

L 4.44

4 of 6

10th Grade

6/7/14
C

George

1943-4

23.61

Social Studies in the General Education Class

1. World History - up until the time of the discovery of America. (See the notes and the review outline)
2. Reports on the nations of Europe in terms of modern war requirements. This was performed by each child in the class.
3. Written reports on various countries, which were corrected for English errors and review.
4. Language study in French and German
5. Map study resulting in the culminating activity, the large wall map in room 15. This map work was based on our study of the geographical conditions of Europe. A legend is to be planned to give the detailed information necessary

Use "World Lit"

Schedule Current Events mag's
properly

Sr. Scholastic

OCT. 4TH TO 18TH
LOUISE GOODSON

World History-3rd Period

The World History Classes are studying the Greek period, contrasting and comparing Ancient and Modern Greece. Projects have been started by the students on some phase of the Hellenistic period. Some are working on Greek Literature, others Music, etc.

OCT. 1, 1943
LOUISE GOODSON

World History - Period 3

L3.64

In this class we have been working on the following unit:
"The Story of the Beginnings". Included in this topic were these
ideas: the physical earth, early man, developing civilization,
the earliest centers of culture, etc.

Material was gathered from these sources: "Across the Ages,"
"Man's Great Adventure", and "Our World Today and Yesterday".

R099 - World History
Our changing — —

10th

World Hist

General Education Notes

1. There is a constant struggle by the mass of the people for a larger share in the government.

Ask

- How democratic was the government
- Who could vote and hold office
- Who could not? Why?

2. There is a continual conflict between groups of people desiring to control the government.

3. Government changes as the people's culture changes.

4.

Ask

Have all classes and groups of citizens always worked together?

4. Universal education helps the trend toward democracy.

Ask

How were the people educated in each period of history?

5. The rise of nationalism and its influence on democracy.

Ask

Why and when did these people become a nation?

6. The role dictatorship in the march toward democracy.

Ask

- What is the effect of a lack of education for the masses?
- Who are the masses, other terminology?

7. The relation between education and international cooperation.

Ask

- Do the people of one nation understand the people of another?
- Do they have much information about each other?
- Can they be taught to understand each other?
- What steps would you take to see that it was done?

8. The industrialization of agricultural countries and the crises of overproduction in the older industrial countries.

Ask

Do the leaders plan the production of food, goods, and other things in terms of the needs of the people and international trade?

9. The movement toward international control and allotment of the world's basic natural resources.

Ask

Should coal, iron, oil, and metals be controlled by a central world organization?

10. Increasing interdependence and the trends of world organization.

Ask

Are the nations becoming more dependent on each other?

11. Cultural changes brought about in agricultural countries with increasing adoption of industrial methods and ways of living.

II. History gives an answer

Culture -- the way people live, think, feel

- A. Most important date in Europe --- 1500

Industrial revolution

- B. What is the Industrial Revolution?

1. changes in ways of working
2. Development of manufacturing
3. Movement toward cities
4. Improvement in working conditions
5. Inventions
6. Changes in art
7. Changes in music
8. Changes in literature
9. Changes in living conditions (housing)
10. Changes in people's feelings towards themselves

- c. What are the results?

1. New Cities
2. New nations
3. New national languages

- D. What made it possible in Europe?

1. Geography

- a. Small continent
- b. Temperate zone
 1. Adequate rainfall
 2. Comfortable climate

2. Natural resources

- a. Most of Europe is level, fertile plain
- b. Europe is rich in iron and coal
- c. Easily accessible coastline
- d. Large coastline

3. Nature of the people

- a. habits of hard work
- b. Fear of starvation
- c. Desire for security
- d. Beginnings of transportation

C. Vikings

1. Interested in inventions
2. Interested in commerce
3. Interested in government

D. Vandals -- Traveled to conquer and destroy.

E. Norsemen (1100)

Language

Geoffrey Chaucer wrote the Canterbury Tales

F. Spain

1. Culture of Spain

- a. Developed rapidly
- b. 5000,000 people in one town
- c. 4,500 Students in university

2. Began to bog down about 1100

3. Three kingdoms

Castille and Leon

Aragon and Granada

Navarre and Portugal

4. 1469 First two important rulers

- a. Queen Isabella and King Ferdinand joined Castille and Aragon

- b. 1492 Conquest of Granada

- c. Columbus to America, power to Noblemen

- d. 1512 Conquest of Navarre

- e. Moors first people to settle in Spain

- f. The Jews followed

- g. Isabella (Christian) decides to get rid of them.

- a. Persecution of the Jews

- b. Spanish Inquisition

Heresy

Heretic

G. Portugal

1. 1400 - 1500 Famous for navigation (Prince Henry the Navigator)

2. Language a romance language

H. Sweden - Denmark - Norway 1525

All ruled by Danish king

- a. 1560 - Sweden becomes independent

- b. 1814 - Norway becomes independent

I. Russia Duchy of Muscovy Moscow capital

J. Germany

Before 1500

- a. Over 300 kingdoms and duchies

- b. known as Holy Roman Empire

- c. Emperor elected by electors

- d. Hapsburgs entered 1273

1. Began to build empire

2. Reigned until end of World War I

1500 Europe starts toward Democracy

First changes had to do with thinking and not with government

1590 Beginning of the Scientific Revolution

1. Leonardo da Vinci (Inventor, Scientist)

III. A backward glance The Dark Ages

1. Manor
 - a. Nobles
 - b. Serfs belonging to land
 - c. Freemen
2. Conditions
 - a. Low standard of living
 - b. Lack of knowledge and the narrowness of the world
3. Unprogressive attitude of the people generally
4. People accepted everything by faith
 - a. Did people accept total authority?
 - b. Were there any nations or national states?
 - c. Can any comparisons be made with today?
5. Outside invasions
6. Neighborhood warfare

IV Between Times 1100 - 1500

A Three great events

1. Seven crusades (1096- 1291)
2. Empire of Ghengis Khan
3. Increased travel
 - a. Increased trade
 - b. Greater knowledge
 - c. Increased curiosity
 1. Compass
 2. Gunpowder
 3. Silk
 4. Spices
 5. Printing
 - d. Increased luxury

B. Establishment of first national states 1200 A.D.

1. Background

- a. From Julius Caesar to Charlemagne
- B. Charlemagne's Empire disintegrates 814 A.D.

2. Establishment of the National States

A. France, one of the first

1. Began about 870 A.D.
 - a. Capets Long line of rulers
 - b. Change of families
 - c. Wm. the Conqueror the first Invader
2. Language
 - a. Greek
 - b. Roman
 - c. Modern French from Romance
3. Literature Chanson de Roland

B. England

1. King Arthur (King of all English kings)
2. Alfred the Great (871 -901)
 - a. Great militarist
 - b. Great administrator
 - c. Great scholar
 - d. Religious
 - e. Ruled as he reigned
 - d. Only ruler to give half his income to religion and education

2. Galileo Scientific proof

Scientific Method

1. Hypothesis
2. Observe accurately
3. Experiment
4. Measure exactly
5. Collect many measured facts
6. Classify and tabulate measured facts systematically
7. Draw conclusions, find scientific laws, make predictions

Difference between ancient and modern science

Ancient Science

Many practical observations gathered together

Results of observations were used to develop agriculture, handicrafts, building construction, architecture, & medicine.

This knowledge was mixed up with naive superstition

There were no precise measurements

No knowledge of advanced math of an abstract kind

Greek Science

Abstract Mathematics especially

Pythagoras, Euclid, Plato, Aristotle

Failures: Lack of accurate measuring instruments

Mathematical methods of treating facts limited

Lack of idea of repeated experiments

Two kinds of people preserved scientific knowledge

Arabs

Monks and scholars of Roman Catholic Church

Averoes 1126-1198

Three great inventions lead people to scientific world

Compass

Printing

Gunpowder

Things brought on by Scientific Revolution 1500 A.D.

1. Invention of highly accurate measuring instruments
2. Discovery of higher math making possible the discovery of various relationships
3. New scientific discoveries, especially confirmations of Copernicus
4. Francis Bacon and Descartes began to classify the sciences and to develop scientific methods.
5. Development of Academies of science.

The Roman Church Reform

Protestant Revolution

Martin Luther

Preached that the Catholic clergy have no special privileges

The church should have no political power

John Calvin

Very narrow way of life

Heydrich Zwingler

People should live by Bible and not by priests

Problems of kings and National States

Problems of the common people as kings and National

States seized property

1470 - John Huss was burned alive for heresy

Pope Paul III 1534-1539

1. New church organization

2. National States and political rulers gained power
3. Kings, middlemen, noblemen began to profit at the expense of the church
4. Beginning of a rigid morality
5. A new sign of the rising of freedom of thought

The Renaissance

Italian Renaissance

1. Humanists

- a. Petrarch
- b. Lorenzo de Medici
- c. Erasmus of Rotterdam
- d. Dante Divine Comedy, first great book in a National Language
- e. Boccaccio
- f. Machiavelli

English in the General Education class

George
10th
1943-4
L364

- I. Sentence Analysis
- II. General Usage review and discussion
- III. Preparation of briefs according to this outline.
 - Purpose note-taking
 1. Definite information
 2. State each point clearly
 3. Points in the right order
 4. Include all necessary information
 5. Are all sentences written correctly
- IV. Grammar Review and rules
 1. Emphasis on the use of plurals
 2. Theme writing and correction with the Jones Handbook in English
 3. A written project for Social studies corrected according to the handbook
- V. Spelling
 - A minimum list of 250 words which had to be spelled correctly.

Foreign Language in the General Education class

- I. French review concerned with the study project which was worked out about France.
- II. German - Done in connexion with the work on the German social studies project.

Donald F. Drummond
General Education
November 1, 1943

11-1-43
General Education
Donald F. Drummond

H. K. Walther

During the past two weeks ^{the} ~~your~~ two General Education classes have been doing ~~the~~ unit on the World War. One week was spent on background work from the Versailles Treaty to the Munich Conference. This ~~was~~ largely a lecture-discussion. During the second week, the units were broken down into projects on various aspects and phases of the War. Some were geographical and others were concepts of forces, which led to the war, and which the war is an attempt to vindicate. Others were studies of Lend-Lease, of the air of war ~~activities~~ and ~~other~~ similar topics. These were organized by student-teacher conferences ~~of teaching~~ suggestions of student themselves.

For the next two weeks we plan to complete these courses to present them in group form to the class and to test some of the other aspects.

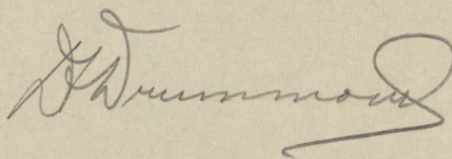
11-15-43
Donald F. Drummond
November 15, 1943

Mr. H. K. Walther,

The general education classes during the last two weeks, we have completed the unit on World War II and the projects have been turned in and discussed. The test on the Far East has been given and a general test over the entire unit has been given. During the next two weeks in 10-1, we plan a unit on education. The unit is now in the planning state. In the 10-2 section, we intend to develop a short unit on oral participation. This will include, classroom panels, short talks and debates.

In dramatics, we intend during the next two weeks to finish the hanging cyclorama.

D. F. Drummond



GENERAL EDUCATION--10⁴

Periods 3-4--World History and Basic English Skills

Material used:

1. Basic history text, Across the Ages by Copen (pages 496-844)
2. Reader's Digest
3. American Observer
4. Scholastic
5. Current Events
6. Our Times
7. Life
8. Dictionary
9. History references (Man's Great Adventure and other texts)
10. Newspapers
11. Library material
12. Own choice of material
13. Atlas
14. Ditto maps
15. Literature books
16. Tests

Units studied:

- I. Man's interest in education
 1. We traced learning from its simplest beginning to the modern education with a thought of how the individual was given opportunity to develop his abilities, talents, etc.
 2. Stress was given to modern education and to the advance of education.

3. Voluntary reports were given on education of different countries and steps in the growth of education.
4. We discussed the need of education for the individual as compared with general education for the mass.

II. The Story of Medicine

1. We studied with interest the history of medicine to and including the present proposed Socialized Medicine.
2. Reports were assigned on the following topics:
 - a. Pasteur
 - b. Mayo Brothers
 - c. Florence Nightingale
 - d. William Harvey
 - e. William Roentgen
 - f. Walter Reed
 - g. Others listed on page 560
 - h. Others
3. This unit called forth motivation for interesting vocabulary study of common terms unknown to many class members.

The list included the following words:

pasteurization

physician

sterilize

antiseptic

other words listed on page 559

III. Other units studied in similar manner were:

1. The Story of Science

2. The Story of Government
3. War and Peace Movement
4. World Powers
5. World War I
6. World War II

In studying World War II we analyzed the given causes with a thought toward policies of nations to effect a lasting world peace.

Class Activities and some assignments:

1. Reading
2. Discussions
3. Free reading
4. Dictionary study
5. Vocabulary study
6. Map study
7. Making maps
8. Oral reports
9. Oral themes
10. Class meetings
11. Student council reports
12. Class parties (General Education)
13. Dictation
14. Diction
15. Spelling
16. Parts of speech
17. Homonyms, Antonyms, and Synonyms were a part of vocabulary study
18. Movies

19. Pronunciation drill

20. Additional activities

A project of his own choice was worked out by each pupil.

A project on World War II was made by all pupils thereby making use of library study and class discussions.

11/1/3
Gordon

General Education 10-3 1 and 2 Periods

The General Education Class has been working on a personal file. In this file are kept tests, sample letters, English difficulties, spelling difficulties, study habits, etc. This file will be enlarged as the year progresses.

The class has been working particularly upon letter writing, which included: letter of application, letter of complaint, letter asking for an appointment for an interview, letter to college registrar asking for catalogue and other information, and a letter ordering an article.

In literature, the class has worked out a unit on biography which included selections from the biography of Thomas Edison, Sir Wilfred Grenfell, Mark Carleton and others.

The Scholastic Magazine furnished interesting material for the unit on biography as well as information on many other subjects.

The Current Events Weekly was read and contemporary news discussed in open forum.

World History - Third Period

11/1/3
gordon

The World History class completed the unit on Greece. Interesting selections from Greek literature were read by all or reviewed by individuals in the class. The class seemed to enjoy particularly MEDIA by the Greek dramatist, Euripides, and Orpheus and Eurydice by Ovid. An interest in mythology led many of the students to read extra material in the library.

Several other excellent translations from the Greek were read including PLATO, from the CRITO, and XERXES CROSSES THE HELLESPONT by Herodotus.

Re L George 2/28/44

General Education 104

We have been discussing world history from the point of view of making a map, noting certain important historical facts about various countries. The class is divided into groups each group studying one country of Europe. Each group is preparing to give a report on their country as well as prepare drawings, etc.

The class as a whole is working on certain of the important factors which led to the development of modern Europe - Such things as, national states, common language, etc.

We have also begun a very brief
unit on The French Language in
order to better understand France.
We shall probably have time to
study some German also before
the end of the year.

In English we have set up
The minimum Standards of Spelling
words for the group & each mem-
ber is learning them in order
to pass the whole list. This
list consists of 100 words.

The group wrote three
page papers on The Geography
of the Country they were
studying. We are now
engaged in reviewing these
according to The Early
Jones book "Handbook of

English." I have gone over each report with the child involved showing him his mistakes & then he has looked up the rules governing this & has made his connections accordingly.

The group also spends some time on Friday looking for a book & reading it ~~which~~ they select those from the library according to their interests & abilities.

Each group also plans its work about their countries as group discussions. They are also trying to consider important arts & sciences in their countries.

REPORT ON CLASSROOM ACTIVITY
OCTOBER 4TH TO 18TH
LOUISE GOODSON

1943

GENERAL EDUCATION 10³ 1 & 2 PERIODS

The General Education Class has been working on special English difficulties which have appeared in written work. Emphasis has been placed upon possessives, with the proper use of the apostrophe; upon agreement of verbs with the subject; and upon the use of the correct verb form.

The class has been following selections in Literature with fit into the World History discussion. The Current Events Weekly was reviewed each week. In conjunction with Current Events, special time was devoted to a study of places in the news. The students worked with maps, history books, and the atlas.

WORLD HISTORY 3rd PERIOD

The World History Classes are studying the Greek period, constrasting and comparing Ancient and Modern Greece. Projects have veen starved by the students on some phase of the Hellenistic period. Some are working on Greek Literature, others Music, etc.

Helen Ruth Wilcoxon

English 10

During these three months, the Sophomore English classes have completed three grammar units. The work was taken from the workbook, Essentials In English, by Smith and McAnulty.

Lessons ten to twenty include the parts of speech, prepositional phrases, oral and written compositions, compound elements, diagraming, and spelling.

Lessons twenty to thirty were merely reviewed orally, because some of the students had done them previously and some had not. These lessons covered punctuation, appositives, and oral composition.

The group of lessons, thirty to forty, included the conjugation of verbs, both regular and irregular, and one lesson in written composition.

One literature unit has been taught during quarter. This unit was on the short stories included in the sophomore literature text, Achievement, by Cross, Smith, Stauffer, and Collette. Each of the five stories was of a different type, and one other example of each of these types was read aloud by the teacher. Thus, the unit was over ten short stories.

The last unit to be taught was a unit on spelling, vocabulary, prefixes, and suffixes, deacritical marking, and the use of the dictionary.

Written and oral compositions were assigned at various intervals.

World Development

Previous to the time the World Development students came to me, they had been using the textbook, Man's Great Adventure, by Pahloe. We began using Across the Ages, by Capen.

During the first week, the students reviewed their past work, and I attempted to help them make the transition in the textbooks.

Since that time, we have completed six units. These units included: "The Dim Past," "The Populated Earth," "Organized Group Control," "Man's Basic Needs," "Rural Community Living," and "Urban Living."

The material was presented in different ways. Individual study, class lectures, term papers, and projects were among the devices used.

^c
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 Goodson.

At the time I began teaching, the textbooks, Our Changing Social Order, by Cavian, Gray, and Grooves, had just arrived. We began with the 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 compositions, and oral and written quizzes.

L3.64

GENERAL EDUCATION

Grade & Section 10¹

This class was taught half of the semester by Mr. Drummond. As near as possible, I will report on the activities of both of us.

I. Geography of the United States

Map drawing and learning the location of the states and cities of the United States. This was of interest to many who had friends relocated in different areas of the country. Various industrial and farming areas were studied briefly.

II. Current event reading led to an interest and desire to study Europe and the first World War. This was studied from various view points as Russia, Italy, Balkans, France, England, and United States.

Individual projects were made. These projects were written, illustrated and put into booklet form. As an outgrowth of this study, many of the causes leading to the present war were discussed.

III. A short unit on the Newspaper was supplemented through the study of the "New York Times".

IV. As the scientific world is of special interest, the class decided to study the unit in the book dealing with scientific knowledge. This seemed to begin with the story of "Drugs, Doctors, and Medicine" so that unit was studied first.

A paper on this subject was written by each student.

A number of oral reports were given on subjects of interest which grew out of the lessons. A good deal of discussion took place regarding modern scientific inventions and the part war plays in promoting science.

Trends in various occupations and educational fields seemed to follow from this study of scientific knowledge. Interest in future individual projects seems to be developing. A little later we expect to have individuals selecting specific ones according to their interests.

The "Current Events" often mention things related to science. To most of the students, interest is keener about these than anything else in the paper.

V. Before going on with other units having historical backgrounds, it was decided that the following units needed to be studied as a basis:

1. The Dim Past or Story of the Beginnings
2. The Populated Earth or Earth as the Home of Man
3. Organized Group Control--Man's Relation to Man

We are not yet through with the last of these.

VI. To promote class discussions, to "speak above a whisper", and to take part orally for all, we have done several things with noticeable success and improvement.

1. Much oral reading. At first some almost refused. We try to read so that others may understand without following in their books. Sometimes we read and others try to repeat what was read or give it in their own words.
2. Silent reading of paragraphs or pages and the volunteering of any bit of information gained from the reading. Some give only brief statements but others are able to relate the whole content.
3. Current event material creates interest and each time students are becoming less hesitant about speaking up.
4. Short reports are volunteered when a topic of interest demands search in the library.
5. Written English opportunities have been given through the World War project, the paper on Medicine and Science, and in writing answers to questions.
6. Brief quizzes have been given and the units on Medicine and Science were reviewed by the students through the making of a long examination using various types of questions. (They aimed at 100 questions but found it quite difficult.) They used multiple choice, matching, true false, completion, and essay questions. They said it was their first experience of the kind; they really worked long and quietly for a couple days and many still wished for more time.
7. Recently we have been able to have the basic English work books, and have begun an independent study of the skills.

Katharine Stegner
December 1 to 15, 1943

10-1 GENERAL EDUCATION

Unit: History of Doctors, Drugs, and Medicine

The students chose the unit.

Some wanted to do "History of Science" first, but decided to take it next because superstition seemed to come first and they thought the example of medical science would be a better beginning.

Objective:

To learn the early basis of science and the difficulties of those who dared to think and do contrary to tradition.

To compare the difficulties in the growth of the physical sciences with those of social advances in modern and present times.

Work Accomplished:

1. pp. 526-560 "Across the Ages" Coper
2. Study and discussion
3. Written paper summing up the important facts of the study
4. We learned that it is very difficult to summarize such a study when the book is used too much for reference. Next time it is agreed that a better method must be worked out if we are to have brief yet inclusive reports.
5. Current events have been read and discussed.
 - a. The National Current Event Test was taken with an average rate of 50%.
Grades ranged from 30's to 70's.

Work to be done:

1. Unit on "History of Science" which is a continuation of the objective of the past two weeks study.
3. Oral reports for better speech will be given but definite assignments have not been made as the class will decide this as we progress.
2. Oral reading has been started on this (It takes much effort from some)
4. As this unit is fairly long we will decide on things of interest to do as we get into the study.

Mrs. Katherine Stegner
Work Report
January 15 to February 11, 1944

GENERAL EDUCATION--10-1

I. Work Completed

- A. (Pg. 37--78) The Earth as the Home of Man Study and discussion on the early centers of civilization, the various races, and the spread of civilization.
- B. (PP. 82--96) The Story of Man's Relation to Man
 - 1. This begins the story of ancient nations (Egypt, Babylon, Palestine, Persia, and China) as they grew, conquered, and fell in power.
 - 2. The peoples of New Testament times were included in this study and gave some opportunity to discuss the background of Christian religion. Resulted in need for study in other sections of the book before we go on with Europe.
 - 3. An examination was given on the history up to European times.
- C. English Drill in Workbook supplemented by written and oral assignments
 - 1. Subject and predicate of sentences
 - 2. Predicate complement
 - 3. Appositives and use of commas
 - 4. Correct usage to vocabulary
 - 5. Spelling and vocabulary
- D. Project to continue throughout semester was decided upon. Students, as a whole, did not wish to work on one particular thing, but wanted to make a scrap book including different things of interest. They will read and collect interesting pictures and articles on developments in science, medicine, and government. Some of the articles will be rewritten in their own words and handed in for corrections as a part of their English. Each day one or more will give short oral reports in class. Several have already been given.

II. Work to be Done

- A. Continuation of English Skills
- B. Continuation of project and oral reports
- C. **History**
 - Continuation of study of early empires of Egypt, Babylon, Palestine, and Persia
 - 1. pp. 232--236.....Rise of Cities
 - 2. pp. 350--364.....Early Religion
 - 3. pp. 638--654.....Origin of Government
 - 4. pp. 398--404.....Language and Literature
 - 5. pp. 268--271.....Transportation
 - 6. pp. 205--207.....Agriculture

FEB. 11-29

Mrs. Katherine Stegner
Work Report

GENERAL EDUCATION--10-1

Work Completed:

- I. We have studied the early history of Religion, Government, City Life, Transportation, Language, and Literature (as a part of communication.).

These are a continuation of the unit previously started.

Small quizzes have been given.

- II. A few special oral reports have been given on topics of interest to the individual.

III. Current Events

IV. English

A study of appositives and the use of commas in punctuation.

- V. The special booklet of tests on "Social Usage" came to us so we are doing these tests and discussing proper etiquette and courtesies.

VI. Movies

"Men at Sea"

"The Price of Victory"

Work to be Done:

I. History

1. PP. 96--108---Greece and Roman Empires
2. PP. 642--648--Greece and Roman Governments
3. PP. 271--274--Greece and Roman Transportation
4. PP. 238--241--Greece and Roman Cities

- II. Finish tests and discussion on "Social Usage". An over-all test will be given.

III. Letter Writing

1. Bread-and-Butter notes
2. Invitations

IV. Oral reports on topics of interest

V. Current Events.

General Education

Grade 10-1

January 15 to May 19

Katharine Stegner

I. History

The following units were studied:

- A. Earth as the Home of Man
 - 1. Early centers of civilization
 - 2. Spread of civilization
- B. Man's Relation to Man
 - 1. Ancient and recent nations
 - 2. The races of mankind

We read and discussed the Public Affairs Pamphlet by this title
- C. Religion
 - 1. Early religion and its place in government
 - 2. The Christian religion and its many branches.
This subject took a great deal of explanation and discussion. The Catholic and protestant churches seem hard for the students to understand.
 - 3. Other religions of the world
- D. Origin and Need of Government
 - 1. Types of government other than our own
 - 2. Recent changes in European governments
 - 3. The democratic government
- E. The rise and Development of Cities
 - Their social and economic affects on the world
 - Interesting facts about important cities of world
- F. Language and Literature
- G. Agriculture
- H. Transportation

II. Current History and Problems

The "American Observer" and "Current Events" were read each week and outstanding events discussed

III. English

- A. Written
 - 1. Papers were written on the topics of Religion, Napoleon, Marie Antoinette, and subjects of own choosing
 - 2. Invitations
 - 3. Bread-and-butter notes
 - 4. Short stories, poems, and biographies were written for the school magazine
- B. Skills
 - Subject and predicate, parts of speech, predicate compliments, appositives, vocabulary, spelling, homonyms, punctuation
- C. Oral
 - Several oral reports were given by each member of the class. The last ones given covered several

history topics. Each student was required to keep complete notes on the reports. This required the speaker to make himself understood when speaking and also made him explain the subject matter he presented. These reports took a great deal of time as they were directed by a class member and the class demanded a great deal of repeating from some students. The results seemed much better than those of ordinary reports because of the entire class activity. Some of the students presented their subject material and then gave tests to the class.

D. Project

Each student made a project during the semester. Several developed into something which the students wish to continue. The projects were different but developed from different parts of history which the students wished to study in their current phases. Some titles were:

- Science of Today
- Developments in medicine
- Army for Defense
- Russia
- The Pacific War
- Our Changing World
- Improvements in Science
- Clothing--Fashions of different eras
- Transportation Developments
- Music
 - Great Composers
 - Present day artists
 - History of different instruments
 - Popular orchestras and their directors
- The World of Entertainment
- Hawaii
- Governments in the Head Lines
 - Scrapbook style--one of the most interesting and outstanding

E. Literature

Ivanhoe--Many parts were read to the class to give a clearer picture of life in feudal times, the language development, customs, and dress.

IV. Movies

1. O.W.I. pictures
2. Choosing an Occupation
3. Men at Sea
4. The Price of Victory
5. South of the Border
6. The Pied Piper
7. A school Co-op in Tennessee

A Social Useage 8 page test was given. Etiquette and social customs were discussed ;

Eating out

Proper dress

Going places

Traveling and finding ones way about

Dating and dancing

Table manners

Etiquette in the home

Social activities

The boys played a basket ball game with the boys of another class. The girls had a party.

3/30/44
Katherine
Stegner

Work Completed:

A. History--Pages:

- 109--119--Europe in Feudal Ages to Modern Civilization
- 648--653--Government thru Feudal Ages
- 366--376--Christian Religion--Its beginning, teachings,
spread and affect on the world
- 404--405--Greek and Roman writing of the same period
- 208--212--Greek and Roman Agriculture

B. In current events, we have studied a number of issues dealing with the people of the region being studied in ancient history--

The Jews and the question of their return to Palestine
The proposed U.S. oil project in Arabia

- C. A number of quizzes have been given.
- D. Individual projects are being worked upon.
- E. Essays, short stories, poems, etc., have been written to help out on the Kaleidoscope.
- F. Oral reports have been given

Mrs. Stegner

3-31-44

L3, L4

10-1 General Education:

Work to be done:

A. History

PP. 379--394--Religion

A paper will be written to summarize different religions of the world.

PP. 119--126--The rise of National States in Europe

PP. 653--663--Government in the Nations of Europe

B. Current Events

C. Oral reports and projects to be continued. Students will present the lesson--each one taking a part.

Katharine Stegner
December 1-15, 1943

GENERAL EDUCATION 101

L3.64

Unit: History of Doctors, Drugs and Medicine.
The students chose the unit. Some wanted to do "History of Science" first, but decided to take it next because superstition seemed to come first and they thought the example of medical science would be a better beginning.

Objective: To learn the early basis of science and the difficulties of those who dared to think and do contrary to tradition.

To compare the difficulties in the growth of the physical sciences with those of social advances in modern and present times.

Work accomplished:

1. Pages 526 - 560 "Across the Ages" Capen
2. Study and discussion
3. Written paper summing up the important facts of the study.
4. We learned that it is very difficult to summarize such a study when the book is used too much for reference. Next time it is agreed that a better method must be worked out if we are to have brief yet inclusive reports.
5. Current events have been read and discussed.
A. The National Current Event Test was taken with an average rate of 50%. Grades ranged from 30's to 70's.

Work to be done:

1. Unit on "History of Science" which is a continuation of the objective of the past two weeks study.
2. Oral reading has been started on this. (It takes much effort from some)
3. Oral reports for better speech will be given but definit assignments have not been made as the class will decide this as we progress.
4. As this unit is fairly long we will decide on things of interest to do as we get into the study.

Report On General Education 10 Grade

OCT. 15, 1943
MELVIN MCGOVERN

I have just about completed the unit on early civilization along the Eastern Mediterranean. Projects have been completed and I was pleasantly surprised. The work is much better than I expected.

We spent two days on a unit devoted to leadership in preparing for the election. We have done a little work in spelling and vocabulary drill. I find that ^{the} pupils are very much in need of work in this line. We opened our study on vocabulary drill by reading a booklet entitled, "Interesting Origin of English Words" (Copy attached).

One period per week has been devoted to a study of current events.

Next unit of study, Grecian civilization.

February 29, 1944
McLain P.
McGovern

General Education 10-5

In the field of history we completed two units, one on the Civilization of Greece and another on Rome. The class spent several periods drawing maps of Italy and Greece. We spent a good deal of time on the geography of these countries as I discovered that the students had a very hazy idea as to these location. We correlated our Current Event periods with our study of Roman civilization by limiting our current event discussions to the activities of the army in Italy. We used Pah Lows "Mans Great Adventure" as our text. Chapters 5, 6 and 7. Each Monday morning the class selected 20 words from the text to be used that week for vocabulary drill, pronuciation and spelling. Tuesday morning each member of the class used a dictionary to check on the pronunciation and meaning of the words. Wednesday morning ~~one~~ member of the class acted as chairman and called on various members of the class to pronounce, giving the meaning of and use in a sentence one of the selected words. On Friday the chaiman gave the words to the class in a written spelling exercise. The results have been very good. This sort of thing takes but a few minutes each day and the students like it.

The attached exercise in the use of plurals was prepared by my 11-5 for the 10-5 class. It was of value to both of them.

The class is planning to hold a party March 3rd which as you know is "Girls Day."

The class viewed the Latin American exhibit.

All member of this class have been down to the 8H block
for a dental examination.

The Junior class held a meeting in Room #4 January 27, 1944.

At this meeting the following action was taken:

1. Decided to elect officers once a year.
2. Voted to collect 15¢ class dues to finance Junior-Senior Prom.
3. Voted to hold said Prom May 6, 1944.
4. Committee appointed to investigate ring and pin deal.
5. Shigeko Mae Sakamoto was elected secretary. Adna Amamoto resigned.

Hi-Y-Club was organized February 10 1944. Min Takata was elected president. Next meeting will be held March 4th at Hospitality House. There is a membership of 25 boys. Two members, George Hinoki and Yas Hirano, were sent as delegates to the Area Convention at Kansas City, Mo., February 25th to 28th. Report of this Convention will be presented at the next meeting. Charter and membership cards should arrive from National Headquarters soon.

To: H. K. Walther

March 18, 1944

From: M. P. McGovern
mdg.

GENERAL EDUCATION 10⁵

Text:

Pahlow, Edwin W. Man's Great Adventure
Chapter 11 & 12 "The Medieval Millennium"

Griffith and Walker "English Exercises"

Unit 10

Irregular Verbs: Lie and Lay: Sit and Set:
Rise and Raise: Shall and Will: May and Can

Unit Objective:

To appreciate how the Medieval Period served as a transitional period between two highly developed civilizations.

Specific Objective:

1. To understand and appreciate western civilization during this period.
2. To account for the rise of feudalism
3. To understand the church as a powerful influence during this period.
4. To know the influences of the crusading movements upon the people of western Europe.
5. To understand the contributions of the Middle Ages to civilization.

Pupil's Activities:

1. Outline work sheets
2. Map Study
3. Themes and floor talk
4. Posters

OCT. 1, 1943
LOUISE GOODSON

GENERAL EDUCATION -10-3 - 1-2 PERIODS

During the first two weeks of school, this group has been concerned with a unit on "Orientation of the Social Studies." Discussions centered around these ideas:

1. What do we mean by the Social Studies?
2. What is objective thinking? How can we meet our problems with reason instead of emotion?
3. Social Studies terminology was introduced, i.e., propaganda, opinion, stereotype, liberal, culture, conservative, etc.
4. The difficulty of straight thinking.
5. The beginning of culture.

In addition to ideas developed in the Social Studies discussion, this group read two short stories and two essays from "American Writers" which were related in thought to the unit theme.

Certain English skills which proved to be needed were developed, i.e., recognition of a sentence, necessity of having a verb in each sentence, and proper usage of the comma.

A dictionary study was introduced which emphasized pronunciation, meaning of words and correct spelling. This lesson was an outgrowth of the lesson on terminology.

OCT. 4TH TO 18TH
LOUISE GOODSON

General Education 10³ 1&2 Periods

The General Education Class has been working on special English difficulties which have appeared in written work.

Emphasis has been placed upon possessives, with the proper use of the apostrophe; upon agreement of verbs with the subject; and upon the use of the correct verb form.

The class has been following selections in Literature which fit into the World History discussion. The Current Events Weekly was reviewed each week. In conjunction with Current Events, special time was devoted to a study of places in the news. The students worked with maps, history books, and the atlas.

The World History Class began a unit on Roman History. Such topics as "The Importance of Rome in Western Civilization", "Problems of World Dominion", "The Roman Empire At Its Height", etc. , were given to the students to read in various reference books, and were later discussed freely in class.

Selections from literature, relative to the topic under discussion were introduced such as pages from Plutarch's Lives of Famous Men.

11/18/73

Gordon

Special drill, both oral and written, has been given to parts of speech. The class has begun to recognize that the use of a word in a sentence determines the part of speech to which it belongs. Nouns and pronouns were particularly emphasized the past two weeks.

In literature, the class developed a unit on the short story, which included Home Is the Sailor by Bill Adams, The Last Leaf, by O. Henry, Miss Hinch by Henry S. Harrison, The Shooting Match by Sir H. Rider Haggard, and numerous other required and free reading selections.

11/15/3

Gordon

General Education 10-3 1 and 2 Periods

Gordon
11/1/3

The General Education Class has been working on a personal file. In this file are kept tests, sample letters, English difficulties, spelling difficulties, study habits, etc. This file will be enlarged as the year progresses.

The class has been working particularly upon letter writing, which included: letter of application, letter of complaint, letter asking for an appointment for an interview, letter to college registrar asking for catalogue and other information, and a letter ordering an article.

In literature, the class has worked out a unit on biography which included selections from the biography of Thomas Edison, Sir Wilfred Grenfell, Mark Carleton and others,

The Scholastic Magazine furnished interesting material for the unit on biography as well as information on many other subjects.

The Current Events Weekly was read and contemporary news discussed in open forum.

World History - Third Period

11/11/3
Goodman

The World History class completed the unit on Greece. Interesting selections from Greek literature were read by all or reviewed by individuals in the class. The class seemed to enjoy particularly *MEDIA* by the Greek dramatist, Euripides, and *Orpheus and Eurydice* by Ovid. An interest in mythology led many of the students to read extra material in the library.

Several other excellent translations from the Greek were read including *PLATO*, from the *CRITON*, and *XERXES CROSSES THE HELLESPONT* by Herodotus.