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13.67

American History

SUMMARY REPORTS

1943 - 1944

Robert C. L. George



## American History

### Texts:

The Epic of America	James Truslow Adams
<u>The Rise of American Civilization</u>	Charles and Mary Beard
American History	Wirth
American History	Muzzey

### Articles and References

The United States in a New World	Report from Fortune
The Right to be Liberal	Francis Hackett Tomorrow
The New Democracy	Stringfellow Barr Tomorrow
The Decline of the Frontier	Fredrick Jackson Turner
The Hero in America	Dixon Wecter
American Literature	Norman Foerster
The American Songbag	Carl Sandburg

News of the Nation Folder  
Ditto Outlines in American History

The course was conducted along open forum lines beginning with current problems in the fall of 1943. Subjects which became divided from this discussion and which were continued throughout the entire course included such items as "Manifest Destiny", the Doctrine of Laissez faire the differentiation between Hamiltonian and Jeffersonian democracy.

From this the course divided. The major portion of study in each class was given over to the discussion of modern problems in the light of historical evidences.

Topic One	The Machine Age
	The Supremacy of business
	The efficacy of invention
	The effect of mass production
	The effect on the family
	The effect on social democracy
	The effect on education
	The new pattern of Americanization
	The tendency toward uniformity of life
	Some of the effects
	Prohibition
	Immigration restrictions
	Ideas of socialism
	socialized medecine
	Social security
	Farm allotments
	WPA, CCC



- Literature of the period
  - Trade magazines
  - Cultist papers
  - Novels of the twenties and thirties
  - Expanding popularity of scientific books
  - Rise of the digests
- The rising tide of mechanical comforts and prosperity for the masses
- Religious trends of the period
  - Rise of cults
  - Increase of financial import
  - Rise of lay organizations
- Science and the period
  - Rise of "intellectual liberation"
  - Rise of utilitarian application of theory
- Lowering of status of humanities
- The rise of the motion picture
  - Variation from the drama
  - What an industry
- Other theatrical changes
  - The little theater
  - The stage show
  - Vaudeville
- Rise of the theater guild and other organizations
- Changes in the graphic arts
- Changes in music
- Educational changes -- the development of the "streamline"

Topic two                      The Mirage Dissolves

- The depression arrives
  - Merchant Marine Act of 1928 (shipping)
  - McNary-Haugen bill of 1927 (agriculture)
  - Muscle shoals controversy
  - Kellogg-Briand Peace pact
  - World courts
  - The Dawes Plan
  - The end of the Coolidge regime
  - The Hoover term
  - The Agricultural Marketing Act (1929)
  - The Hawley-Smoot tariff
- The depression
  - The Reconstruction Finance Corporation
- Rise of the Japanese Monroe Doctrine
  - The Mexican oil crisis
  - Isolationism and Europe and Asia
  - Ideas of technocracy
- Topic three                      The Quest for Normalcy

- The end of financial feudalism
- The development of Jeffersonian democracy
- The election of Wilson
- The rise of the twenties



The election of Harding  
An attempt to return to "robust Republicanism"  
Repudiation of internationalism  
Trouble with Japan, i.e. The Twenty-one Demands  
The Washington Conference  
"Get the government out of business"  
The Coolidge regime begins  
The Coolidge election  
Reparations  
The Jazz Age



Topic four      America in the balance of power

The World War

- American alliances
- American neutrality
- Atrocity stories and other propaganda
- American property at stake
- The Lusitania incident
- The presidential election
- The peace project
- The submarine warfare
- The whys of American entrance into the war
- America enters the war
  - The espionage act
  - The conscription bill
  - The rise of Presidential power
  - "Educating" America
  - The American War
  - The Fourteen Points
- The Armistice
- Versilles, the League, the aftermath

Topic five      The Rise of Social democracy

- The change from the individual to society
- What was the individual?
- The rise of labor unions
- Civil Service reform
- The ballot reform
- Initiative and referendum
- Popular election of senators
- Woman suffrage
- Railway reform
- Anti-trust legislation
- Reins on the national domain
- New banking and currency laws
- Income taxation
- Industrial rehabilitation
- The Roosevelt era

Topic six      Imperial America

- The Cuban question
- The Nicaragua question
- The incident at Vera Cruz
- The Philippines
- The Boxer rebellion
- The open-door policy
- The annexation of Porto Rico
- The Caribbean questions
- Panama

Topic seven      The Plush Horse

- The writers



The poets  
Society  
The masses  
The philosophy of the period  
The rise of the lecture  
Here comes evolution  
Scientific discovery  
The religious life  
New political philosophies  
America meets art  
Musical development  
Journalistic drives  
Public schools  
The rise of technological training  
The negro bothers the conscience

Topic eight Ready to Gild the Lily

Certain presidents  
Taft  
McKinley  
Cleveland  
Garfield  
Capitalism divided against itself  
Reconstruction  
The value of politics  
Other financial depressions  
The collection of moneys through fraud  
The negativism of Cleveland  
Some swollen fortunes  
The tariff problem  
The farmers want money  
The silver question  
A little inflation  
Unemployment  
William Jennings Bryan  
A n age of negation

Topic ten Agriculture takes a turn  
Agricultural expansion  
Agricultural revolution in the south  
The rise of the "cropping" system  
The close of the frontier  
Capital enters  
Farmers' societies

Topic eleven Rounding out the continent  
The frontier  
Immigration  
The Santa Fe trail  
The Oregon Trail  
The railroads  
Gold  
The Indian question  
Foreign investments



The study portion of the course was used in reading American history from the discovery of America on. This material seemed to need less interpretation than the more recent and complex trends. During the last semester each student reviewed a chapter from the "Epic of America" of James Truslow Adams up to and including the Civil War.

The ditto outlines were used to cover this early period as additional study helps as well as the News of the Nation folder.

Discussion periods were spent during these hours covering the topics raised by the children.



Nov. 14, 1943

Report for pt. ending Nov 15, 1943  
American History.

R. George  
13167

Much of the first week was spent gathering materials for the Education week assembly. We used the outline of the N. E. A. plan for Education week for our discussion. The program included all the members of the class discussing in panel form the Education for today program.

The second week was used for discussing certain needs of citizenship in America with emphasis on the future of America under the two historical doctrines of Jeffersonian Democracy & Hamiltonian economy. We shall finish this discussion early in the coming week & then discuss the period prior to the first world war.



## General Education

We have brought out certain specific needs in English which we need. For the future we will have class planning of the needs & the best way to approach them.

We have discussed the need for poetry & reading in understanding each other & are planning to use this in the future.

Still we have used special emphasis on British life & ways of living. We should be able to work on the history of Great Britain.

The English needs as listed are:

Vocabulary

Grammar

Spelling

Building

Outlining  
Analysis



## Chemistry

We have begun our discussions on Carbon & its uses. We have had one laboratory experiment period.

The last week with its short periods has made it impossible to discuss this subject in detail.

On the day before the Chemistry laboratory period, we have a special meeting after school with the group who are to do the experiments. They prepare the experimentation as a class demonstration for the rest of the class.



G. Ecl.

Reviews of books dealing w. the  
England - a great deal of class  
time was spent studying the  
books in class. Some time  
was spent on the grammar  
construction of written reports

We also spent some time  
reading current events concerning  
England's relations with America  
linking ideas of the Atlantic  
Charter with ideas concerning  
the English empire.



Chemistry -

We have worked on the  
Volume pressure & Temperature  
Gas problems using Avogadro's  
Gay-Lussac, Charles & Boyle's laws,

We have also spent some time  
working out equations concerning

1. Simple union
2. Displacement of one element
3. Metathesis
4. Decomposition by an outside  
influence

There has been only one lab  
experiment period as there has  
been no lab table & only  
a limited amount of reagents,



### Chemical Laws with Illustrations

1. The Law of Conservation of Matter. The weight of the materials used in a chemical change is exactly the same as the weight of the products of the chemical change.  
7g. Fe plus 4g. S yields 11 g. Fe S.
2. Law of Conservation of Energy. Energy can be transformed but it cannot be created or destroyed. Heat changes to mechanical motion to electricity, etc. The sum total of energy is unchanged.
3. The Law of Definite Composition. Every pure substance has a definite composition by weight.  
Water is always  $1/9$  hydrogen and  $8/9$  oxygen by weight.
4. Gay-Lussac's Law. The volumes of gases used and produced in a chemical change may be represented by the ratio of small whole numbers.  
2 vols. of hydrogen plus 1 vol. of oxygen yields 2 vols. of steam.
5. Avogadro's Law. Equal volumes of gases under the same conditions of temperature and pressure contain the same number of molecules.  
One liter of hydrogen, oxygen or ammonia at standard conditions each contain the same number of molecules.
6. Law of Multiple Proportions. When two elements A and B combine to form more than one compound the weights of B combining with a fixed weight of A are in ratio of small whole numbers.  
Carbon and oxygen form carbon monoxide and carbon dioxide.  
Taking 1 gram of carbon as the fixed weight of A, the weights of Oxygen (B) will be 1.33 and 2.66.  
 $1.33 : 2.66 :: 1 : 2$
7. Boyle's Law. The volume of a gas at constant temperature varies inversely as the pressure.  
If we double the pressure there will be half the volume.
8. Charles' Law. The volume of a gas at constant pressure varies directly as the Absolute temperature.  
If we heat a gas from 273 degrees Absolute to 546 degrees Absolute its volume will be doubled.
9. Law of Concentration or Mass Action. By increasing the concentration of one of the reacting substances or decreasing the concentration of one of the products formed will make the reaction go more nearly to completion.  
Any reaction in which a gas, precipitate or water is formed.
10. Law of Combining Weights. To each element may be assigned a number which in itself, or multiplied by some integer, expresses the weight of that element which combines with other elements. The combining weight is its atomic weight divided by the valence. For hydrogen this is 1, for oxygen 8, etc.
11. Periodic Law. The properties of elements are a periodic function of their atomic weights. The Periodic Table.
12. Henry's Law. The solubility of a gas varies directly as the pressure and inversely as the temperature. Pulling cork of soda water bottle, less pressure, less solubility. Heating water containing dissolved air, Air is forced out just before boiling. More heat, less solubility.



Report for the week ending Dec. 1, 1943

American History -

R. L. George

Discussion of the problems encountered by people trying to maintain a vital citizenship in America. This was based on an article in the December 1942 Survey Graphic called "Steel Harbor".

We have also progressed through the Coolidge & Harding regimes, discussing some of the problems of statesmanship, especial emphasis being laid on the ~~meanest~~ newspaper attitude toward the Japanese as early as 1920.

Attention has been called to the "Jazz age" in America. Authors of the period whose books have been important were also noted. Edith Wharton, Sinclair Lewis, Nathaniel Harris & others x



## General Education

The class has been engaged in interpreting simple lyrics & news and essay reports, learning to use their voices. In written material they have worked on a short "brief". The form is attached. They were unable to work this out in more than one debate which was not particularly well worked out as it was the children's first experience & the major goal was to get them to talk. Since that time we had one lesson on emotional words which are used to make people react in specified terms. Advertising was used as an example as was the use of the lyrics we were reading.



Chemistry -

The Chemistry class finished its work on The unit on Carbon & its Compounds. We went on another series of problems involving gases under Boyle's & Charles' laws especially using problems about Carbon.

The usual quiz sections were held covering questions on Carbon & Carbon Compounds of a more inorganic nature.

The lab periods were spent in working out problems in obtaining Carbon Dioxide & use of Carbon as a reducing agent.



Report for Feb. 29, 1944

12.67  
R. L. George

American History

We have covered The background  
of the rise of Social Democracy from 1890  
to 1918 + 1920 Through such reform  
as Railroad price fixing, labor  
& management disputes, woman  
suffrage, Income tax levies, &  
other forms of economic & Social  
adjustment.

We have spent four hours  
discussing political party ad-  
justment & organization, showing  
the ways in which Political  
forces are handled.

We have spent some time  
discussing the economic questions  
involved in establishing



money & money practices as well  
as the development of ~~money~~ The Federal  
Reserve system to control the  
money.

We have spent some time  
in discussing the development of  
social practices which have led  
to racial discriminations among  
the Anglo-Saxon descendants in  
opposition to the liberality of  
the French & Spanish Settlements.

We have started our series  
of book reviews on "The Epic  
of America" by James Truslow  
Adams. Each Philob reviews one  
Chapter of the book & the class  
discusses it.



Report  
Chemistry  
Period 6

Mar. 12 - April 28

In the chemistry textbook, Living Chemistry, we have covered the material included in pages 297-429. As much as possible, we have used this material as a background for experimental and demonstration work in class. Since there is no laboratory book to use, I have taken some experiments from my college chemistry notes and those on food from a chemistry of foods handbook. Our first objective was to learn how to write up experiments scientifically--i.e., according to objectives, apparatus, procedure, results, conclusions, additional observations and practical applications. The experiments are set up and performed by different students each time.

After we had begun this type of work, we discovered that a great many basic concepts needed to be learned in order to prepare the students somewhat for college chemistry, so we decided to devote most of the remaining class time this semester to them. We began by studying the metric system and the relationship between it and the British units of measurement. Next came work concerning heat and how it affects matter. We worked problems concerning the Centigrade and Fahrenheit thermometers, calories and Btu's, and had experiments demonstrating the effect of evaporation and heat of fusion. Then we tackled gram-molecular weights and volumes and worked problems concerning them.



Whenever we have a few spare minutes in class, we try to use them to keep informed on some of the more recent developments in chemistry. This material is obtained from newspaper clippings and bulletins, such as the Dupont news-sheet, "Chemistry in the Home".

References:

Dynamic Chemistry, Biddle and Bush, p. 612-619, 650-652.

Chemistry and You, Hopkins, Smith and Others, p. 761-763, 447-458.

A Handbook of Food Preparation, West and Soby, p. 87, 221-222.

Laboratory Experiments in Physics, Allyn and Bacon, p. 130.

C.S.C. Inorganic Chemistry Laboratory Manual, p. 148-150.

Plans for work: Finish the textbook. Study the structure of the atom and the electronic theory, using Chemistry and You and Dynamic Chemistry as references. This will lead to valences, and then to structural formulas and the laws of chemical combination. Then the study of ionization, and after that the study of the effect of pressure and temperature upon gases. If there is any time left we will go back and do some more experiments to further illustrate these subjects.



AMACHE HIGH SCHOOL

Chemistry

March 29, 1948

Mark plus before the statements that are true.  
Mark minus before the statements that are false.

1. Foods are chemical substances.
2. Trichinosis is a disease which may be contracted from food prepared in a corroded copper kettle.
3. Rare hamburger is not safe to eat.
4. It is not safe to eat any kind of uncooked meat.
5. Cooked beans are more easily digested than raw beans.
6. Cooking is not necessary for all foods.
7. Vitamin A in vegetable is easily destroyed by cooking.
8. Vitamin C is easily destroyed by heat.
9. Soda added to vegetables when cooking them prevents loss of color and vitamins.
10. Vitamin E, is insoluble in water.
11. The purpose of digestion is to make foods soluble.
12. The cooking of egg white tends to make it less easily digested.
13. A tough meat can be made more tender by adding a small amount of vinegar or tomato juice.
14. Soggy fried foods should not be eaten.
15. Colloidal solutions can be filtered.
16. Starch is practically insoluble in cold water.
17. The physical properties of vegetables are not affected by cooking.
18. All fruits contain pectin in sufficient quantity to make jelly.
19. Success in jelly-making will be much more likely if slightly underripe fruit is used.
20. Gelatin is obtained from the protein in meat.
21. Smoke is used as a food preservative.
22. Fresh pork is commonly infested with a parasite known as bacillus botulinus.



23. Sodium chloride is a common food preservative.
24. Food-spoiling germs thrive in an acid medium.
25. Collagen is more soluble after heating.
26. Aluminum skillets are better than iron skillets for frying.
27. A disadvantage of stainless steel is that it is expensive.
28. There is danger of metallic poisoning from the present day cans used by modern commercial canners.
29. Quick-freezing is done at a temperature of about  $-40^{\circ}\text{C}$ .
30. Sulfur dioxide will aid in preventing the darkening of dried fruits.

Multiple choice. Underline the correct word or phrase within the parenthesis.

1. Food cooked in a pressure cooker will cook (less rapidly, more rapidly, at the same rate of speed as) food cooked in an ordinary saucepan.
2. The boiling temperature of water varies with (amount of water, amount of heat, altitude).
3. Dextrin is a (polysaccharid, disaccharid, monosaccharid).
4. (Time, degree of temperature) produces the greater effect upon the protein in hard-cooked eggs.
5. Non-acid foods should be heated to a temperature of ( $250^{\circ}\text{F}$ ,  $350^{\circ}\text{F}$ ,  $150^{\circ}\text{F}$ ) to insure the destruction of micro-organisms for safe food preservation.
6. Galvanized iron is made by coating iron with (tin, lead, zinc).
7. Iron is a (slow, rapid, medium)conductor of heat.
8. (Sugar, soda, flour) tends to pit aluminum.



1. Give five reasons why we cook food.
  - a.
  - b.
  - c.
  - d.
  - e.
2. Name 3 effects of overcooking vegetables.
  - a.
  - b.
  - c.
3. Describe the effect of cooking upon the starch in vegetables.
4. Give 2 rules to follow in cooking vegetables.
  - a.
  - b.
5. What are the two basic methods of cooking meat?
  - a.
  - b.
6. Describe what happens to starch in the body during the digestive process.
7. Define:
  - a. True solution--
  - b. Solute--
  - c. Solvent--
  - d. Colloidal solution--



8. Spoilage of food is due to what 3 types of microorganisms?

a.

b.

c.

9. Four methods of food preservation are:

a.

b.

c.

d.

10. Complete and balance the following equations:

11. Name 3 advantages and 3 disadvantages of aluminum as a material for kitchen utensils.

Advantages

Disadvantages

a.

a.

b.

b.

c.

c.

12. Aluminum utensils are made by what two processes?

a.

b.

13. Name 2 advantages and 2 disadvantages of iron as a material for kitchen utensils.

Advantages

Disadvantages

a.

a.

b.

b.

14. Name 3 advantages and 2 disadvantages of enamelware as a material for kitchen utensils.

Advantages

Disadvantages

a.

a.

b.

b.

c.



15. Name 3 advantages and 2 disadvantages of heat-resistant glassware as a material for kitchen utensils.

Advantages

Disadvantages

a.

a.

b.

b.

c.

16. Name 2 advantages and 3 disadvantages of pottery as a material for kitchen utensils.

Advantages

Disadvantages

a.

a.

b.

b.

c.

17. Name one advantage and one disadvantage of copper as a material for kitchen utensils.

Advantages

Disadvantages

a.

a.



Problems Concerning the Metric System

1. Reference to distances in many foreign news reports is in kilometers. If a report gives a certain distance as 25 kilometers, show how you will convert that to the American equivalent in miles.
2. Express your height in meters; in centimeters.
3. A falling body covers a distance of 490 cm. during the first second of its fall. What distance is this in inches? In feet?
4. A large gun used in World War I was known as a "42-centimeter gun". Find the diameter of the bore in inches.
5. The Washington Monument is 555 feet high. Find its height in inches, in centimeters, and in meters.
6. The distance of the sun from the earth is 93,000,000 miles. How many kilometers is this?
7. What is the volume of a metal container 12 cm. long, 4.2 cm. wide, and 217 cm. high? How many grams of water will this container hold? What is the capacity of the container in liters?
8. How many liters will a 10-gallon gasoline tank hold?
9. 85 cc. equals how many ml.?
10. A liter of oxygen weighs 1.429 grams per liter. How would you express the weight of oxygen in grams per ml.?
11. Express your weight in kilograms.
12. The greatest allowable weight of a package by foreign parcel post is 5 kg. What is this weight in pounds?
13. What is the weight in pounds of a 75-kilogram boy?
14. An aquarium 80 cm. long, 30 cm. high, and 20 cm. wide is filled with water. How many kilograms of water can this hold? How many pounds of water?
15. A ten-pound box of chocolates weighs how many kilograms?



## True-False

1. Most tableware sold today is silverplated.
2. Silverware purchased in sets is less economical than that purchased by the piece.
3. Silver polishes containing cyanide compounds are very poisonous and should not be used.
4. The best quality of chinaware is opaque.
5. The percentage of waste materials in coal is known as its ash content.
6. Heat is absorbed when a liquid changes to a gas.
7. A temperature range of 40 degrees F. to 50 degrees F. is the one which should be maintained to secure maximum efficiency in a home refrigerator.
8. Heat energy cannot be destroyed.
9. A low temperature is more comfortable when the humidity is low.
10. The best relative humidity for comfort for the average temperature is between 40 and 60 percent.
11. Almost all household insects become inactive at temperatures below 40 degrees F.
12. Bluing is a dye.
13. The most effective fumigant is hydrogen cyanide.
14. The bleaching action of sodium hypochlorite is directly due to the chlorine.
15. Trisodium phosphate is used as a water softener.
16. A substance which is a good conductor of heat is a good insulating material.
17. Pine is a hardwood.
18. Walnut is a hardwood.
19. Rock wool is the best of the "loose filler" type of insulation.
20. Every home should be calked.



Fill in the blanks:

1. The purest form of silver used in tableware is called \_\_\_\_\_.
2. The process by which tableware is given a coat of silver is called \_\_\_\_\_.
3. Knife blades should be made of \_\_\_\_\_.
4. The base material of porcelain dishes is \_\_\_\_\_.
5. Two methods by which designs on glassware may be obtained are \_\_\_\_\_ and \_\_\_\_\_.
6. \_\_\_\_\_ glass with a thick silver surface makes the best mirrors.
7. Silver may be polished electrolytically by placing it in an \_\_\_\_\_ pan containing a warm solution of \_\_\_\_\_ and \_\_\_\_\_.
8. When wood is heated in the absence of air, the product is known as \_\_\_\_\_.
9. \_\_\_\_\_ is the hardest type of coal.
10. When soft coal is heated in the absence of air, the product is known as \_\_\_\_\_.
11. Dry ice is solid \_\_\_\_\_.
12. A soap is considered pure when the \_\_\_\_\_ exactly balances the \_\_\_\_\_.
13. The most-used building material is \_\_\_\_\_.
14. \_\_\_\_\_ is the binding agent in concrete.
15. \_\_\_\_\_ is a plaster made for outside walls.



16. \_\_\_\_\_ is made by gluing together several thin sheets of wood.
17. Terra cotta is made from \_\_\_\_\_.
18. Wood is composed chiefly of \_\_\_\_\_.
19. The metric system is based on \_\_\_\_\_.
20. The metric unit of length is the \_\_\_\_\_.

Write the proper equations for the following:

1. The tarnishing of silver.
2. The complete combustion of coal.
3. Incomplete combustion of coal.
4. Complete combustion of methane.
5. Complete combustion of acetylene.
6. Bleaching action of sodium hypochlorite.

Complete and balance the following equations: (On board)

- 1.
- 2.
- 3.



Multiple choice: Underline the correct word or phrase within the parenthesis.

1. The heating value of wood is (much lower than, much higher than, the same as ) coal.
2. For the most efficient service, the ice in an ice refrigerator should be placed in the (upper corner, lower corner, exact center) of the box.

Define:

1. calorie
2. British thermal unit
3. Heat of fusion
4. Saponification
5. Liter
6. Kilogram

\*\*\*\*\*

1. The four kinds of coal are:

a.  
b.

c.  
d.



2. Four properties of acetylene are:

a.

b.

c.

d.

3. Explain what is meant by the term "complete combustion".

4. Explain how soap cleans.

5. Explain why 100 grams of ice at 0 degrees C. will lower the temperature of a beaker of boiling water more than will 100 grams of water at 0 degrees C.

#### Problems:

1. When 90 grams of ice at 0 degrees C. change to water at 0 degrees C., how many calories of heat energy are absorbed?



When  $\text{C}_3\text{H}_8$  is burned in oxygen, carbon dioxide and water are formed.

a. How many grams of oxygen will be necessary to burn 50 grams of  $\text{C}_3\text{H}_8$ ?

b. How many liters of carbon dioxide will be produced by burning 50 grams of  $\text{C}_3\text{H}_8$ ?



Louis Adcock

Chemistry

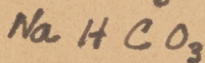
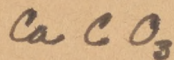
The class discussed why they were interested in taking Chemistry. There was a general discussion of matter. There was quite some interest developed in distinguishing matter and its characteristics and properties. Thus, this lead up to a discussion of the symbols of chemistry and the use of formulae in Chemistry and the use of tables to figure molecular weight. There was definite relationship of elements, compounds, molecules, compounds, pure substances, mixtures and atoms discussed. This was closed by a short test. The class became interested in molecules in action which has brought up the subject of energy and we then will be ready to discuss the structure of matter as a general summary. (Test included).



1. What is chemistry?
2. What is meant by digestion?
3. Distinguish between an antiseptic and an anesthetic.
4. What are the properties of matter?
5. What is density?
6. What is an element?
7. What is a compound?
8. Distinguish between a chemical and a physical change.
9. Give the symbols for the following:

oxygen	chlorine
hydrogen	copper
nitrogen	sodium
carbon	iron
sulfur	silver
phosphorus	mercury
calcium	zinc

10. Find the molecular weight of the following:  
 $C_{12}H_{22}O_{11}$  (use tables in appendix of book).



11. a. Change the following C readings to F:  
 $20^\circ, 30^\circ, 50^\circ, 90^\circ$

- b. Change the following F readings to C:  
 $40^\circ, 80^\circ, 120^\circ, 150^\circ$



## Monthly Report

Norma L. Adcock

Nov. 18, 1944

### Chemistry

The class studied the chemical nature of solutions and how solutions and ionization aid in explaining chemical reactions. We discussed the part that solutions play in our daily lives. This led to the idea of "what is a chemical reaction and equation?". The class wrote chemical equations and interpreted chemical equations. By being able to balance equations, we were able to take-up displacement and decomposition of compounds. This led us into determining weights and volumes of chemicals used and produced in a chemical reaction. We are about ready to learn how the chemist classifies substances, to become familiar with bases, acids, and salts, to be able to prepare compounds of these groups, and to find the use of many of these compounds in our daily life. The class takes unit tests and does work in work books. Check test is included.



## Chemistry

1. Hydrogen is the lightest of all elements.
2. Hydrogen is combustible.
3. \_\_\_\_\_ of the surface of the earth is covered by water.
4. Hydrogen appears abundantly in the free state.
5. Hydrogen is colorless, tasteless, and odorless.
6. When oxygen is taken from a compound, the process is called \_\_\_\_\_.
7. Red hot iron will displace hydrogen from steam.
8. When hydrogen is formed by passing an electric current through water, the process is called \_\_\_\_\_ of water.
9. Helium is highly combustible.
10. The most useful compound of hydrogen is \_\_\_\_\_.
11. Hydrogen is a \_\_\_\_\_ agent.
12. "Crisco" is made by hydrogenation of cottonseed oil.
13. Hydrogen makes up a large portion of the compound, turpentine.



Dec. 22, 1944

## Chemistry

The class summarized their work on balancing equations, decomposition, and metathesis. This led to the question - "What do we get when we mix certain compounds and balance the equations?" We studied the four large classes of compounds - acids, bases, salts, and oxides. We studied the characteristics, tests, preparation, and importance of each class of compounds. We did some experiments to be able to observe some of the characteristics of each and to determine the results of mixtures. The class took self tests, standardized unit test and a teacher-made test. We saw the films, "A New World Through Chemistry," "Electrons on Parade," "Chemical Effects of Electricity," and "Molecular Theory of Matter". This leads us up to the chemistry used in everyday living, such as; the function of water in the body and everyday uses of the compounds discussed.



## Chemistry

1. Carbon compounds are called inorganic compounds.
2. Acids contain the common element —.
3. Acids turn red litmus blue.
4. Acids neutralize bases.
5. A — acid is one in which a large percentage of its molecules break up into ions in a dilute solution.
6. A strong acid is always a concentrated acid.
7. Acids which contain hydrogen combined with a nonmetal are known as — acids.
8. — acid is found in the stomach.
9. Many acids can be made by adding the correct acid anhydride to water.
10. The strongest and most active hydroxides are called —.
11. All bases contain — as the only negative ion.
12. Most bases have a sour taste.
13. Ammonium hydroxide is a weak base.
14. All salts have a salty taste.
15. Many salts are found in the earth's crust.
- 16+17. When an acid is neutralized by a base, the products are always — and —.
18. An oxide is an element combined with oxygen.
19. Nonmetallic oxides unite with water to form acids.
- 20-23. Name the four large classes of compounds.



## Chemistry Report

Lois L. Adcock  
March 3, 1945

The class studied the chemistry of foods and nutrition and what chemical and physical changes food undergoes in the body. This led to discussing the necessity of well-balanced diets to support good health. Thus, medicine and first-aid was discussed. Dangers of improper use of food were stressed bringing up the topic of deficiency diseases and the process of digestion. We discussed the chemistry of cosmetics and clothing.

The class took self tests; standardized unit tests; run tests to determine the nutrients; tested chemical reaction of digestion; made face powder, hand lotion, and creams; tested fabrics — strength test, chemical test, and burning test.

We attended and discussed the following films: Yesterday, Today, and Tomorrow; Passport to Health; This Amazing America; Fuels and Heat; Years of Progress; First Aid; Scientist for Tomorrow; The Ramparts We Build. Two teacher-made tests are included.



## Chemistry I

1. Man can go without water longer than he can food.
2. About  $\frac{2}{3}$  of the body's weight is water.
3. A normal diet will supply at least one half of the water needed by the body.
4. Water is a good solvent.
5. Blood is about 90% water.
6. As food is burned in the cells of the body carbon monoxide is formed.
7. The normal body temperature is  $98.6^{\circ}\text{C}$ .
8. The habit of drinking from 6 to 8 glasses of water each day is highly recommended.
9. Water should never be drunk with meals.
10. Mineral water contains minerals.
11. Perspiration aids in regulating the body temperature.
12. A fever is caused by the oxidation of toxic materials.
13. Drinking warm water before breakfast is an aid to digestion.
14. A person with fever should have a liquid diet.

Other tests given are in text at the end of each chapter.



1. All animal fibers are protein.
2. All wool fibers have the same chemical composition.
3. Each wool fiber is covered by overlapping scales.
4. Wool fibers of the best quality come from the shoulders and sides of the sheep.
5. The ability of any fabric to absorb water is known as the \_\_\_\_\_ property.
6. Silk fiber is the longest natural fiber.
7. The long, heavy, and shining hairs on an animal are known as \_\_\_\_\_ hairs.
8. Cotton is the most widely used plant fiber in making clothing.
9. Each cotton fiber is a single cell.
10. Linen fibers are more elastic than cotton fibers.
11. Rayon is made from cellulose.
12. Rayon has the same chemical composition as silk.
13. Rayon loses strength when wet.
14. Some synthetic fibers are made from casein of milk.
15. Leather is the tanned skin of any animal.
16. There are 4 different processes by which rayon is made.
- 17-18. Name two classifications of dyes.
19. Natural dyes are often dull in color and soon fade.
20. Indigo blue can only be produced from the indigo plant.
- 21-23. Name the three tests for identifying fabrics.
24. When vegetable fibers are burned a gummy bead of black residue will be left.
25. Wool will leave more ash than cotton.
26. Silk will dissolve slowly in concentrated HCl.
27. A linen fabric will absorb ink quickly in an even circle.
28. Spot removers are solvents.
29. Clothing made from animal fibers and wool may be damaged by moths.
30. Ramie is a vegetable fiber similar to linen.



31. Certain salts are used in weighting fabrics.
32. Permanent mothproofing is permanent.
33. All rayon fabrics burn slowly.



## Report

### Chemistry

#### Period 6

Mar. 12 - April 28

In the chemistry textbook, Living Chemistry, we have covered the material included in pages 297-429. As much as possible, we have used this material as a background for experimental and demonstration work in class. Since there is no laboratory book to use, I have taken some experiments from my college chemistry notes and those on food from a chemistry of foods handbook. Our first objective was to learn how to write up experiments scientifically--i.e., according to objectives, apparatus, procedure, results, conclusions, additional observations and practical applications. The experiments are set up and performed by different students each time.

After we had begun this type of work, we discovered that a great many basic concepts needed to be learned in order to prepare the students somewhat for college chemistry, so we decided to devote most of the remaining class time this semester to them. We began by studying the metric system and the relationship between it and the British units of measurement. Next came work concerning heat and how it affects matter. We worked problems concerning the Centigrade and Fahrenheit thermometers, calories and Btu's, and had experiments demonstrating the effect of evaporation and heat of fusion. Then we tackled gram-molecular weights and volumes and worked problems concerning them.



Whenever we have a few spare minutes in class, we try to use them to keep informed on some of the more recent developments in chemistry. This material is obtained from newspaper clippings and bulletins, such as the Dupont news-sheet, "Chemistry in the Home".

References:

Dynamic Chemistry, Biddle and Bush, p. 612-619, 650-652.

Chemistry and You, Hopkins, Smith and Others, p. 761-763, 447-458.

A Handbook of Food Preparation, West and Soby, p. 87, 221-222.

Laboratory Experiments in Physics, Allyn and Bacon, p. 130.

C.S.C. Inorganic Chemistry Laboratory Manual, p. 148-150.

Plans for work; Finish the textbook. Study the structure of the atom and the electronic theory, using Chemistry and You and Dynamic Chemistry as references. This will lead to valences, and then to structural formulas and the laws of chemical combination. Then the study of ionization, and after that the study of the effect of pressure and temperature upon gases. If there is any time left we will go back and do some more experiments to further illustrate these subjects.



## CHEMISTRY

### I. General Aim:

Chemistry has a general relation to life and should meet the academic and vocational needs of the pupils.

### II. Objectives:

1. He understands the chemical nature of substances and the importance of chemical changes.
2. He appreciates the services of Chemistry to society through its contributions to health, agriculture, industry, etc.
3. He learns facts, principles, technical language, formulas, and laboratory techniques of Chemistry.
4. He thinks creatively.
5. He develops scientific attitudes toward problems in school and everyday life.
6. He uses the scientific method of solving problems in school and everyday life.
7. He reads and expresses himself well.
8. He uses leisure time and recreational time to further his needs and future vocation.

### III. Outline

#### A. Fundamental Principles

1. Matter
  - a. structure
  - b. energy
2. Chemical formulas
3. Oxygen
4. Hydrogen
5. Solutions and ionization
6. Chemical equations
7. Acids, bases, salts, and oxides.

#### B. How Chemistry is Related to the Individual

1. Foods and nutrition
  - a. Water in the body.
  - b. Glands of internal secretion.
  - c. Diseases.
2. Drugs and medicines.
3. Cosmetics
4. Hobbies
5. Vocations

#### C. Chemistry Related to the Home

1. Cooking
  - a. Utensils
  - b. Cooking and preservation of foods
  - c. Tableware
2. Heating
  - a. Fuels
  - b. Air-conditioning and refrigeration
3. Sanitation
4. Gardening



D. Chemistry Related to the Community

1. Water purification
2. Sanitation
  - a. Disposal of sewage and other wastes
  - b. Disease
  - c. Health centers and medical care
3. Food production and distribution
  - a. Food inspection
  - b. Laws

E. Chemistry Related to Industry

1. Improvements in Industry
  - a. Sanitation
  - b. Working conditions
  - c. New Products
2. Vocations

F. Chemistry Related to Warfare

IV. Materials:

1. Textbook
  - "Living Chemistry" - Ahrens, Bush, Easley
2. Reference Texts
  - a. "Dynamic Chemistry" - Biddle, Bush
  - b. "Chemistry and You" - Hopkins, Smith, Davis, Mc Gill, Bradbury
3. Experiments
4. Work Book
  - "Chemistry Guide" - Mc Gill, Bradbury
5. Test Units
  - "Chemistry Guide"- Tests Form A - Mc Gill, Bradbury



# I Economics in a democracy

- A. What is an economic problem?
- B. Why study economics
- C. Economics has a moral value
- D. Institutions of a modern economic society
  1. Private property - limitations
  2. Freedom of enterprise "
  3. Freedom of labor "

## II Goal of Production - Consumer

- A. Consumers' influence on production
  1. Power of choice
  2. Power to refrain from buying
- B. Producers power over consumer
  1. Effect of variety of choice
  2. Influence of advertising
- C. Purchasing power

## III Consumption & the Standard of Living

- A. Levels
- B. Engels law
- C. Methods of raising the standard of living

## IV Goods are brought to market

- A. Changing markets
- B. Markets and speculation

## V Risk and Profit

- A. Causes
- B. Method of eliminating



## VII Problems of money and exchange

- A. Credit and its uses
- B. Commercial banks and banking
- C. Banking system of U. S.
- D. Money and prices

## VIII Trade and transportation

- A. Trade and markets for our goods
- B. Foreign trade and its regulation
- C. Transportation

## IX Distributing Returns of Production

- A. Labor. wages - unemployment
- B. Capital and interest
- C. Land and factors affecting its return
  - 1. Problems of the farmer
  - 2. Land and rent
- D. Management - profit
- E. How income is divided

## X Public Finance

- A. What government agencies do & what they spend
- B. Taxation
- C. Sources of revenue
- D. Gov't budgets
- E. Inflation

## XI Social and Economic Reform

## XII Economic Problems in a Nat'l Emergency

- A. War & production
- B. Standard of living



- C. Financial problems of war economy
- D. Postwar readjustment

- 1. World Peace Plans

- a. Current ~~political~~ political events in war
    - b. Current economic problems
    - c. Social plannings and their influence in shaping economies in the new world order

### XIII Preserving and improving democracy

- A. National
- B. Local & personal

Aim: To understand the principles of economics as they are related to every day problems of living and wants based on experiences.



# Economics

Katharine Stegner  
Dec. 15 to Mar. 15  
Text: Jansen & Stephenson

## I Principles of Economics - continued

### A. The Consumer in our economic order

1. Who he is
2. Wise and harmful consumption
3. Where the dollar goes
4. Consumer information publications

### B. What makes goods useful

1. Utility
2. Diminishing utility
3. Wealth

### C. Income - Property

1. Gross & net income
2. Ownership of property

### D. Nature's Part in Production

1. Meaning of production
2. What land is
3. Diminishing returns of land

### E. Labor's part in Production

1. Kinds of labor
  - a. Territorial
  - b. International
  - c. Advantages & disadvantages



## H. Uses of Capital in Production

1. What is capital
2. Kind
3. Essentials to production of capital
4. Savings and production

## I. Power in Production

1. Sources
2. Ownership & distribution
3. Untapped sources
4. Experimental opportunities - science

## J. How Businesses are Organized

1. Partnerships
2. Corporations
3. Cooperatives
4. Advantages
5. Future
6. Local

## K. Large Scale Production

1. Mgmt
2. Monopolies

## L. How Goods are Exchanged

1. Demand - supply
2. Market price

## M. Money in our Economic System

1. Kinds & facts



## I. Credit & Financial Institutions

1. Commercial paper
2. Commercial Banks & Banking
  - a. Functions
  - b. Statements
  - c. Reserve Ratio
3. Federal Reserve System
  - a. Organization
  - b. Insurance

## II Democracy & Its Competitors

### A. Background of struggle between Democracy & dictatorship

1. Governments
  - a. U. S., Eng., France
  - b. Germany, Italy, Russia
2. Business, Agriculture, Labor
  - a. Democracies
  - b. Dictatorships
3. Education & Religion
4. Press and Radio

### B. Preserving & Improving Democracy in U. S.

## III Current Affairs (to be continued)

### A. Economic problems

1. Political
2. Social

### B. World Peace Plans - our responsibilities



## Economics

Text: "Everyday Economics"  
By Janzen and Stephenson

June 43

1. Lengthy oral reports have been on:

Labor and Organizations

Taxes

Housing

Distribution of Income

Cooperatives

Crime

Difficulties in Making a Living

2. Two written reports on various economic problems have been completed by each student.



3. Class discussion and tests have been given on "Government Functions and Finance" and "Distributing The Returns of Production". We are now studying the economic problems of our nation and also our individual problems.

The students understand that economic problems are involved in political and social problems of the nation and world. They know that our economic problems cannot be isolated and that the answers are difficult. I am hoping that they may be less critical and more ready to take part in a constructive nature.



~~Sept - Dec 1943~~  
Dec - March  
1943

## II

## Economics

- I. Text: "Everyday Economics"--Janzen & Stephenson  
Supplementary texts:  
"Everyday Problems of Am. Dem."--Greenan & Meredith  
"Problems of American Democracy"--Kidger

## II. Material Covered

- A. Definition and what the subject pertains to.  
General "over all" study.
- B. Economic rights in our democracy.
- C. A consideration of our culture in America.
- D. A social approach to Economics.
- E. "Straight thinking" or "Clear thinking".
  - 1. Difficulties
  - 2. Possible solutions - efforts to train ourselves
  - 3. Propaganda  
Devices-instruments-sources, etc.
  - 4. Public Opinion  
Necessity
  - 5. Scientific Thinking

- III. We are now ready to go ahead with the more formal study of economics. I felt that we needed this background of clear thinking, propaganda, public opinion, etc. in order that we might have more worthwhile discussions (unbiased as far as possible).

The students were much interested in this method of procedure. They seem to be sincere in their desire to try to look at things squarely. They have read a good deal from supplementary texts. Some have contributed newspaper items pertaining to our study.

My class is not large and I believe I have a group of the better thinkers.

During part of our class periods to come I plan to use the "Unit Studies in American Problems--Democracy and its Competitors" as published by the North Central Assoc. of Colleges & Secondary Schools. These are small paper bound books which seem to cover the high points of present day interests in government and economics.



I intend to look for additional up-to-date printed matter which is fairly reliable and which is of practical benefit to this class. I will appreciate suggestions.

#### Extra curricular

I helped with the Sophomore Party and have met with the Guidance Committee twice. I have some active duties coming up in this connection.

I am enjoying my work, Mr. Coy, and will be glad when I know my students. A few are coming to talk over matters of private interest. I am happy to have them come and hope that I can be of assistance to them.

Suggestions are appreciated.

Sincerely,



page 1943-4

## Psychology

The work for this class may be divided as follows:

### 1. Individual traits

The qualities which make each person different

Emotional differences

Physical differences

Mental differences

Sex differences

The qualities which make people alike

Social tendencies

Family ties

Environment

Education

Some practical applications of these traits

In education (A week at the elementary school

In the family

In the community

In the nation

On a job

In clubs

### 2. Characteristics of the mind

Group testing on School Beliefs

Great liberality in racial beliefs

Extreme narrowness on student participation  
in the school program

Case studies and interpretations

~~Effects~~

Effects of mental patterns on behavior

Actions for love

Actions for superiority

Actions for inferiority

Actions for social acceptance

Reactions to discrimination

Reactions to aversion

Reactions to pleasant sensations

Agressiveness vs. Submissiveness

Stimulus Response

Case studies and interpretations

Education processes

Testing

Teaching

The Bell curve

Practical applications of statistics

### 3. Job analysis

Application for a job

Ways of influencing employers

Ways of influencing other employees

Types of jobs for types of people

Getting along with others

Case studies and interpretations



February 29, 1944

Psychology  
Mr. George

We have done some experimentation on work and fatigue, trying to develop a sense of why people behave as they do in the light of certain situations. We have analyzed the backgrounds of the community analysis section report on evacuee attitudes toward relocation and shall spend more time with this matter as we progress in our understandings.

We have also used examples of the will to live as the basis for the further effect of the fatigue aspect of work and have also discussed certain of the aspects of labor protection so the fatigue and work aspect enters in. We have seen the need for certain safety devices, etc.



## PSYCHOLOGY

The outline of this course was planned by Mr. Robert George. After his departure, every attempt was made to follow his general policy.

Considerable time was given to a discussion of Emotions, Heredity, Mental Obstacles, Propaganda and Advertising. The development of each topic was centered first around available reading material, then recitation departures and written projects were chosen by the class.

Wherever possible, an attempt was made to fit the conversation matter to the needs and desires of the students. Camp problems were discussed in the light of those basic factors of Psychology covered in the reading. Thus: Emotions were analyzed as contributors to minority problems and to difficulties of a world peace settlement. In the discussion of Heredity, stress was put upon the non-transference by birth of disease and character, and upon the importance of individual will to succeed. Common mental obstacles were discussed and stress was put upon corrective measures for personal handicaps. Finally, the students carried out a project in the analysis of modern advertising; the attempt made was to correlate the analysis of motivating elements with consumer education problems dealt with previously in other courses. The students also analyzed current political speeches and had considerable interest in pointing out the devices used to influence political opinion.

If student interest be an acceptable criterion of course content, both advertising and heredity proved to be the most valuable parts of the summer program.



PSYCHOLOGY  
Mr. Anderson  
2nd Period

7/23/44 class

7/19/44

7/19/44

7/12/44

Name	Book No.	Test I	II	III	Quiz I	II
1. <del>De Queiroz, Richard</del>	3	82	S		OK	S
2. <del>Furuya, Terumi</del>	12	70	S		OK	S
3. <del>Hayase, George</del>	13	F	F		OK	S
4. <del>Hirano, Frank</del>	4	80	--		--	--
5. Kamada, Jim	14	95	80		Ex	OK
6. Kato, Mae	7	85	85		F	OK
7. <del>Maruyama, Henry</del>	10	--	70		--	OK
8. Matsumoto, Tami	15	90	--		--	Ex
9. <del>Nakamura, Ben</del>	8	--	--		OK	--
10. Nakano, Lucy	1	80	F		Ex	OK
11. Norikane, Frank	9	70	65		--	--
12. Oda, Yoshiko	16	70	60		OK	OK
13. Ogawa, James	11	85	70		OK	OK
14. <del>Sakaeda, Lily</del>	2	75	--		--	S
15. <del>Tokunaga, M.</del>	2	--	--		--	S
16. Yamasaki, Jim	8	90	80		OK	--

Test Key:

Grades from 0-100

Below 60 = F

(-) Not tested

Quiz Key:

LK Good

Ex Excellent

F Fair

S Satisfactory

(-) Not Quizzed

#5



# Psychology

CHECK SHEET <sup>1. 2. 3. 4. R. F.</sup> Test

Date:

1. Hirano, Irwin	28.	80	—	D	C	C	C
2. Kamada, Jim	29.	95	80	A-	C	B	B
3. Kato, Mae	30.	85	85	B	B	C	B
4. Matsumoto, Tami	31.	90	—	B	B	C	B
5. <del>Nakamura, Ben</del>	32.	—	—	Con	<del>dropped</del>		
6. Nakano, Lucy	33.	80	80	A-	B	B+	B
7. Norikane, Frank	34.	70	65	D	D	C	D
8. Oda, Yoshiko	35.	70	60	B	C+	C	C
9. Ogawa, James	36.	85	70	B	B	B+	B
10. <del>Tokunaga, Michiko</del>	37.	—	—	<del>A dropped</del>			
11. Yamazaki, Jim	38.	90	80	A-	A-	B+	A-
12. <del>Yokuni, Akiomi</del>	39.	—	—	<del>C dropped</del>			
13. <del>Yoshiko, Oda</del>	40.	—	—	B	C+	C	
14.	41.						
15.	42.						
16.	43.						
17.	44.						
18.	45.						
19.	46.						
20.	47.						
21.	48.						
22.	49.						
23.	50.						
24.	51.						
25.	52.						
26.	53.						
27.	54.						

(Mr. Borge)

(Mr. Borge)

Oral Test & Written

Final Test

Oral work, home work, attitude

Summer grade



PSYCHOLOGY

4th Hour

KEEPING YOUR CHIN UP

1. What is morale?----the ability to keep one's chin up.
2. What is the meaning of Democracy?
  - a. human beings should be morally equal
  - b. liberty of speech, press, opinion, etc.
  - c. tolerance
  - d. protection against our enemies
  - e. people should be sovereign
  - f. no legalized class distinctions
  - g. peace
  - h. education
  - i. progress
3. What destroys morale?
  - a. propaganda of the enemy
  - b. personal misfortunes
  - c. ignorance
  - d. easy living or continued wretched living
  - e. failure to cooperate & face the facts
4. What can one do to build up his morale?
  - a. face the facts
  - b. do something to help the war effort
  - c. work hard & keep busy
  - d. keep informed



- e. talk with others
- f. utilize your leaders
- g. let off steam
- h. keep fit
- 1. remember the misfortunes of others

#### APPLICATION PROJECT

1. What do I intend to do when I leave the center?
2. Do I read the available news publications regularly to aid in my planning? If not, why not?
3. Have I picked out an area where I would like to relocate, and do I try to gather all possible information about the job possibilities there?
4. Do I spend my leisure time working on worthwhile projects with an eye to the future? --Or, do I spend most of my time with my friends, doing nothing?
5. Have I seriously tried to select several colleges where I know Nisei are welcomed?
6. Do I have frequent talks with older people who are willing to help me with my planning, or, do I say to myself: "Let tomorrow take care of itself."?
7. Have I ever thought what to do should the Project suddenly close tomorrow? Or, do ~~you~~ let all important decisions be settled by some "kind fate"?
8. Do I utilize the opportunities which I have in my classes, or do I stare at the teacher and wait for the bell? Do I have a bad case of "loafers' fever"?
9. Have I ever faced the facts and tried to make definite plans or do I spend my time complaining about my living in a center and not in some more desirable place?
10. In summary, here is a list of the things which I believe are detracting from my personal morale, along with a list of activities which I think will correct my mistakes:

NOTE: PLEASE DISCUSS THE ABOVE WITH YOUR PARENTS AND REPORT BOTH THEIR OPINIONS AND YOUR OWN FOR CLASS DISCUSSION.



Summer  
Course

5 day  $\frac{1}{4}$  credit

Introductory Psychology  
Averill



Books not checked in | dropped

- |                         |      |      |
|-------------------------|------|------|
| 1. De Zureiroz, Richard | # 3  | 7/19 |
| 2. Frouye, Terumi       | # 12 | 7/19 |
| 3. Maruyama, Henry      | # 10 | 7/2  |

Psychology

W. & A.



AMACHE SECONDARY SCHOOLS

Date \_\_\_\_\_

I, \_\_\_\_\_, desire to leave Room \_\_\_\_\_ at \_\_\_\_\_  
to go to \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature

=====

This pupil arrived in my room at \_\_\_\_\_ and left at \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature

*[Handwritten signature]*



June 1943

## SOCIOLOGY

### Quarterly Report Instructor, Louise Goodson

- A. Second Period class enrollment, 40.  
Fourth period class enrollment, 35.
- B. During the past quarter, the Sociology classes have worked on the following units:

(1) Can We Preserve Democracy?

The major topics under discussion were:

- (a) Do we want to preserve democracy?
- (b) How our party system works.
- (c) Experiments in democracy.
- (d) Public opinion in a democracy.
- (e) War -- Can we abolish it?

(2) The Occupational World

Topics under discussion:

- (a) Exploring the occupational world.
- (b) Preparing for and seeking a job.

(3) What is Social Progress.

Topics under discussion:

- (a) Signs of social progress.
- (b) Instruments of social progress, education, religion, etc.

(4) Is Health a Social Problem?

Topics under discussion:

- (a) The public health
- (b) Housing
- (c) Community planning

The sociology classes have worked on many activities. Surveys have been taken to determine various personality traits, occupational skills, health needs, etc.

Mr. John Moore and Mr. Rademaker from the Social Welfare Department of Amache spoke to the groups concerning present day social problems peculiar to the Japanese. Mr. Robert George, of the Junior High School brought the class some interesting ideas concerning the unit democracy.



The homeroom student council representative from my sociology class is Kiyo Kumamoto. While in school he attended the meetings, but since he has checked out of school, Marion Konishi, Vice President, has taken his place.

F. The Sociology classes are in need of more text books and reference material. I suggest this equipment be made available for next year, if possible.

I also feel that the Sociology teacher should have a definite place in the guidance program, as this field is a branch of the Sociology department.



### Sociology - Sixth Period

The sociology class developed a unit on HUMAN NATURE AND HOW CULTURE MOULDS IT. Discussions centered around behavior, instincts, emotions, wishes, feelings, habits, drives, etc. Also included in this unit were discussions on the differences between people, including the gene theory, heredity, environment, racial studies, intellectual differences, etc.

An interesting side project was the reporting on the Nordic delusion and the Aryan myth.

11/11/3  
Gordon



Sociology - Sixth Period

Gordon  
11/13

The sociology class developed a unit on HUMAN NATURE AND HOW CULTURE MOULDS IT. Discussions centered around behavior, instincts, emotions, wishes, feelings, habits, drives, etc. Also included in this unit were discussions on the differences between people, including the gene theory, heredity, environment, racial studies, intellectual differences, etc.

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General Education 12<sup>4</sup> - Seventh Period

CAN WE PRESERVE DEMOCRACY? was the theme of the last two weeks' discussions in this senior general education class. Such topics as: DO WE WANT TO PRESERVE DEMOCRACY?, HOW OUR PARTY SYSTEM WORKS, EXPERIMENTS IN DEMOCRACY (such as the unit system, centralized purchasing, reform in city government, direct primary, etc.,) were developed.

PUBLIC OPINION IN A DEMOCRACY proved to be one of the most interesting topics studied. Emphasis was placed upon the various agencies for diffusing information, such as the newspaper, the motion picture, the radio, church, school, etc.

Information which the students gathered was placed in their individual file for future reference.

Education in a post-war world was a sub-topic which opened naturally for discussion. This topic will be carried over into the next two weeks' open forum.

Two guest speakers talked to the group. Miss Sumi Yamaguchi of New York City spoke on various phases of relocation and Mr. Halliday discussed the problems which exist on the outside for evacuees.



12/1/3  
Goodman

# SOCIOLOGY 6th PERIOD

During the last two weeks the Sociology Class has worked on the unit, "The Growth of Institutions". Included in this unit were discussions on Customs, Mores, Taboos, Conscience, Ethics, the family, law government religion, etc.

Projects are under way covering this unit; history of the secret ballot; marriage customs; woman suffrage, etc.



Oct. 1, 1943  
LOUISE GOODSON

Sociology - Period 6

The basic unit with which the sociology class worked the past two weeks was "Applying Science to Society." We discussed the possibility of using science to correct social maladjustments, and the necessity of learning to think scientifically. In open forum we worked on these problems: how we confuse facts with opinion, can we observe accurately? how our likes and dislikes cause errors in testimony, how our wishes shape our thinking, the need of caution in reading, how stereotypes shape our thinking, the power of propaganda, and the necessity of objective thinking.

In connection with these ideas the class collected cartoons that made effective use of stereotypes, and found clippings which illustrated propaganda.



OCT 4TH TO 18TH  
LOUISE GOODSON

### Sociology 6th Period

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Projects are under way covering this unit; history of the secret ballot; marriage customs; woman suffrage, etc.



## Anthropology.

We have discussed the use of discovery & Invention as a part of Culture. Applications have been made of this usage by examples in American life with such discussions as the goat suit Craze Cultural Traits of makeup etc.

During the last week we have had discussions of the Detroit Riot conducted by members of the Class & have also made applications of the pro-noyi publications of Gerald L.K. Smith. Elizabeth Dilling & others who live in Detroit.

For the future we will continue with cultural institutions etc.



# Anthropology -

The place of cultures in the world with comparative analysis of various cultural patterns under Harkins & Rademacher's pattern -

- I Language & Communication
- II Practical Knowledge & Industrial Arts
- III Art & Decoration
- IV Genetic Groups, pathways, mores
- V Ideas & Practices Governing Private Relations of Individuals & Groups
- VI Ideas & Practices Governing Public Relations of Individuals & Groups
- VII Relationships between Groups
- VIII Ideas & Practices Regarding Nature of the Universe & its Elements



## Anthropology

We have finished discussing the basis of Cultural Anthropology and have begun work on a community analysis concerning the number of people in the Camp, their ages, sex, marital status, their ken in Japan & locales in California & racing <sup>racial(?)</sup> moves, etc.

The purpose of this is to discover for ourselves for further analysis in the field of simple psychology. We are also on the process of working out simple autobiographical sketches along a cultural pattern.



Anthropology -

We have also had a discussion  
of the Scientific method & its  
applications.



Sociology

I began teaching this class the 15th of December, and at the end of the semester, Feb. 19th, they were transferred to their former teacher, Miss Goodsson.

At the time I began teaching, the textbooks, Our Changing Social Order, by Gavian, Gray, and Grooves, had just arrived. We began with first unit, "The Creation & Growth of Culture," Human Nature and How to Mold It," Individuals Who are Maladjusted," and How Individuals May Improve Their Adjustments."

The classwork was carried on by various methods. Individual silent reading, teacher lectures, class discussions, written composition, and oral and written quizzes.



- I. Language and Communication
  1. Gestures and non-verbal symbols
  2. Spoken language and number systems
  3. Writing
- II. Practical Knowledge and Industrial Arts
  1. Foods
  2. Care of the Body
  3. Shelter
  4. Mobility
  5. Economic Activity
    - a. General Productive activities
    - b. Tools and Techniques
    - c. Trade and distribution
    - d. Property in its economic aspect
    - e. Occupations and industries
    - f. Organizational basis
- III. Art and Decoration
  1. Personal Adornment
  2. Drawing, Painting, and Sculpture
  3. Music, drama, and dancing
  4. Architecture and Landscaping
- IV. Genetic Groups, Folkways, Practices, and Mores
  1. Love, Courtship, and Sex Relationships
  2. Family
    - a. Methods of establishing and of breaking up the family
    - b. Sex relationships
    - c. Functions
    - d. Division of labor
    - e. Relationships between the family, its functions, duties, and privileges, and the community or society
    - f. Status and authority within the family
  3. Blood Relationship Groups, Their Nature, Extent, and Rights.
- V. Ideas and practices Governing Private Relations of Individuals and Groups
  1. Status and Social Ritual, Etiquette, Manners, and Ceremonial Forms
  2. Private Morals and Ethics
  3. Leisure-time Activities
  4. Property, or the exercise of rights and duties with respect to others
- VI. Ideas and Practices Governing Public Relations of Individuals and Groups
  1. Ethical Customs and Institutions
  2. Juridical Forms and Institutions
  3. Political Organizations and Institutions
- VII. Relationships Between Groups
  1. Informal commercial, social, political, and literary
  2. Formal commercial, social, political, and literary
- VIII. Ideas and Practices Regarding the Nature of the Universe and Its Element
  1. Mythology and Folklore
  2. Theology and Religious Practices
  3. Magic
  4. Medical and Social Beliefs and Practices Concerning Relief of Pain, Suffering, and Want
  5. Matter of Fact Notions, Scientific and Logical Presentations



Report for December first to the twenty-third

### American History

The work for this period covered certain of the economic and social aspects of the Quest for Normalcy. In it we discussed the Jazz Age, the development in America of greater mobility through the development of the automobile, train service and air service. A number of books recommended were The American Tragedy, Main Street, All Quiet on the Western Front, Journey's End, Sullivan's "Our Times" and others depicting the development of the idea of Normalcy as used by President Harding. During the period we have also laid great stress of the differences in Hamiltonian Economy and Jeffersonian Economy, trying to point out the reasons for the development of these ideas through various men. Some comment was made on the Harding administration and the reasons for its acceptability to the American people following the world war. Later in the period we started to work on the World War, discussing America in the balance of power, which will be continued in the period following the vacation. We were able to discuss the position of the various nations prior to the war and the jockeying of position by Germany and Austria-Hungary in order to obtain power for national achievement.

### Anthropology

We made the final plans and checks for the questionnaire to be given to various blocks following the vacation. We have made very careful plans concerning the checking of the questionnaire as well as the presentation of the questionnaire. Further instruction was also given as to the final preparation of the autobiographical sketches to be presented on the last day before vacation. Enclosed find the outline to be followed in making these sketches. Further discussions were held in the ~~preparation~~ comparison of cultural traits among the Japanese Americans and the populations in America whose traits are more entrenched through longer periods of habitation. Especial emphasis was laid on mental health aspects of the comparison from the point of view of the success to be achieved by recognizing clearly the differences and the possibilities of utilizing them.

### General Education

We have continued to analyze the strengths and weaknesses in grammar, English Construction, spelling, punctuation and other phases of English usage, which we felt might help to improve our work especially toward class planning for work in the future. We also worked on a debate concerning the value of Zone Defense as opposed to Man-to-man defense in basketball. The effect was to make clearer in their minds the need for more speech activity. My whole effort has been toward the point where the children will be able to plan for themselves the type of work which they need to do.



It has been extremely difficult for them to see also the need for cooperation among themselves as to accomplishing work. They have seemed to be unable to grasp the fact that a great deal of the work which they do is of value to them and to them only. It seems to be coming, however. In social studies we have also been trying to plan some work which would lead us into a study of world history. We have discussed a number of nations, but as yet have not been able to feel a response which shows either much background or response. In view of the fact that the semester is ending so soon, I have felt that we will drop the matter to be started with renewed vigor at the beginning of the new term. We have spent some time analysing the official report of the WRA concerning the Tulalake riot and the report about the riot in the Los Angeles papers, seeing the need for careful analysis of what we read. It seems that this may be a good lead for the future. We did further analysis of advertisements looking for emotional words used by advertisers instead of factual statements concerning products advertised.

### Dramatics

At first this class started to work on certain dramatic presentations which were to aid in the total production of a play. Because of the complete resistance to this policy, further investigation was made and they seemed to lead to the conclusion that definite promises had been made that there would be no need for actual acting among a large part of the class especially the boys. They have totally resisted any effort to make a dramatics class from the group. Finally as the time for the Christmas Play arrived, volunteers were asked to help with the project, six boys responded. With this group as assistants, The stage was dressed for the play. The rest of the group worked on The Stage and the School in an effort to gain a little of the background of the theater. We read chapters one and two of this book. I also read Box and Cox, and one or two other plays. We have also read a number of poems on America.



Report for ~~December~~ January 1 to 15, including a summary of work completed for the semester.

### American History

In view of the fact that the class has neither background nor awareness of civics, history, or political and economic systems in America, we have spent most of the semester in discussing current problems which we face as a nation. Much emphasis has been placed on the value of the individual citizen in America, stressing the need to understand that voting is not the only function of the citizen, but that understanding of the world scene depends upon each one of us. We have traced this idea historically as far as World War I. We have also seen that democracy must be fundamentally based upon strong principles maintained by the individual. We have discussed other forms of government which have sprung up as the individual seeks to shake off responsibility, namely, autocracy, Fascism, communism, socialism. We have traced the development of political machines which tend to control the thinking of so many people. We have discussed the differences of economic ideas which have led to the policies of various presidents from the present to the first world war. In every way it has been an attempt to give an overview of the state of the nation at present. The last item is to discuss certain questions which have occurred to the children as a result of our reading and study in this matter. So far the course has been largely a lecture course with occasional discussion periods. I hope that during the next term we will be able to spread out into wider fields of thinking and historical point of view which will give the children a chance to prepare material for themselves. With the limited information which they already had it has been almost impossible to do otherwise up to the present. Each member of the class has by now read the Epic of America and has thus also gained an appreciation of the problem.

### Anthropology

This course has especially laid emphasis on the cultural traits which man has developed and defined for himself. The effect has been to transpose ourselves into the picture in an effort to analyse the effect of these cultural patterns on ourselves and to try to understand why we behave to certain matters as we do. We also have traced briefly the history of man, so that we may better understand the reasons for the cultural patterns being as they are. Of especial interest to the children has been the aspect of mental health in the entire picture, and leads very logically into the work for the next term, which will discuss fundamentally certain psychological problems as they arise.

### General Education

The report for this class is pretty well included in the work given in the report for december 1 to 23. Since the beginning of the new year we have discussed however the fact that literature is of some importance to the entire picture of English. There has been little enough emphasis on this phase of the work in the class, I admit,



but the new semester will give us certain material to add on this as well as the social studies field. The final testing and work during this last two week period has had to do with sentence structure. We have tried to see what we knew about the use of words in those sentences as well as the structure of sentences themselves.

### Dramatics

Final plans have been laid this week for the presentation of plays by the groups that wish to do dramatics as a final test. The group not so wishing have three plays for which they are to design the stage settings. Saturday Supplement, Over the Teacups, My Heart is in the Highlands, being specifically the plays. We have also read together the Valiant and are preparing to answer questions on the third and fourth chapters of The Stage and the School on the history of the drama.