

L 4.44

5 of 6

11th Grade

67/14
C

Roxene Everetts
October 15, 1944

GENERAL EDUCATION - 11th

L3, 67

During the preceding two weeks, the library unit was completed and a comprehensive test given. In addition, the use of parliamentary procedure and leadership was studied to enable the students to properly carry on meetings and to choose wisely responsible leaders.

The unit entitled "The Beginnings of the American People and Institutions" was introduced. This contains the historical study of the English colonies in America and their life and cultural contributions (1607-1760). This shall be the substance of the ensuing two weeks work.

References

Hallack - History of American Literature
Cross - American Writers
Wirth - Development of American History
Muzzy - American History
Music Department
Art Department
Homemaking Department
Library
 First magazines
 First newspapers
 Encyclopedias
 Books written on this period
 To Have and To Hold - Johnston
 Courtship of Miles Standish - Longfellow

November 1, 19 43

During the preceding two weeeeks we have been working out our unit of colonial times in the northern colonies.

We have obtained infinite phenomena concerning all phases of colonial lore such as the following: colonial art, music, newspapers, literature, literary authors, architecture, dress, artists, amusements, Indian lore etc. in these particular colonial colonies.

In connection with our unit we completed our fifty word vocabulary meanings, usages, spelling and pronounceations, and these we expect to put into immediate practice. These words grew out of our unit and our discussions of colonial times as well as our literature.

Activities:

Sketches of colonial art, dress, fruniture, schools, books, amusements, and Indian life.

Map drawing of the Northern colonies and of present Indian reservations.

Movies (2 reels)

Methods of approach:

Wide reading from various sources

Writing

Methods of approach continued:

Discussions
Reports
Sketches
Posters
Movies

References:

1. Cross - American Writers
2. Goodes - Atlas
3. Greenlaw - Literature and Life
4. Hallack - History of American History
5. Muzzy - American History
6. Wirth - Development of American History
7. Bauer - Music Through the Ages
8. Gardner - Art Through the Ages
9. Encyclopedia Americana
10. Encyclopedia Britannica
11. Atlas of the Historical Geography of the United States.
12. Cooperative - The Pageant of America

Outcomes:

Vocabulary test.

Comprehensive test of the Northern colonies

Assignment next two weeks:

The middle colonies in colonial times in comparison to present times.

November 15, 1943

The past two weeks we have been completing our colonial unit as to arts, literature, authors, music, historical background, clothing, architecture etc. in the Southern colonies.

For an organized method of approach we classified the 13 original colonies into the northern, the middle, and the southern colony divisions.

We are completing this unit this week with a comprehensive test over the 13 colonies.

Assignment for coming Two weeks:

The students have asked to study the Civil War period, therefore, I plan to introduce and begin work on a "Civil War Unit" which will take in the historical background and the literature of that time.

November 30, 1943
General Education
Miss Everetts

We completed our colonial unit with a theme concerning some phase of colonial times. These themes proved successful in content but very poor in grammar. A need for grammar review is evident, consequently, we shall begin a grammar review unit in the near future.

Since the students asked to study Civil War period, we are introducing this unit. We are studying the historical viewpoints, the literature, the art the music etc. of this periods.

A designated amount of time is set aside each week for us to practice and study etiquette. We are all very interested in this work.

We, too, have been stressing the colonial contributions to democracy. This brought about the study of our present democratic governmental make-up.

Each week we report upon magazine articles. These are oral and written. We plan to continue our study of the Civil War period, of etiquette, and of civics.

Activity:

- Drawing maps
- Making physical maps of salt and flour.
- Writing themes, lecture notes, and outlines.
- Practicing usage of new vocabulary words.
- Practicing correct pronunciations of words and word sounds.
- Dictionary drill of unfamiliar words found in literature and other reading.
- Dramatizing phases of etiquette
- Reading silently and orally of material studied.
- Giving oral and written reports of magazine articles.

Mar. 1 to Mar. 15, 1944

In literature we completed the study of the southern authors, Hayne, Timrod and Ryan; these writers wrote in the period of the Civil War. We too completed the study of Walt Whitman who was a northern writer at the time of the Civil War.

Now we are engaged in the study of realism in literature and have studied Mark Twain and Bert Hart who are realistic writers of the west.

In history we completed the study of the Civil War; at present we are studying World War I. We are comparing World War I with the present conditions of the present war. Our current papers aid us in this study.

We plan to study the history of the Islands in the Caribbean Sea and Pan America in our next unit. This will include the Spanish American War.

Sept. 15 '44

Eng. and Social Studies
Sections 11, 11² and 11⁵
R. Everett's

We have taken up the study of social studies skills - this included Parliamentary procedure, how to prepare and give an oral and written report, how to study, outlining, how and where to find reference materials etc. We are putting our learned material into practice by writing a chosen report.

We have studied and discussed the background of American Culture P. 1 - 35 in Birth - Development of America. We have completed our workbook that goes with this book up to date (the 1st. 2 chapters).

We devoted one period a day to the study of English grammar. We have completed the review study of the eight parts of speech and the comparisons of adjectives and adverbs.

For the next 2 weeks we plan to study the colonial period in history and plan to study the writings and authors of this particular period. We shall take up the art, architecture, homes, clothing, music etc. of this period.

Roxene Everetts
October 15, 1943

REPORT GENERAL EDUCATION

During the preceding 2 weeks the library unit was completed and a comprehensive test given. In addition the use of parliamentary procedure and leadership was studied to enable the students to properly carry on meetings and to choose wisely responsible leaders.

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Cross - American Writers

Wirth - Development of American History

Muzzy - American History

Music Department

Art Department

Homemaking Department

Library:

1st magazines

1st newspapers

Encyclopedias

Books written on this period: "To Have and To Hold - Johnston

"Courtship of Miles Standish

- Longfellow

Roxene Everetts
November 1, 1943

GENERAL EDUCATION

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We have obtained infinite phenomena concerning all phases of colonial lore such as the following: colonial art, music, newspapers, literature, literary authors, architecture, dress, artists, amusements, Indian lore, etc. in these particular colonial colonies.

In connection with our unit we completed our 50 word vocabulary meanings, usages, spellings and pronounciations, and these we expect to put into immediate practice. These words grew out of our unit and our discussions of colonial times as well as our literature.

Activities:

Sketches of colonial art, dress, furniture, schools, books, amusements, and Indian life.

Map drawing of the Northern colonies and of present Indian reservations.

Movies (2 reels)

Methods of Approach:

Wide reading from various sources

Writing

Discussions

Reports

Sketches

Posters

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Outcomes:

Vocabulary test.
Comprehensive test of the Northern Colonies.

Assignment next two weeks:

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Roxene Everetts
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Activity:

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Making physical maps of salt and flour.
Writing themes, lecture notes, and outlines.
Practicing usage of new vocabulary words.
Dictionary drill of unfamiliar words found in literature and other reading.
Practicing correct pronunciations of words and word sounds.
Dramatizing phases of etiquette.
Reading silently and orally of material studied.
Giving oral and written reports of magazine articles.

Mrs. Everett

12/26/43

GENERAL EDUCATION REPORT

If you will check upon my very first report and on through the rest up to date, you will find that I have been stressing oral English as I previously informed you that there is a definite need for doing so. I am happy that something is being done to stress it in all classes.

During the previous two weeks, all have completed oral and written magazine reports taken from the "Time", the "Reader's Digest", and the "Atlantic Monthly" magazines. Each student gave his oral report before his fellow classmates in the front of the room while they ^(the classmates) listened attentively and took notes of interest concerning his report. Of course, for some there was a struggle to get them to the front of the room and a struggle for many of them to give a report, after getting to the front of the room, before his classmates. They definitely need much much practice in getting up before their classmates to reproduce something they have prepared. These magazine reports not only gave them practice in speech pronunciation, English grammar usage, poise, listening ability, note taking ability etc; but it gave them an opportunity to read and an opportunity ^{it gave them} to be exposed to the best current magazines; also, an opportunity to learn a bit more in a broader sense the actual happenings of the present day. Many students will not read these magazines ~~with~~ their own initiative.

All classes have been learning to read poetry. They have been studying ^{in which} the different kinds of poetry and the different styles ^{we find} poetry written. They have been learning some of the famous parts of the best known American poems that you hear quoted over the radio and in speeches etc. The recitation of these well known poems not only has given the students a broad knowledge of the importance of American poetry, but it has given them practice in retention, which definitely needed sharpening. It also gave them something definite to speak about in more than a sentence or so. All obtained practice in the correct pronunciation and usage of the English language in a lengthy recitation.

There is hardly a day passes that we do not take up vocabulary words and the correct pronunciation and usage of these various words found in our lessons.

Resources

Cross----American Writers
Greenlaw----Literature and Life
Irving's----Sketch Book
Longfellow----Narrative Poems
Muzzy----American History

With----Development of America

Roxene Everetts
March 1 - 15, 1944

GENERAL EDUCATION

11th grade

In literature we completed the study of the southern authors Payne, Tinrod and Ryan. These writers wrote in the period of the Civil War. We too completed the study of Walt Whitman who was a northern writers at the time of the Civil War.

Now we are engaged in the study of realism in literature and have studied Mark Twain and Bret Hart who are realistic writers of the west.

In history we completed the study of the Civil War; at present we are studying World War I. We are comparing World War I with the present conditions of the present war. Our current papers aid us in this study.

We plan to study the history of the Islands in the Caribbean Sea and Pan America in our next unit. This will include the Spanish American War.

Roy and I have only met once and that was the day Mr. McGovern gave us a pamphlet on the Spanish-American problem in New Mexico. We decided at that time to make a scrap-book and put in pictures, explanations, etc. The only research done was in the Encyclopedia. We are now waiting for the information that Mr. McGovern has said he will get for us. We hope to make a very unusual scrap-book.

Signed

George Hinoki
Roy Morikawa

Report to Boss

- I. Sent Cardsto:
 - A. Santa Fe Railroad
 - 1. Topica, Kansas
 - 2. Santa Fe, New Mexico
 - B. Santa Fe Chamber of Commerce
 - C. Department of Commerce
Washington D. C.
 - D. Santa Fe Railroad Terminal
- II. Planning to make a scrap-book if we can get enough materials.
- III. Planning to write the HISTORY of:
 - A. Santa Fe Trail
 - B. Santa Fe Railroad
 - C. Santa Fe Railroad, Origination
 - D. Incidents on the Trail
 - E. Famous Men on the Trail

Signed

Roy
Moriyuki
Jack Hatanaka

BIBLIOGRAPHY: THE AMERICAN SOUTHWEST
LITERATURE

13.67

Hiles, Stratton and Pooley

Prose

James, Will

Poetry

Anonymous

Knibbs, Henry

Knibbs, Henry

Kipling, Rudyard

Stevenson, Robert Louis

Whitman, Walt

Literature and Life

On the Dodge

Plantonio

The Oro Stage

The Trail Makers

The Explorer

The Vagabond

Prager of Columbus

Book Two

Page

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Lucas and Ansoorge

Prose

Bread, Anna

Thomas, Jessie Gertrude

Footright, Mody C.

Exall, Henry

Austin, Mary

Milburn, George

Baker, Earle Wilson

Dobie, J. Frank

Vestal, Stanley

Poetry

Fletcher, John Gould

Vestal, Stanley

Dresbock, Glenn Ward

Knox, John H.

McFarlane, Dorothy

Houston, Margaret Hall

Crowell, Grace Hall

Moreland, Patrick D.

Anonymous

Lewis, Judd Mortimer

Montgomery, Whitney

Austin, Mary

Barker, S. Omar

Agnew, Edith

Bynner, Elster

Clark, Anna Helen

Long, Haniel

Rhodes, Eugene Manlove

Corbin, Alice

Corbin, Alice

Corbin, Alice

Baghtoe, Charles

Baghtoe, Charles

Prose and Poetry of Today

The Colorful Southwest

The Entry of Ramon

One Ticket and Cash

The Fast Running Sheepherder

The Widow's Way

The Fire Bringer

Papa Was Foxy

Tejas

Stars Over The Trail

The Trail To Santa Fe

Arizona

Kit Carson's Lost Smoke

When a Spring Goes Dry

Buffalo Gap

Sonnet From an Oil Field

Song From the Traffic

Texas Roadways

Sandstorm

I'd Like to be in Texas

Longing for Texas

William Stormer San Antonio

The Rhyme of the Pronghorns

Ghost Rider

Summer Comes in New Mexico

A Dance For Rain

Sheep Corral

Indians

Eagle Ferry

Pedro Montoya of Arroyo Honda

Juan Quintana

Muy Vieja Mexicana

Hopi Prayer

Hopi Lament

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Poetry (Cont'd)			
Bushby, D. Maitland	Indian Side Show	595	
Montgomery, Vaida Stewart	I Am Desert Born	596	
Cress, Smith, Stauffer and Collette	<u>American Writers</u>		
Poetry			
Miller, Joaquin	Kit Carson's Ride	235	
Niles, Pooley and Greenlow	<u>Literature and Life</u>		Book Three
Prose			
Cushing, Frank Hamilton	The Ugly Wild Boy	411	
Gather, Willa	The Stone Lips	554	
Poetry			
Leonard, William Ellery	The Express	637	
Austin, Mary	Texas Trains and Trails	689	
Barnes, Beesay, Gasebill	<u>The American Scene</u>		
Poetry			
Porter, Kenneth	Quivira	93	
Fletcher, John Gould	The Windmills	107	
Wood, Charles	The Desert	107	
Curran, Edwin	The Painted Hills of Arizona	108	
Austin, Mary	Thunder Dance at San Ildefonso	289	
Henderson, Alice Corbin	Where The Fight Was	289	
Byrner, Witter	Ghosts of the Indians	291	
Prose			
Wister, Owen	The Cowboy and His Horse	302	
Sinclair, Upton	Bringing In a Gusher	476	

PLAYS

Kozlenko, William	<u>Contemporary One-Act Plays</u>		
Higgli, Josephina	This Bull Ate Fatso	115-144	
Moyorga, Margaret	<u>Representative One-Act Plays</u>		
Riggs, Lynn	Reckless	447-464	

NOVELS

Almard, Gustave	The Indian Scout		
Gather, Willa	Death Comes for the Archbishop		
Yerber, Edna	Cimarron		
Jackson, Helen Hunt	Ramona		
James, Will	Sand		
	Ione Cowboy		
Hodges, C. Walter	Columbus Sails		

Project, on the " Music of the Southwest "

In our group we have been collecting as much information as we can from the books in the library. With this information and as much more as we can get, we are going to produce a short quiz program which we are going to make a phonograph recording of.

We have gone to see Mr. Kubota of the music department and have acquired permission to use the album of cowboy music when ever we are ready to present our project. We have also received permission to use the few records of Mexican music.

Signed,

Sumi Inouita

Yoshiko Takai

Aiko Nakayama

Musora Miyake

General Education
Teacher: Mr. McGovern
Periods 5 & 7
October 14, 1943

Report on Petroleum and Oil

For our project, oil, we have sent letters to various State Geologist of the Southwestern States. We have gone to the library to look up information with no luck however, we did find a little. We are now waiting for the information to come from the different states so we may continue and complete our project.

William Kohaya
Carl Kidozumi
Minoru Tamatani

Report On General Education 11th Grade

1367
The past two weeks have been spent in gathering material on the various Southwestern projects. A preliminary report on the progress of each committee was submitted on October 15. (A few of these reports are attached) I have made a bibliography of Southwestern literature which we are using at the present time.

Leadership was the main discussion for two periods last week. This was done in order to help the students ^{prepare} for the election held ~~on~~ Friday.

Next two weeks will be spent studying Southwestern literature and poetry, and completeing projects.

Several periods have been spent working on Pupils Personal Record--
Page one.

We have been spending one period a week on current events.

OCT. 15, 1943
MELVIN MCGOVERN

To: H. K. Walther
From: M. P. McGovern

March 18, 1944

Mich
GENERAL EDUCATION 11⁵

Text:

Wirth, Freemont P. The Development of America

Chapter 9 Social and Economic Condition Following the Revolution

Chapter 10 The Work of the Constitutional Convention

Chapter 11 The Organization of the New Government

Muzzey, David S. Our Country

Chapter 8 Touching the Government

Chapter 9 Jefferson Makes a Great Bargain

Miles and Pooley Literature and Life in America

Page 39 Glimpses of Franklin

Page 50 The Value of the Union

Page 52 The First President Visits Boston

This class is working on a unit entitled "The Founding of American Nationality." The unit objective is to learn how the new government was established and to trace its growth to the period of Jacksonian Democracy. A few of the specific objectives are as follows:

1. To understand the difficult and complicated problems confronting Washington in establishing the new government and how it was solved.
2. To understand how foreign relations between the new nation and other countries were set up.
3. To see how foreign complications led to war with England.
4. To know the origin and pronouncement of the Monroe Doctrine.
5. To understand the changes in transportation brought about during this period and their influence.
6. To know how the Spirit of Nationalism developed and expressed itself.
7. To know how American Territory expanded.
8. To know the evolution of political parties.
9. To know and appreciate the literature of this period.

See attached work sheets and tests which we are using with this unit.

We use the American Observer and Scholastic for Current Events.

Feb. 29, 1944
Melvin P.
Mc GOVERN

General Education 11-5

March 3rd this class will complete a unit entitled "Struggle For American Independence." Each student was given a copy of the attached work sheet. This sheet, as you will note, is made up of questions, vocabulary drill, pronunciation, spelling, names, terms, and dates. Each student was required to keep a note book which will be checked by the instructor at the close of this unit.

Texts used were:

- Wirth, Fremont P.: "The Development of America"
Chapters 7 & 8.
Muzzey David S.: "A History of Our Country"
Chapters 5 & 6.

Various students volunteered to read to the class selections from Thomas Paines "Common Sense", Ben Franklins "Autobiography", "The Declaration of Independence", "The Constitution", "The Speeches of Patrick Henry", "The Articles of Confederation", Washington's "Farewell Address to the Army" and several other selections which I can't recall. After each reading we had a class discussion. From time to time we had short 10 to 20 question objective examinations on the selections read and discussed the previous day.

Another interesting project was developed around speaking in public. We started with a class discussion on the need and value of experience in public speaking. The next step was a study of the mechanics of developing interesting speech.

About this time I announced, much to the horror of the class, that each student would be required to give a three minute speech on a subject of his or her choice. The next question about which every member of the class was concerned was the order in which they were to be called. I put it on a volunteer basis and believe it or not, 30 out of the 44 students volunteered to speak. Had some excellent speeches. Roy Hiratsuka delivered a very interesting speech on "The Japanese Race." Audrey Nakabe gave a well organized speech on "The March of Dimes." Mitsuo Goi held the interest of the class for all of ten minutes with a speech on "Grammar Schools in Japan." I have just one objection to all of this and that is it took too much time. I do not question the value of this work but I feel that we neglected American literature and history. One thing more, each student was given a copy of the attached score sheet for judging speeches. After a speaker left the platform he was given a rating by the member of the class. No names were signed to the rating and only the person who was rated saw the score.

This class gave oral reports on items from negro newspapers, magazines and booklets. This was done during American Negro History Week.

This class saw the film entitled "The Life of George Washington."

Mr. Lafayette Noda spoke to the class on "Responsibility in a Democracy."

All members of this class had a dental check up.

The class viewed the Latin American exhibit.

REPORT ON GENERAL EDUCATION - 10th GRADE

L367

We are trying to get an over-all view of Eastern civilization. We have been doing this by class discussion, outlining, and special reports. Just as soon as we have adequate material, we are going to work on special units such as; games, art, architecture, and so forth of this area. From the papers handed in, I find that these students need a lot of work in English fundamentals. We are going to spend some time learning to use the dictionary, as well as, the library. We have already had some work on outlining.

Muse

JUNIOR CLASS MEETINGS

March 14, 1944

Room 4 3:30 P. M.

This meeting was called off because only 25 Juniors showed up. Notice was placed in the Bulletin that if more people didn't turn out, all Junior class activities would be cancelled.

March 15, 1944

Room 26 3:30 P. M.

Seventy-five Juniors were present. George Hinoki was elected Vice President. Committees were appointed to plan for Junior Prom.

Melvin P. McGovern

4-
Course of Study
1942-3

V3.67

Development of American Nationalities
and
Principles of Economics

Second Semester
1943

Katharine Stegner

Development of American Nationalities

Aim: Interpret present in terms of the past, thereby giving a feeling of trust, peace of mind, and security in a muddled world.

Objectives: 1. To obtain knowledge and understanding of our country's past problems.

2. To recognize the progress of democracy in spite of mistakes, slowness, and confusion.

3. To attempt to think clearly and in a broadminded way through problems which confront our nation and us.

I Development of Am. Nationalism & Democracy since 1812

A. Spirit of Nationalism

1. Growth of sectionalism
2. The American System

B. Jacksonian Democracy

1. Politics, parties, people

II Westward Movement Stimulates Am. Democracy

A. Exploitation of natural resources

1. Liberal land policy

B. Effect on American life and institutions

1. Tradition vs. freedom
2. Social & economic outlets

C. Passing of the frontier

1. Preservation of resources
2. Problems of social adjustment

III The Slavery Controversy

A. Origin of controversy

1. Sectionalism
2. Nat'l govt vs. state rights

B. Slavery in politics

C. War between North & South

D. Reconstruction

1. Sectional bitterness
 2. Racial problems - North & South
 3. Political "Solid South"
- Recent changes

II Industrialization of the U.S. after 1865

A. Consolidation of Industry

1. Social & economic effect
2. Big business

B. Labor & the Machine Age

C. Industry and the Tariff

D. Our financial system

E. The Machine age and Agriculture

F. The present War

Changes - conditions - trends

III How the Industrial Revolution Changed
Transportation & Communication

A. Early transportation

B. Transportation in the machine age

C. Means of Communication

D. Recent changes and future prospects

IV Development of our International Relations

A. Period of isolation

B. Imperialistic foreign policy

C. U.S. & World War

D. U.S. & World Peace

VII American Life & Culture in 19th & 20th Centuries

- A. Am. people in early 19th Century
- B. Cultural development 1865-1900
- C. Am. life in 20th Century
- D. War & its effect on Culture
Traditions and social changes

VIII Brief Survey of Political History Since 1868

- A. Leaders - parties - Policies
- B. Recent events - The U.S. at War

IX The World at War (studied thru entire semester)

- A. World geography
- B. Cultures of United Nations
- C. Axis cultures and viewpoints
- D. World Peace
 - 1. Winning the war & the peace
 - 2. Reconstruction
 - 3. Four freedoms
- E. Our responsibility to our nation and to our ideals
 - 1. Minority groups and our special problems

R. George

Report for Project ending Oct. 1, 1948

13.67

American History - The work covered includes general discussions of the type of democracy under which we are living - i.e. Social Democracy and the value of society to the individual as well as the individual to society. A generally progressive summary of present government practices with regard to national unity.

Also of war information publications, The North Central Association publications on Democracy, housing, etc.

It was decided to cover the history of the U.S. beginning with the present & working backwards.

A general presentation of typical information for research has been presented.

Anthropology —

we have introduced the study of anthropology so that the students may understand the subject matter to be covered by the course in general — The development of man, man's institutions, man's culture, man's mind & the applications for study in such a community as ours.

Following this we began the introduction of the study of man by showing his development as man. This has included the development of Pithecanthropus erectus, sinanthropus, & Galley Hill man.

Certain applications of their cultural development have been made to these men.

General education -

The class has barely had time to organize itself for this period, but we have established a program of development somewhat as follows:

Monday - General Reading - to cover needs of the country which we are studying

Tuesday - a study of the countries which we are reading about.

Wednesday - Discussions of political & geographical locations of the countries plus added historical material.

Thursday - Periodical English work spelling, grammar, punctuation.

Friday Review of the reading material for Monday.

We have decided to study England for the next period.

Chemistry - a general organization
of the chemistry material & an
introduction to chemistry.

Tuesday & Thursday are to be
used for giving sections over
the material until laboratory
facilities are available.

When we have started to
work on the material covering
the first laws of chemistry
& the formulae which are
involved in chemical lab
work.

R. George

For the Period ending Oct. 15, 1943

U. S. History - Continuing with the
Applications of Social Democracy,
we have also approached
American history with a state-
ment & discussion of America's
place as a world power through
the League of Nations, the
Kellogg-Briand pact, the influence
of the Smoot-Hawley Tariff &
the ideas of the Balance of Power.

We have discussed the
influence of America on various
world plans, as well as the place
of the isolationist in America.

Implications have been made
about the Federalist conception of
democracy.

We are at present at work
on the influence of the machine
age on America.

Anthropology - We have discussed
The further development of man
through the Neanderthal, the
Cro-magnon man & various
branches of these groups. We
have also covered the influence
of art, Stone Craft, certain
religious & physical symbolism
on the culture of these people.

We are presently engaged on
the development of cultural
analysis through the "scientific
method" & the "esthetic Technique".

We have made applications
of cultural traditions through
these processes in terms of
superstitions, mores and
folk ways.

General Education -

Using the same general outline we have developed our understanding of England through various historical epochs and are presenting a history of England in terms of reading & studying about these various periods.

A group of students working on one period & another group working on another.

We are working in English especially on the development of more useful and longer vocabularies.

Chemistry - we have developed
a fuller sense of the meanings
of the atomic theory with
brief mention of other possible
theories. We have had experi-
ments on ionization to show
that electronic charges may be
carried without the dissolution
of structural material in
terms of atomic structure.

We have maintained interest-
ing sections since a week
~~with~~ and since we are unable
to use a laboratory at present.

We have also worked on
three of the types of problems.

The heat stable condensations
percentage composition
plotting simple formulas given
the composition

Katharine Stegner
October 1, 1943

GENERAL EDUCATION
Grade 11-3

- I. This class made maps of the United States in which they located the following:
1. Colorado and other states in which evacuees are relocating.
 2. River systems and places of scenic interest.
 3. Cities in which friends are living and others of importance according to interests

They were interested in doing this as lack of knowledge was felt regarding these places. Distances were also considered.

- II. Before beginning history, we spent one period in drawing a map of the United States east coast. From past experience I find that colonial immigration is better visualized if they have in mind the states as they are now.

- III. Our history was taken up from the standpoint of "Relocation" of peoples from the Old World.

- A. We spent a very brief time on our cultural heritage as all but 2 have had World History and understand that part.
- B. We have been and still are studying the new settlements in America from the standpoint of reasons for coming, hardships, adjustments and satisfactions derived from the move. Tho many were practically forced from their homes, certain compensations made up for it. Individual cases were very unpleasant, but the future welfare of the group seemed worth the effort.

- C. Formal study from the text has been little as I have been trying to lay a foundation for a project we intend to take up in connection with this early period.
1. I have learned the names of the students and have talked on many of these things rather informally. They have entered into discussions quite freely (excepting for a few) and I believe we have a good start toward becoming acquainted so we may work together.
 2. They have read out loud and I find the girls do well but the boys only fair. Comprehension is about even I think.
 3. Thought questions have been given. I find the answers very neatly and conscientiously written.
 4. Homonyms and common errors they make in English have been studied.
 5. We have had a few off the subject discussions and lessons -

- a. Moves, customs, taboo, manners, laws, governments, etc.
- b. What institutions are, how they develop, why slow to change.
- c. Traits, characteristics, etc. as asked for by the National Japanese American Student Relocation Council in their recommendation questionnaires.

IV. Plans ahead:

- A. Read rather hurriedly 2 more chapters
"Colonial Contributions to Democracy " and "Colonial Life & Culture". This will finish text material on the Unit "The Beginnings of the American People and Institutions."
We then begin project on same.
- B. Project to be done by the class and reports
 1. They will work in pairs or threes and each contribute a part
 2. English, art, knowledge, cooperation
 3. Brief outline of plans which we expect to grow as we work:
 - a. Maps and graphs of various kinds
Nationalities
Population growth
Organization of society
 - b. Clothing, furniture, food, houses, health and family life
 - c. Medicine and treatment of diseases
 - d. Occupations
farming - land systems
manufacturing (home)
 - e. Punishments
 - f. Sports and amusements
 - g. Schools and education
(Hope to develop interest for study of stype and location of colleges in east now. Graphs,, etc.)
 - h. Colonial literature
Art, drama, newspapers
 - i. Religion
 - j. Dem. gov't - its growth
 - k. Western migration

We will read literature of the period, also Current Events.

- C. I am hoping we may become enough interested in somethings here, so as to lead us to another pre study of a situation and a project to add to this one.

Some of the class members are good leaders and will be able to go ahead on this. Others lack initiative and may be a little lost, but I expect to help and encourage them in their feeble efforts.

As yet I haven't it planned, but I expect to give some kind of a test to find out for myself if I have accomplished something.

We have been a little slow getting started (at least I have been) but I am really getting interested and I'm still happy.

I am starting on the East and working for the parts in history which I have found to be more of a need for these students after they enter the world and its occupations.

11th GENERAL ED

Oct. 4 to 15, 1943

I.

1. We used the text book for a brief study of Colonial America to the time of the French and Indian Wars.
2. The students selected topics for a cooperative project. Pairs are working on special topics and the work is progressing. The library and all sources of information are being used.

The class voted on two girls and a boy who are to put the material together. The boy is making a wooden cover for the book they plan to make.

Some are planning on continuing on topics of interest as they go on with their history. Certain members of the class are not quite sure what it is all about but they seem to be "catching on" from their classmates.

3. We are reading American Literature of the period we are studying.
4. This class also spent a little time on the study of "Leadership" prior to the selecting and voting on student body candidates. Several took part in the campaign and one was a candidate.

Through the efforts of one girl in our class, a special meeting of all girls was called. She explained the right of "writing in" a name on the ballot.

Katharine Stegner

Katharine Stegner
October 18 to 29, 1944³

11th GRADE GENERAL EDUCATION

Work Accomplished:

1. Class project "Our America" has been continued. Each individual task is almost completed.
2. Colonial literature has been studied.

Work to be done:

1. Review and test over work completed
2. Study of French and English contest for the America
 - a. Social, economic, and political implications
 - b. Indians - reasons for their attitudes and actions
 - c. Additions will be made to project "Our America"
 - d. Compositions will be written on this subject

12th GRADE GENERAL EDUCATION

Work Accomplished:

1. We studied "Differences between people"
2. Gave a number of tests such as: Dominant - Submissive
Introvert - Extrovert
Personality aids and detriments
3. Finished letter writing
Answers to letters have been received, read, and discussed.
4. We studied "City Rings of Growth" such as:
 - a. Business center
 - b. Transition area (much discussion on this)
 - c. Residential Zones

Work to be done:

- A. Occupations
 1. General study methods
 2. Detailed outline of specific occupations will be worked on by each student according to interests.
 3. A "Self Analysis" will be made in detail in an effort to determine fitness for certain fields of interest.
- B. "Courtesies" will be studied if there is time in the next 2 weeks periods - at least it will be the next topic requested by students.

SELF-ANALYSIS

I. School work

1. Are you considered an excellent, good, fair, or poor student?
2. If fair or poor, how do you explain your lack of success in school?
3. Do you dislike any subjects you have had in high school?
4. If so, why do you dislike each?
5. Have you a special liking for any subjects?
6. Why do these subjects appeal to you?
7. What do you know most about? (This need not be a school subject)
8. Do you wish to continue your studies beyond high school?
9. If so, in what subjects, and why?

II. Recreations

1. What are your hobbies, if any?
2. How much time do you give to each in an average month?
3. How long have you pursued each?
4. Are you more expert in one of these than any other young person of your acquaintance?
5. In which of your hobbies do you have the strongest permanent interest?
6. What are your favorite recreations other than hobbies?
7. What extracurricular school activities and clubs do you most enjoy?
8. Are there any which you have tried but have not enjoyed?
9. Have you served as an officer of your class or of a club?
10. If so, did this experience show anything about the kind of abilities you possess?
11. Do you like to read in your leisure time?
12. If so, what kinds of books do you like best?
13. What kinds of books do you dislike?
14. To what page or column in the daily newspaper do you turn first?
15. To what kinds of museums and exhibitions do you or would you like to go?
16. What kinds of recreations not already mentioned would you like to try?
17. Why do you think you would enjoy them?
18. Do you feel that your present recreational habits give a fair picture of your interests?
19. If not, why?
20. Are your recreational interest as a whole artistic, athletic, domestic, social, intellectual, or mechanical?
21. Do you prefer recreations that are sociable in nature or those in which you can engage by yourself?
22. Do you prefer indoor or outdoor recreations or like both equally well?

III. Occupational Experiences

1. In what work activities (paid or unpaid) have you had experience?
2. Which of these do you like?
3. Why?
4. Dislike?
5. Why?
6. What additional work activities would you like to try out?
7. Do you prefer to work alone or with others?
8. Do you get along easily with equals?
9. Do you prefer to make plans and assume responsibility for having them carried out, or do you prefer to carry out the plans of others?
10. Do you prefer to work chiefly with your hands or muscles or chiefly with your brain?
11. Do you like better to work indoors or outdoors?
12. Why?

IV. Physical Limitations

1. Have you any physical defects or handicaps?
2. If so, what is the nature and degree of the handicap?
3. Is your health excellent, good, fair, or poor compared with others of your age?
4. Do you tire easily?
5. What activities do you find most tiring?
6. Least tiring?
7. Have you good muscular co-ordination?
8. Do you have any difficulty in learning delicate muscular movements?
9. What kinds of occupations, if any, are closed to you because of physical limitations which you cannot overcome?

C. Conclusions from your self-analysis

1. Do you enjoy few or many types of activity?
2. Have you any strong interest which are likely to last, or do your interests seem to be continually changing?
3. Have you few or many interests compared to other young people of your acquaintance?
4. If your interests are few, how do you explain this?

OUTLINE FOR STUDYING AN OCCUPATION

- I. Is the occupation useful to society?
 1. Is this occupation really necessary?
 2. Does it promote the best interests of society?
 3. Could society do without this work?
- II. What are the duties of persons engaged in this occupation?
 1. What preliminary experiences would help one to prepare for this occupation?
 2. What Saturday or vacation opportunities are there for obtaining these experiences?
 3. Is apprenticeship necessary?
 4. For how long?
 5. Where?
 6. How much time must be spent on the job in order to learn it well?
- III. What education and special training are necessary to prepare for this occupation?
 1. How much education is a minimum requirement?
 2. Is a college education necessary or desirable?
 3. What studies are most useful in preparation for this occupation?
 4. Is trade school training necessary?
 5. What schools, if any, offer training, and how much does it cost?
- IV. What abilities and qualifications are necessary for success in this work?
 1. Are any special aptitudes necessary, such as an aptitude for music, drawing, or writing?
 2. What level of intelligence is necessary?
 3. Does the work demand excellent eyesight and hearing?
 4. A high degree of physical strength or vigor?
 5. Does the work demand the ability to get along with people?
 6. The ability to lead others?
 7. The ability to carry responsibility?
 8. What personal qualities are necessary? Cheerfulness? Courtesy? Good Judgment? Orderliness? Perseverance? Patience with detail? Initiative? Resourcefulness? Others?
- V. What are the working conditions with respect to hours of work, health, safety, and stability of employment?
 1. What are the hours of work and the opportunities for vacation and recreation?
 2. Are the working conditions and surroundings pleasant?
 3. Are there dangers to health and safety?
 4. If so, what are they?
 5. Are there adequate provisions for compensation in case of injury?
 6. Does the worker do the same thing all day?
 7. Is the work done alone or with others?
 8. Is employment regular or seasonal?
 9. Is employment more severely cut than in other occupations during a depression?

What income can be expected by a worker in this occupation?

1. What are the average yearly earnings?
2. At what rate does the worker start and what earnings may be expected later?
3. What is the method of pay?
4. How do the positions in this occupation differ with respect to monetary rewards?

What are the opportunities for advancement?

1. Is this an occupation in which the worker may remain despite advancing years?
2. Is this a blind-alley occupation?
3. Is the job likely to disappear due to technological changes?
4. What are the better positions toward which one may seek to advance?
5. For any advancement be obtained?
6. Is employment in this occupation growing or declining?

Does the occupation help the worker to live a good life?

1. What is the character of those who work in this occupation?
2. Will the nature of the work be likely to affect the worker's moral standards?
3. Does it enable him to live a good home life?
4. Will it have a good effect on his health?
5. Does the work stimulate thinking?
6. Will the worker be mentally fatigued at the end of the day?
7. Does the work encourage healthful forms of recreation?

11th Grade General Ed.
November 1-15 / 43

Work Completed:

1. Individual parts of class project.
2. Review of colonization period stressing democratic and non-democratic activities of the time.
3. Examination
 - a. Results:

They seem to understand the facts quite well and I believe they are developing the line of reasoning regarding the beginnings of democracy in this period.
4. American Observer test on Far East shows a need of study regarding the current history of that region.
5. A period was spent in listening to the talk on Relocation by Sumi Yamaguchi from New York. We discussed it later.

Work to be done:

1. Study of the French & English contest for America.
2. Study of "Evangeline" for literary value and also from the point of view that it was a great evacuation.
3. Review and examination.

Katharine Stegner

Katharine Stegner
November 15 - 30, 1943

11th GRADE GENERAL EDUCATION

Work Finished:

1. Work on class project continued
2. Examination and summary of English and French struggle for control of NorthAmerica.
3. Review of growth of democracy and continued study of it as shown by the struggle for freedom and self-government prior to the Revolutionary War.
4. The poem "Evangiline" was read and discussed as it pertained to evacuation.

Work to be done:

1. Study fo cause of discontent of colonists. Not to be studied as mere facts or happenings, but from the standpoint of the democratic spirit in action in its struggle for freedom from old world tradition and tyranny. It is desired that this will be watched carefully throughout the course so that it will be seen how our country is still struggling for democracy. It is hoped that we can do away with the idea that this is a real democracy. (This idea is necessary if we are to combat the criticism of democracy as a failure) We want to show that we are progressing and still have the freedom to do so.
2. Assignments have been made for the outside reading of an American biography. (each student)
3. "The Concord Hymn" to be memorized in whole or part and other literature pertaining to Revolutionary period.
4. English work books will be used.