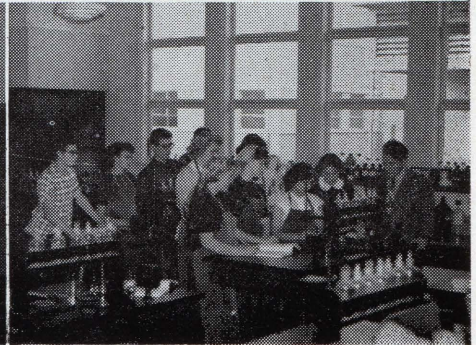
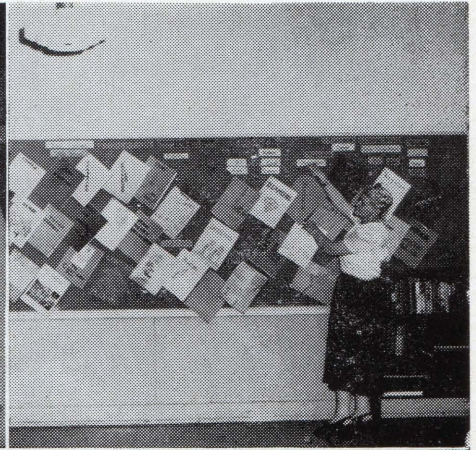
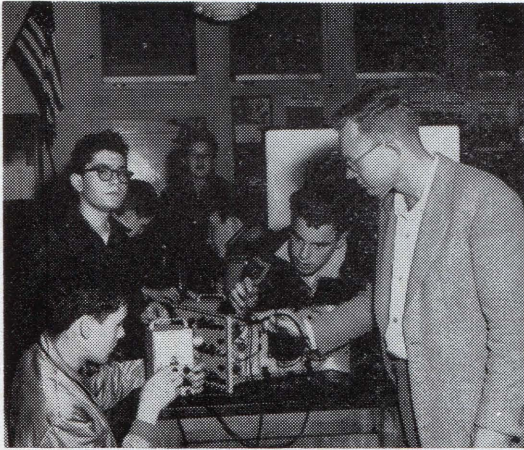
For those interested in the trades it can't be all reading, 'riting and 'rithmetic, so Hart High offers learning in these necessary fields, instruction simulating real-life experience soon to come

AN ABUNDANCE OF THE THREE R'S



The language skills, the sciences, the history, literature, mathematics and other fields important to civilization since it has existed as such are not forgotten for any student at Hart High but are emphasized for everyone, be he future draftsman or doctor, lawyer or laborer.

WITH ASSIMILATION OF LEARNING'S PROGRESS



World, national, state and local problems come in for detailed study at Hart High as the expanse of man's geographical and economic awareness becomes ever-wider. Science, too, is rapidly changing and makes fascinating study for youngsters in a fascinating universe.

LEARNING TO COOK AND SEW



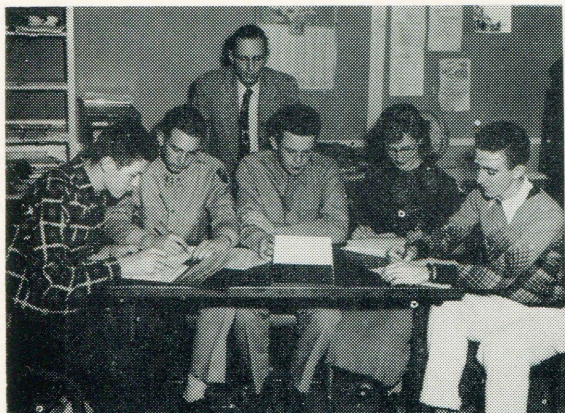
Preparing girls—and boys—for domestic life is now an established function of the secondary school. Hart High's home-making departments give help in all the phases of future domestic needs.

AND DAD AND MOM GO ON LEARNING, TOO



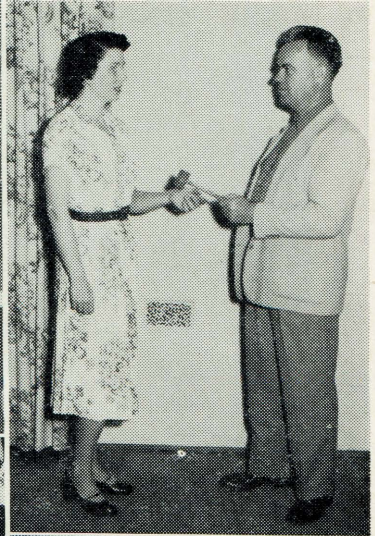
An important part of the total school program is the Adult Evening School under the direction of Principal John Pierce where practical aspects of education are emphasized and the community is further served thereby.

YET YOUTH NEEDS GUIDANCE



Whether it's planning in groups or conferring with individuals, the primary aim of the faculty and administration at Hart High is for the betterment of the school.

AND THE COMMUNITY IS OF MUTUAL SERVICE



At Hart High, Newhall and surrounding communities of the district take an active part in aiding the total school program. Such organizations as the Parent-Teachers Association, the American Legion, the Lions Club and the Kiwanis Club sponsor numerous projects to aid students in the mass and individuals.

WHEN DEMOCRATIC GOVERNMENT PREDOMINATES



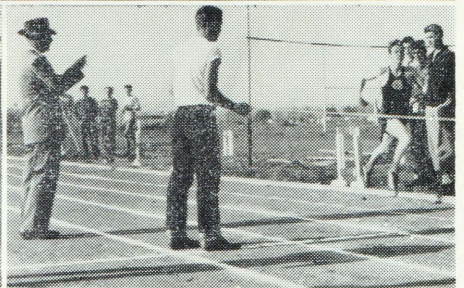
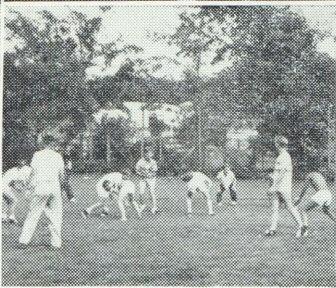
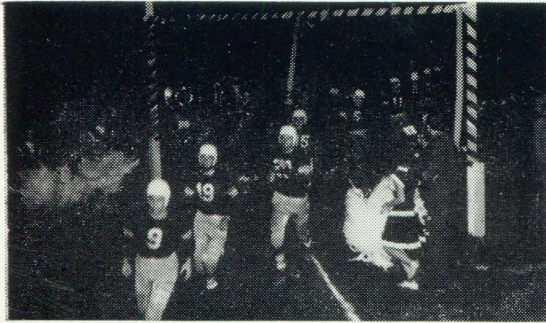
We must have opportunity to learn how to govern and how to be governed in a democratic society. At Hart High the student has this opportunity from the seventh through the twelfth grades.

AND SOCIAL LEARNING IS PROGRESS, TOO



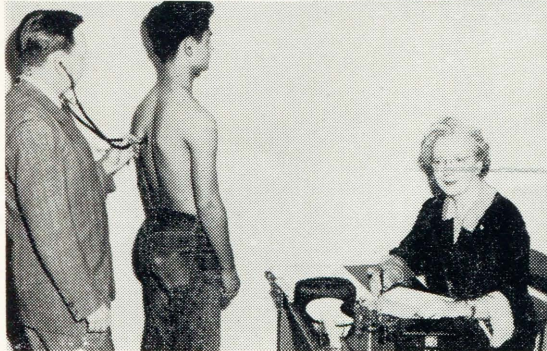
The ability to socially adapt is increasingly important in our society, and students at Hart High are given ample experience for social learning at all grade levels.

WHERE HEALTHY BODIES PRODUCE HEALTHY MINDS



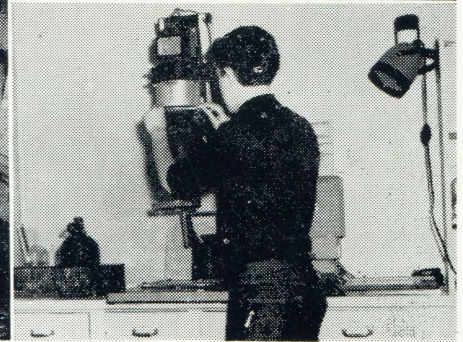
All work and no play and its predicted result is an old adage but a good one. The athletic program at Hart High for both boys and girls fully recognizes the validity of healthy bodies for healthy minds.

WITH PROPER EXERCISE, NUTRITION AND EXAMINATION



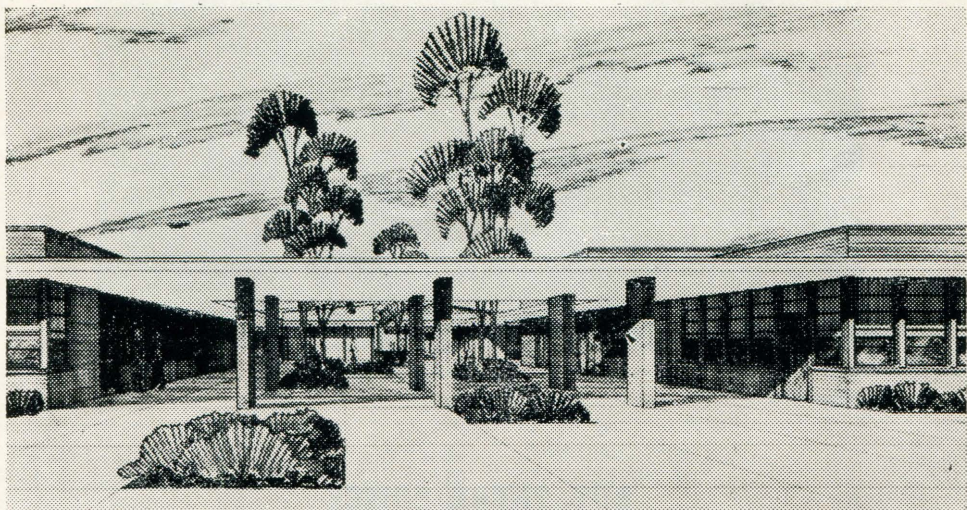
A physical education program must be for everyone, not just for athletes, and nutrition is all-important to growing bodies. At Hart High the physical education department develops a versatile enough schedule that every student can be benefited, the cafeteria staff carefully works out a nutritious diet for student lunches, and the health service guides through examination

AND SERVING IS LEARNING

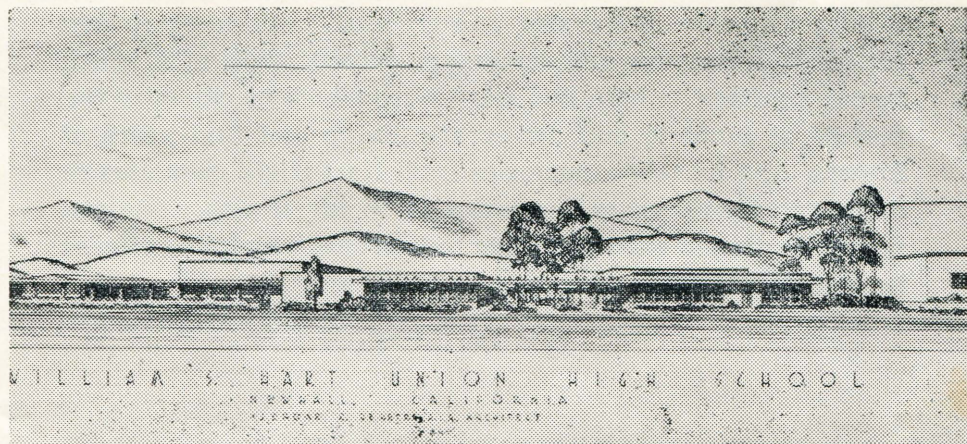


The Tomahawk, Hart's yearbook, and The Smoke Signal, the school newspaper, are publications offering practical learning for those interested in the fields, rendering service for the entire student body, often for the community, too.

WITH EYES ON THE FUTURE



It takes leaders and residents with foresight to plan effectively for the future in the matter of education. And the phenomenal growth of Hart High School in population has been squarely met with such planning. As this growth is ever-increasing, so is the foresight of these residents and leaders of the school district.





BUT THERE COMES A TIME TO PART

And the student takes tools from Hart High, tools fashioned during six years of learning and growing, tools to equip him for life in a complex and demanding society, tools with which he can continue to earn and learn, with which he can open the portals of humane and democratic living and find years of fulness. And he takes memories from Hart High, memories to delight in future years, memories to be edged with nostalgia, memories tinged with gratitude to a people which has offered its best in available education.

THE 1951-1952 BUDGET AND PROPOSED BUILDING NEEDS

Estimated Income		Enrollment Figures—	
Balance on Hand	\$136,734	Average Attendance 1950-51	
Federal Re-imbursement	1,000	Regular Day Students	559
State Apportionment	98,759	Evening Adults	566
Elementary School Tuition	60,000		<hr/>
District Taxes	293,518	Total	1125
Miscellaneous	39,299	Predicted Enrollments—	
	<hr/>	Regular School	
Balance and Income	\$629,310	1951-1952	614
Proposed Expenditures		1952-1953	675
Administration	15,900	1953-1954	739
Instruction	249,922	1954-1955	772
Health	7,900	1955-1956	800
Plant Operation	39,000	Building Needs—8 Classrooms	
Maintenance and Repairs	20,300	To be met as follows:	
Fixed Charges	15,000	Administration	
Transportation	28,920	Covered Walks	
Food Service	9,883	Library	
	<hr/>	Agriculture Building	
Total Current Expenditures	\$386,825	Boys and Girls' Dressing Rooms	
Community Service	4,100	Industrial Arts and Auto Shop	
Capital	105,000	Cafeteria, Girls' Gymnasium	
Reserves	133,385	New Site	
	<hr/>	Multiple Purpose Buildings	
Total Expenditures and Reserve	\$629,310	Adult Education	
	<hr/>	Community Use	
Average Annual Cost per Student	\$343.84	Four Year Proposed Financing	
Average Daily Cost per Student (current expense)	2.14	Pay-As-We-Go Plan	
		Special Tax Election May 16, 1952	

