

P2.87

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HUNT HIGH SCHOOL
HUNT, IDAHO

NATURE OF CORE COURSE CLASSES

The core course teacher has the same responsibilities for his pupils as an elementary school teacher with the exception that pupils are in his class but three periods in grades seven and eight or two periods in grades nine, ten, eleven, and twelve and their activities and problems are more mature. The counseling program of the high school is conducted through the staff of core teachers who carry out all the immediate pupil contacts, interviews, program planning, and the like. All pupils are required to be enrolled in core classes as long as they are enrolled in Hunt High School.

The pupils receive credit for one unit of English and one unit of Social Studies for their participation in these classes. An effort is made, however, to integrate these two subjects. In other words, the teacher strives to promote the social development of the pupils which is dependent upon adequate use of the English language in speech and writing, the use of literature to increase understanding of life, the use of Social Studies facts to understand the world in which we live, the use of materials on vocations and related topics for planning for the future, and the use of inventories and tests to understand ones shortcomings and capabilities.

End -

The teacher is adequately guided by a framework of different activities to be used in different years but he is not expected to be a walking encyclopedia relative to every problem the class might take up. He is expected rather to act as a leader and guide for the class in promoting its progress toward effective citizenship in a democratic society.

J. T. Light

Introduction to Curriculum Making.

List things which you think of as problems in the life of the people at your colony.

What needs have you observed in your dealings with evacuees?

What needs have evacuees expressed to you?

What elements in camp life bother evacuees most?

What will happen to us after the war?

Need to develop attitudes that are democratic.
" " " leadership sensitivity.

List the main resources of your colony.

Natural.

Man-made.

Human.

Need a survey

Contributions of Women
Craft skills.
Development of Jap. art.

List the present means of making a livelihood.

Office work (kinds)

Institutional (kinds) hospital, mess kitchen, etc.

Public services (kinds) police, roads, lights, warehouse, etc.

Agriculture

Livestock

Transportation

Stores and shops

Industries

Personal services

Education

List additional means of earning a livelihood which you expect to be added to those now in existence.

List safety hazards at your center.

In living quarters.

On the roads.

In stores.

In industries.

In agricultural pursuits.

Battlemanor -
Fire-extinguishers.

In mess halls.

In offices.

In warehouses & shops.

In public services.

On the playfields.

Air-raid precautions.

Heat storms - silicon?
Need for quiet period.

List the most prevalent diseases in your colony, together with possible preventive measures for each.

Take each resource and each means of livelihood, and list for each the main items which have implications for the schools. Below is a suggested breakdown of this kind for "Building Construction."

Building construction:

Types of building material - wood, adobe, concrete, stone, etc.
 Skills required to work with each type of building material.
 Plumbing, electricity, sheet metal work, etc.
 What special types of home improvement work deserve emphasis?
 (dual or triple purpose furniture because of limited living space.)
 Facts and knowledge which workers need in each field.
 Skills and abilities which workers in each field need.
 Tools which workers must learn to use.

List the types of human relationships which have a bearing on successful and satisfactory living in the relocation center, such as:

Isei and Nisei -

Isei and Kibei, and Nisei and Kibei

Administration staff and evacuees

Foremen and workers

Parents and children; other members of the family group

Relocation center and the outside world.

Army + civil population

Mother-in-law.

Tab news idea at Mangrove
broadcast.

*Lt. Commander
 R. D. Ringle*

Japanese in the U.S.

Toland's reports of

Jap. minorities.

Left of Documents.

H. C. Spindt Office has

*copy of survey of collig.
 graduates in vocational life.*

List considerations and suggested plans for the post war world.

List local excursions, interviews and experiences which can have educational value.

List sources of supplies, etc. which children and the family can furnish for school use.

List possible ways and techniques for involving evacuees in educational planning.

The above indicates the "scope" of the curriculum. The items included serve as a check list for the next step. "Sequence", or the organizing of curriculum building material into blocks corresponding to grades and courses.

For the elementary grades, 1 - 6, choose a title for each which represents an important area of real life. Place in each of these rather large frames subject matter and skills items from the master check list which are appropriate to the age-maturity-achievement level of the group. Many items will be included in several, or perhaps all, of the elementary frames, but each such inclusion will call for a special emphasis so as to avoid useless or unnecessary duplication.

For the secondary schools, if you maintain the traditional high school course titles, comb the master check list for items which belong in each course for each of the Jr. and Sr. H. S. years.

Take Social Studies for an example:

History of the inception, growth and development of the center, local state history, U. S. history, oriental history; relocation center government, state government, national government, democratic and totalitarian governments; law and order - local, state, national, international; human relationships - family, community, town, state, national; physical, social, economic, political geography; resources - natural, man-made, human; job surveys and analysis - personality and training of different kinds of workers; marriage and the family; life in the post-war world; etc.

Only when you have a check mark opposite every item in the master check list can you be sure that your curriculum includes, in its proper place, everything which has a bearing on the child's present and future.

1943-44

SUBJECTS TAUGHT IN HUNT HIGH SCHOOL

Agriculture	<i>Sails, Agronomy. Animal Husbandry. General Ag.</i>	7, 8, 9
Algebra		beginning, advanced
Arithmetic		7, 8
Mathematics		general
Geometry		plane, solid
<i>Trigonometry</i>		
Art		7, 8, workshop, general, intermediate
Biology		
Chemistry		
Science		general
Physics		
Bookkeeping		
Business Principles and Law		
Shorthand		beginning, advanced
Typing		beginning, advanced
Chorus		mixed, girls
Harmony		
Violin		
Wind Instruments		
French		beginning, advanced
Spanish		beginning, advanced
Speech Laboratory		
Public Speaking		
Present Day Literature		
Journalism		
Core		7, 8, 9, 10, 11, 12
General Shop		
Mechanical Drawing		beginning, advanced
Home Economics		7, 9, 10, 11, 12
Physical Education		
Boys		7, 8, 9, 10, 11, 12
Girls		7, 8, 9, 10, 11, 12, mixed
Vocational agriculture		
Vocational auto-mechanics		
Vocational carpentry		
Vocational Distributive Occupation		
Vocational Office Practice		
Vocational Nurses Aide		

Music Appreciation Class

1. Watanabe, Ruth
2. Otoshi, Chiyeko
3. Kido, Katherine
4. Kawasaki, Katherine
5. Nakagawa, Hiroko
6. Sugekawa, Fumiko
7. Ochiai, Shizuko
8. Sunata, Frances

9. Kashiwage, Yumeko
10. Murakami, Earl
11. Iwata, Miyoko
12. Fugimoto, Miyeko
13. Iwata, Hisako
14. Takamura, Gloria
15. Mori, Midori
16. Iida, Rosie
17. Nomura, Sady

Shorthand

Period III

1. Inouye, Mary *grad*
2. Matsumoto, Fumiko
3. Okamoto, Kazuko
4. Nakauchi, Teruki
5. Murao, Mutsuko
6. Kanda, Kiyo

7. Tada, Norma
8. Sugeno, Florence
9. Kaseguma, Masako *add. 9th*
10. Tsuji, Shiz
11. Oiye, Fumi
12. Horiuchi, Edith *grad!*

2 additional

Shorthand

Period II

1. Hishikawa, Yoko
2. Kogita, Dorothy
3. Ohashi, Miyeko
4. Chikamura, Emiko
5. Tamura, Marian
6. Yoshioka, Lucy *good*
7. Hishikawa, Sumi
8. Otoshi, Chiyoko
9. Kojima, Webia
10. Miura, Reyko
11. Oiye, Ikuko ✓
12. Sugimoto, Martha
13. Morita, Margaret
14. Ochiai, Shizuko
15. Sugikawa, Fumiko *good*
16. Sunata, Frances
17. Ikeda, Mary
18. Masuda, Tomi
19. Nakagawa, Hiroko
20. Yoshihara, Catherine

21. Kumata, Kikue *good*
22. Mayeno, Dorothy
23. Kawaguchi, Aiko ✓
24. Konishi, Yoshie ✓
25. Sono, Ruth
26. Mukaida, Takako
27. Horita, Etsuko
28. Hirata, Pearl *good*
29. Hikida, Irene
30. Nakauchi, Miwako
31. Fukei, Sumiye
32. Kodama, Dorothy
33. Arase, Yukiko
34. Yamauchi, Bette
35. Yoshihara, Elsie *good*
36. Kiriara, Miki
37. Arawaki, Eva
38. Inagaki, Masako ✓
39. Yuzuriha, Tsuyu
40. Nakata, Sachiko

Shorthand

Period IV

1. Horiuchi, Edith *grad*
2. Nakamoto, Pat *grad*
3. Tada, Yuri
4. Sugikawa, Fumiko *grad*

5. Shitamae, Yoshiko *grad*
6. Kondo, Amy
7. Maruhashi, Chieko
8. Takeshita, Haruko

Shorthand

Period I

1. Suyematsu, Eiko
2. Yamanishi, Myrtle
3. Yoshida, Sue
4. Yanagimoto, Katsuko
5. Nakamura, Sachiko
6. Sunata, Catherine
7. Tamiyasu, Susie
8. Tanabe, Marilyn
9. Kobayashi, Lilly
10. Hayashi, Lillian
11. Hiyama, Esther
12. Nakagawa, Shigeko
13. Usuda, Martha
14. Tsujimura, Mary
15. Miyake, Peggy *grad*
16. Kokita, Ruby
17. Matsumura, Kikue
18. Taoka, June
19. Matsubara, Hisako

20. Yamanishi, Mary *grad*
21. Ishii, Michi *grad*
22. Takatsuki, Miye
23. Kinoshita, Mary *grad*
24. Murakami, Elsie
25. Tanaka, Betty
26. Koura, Kenso
27. Kitayama, Kee
28. Kawasaki, Elwell
29. Yutani, Masako
30. Fujihara, Tamaye
31. Asaoka, Hisako
32. Takahashi, Kazuko
33. Terakawa, Hiroko
34. Tsuboi, Hideko *not school*
35. Furukawa, Jessie
36. Mayeno, Art
37. Arase, Tetsuo *grad*

Art

1. Takenaga, Emiko
2. Hashizume, Tomiko
3. Furumoto, Shizuko
4. Arakawa, Mary
5. Kobayashi, Lilly
6. Usuda, Martha
7. Hayashi, Lillian
8. Tsujimura, Mary

9. Hirai, Jack
10. Numato, Jean
11. Sugékawa, Fumiko
12. Furumoto, Setsuko
13. Kitayama, Keiko
14. Unozawa, Phyllis
15. Shiogi, Hiro
16. Niiya, Sumi

Home Economics

1. Fujimoto, Miyeko
2. Iwata, Miyoko
3. Kaseguma, Lois
4. Koyama, Eva

5. Kodama, Kikue
6. Kusachi, Joyce
7. Iwata, Hisako
8. Ehama, Mary

Typing Students

Period I

1. Hirata, Pearl
2. Hishikawa, Sumi
3. Hishikawa, Yoko
4. Ikeda, Mary
5. Kanjitsu, Iijima
6. Kogita, Dorothy
7. Kondo, Amy
8. Kubota, Ruth
9. Kumata, Kikue
10. Light, Alvin
11. Masuda, Tōmi
12. Miura, Reyko

13. Morita, Margaret
14. Ochiai, Shizuko
15. Shitamae, Yoshiko *grad*
16. Sugikawa, Fumiko *grad*
17. Sugimoto, Martha
18. Sunata, Frances
19. Tada, Yuri
20. Yukawa, Toshiko

2 additional

Typing Students

Period II

1. Furumoto, Setsuko
2. Inouye, Mary
3. Ishii, Michi *grad.*
4. Kaseguma, Masako
5. Kinoshita, Mary *grad.*
6. Kitayama, Keiko
7. Kodama, Mitsuko
8. Kondo, Amy
9. Maruhashi, Chieko
10. Matsumoto, Fumiko

11. Nakauchi, Teruko
12. Oiye, Fumi
13. Okamoto, Kazuko
14. Shitamae, Yoshiko *grad.*
15. Sugeno, Florence
16. Takahashi, Kazuko
17. Takeshita, Haruko
18. Terakawa, Hiroko ✓
19. Tsuji, Shizuko

Typing Students

Period III

1. Mitsudo, Mary
2. Murakami, Elsie
3. Jitodai, Kinuye ✓ *good*
4. Furumoto, Shizuko
5. Yoshida, Sue
6. Yanagimoto, Katsuko
7. Sunata, Catherine
8. Nakamura, Sachiko ✓
9. Hiyama, Esther
10. Nakagawa, Shigeko
11. Mukaida, Takako ✓

12. Sono, Ruth
13. Hayashi, Lillian
14. Kobayashi, Lilly
15. Tsujimura, Mary
16. Usuda, Martha
17. Tanabe, Marilyn
18. Tamiyasu, Susie
19. Miyake, Peggy ✓ *good*
20. Matsubara, Hisa ✓
21. Taoka, June

Typing Students

Period IV

1. Watanabe, Ruth
2. Takayoshi, Kiyoko ✓
3. Yamashita, Sally ✓
4. Ootoshi, Chiyoko
5. Terayama, Sue
6. Yamashita, Anna
7. Yamanishi, Myrtle
8. Suyematsu, Eiko
9. Yoshihara, Catherine
10. Tomita, Lillian
11. Kusakabe, Chiye
12. Nakamura, Lucille
13. Chikamura, Emiko
14. Tamura, Marian
15. Kitayama, Kee
16. Koura, Kenso
17. Kawasaki, Elwell
18. Kiriwara, Miki
19. Yamauchi, Bette
20. Arase, Yukiko
21. Ishikawa, Namiko
22. Yoshitake, Chiro ✓
23. Yamauchi, Peggy ✓

Typing Students

Period V

1. Nakagawa, Hiroko
2. Ohashi, Miyeko
3. Furukawa, Jesse
4. Fujihara, Tamaye
5. Yutani, Masako
6. Haga, Aiko ✓
7. Kogita, Ruby
8. Matsumura, Kikue
9. Kodama, Dorothy
10. Mayeno, Art
11. Yoshioka, Lucy *grad*

12. Kojima, Webia
13. Arase, Tetsuo ✓ *grad*
14. Kusachi, Hazel
15. Fukei, Sumiye
16. Kimura, Hisako ✓
17. Uinki, Ed ✓
18. Kido, Katherine ✓
19. Shiogi, Hiro
20. Niiya, Sumi
21. Yuzuriha, Tsuyu
22. Nakata, Sachiko

HUNT HIGH SCHOOL
HUNT, IDAHO

AMERICAN HISTORY

AIMS:

To give the student a general yet comprehensive view of American History to enable him to understand the foundations of our country; its growth and development, politically, socially and economically; the part it has played in international affairs; the understanding and appreciation of the workings and principles of democratic government with a spirit of tolerance for better relations among peoples of the world.

TIME ALLOTMENTS:

A one year course. Meets five times per week. One credit per semester (1 unit per year). Grade 11 1942-43, 1943-44 1944-45.

OFFERING:

A survey in American History from the old world beginning to the present time. This includes discovery and settlement; independence and establishment of a national government; sectional interests and rivalries; nationalism and foreign relations; our economic development. Our social and cultural development; acquisition of distant possessions with the establishment of democratic government therein; present problems in international relations.

STANDARDS: (where applicable)

BASIC TEXTS:

WORLD POLITICS

AIMS:

To give the students a general understanding of the governments of major powers of the world together with the problems in international relations. To create a sympathetic understanding of all peoples.

TIME ALLOTMENT:

A one year course. Meets five times per week. One credit per semester (1 unit a year). 1943-1944. Grades 11-12.

OFFERING:

A comparative study of the organization and administration of the governments of the important countries of the world. A study of the international relations of independent states; arbitration, alliances, congresses, the World Court and the League of Nations. A critical analysis of our foreign policy. A careful study of the problems involved in the peaceful solution of disputes. Major emphasis on present problems in world politics with a study of the proposed plans for international understanding and world order.

STANDARDS: (where applicable)

BASIC TEXTS:

PAN-AMERICANISM

AIMS:

To acquaint the student with the historical, social economic political and cultural life of the Latin American States. To show our inter-related life with these peoples and the future importance of their states in our foreign policy.

TIME ALLOTMENT:

A one year course. Meets five times per week. One credit per semester (1 unit a year). 1944-1945. Grades 11-12.

OFFERING:

A survey of the development of Latin American States with major emphasis on social, economic and political background of the Latin American Republics. The major emphasis of the course placed on the past and present relations of the countries with the United States. The analysis of present day problems with the Latin American Republic is a considerable part of the course. Future problems in Pan-Americanism also has consideration.

STANDARDS: (where applicable)

BASIC TEXTS:

Hold for notation on necessary times for some courses

HOMEMAKING EDUCATION (HOME ECONOMICS) 1943-44

Limit of all classes 24 to 30 (preferably 24)

I. Non-Vocational

1. 7th & 8th grades - girls only

Each grade should be scheduled separately, not together in one class as this year. Because of load in senior high school, there should be one semester only for each grade.

Units of Clothing Selection and Construction; Food especially as Related to Health and Appearance; Home and Family Living; Making and Keeping Friends.

2. 9-10-11-12 girls only

There should be two sections of each - one in A.M., one in P.M. in order to schedule work experience.

Graded Units of Clothing Selection and Construction; Foods and Nutrition; Child Study and Personality Development; Home and Family Living including study of finance, management, good relationships, health and home nursing; Consumer Education.

3. Boys - 12th grade preferably. Could be one year or one semester only if provision made for some other one semester course.

Nutrition as it influences Health and Appearance; Clothing Selection and Care; Child Study and Personality Development; Personal and Family Finance; Good Relationships-With own age (own and opposite sex) and persons younger and older.

II. Vocational

1. Vocational Foods (Institutional Food Preparation and Serving) Boys and Girls. One section only. Absolute limit 30. Work Experience in Dining Hall 23.

2. Vocational Nutrition and Dietitics, Child Care, Home-making - girls only. All year. Should be two sections - 1 A.M., 1 P.M.

Basic course for work experience in project nursery schools; in mess halls preparing food for infants and young children; helpful for outside employment as house worker or home helper.

Last phase will consider job analysis of housework; qualifications for person doing this type of work; care of the house; laundering; care of children; meal preparation; personal problems.

3. Vocational Clothing Enrollment only upon permission of instructor.

All construction processes; ~~some~~ tailoring; some make-over; fitting each other; some sewing for others if at all possible.

4. Nurses Aide (including Home Nursery ^{ing}) To be taught by hospital staff. Work experience at hospital.

MINIDOKA PUBLIC SCHOOLS

Hunt, Idaho

October 15, 1942

NEXT STEPS FOR CORE TEACHERS IN THE HIGH SCHOOL

1. Upon completion of the counseling, the list of students in your core classes should be checked against those in the Guidance Office to determine the status of the students on your list whom you have not seen.
2. If there remain on your list a number who are working outside, their preliminary registration blanks should be examined and if they are reasonably complete, you should make a program for them for this present year and mark it "Tentative."
3. As already instructed, tabulations of the life plans of your pupils and the subjects chosen for this coming year and alternative subjects should be made and handed in to the Guidance Office. There is no need to hand in lists of names in the different subjects, merely the number.
4. The work on resource units should continue. The first step in this process is to develop a bibliography. A form is being made on which each book or pamphlet should be recorded separately. The groups selecting these books should list them on a sheet of paper and attach their signature. The forms then should be handed in to the Principal for requisitioning. This would not ordinarily be the next step in developing resource units, but the immediate need for placing these orders makes it of paramount importance that it be done at once.
5. Further work on our resource units should consist of making them more complete and usable. As a result of our preliminary group discussions, it was revealed that they should include the following:
 - a. A statement of the value of the resource unit in our educational program.
 - b. A statement of the desired outcomes in terms of rather broad generalizations that it is hoped the group will come to understand. These should be designed to point the unit in the direction of the themes.
 - c. A list of the activities in which the pupils can gain the experiences necessary to bring about the general understanding as to the above. These should be arranged in topical classifications in order to make sure that all aspects of the problem will be covered.
 - d. An analysis of the ways in which teachers may capitalize upon these activities to promote the general aims of our educational program.

- e. A statement of the extent and manner in which they cover the items of the scope.
 - f. Teaching aids such as reading materials, visual aids, excursions, speakers, interviews, and the like which may be used to provide experiences.
 - g. Suggested means of evaluating the growth of pupils within the framework of the resource unit. These suggested evaluation methods should be specifically aimed at the general aims. It should include an analysis of what children will do within the field of the resource unit if they are exhibiting the qualities implied in our general aims, followed by suggestions as to how it can be determined whether or not they are doing these things.
6. Before developing a teaching unit out of this resource unit with the class, it is suggested that the following steps be taken:
- a. Make an analysis of the needs of the actual children within your class. They can be revealed to you by general class discussions, written autobiographies, observations of the conditions under which they live, observations of their behavior and discussions on the playground, and the like.
 - b. Make analysis of the ways in which this unit can contribute to meeting these needs.
 - c. Make an analysis of the resources at hand which will enable you to provide experiences suitable to the unit you are contemplating.
 - d. Write a preview of the steps that you anticipate taking in developing of your teaching unit.

8TH GRADE

Individual planning for personal, social, vocational, and civic responsibility.

1. Selecting an occupation.
2. Getting the most out of high school.
3. Building personal resources.
4. Reciprocal relations between society and the individual.

9TH GRADE

Chronological conception of human development.

1. Using scientific techniques to improve material resources.
2. Using scientific techniques to improve human-physical resources.
3. Using scientific techniques to improve cultural resources.

10TH GRADE

Continuous improvement of living--The community, a human invention to satisfy needs.

1. Developing our community to meet our needs.
2. Preparing to live in other communities.
3. Reducing social distances in the community.
4. Utilizing community resources to improve our culture.

11TH GRADE

Continuous improvement of living--within region and nation.

1. Extending democratic practices within the nation and its regions.
2. America's contribution to the war effort.
3. Utilizing the nation's man power.
4. Regional organization for the development of national resources.
5. Developing the Northwest's resources.

12th GRADE

Continuous improvement of living--within the world.

1. Effecting the four freedoms.
2. Improving human relations.
3. Cultural integration.
4. Conserving world resources.
5. Developing world economic cooperation.

*A brief outline of major topics
studied in science.*

PHYSICS

Over-all themes:

Improvement of human arrangements to make better use of scientific techniques.

Continuous improvement of living within the region, nation and world.

Aims for physics:

1. To better understand natural and artificial physical phenomena.
2. To better appreciate the contributions of scientists.

I. Introductory discussions

- A. Why take physics?
- B. What do you expect from the course?
- C. What previous experience have you had in science?
- D. What objects, machines, devices have you seen recently that you would like to know more about?

II. Unit title: Fundamental principles

- A. Aim: To acquaint students with fundamentals necessary before specific problems can be attacked.

B. Material to be studied:

1. Physical changes
2. Matter
 - a. States of--
 - b. Measurements of--
3. Energy
 - a. Kinds
4. Molecules
5. Gases
 - a. Properties
 - b. Gas laws
6. Liquids
 - a. Pressure
 - b. Laws, etc.

C. Activities

1. Reading texts, pamphlets, magazines
2. Exercises (written)
3. Simple demonstrations
4. Problems

III. Additional units in mechanics

- A. Forces
- B. Motion, velocity, acceleration
- C. Gravity
- D. Work, power
- E. Simple machines

IV. Heat

- A. Thermometers
- B. Heat transmission
- C. Measurement of heat
- D. Boiling points etc.
- E. Heat and work

V. Sound

- A. Transmission
- B. Measurements
- C. Principles of some musical instruments

VI. Light

- A. Law of reflection
- B. Mirrors - images
- C. Lenses
 - 1. Instruments using lenses
- D. Spectrum
 - 1. Polarized light

VII. Electricity and Magnetism

- | | |
|---------------------------|--------------|
| A. Fundamental principles | D. Induction |
| B. Electric Currents | E. Devices |
| C. Measurements | |

CHEMISTRY

Over-all themes:

Improvement of human arrangements to make better use of scientific techniques.

Continuous improvement of living within the region, nation and world.

Aims for chemistry:

1. To understand the relationship of chemistry to everyday life.
2. To train in systematic thinking

Units in chemistry

I. Introductory material:

Why do you take chemistry?

Have you had any experience with chemistry as such?

What do you expect from the course?

Does chemistry effect your daily life?

II. Fundamentals:

A. Historical background

B. Chemistry and physical changes - examples

C. Matter

1. Elements (Symbols also)
2. Compounds
3. Mixtures

D. Energy

1. Kinetic
2. Potential

E. Composition and properties of H_2O

F. Oxygen

G. Hydrogen

1. Word equations of simple chemistry reactions

H. Atoms and molecules

- I. Electron Theory
- J. Valence
- K. Formulae
- L. Equations
- M. Problems for chemists
 - 1. Percentage composition
 - 2. Determination of formulae
 - 3. Actual weights of chemicals used etc.
- N. Carbon
- O. Carbon dioxide - CO
- P. Acids, bases, salts
- Q. Ionization
- R. Chlorine

III. Activities:

- A. Story of life of chemists
- B. Demonstrations of ordinary lab experiments
- C. Made charts and tables
- D. Worked numerous problems

IV. Individual and group projects dealing with the every day application of chemistry

- A. Types of carbon compounds
- B. Cosmetics
- C. Anesthetics and narcotics
- D. Soilless gardens
- E. Common drugs
- F. Gases and their uses

- 1. HCL
- 2. NO
- 3. NH₃
- 4. SO
- 5. H₂S

*This is only a
partial list of projects*

GENERAL SCIENCE

Over-all themes:

Improvement of human arrangements to make better use of scientific techniques.

A chronological conception of human developments.

1. Using scientific techniques to improve material resources.
2. Using scientific techniques to improve human physical resources.
3. Using scientific techniques to improve cultural resources.

Aims for General Science:

1. To make for a better understanding of the physical chemical and biological environments.
2. To train for better powers of observation.
3. To train in reflective thinking.

Units studied:

I. How scientists work

II. Air

- A. Composition
- B. Use in burning
 1. Fire hazards
- C. "Burning" in animals (types in several phyla.)
- D. "Burning" in plants
- E. Putting air to work uses of compressed air.

III. Weather

IV. Water

- A. Composition
- B. Percentage in plants and animals
- C. Supplies
- D. Use in floating
- E. Use in work
- F. Use in erosion

GENERAL SCIENCE

(2)

G. Use in irrigation

H. Use in sewage disposal

V. Simple machines

A. Levers

B. Pulleys

VI. Heat

A. Heating devices

B. Steam engine

C. Gas engine

VII. Light

A. Types of lighting

B. The eye

C. The camera

VIII. The sky

A. Constellation

B. Planets

C. Moon

D. Sun

1. Effect of sun on plants

IX. The life of a tree

X. The World of Rock

A. Forces tearing down lands

1. Erosion

2. Glaciation

B. Forces building up lands

1. Volcanoes

2. Earthquakes

C. Minerals and Man

1. Ages of man e.g. Stone age
2. Chemistry and the metals

D. Fuels and man

1. Origin of coal, gas, and petroleum
2. Changes resulting from uses of fuels

XI. Conservation

- A. Conservation of soil and minerals
- B. Conservation of plants and animals
- C. Conservation of human health

BIOLOGY

Over-all themes:

Continuous improvement in living.

The community, a human invention to satisfy needs.

Scope:

Production, distribution, consumption.

Mental and physical health

Family relationship

Leisure time

Spiritual needs

Education

Communication

Transportation

Government

Conservation

Aims for Biology

1. To better understand and interpret the environment
2. To better understand the interdependence of all living things
3. To emphasize the economic importance of many species studied
4. To show the adaptations made by living forms
5. To show the increase in complexity of living forms
6. To show the similarity of functions of all living things

I. Introductory material

1. What is Biology?
2. Division of Biology
3. Uses of Biology
4. Differences between living and non-living things
5. What is life?
6. Functions of living things

II. Health

- A. Aim: To improve our health so that we may improve our ability to adapt ourselves to society and to give more to society.

B. Material to be studied

1. Gross structure and function of the body
2. Systems
 - a. Skeletal - (exercise - posture)
 - b. Muscular - (exercise)
 - c. Glandular - (normal and abnormal functions)

- d. Digestive - (Foods - Digestive diseases - deficiency diseases)
- e. Respiratory - Diseases of and prevention of
- f. Circulatory - exercise
- g. Nervous - (sleep)
- h. Reproduction - (Pros and cons of moral codes)

3. Minute Structures

- a. cells
- b. tissues
- c. organs

C. Activities (General as well as for the unit)

- 1. Build window boxes - not done
- 2. Start collection for "museum".
- 3. Feeding experiments-effect of food on organisms
- 4. Reading texts, magazines
- 5. Latest publications
- 6. Checking on postures
- 7. Ideal food requirements
- 8. Checking on our own diets
- 9. Reports on deficiency diseases
- 10. Study of cells under microscope - not done
- 11. Muscle studies on a frog - not done -
- 12. Dissection of a frog
- 13. Balloon experiments to demonstrate breathing - not done -
- 14. Make diagrams of systems
- 15. Demonstrate and practice artificial respiration
- 16. Devise artificial circulatory system - not done -
- 17. Study specimen of pig heart - not done -
- 18. Study specimen of brain of beef - not done -
- 19. Care of broken bones
- 20. Community health
 - a. H₂O supply
 - b. Sewage
 - c. Communicable diseases
 - d. Public health service

D. Evaluation

- 1. Objective quiz
- 2. Reports

III. Classification

A. Aims:

- 1. To show similarity in functions of all living things
- 2. To demonstrate functions in lower forms which are not so easily observed in higher forms
- 3. To show adaptations in all living things
- 4. To show the increase in complexity of all living things

B. Material studied

1. Phyla of animal kingdom
2. Examples of each phylum with emphasis on the functions and adaptations of those examples. Life cycles included when possible
3. Methods of reproduction in each phylum. Special emphasis placed on mammalian reproduction.
4. Phyla of the plant kingdom.
5. Functions of plants
6. Balance of nature
7. Conservation.

IV. Evolution

V. Genetics and races

Outline for Algebra

- I. Introduction
 - Terminology
 - Use of letters as quantities
 - Development of meaning and use of an equation
- II. Construction of simple geometric figures with algebraic applications.
- III. Applications of axioms in the solution of simple equations.
- IV. Introduction and use of positive and negative numbers.
- V. Application of exponents.
- VI. Factoring
- VII. Use of formulas
- VIII. Graphs
- IX. Simultaneous linear equations.
- X. Ratio and proportion
- XI. Roots and powers
- XII. Quadratic equations solved by factoring.

H I G H S C H O O L

S U B J E C T S

Teachers

Vocational Agriculture 7&8 -----Briggs
Mechanical Drawing 7 & 8

ART -----Markholm
Beginners
Advanced
Craft

Vocational Home Economics 9,10, &11 -----Major
Home Economics
Institutional Cooking
Hotel Management

COMMERCIAL -----Horn
Business Law
Shorthand
Bookkeeping 1
Distributing Occupation

Math-----Hunt
Algebra 1
Geometry
Plane Geometry
Advanced Algebra
Arithmetic 8 & 7

FOREIGN LANGUAGE-----Askew
Spanish 1 &2
French 1 & 2

MUSIC-----Erlandson
Vocal Music
Music Instrument
Advanced Instrument

SCIENCE -----Hagllind
Physics
Chemistry
Biology
General Science

SHOP-----Fleischman
General Elect
General Metal
Vocational Elect

General Woodwork-----Ficke
Agriculture 8
Advanced Agriculture

CORE CLASSES

Core 7-----Thorp
8-----Gwinn
8-----Peavey

Core 8 -----Sisterman
9-----Mc Loughlin
9-----Horne
10-----Combs
11-----Herndon
10&11-----Gilbertson
10&12-----Amerman

September 1, 1943

Mr. DeYoung:

Attached are the Course Offerings
for the Year 1943 - 1944. These were
supposed to be attached to the Weekly
Report, for the week ending August 28,
1943.

J. J. Light (y.s.)

Hunt High School
Hunt, Idaho

File in high school

Course Offerings for Year 1943 - 1944

<u>Subject</u>	<u>Period</u>	<u>Room</u>	<u>Teacher</u>
Agriculture 8 & 9	5	5-A, B	Ficke
Algebra I	1	12-G, H	Haglund
Algebra I	3	12-C, D	Coad
Algebra I	7	12-E, F	Hunt
Algebra II	4	12-E, F	Hunt
Algebra II	8	12-E, F	Hunt
Arithmetic 7	1	12-A, B	?
Arithmetic 7	3	12-A, B	?
Arithmetic 7	5	12-A, B	?
Arithmetic 7	7	12-A, B	?
Arithmetic 8	2	12-C, D	Coad
Arithmetic 8	4	12-A, B	?
Arithmetic 8	6	12-C, D	Coad
Arithmetic 8	8	12-A, B	?
Art 7 & 8	1	8-C, D	?
Art 7 & 8	5	8-E, F	Markholm
Art 7 & 8	8	8-C, D	?
Art Workshop	2	8-E, F	Markholm
Biology	2	14-A	Haglund
Biology	4	14-E	Jaeger
Biology	5	14-A	Haglund
Biology	7	14-A	Jaeger
Biology	8	14-A	Haglund
Bookkeeping	2	4-A, B	?
Bookkeeping	6	4-A, B	?
Boys P.E. 7 & 8	2	11-C, D	Roth
Boys P.E. 7 & 8	6	11-C, D	Roth
Boys P.E. 9 & 10	1	11-C, D	Roth
Boys P.E. 9 & 10	5	11-C, D	Roth
Boys P.E. 11 & 12	3	11-C, D	Roth
Boys P.E. 11 & 12	7	11-C, D	Roth
Business Principles & Law	1	4-A, B	?
Chemistry	1	14-B	Barber
Chemistry	3	14-B	Haglund
Chemistry	6	14-B	Haglund
Chorus	4	2-E, F	Erlandson
Core 7	1-2-3	10-A, B	?
Core 7	2-3-4	10-C, D	Peavey
Core 7	5-6-7	10-A, B	?
Core 7	6-7-8	10-C, D	Peavey

<u>Subject</u>	<u>Period</u>	<u>Room</u>	<u>Teacher</u>
Core 8	1-2-3	8-C,D	Tharp
Core 8	2-3-4	8-A,B	Gwinn
Core 8	5-6-7	8-C,D	Tharp
Core 8	6-7-8	8-A,B	Gwinn
Core 9	1-2	5-C,D	Hughes
Core 9	3-4	6-E,F	Cline
Core 9	3-4	5-C,D	Hughes
Core 9	5-6	6-E,F	Cline
Core 9	5-6	5-E,F	Coombs
Core 9	7-8	5-C,D	Hughes
Core 10	1-2	4-E,F	Pollock
Core 10	3-4	11-E,F	Horne
Core 10	3-4	4-E,F	Pollock
Core 10	5-6	11-E,F	Horne
Core 10	5-6	4-E,F	Pollock
Core 10	7-8	11-E,F	Horne
Core 11	1-2	6-E,F	?
Core 11	1-2	6-C,D	Gilbertson
Core 11	3-4	6-E,F	?
Core 11	5-6	6-C,D	Gilbertson
Core 11	7-8	7-C,D	Candee
Core 11	7-8	6-E,F	?
Core 12	1-2	7-C,D	Candee
Core 12	1-2	7-E,F	Herndon
Core 12	3-4	7-E,F	Herndon
Core 12	5-6	7-C,D	Candee
Core 12	7-8	7-E,F	Herndon
Engineering Practice	6	3-C,D	Fleischman
French I	2	4-C,D	Askew
French II	3	4-C,D	Askew
General Art	2	8-C,D	?
General Art	3	8-C,D	?
General Art	6	8-C,D	?
General Art	7	8-E,F	Markholm
General Mathematics	2	12-E,F	Hunt
General Mathematics	4	12-C,D	Coad
General Mathematics	5	12-E,F	Jaeger
General Mathematics	8	12-C,D	Coad
General Science	1	14-A	Jaeger
General Science	6	5-A,B	Fioke
General Science	8	14-B	Barber

<u>Subject</u>	<u>Period</u>	<u>Room</u>	<u>Teacher</u>
General Shop	1	3-A,B	Cutkosky
General Shop	2	3-A,B	Cutkosky
General Shop	5	3-A,B	Cutkosky
General Shop4	8	3-C,D	Fleischman
Girls' Chorus	8	2-E,F	Erlandsln
Girls P.E. 7 & 8	2	11-A,B	Kurtin
Girls P.E. 7 & 8	6	11-A,B	Kurtin
Girls P.E. 9 & 10	1	11-A,B	Kurtin
Girls P.E. 9 & 10	5	11-A,B	Kurtin
Girls P.E. 11 & 12	3	11-A,B	Kurtin
Girls P.E. 11 & 12	7	11-A,B	Kurtin
Harmony	5	2-E,F	Erlandson
Home Economics 7	1	1-A,B	?
Home Economics 7	8	1-A,B	?
Home Economics 9	3	1-A,B	?
Home Economics 9	4	1-A,B	?
Home Economics 9	6	1-C,D	Major
Home Economics 9	8	1-E,F	Corkill
Home Economics 10	2	1-C,D	Major
Home Economics 10	7	1-A,B	?
Home Economics 11	6	1-E,F	Corkill
Home Economics 12	7	1-E,F	Corkill
Homemaking	8	?	Major
Journalism	8	6-C,D	Gilbertson
Intermediate Art	4	8-E,F	Markholm
Mechanical Drawing I	1	3-E,F	Ficke
Mechanical Drawing I	3	3-E,F	Cutkosky
Mechanical Drawing VI	4	3-E,F	Cutkosky
Mechanical Drawing X	7	3-E,F	Ficke
Mechanical Drawing I	8	3-E,F	Ficke
Plane Geometry	1	12-C,D	Coad
Plane Geometry	2	12-G,H	Barber
Plane Geometry	3	12-G,H	Jaeger
Plane Geometry	5	12-G,H	Barber
Plane Geometry	6	12-G,H	Jaeger
Physics	3	14-A	Barber
Physics	6	14-A	Barber
Plumbing	3	3-C,D	Fleischman
Present Day Literature	4	6-C,D	Gilbertson

<u>Subject</u>	<u>Period</u>	<u>Room</u>	<u>Teacher</u>
Present Day Literature	4	6-C,D	Gilbertson
Public Speaking	3	5-E,F	Coombs
Public Speaking	7	5-E,F	Coombs
Shorthand I	3	4-A,B	?
Shorthand I	7	4-A,B	?
Shorthand II	3	?	?
Solid Geometry	1	12-E,F	Hunt
Solid Geometry	5	12-E,F	Hunt
Spanish I	1	4-C,D	Askew
Spanish I	7	4-C,D	Askew
Spanish II	4	4-C,D	Askew
Spanish II	6	4-C,D	Askew
Speech Laboratory	2	6-E,F	Cline
Speech Laboratory	4	5-E,F	Coombs
Speech Laboratory	8	5-E,F	Coombs
Typing I	1	?	?
Typing I	4	?	?
Typing I	5	?	?
Typing I	8	?	?
Typing II	6	?	?
Violin	2	2-E,F	Erlandson
Vocational Agriculture	4	5-A,B	Ficke
Vocational Auto Mechanics	1	3-C,D	Fleischman
Vocational Auto Mechanics	5	3-C,D	Fleischman
Vocational Carpentry	8	3-A,B	Cutkosky
Vocational Clothing	5	1-A,B	?
Voc. Distributive Occup.	5	4-A,B	?
Vocational Electricity	4	3-C,D	Fleischman
Vocational Foods	1	Dining	Major
Vocational Food Preparation	3-4-noon	Dining	Major
Vocational Office Practice	4	4-A,B	?
Vocational Nutrition	5	1-E,F	Corkill
Wind Instruments	7	2-E,F	Erlandson

HUNT HIGH SCHOOL

July 2, 1943

OFFERINGS FROM WHICH PUPILS MAY

SELECT COURSES FOR THE YEAR 1943 -- 1944

AGRICULTURE 7 (Animal Husbandry)

This includes the study of the following live-stock: beef cattle, dairy cattle, horses, swine, or hogs, sheep, and poultry. The class will make a study of each type and breed, so each individual will be able to identify the breeds in the field as well as the best individual animals. Along with this will include field trips out in the open judging these different breeds if available. This course will include the proper feeds and care of the live-stock such as young, breeding and fattening live-stock for the market, proper management of the herd for shelter in the winter feeding, and open feeding during spring, summer, and fall in the open fields. It will be important for every agriculture student to know the different classes of live-stock sold on the market.

AGRICULTURE 8 (Agronomy)

This includes the study of farm crops, forage crops, and soils. Farm crops is the study of different types and varieties of grains, corn, field peas, etc. Forage crops are the different types and classes of grasses and legume crops. Included with these different crops would be the proper preparation of the soil before planting, care of the crop during the growing season, irrigation, harvesting, storage, marketing, and the equipment to be ~~seesee~~ used.

The course will include the formation of soil, classification of kinds, and classes of soils, and the best classes of soils for good production of farm crops. Along with this will be included the study of fertilizers to be applied to the soil for best farm production.

The course will include field trips for studying the different crops in the field.

AGRICULTURE 9 (Animal Husbandry)

This course will include the same topics as Agriculture 7, but more advanced study of each breed of live-stock.

#Vocational Experience in:

Agronomy
Animal Husbandry
Landscaping

#Vocational courses will consist of four hours per day, six days a week, including one hour per day of instruction. The student will work at apprentice wages, and must meet the age requirement for the work involved. These courses carry 2 credits (1 unit) of instruction and 2 credits (1 unit) of work experience per year. More of these courses are listed on this than we will be able to teach. We will organize these for which there is the greatest demand and for which we can provide teachers. It is, therefore, especially important to name a second choice for these courses.

ART 7 & 8 (May be taken for a second year only by permission of art teacher)

Art 7 & 8 will be artly craft work (making things with your hands) such as note or scrap books, print making, printing, modeling, and carving, etc. There will be painting in tempera, water color, finger painting, and colored inks.

This course will acquaint you with the use of as many art materials as we can secure. You should have fun making your own things as well as learning how others make art objects.

GENERAL ART - 9, 10, 11, 12. (Only one year may be taken)

This is not a repetition of Art 7 & 8. The course is for anyone, not only those who can draw.

This course includes a background that is useful to you in your everyday life if you take no more art and is a foundation for those who wish to take more art later.

You will learn to handle the various art materials used in painting, lettering, drawing, and modeling.

INTERMEDIATE ART - 10, 11, 12. (Prerequisite: General Art)

This course should have General Art or an equivalent for a prerequisite so that all the time may be spent in actual art practice. This is for students who would like to learn to draw and paint. You don't need to have an art career in view, but you should like to paint or draw for fun.

The work may include figure drawing, landscape, modeling, some fashion or commercial art, and lettering. You will use charcoal, watercolor (opaque and transparent), inks, clay, and wood.

ART WORKSHOP (Prerequisite: permission of art teacher)

This course is for students who might be interested in art for a career or who have a decided liking for it as recreation. You should really like to work with art materials.

The work would include use of any art materials available, but used in a more professional way than in the other courses. Materials include water colors, (opaque and transparent), oils, clays, and plaster, wood, colored inks, and textile dyes.

Vocational Experience in:

COMMERCIAL ART - 11, 12 (Prerequisite: permission of art teacher)

BOOKKEEPING - 11, 12 (One year only)

This course should fit one to keep a simple set of books or to do accounting work under the direction of a superior. It includes mastery of the principles of double-entry bookkeeping, becoming acquainted with the papers used in business, learning the uses of the various auxiliary books used in accounting, and developing accuracy in the mathematics of business.

Please refer to explanation on page 1.

BUSINESS PRINCIPLES AND BUSINESS LAW - 11, 12 (One year only)

This course is concerned with the laws about contracts, sales, agency, bailments, negotiable instruments, real and personal property, and business organizations. The study of business law will not make one a lawyer, but it should help one to avoid business mistakes and to know when to seek legal advice.

SHORTHAND - BEGINNING - 11, 12

In this course one learns to write readable character, build up an accurate speed of at least 60 words a minute in simple new material, and turn in a correct transcript. It is recommended that typing be elected at the same time.

SHORTHAND - ADVANCED - 11, 12

In this course one should be able to build up a speed of 100 to 120 words a minute, turn in a correctly typed transcript of dictated material, and become familiar with secretarial duties. (Typing should be elected by all who take shorthand). This course should fit one for a stenographic position.

TYPING - BEGINNING - 11, 12

In this course one acquires mastery of the keyboard, builds up an accurate speed of from 50 to 60 words a minute, learns how to care for a typewriter, and learns how to arrange material in proper form.

TYPING - ADVANCED - 12

In this course one builds up an accurate speed of at least 75 words a minute, and learns how to arrange material and type it correctly, even from rough draft. This course should fit one for a Civil Service typing position.

#Vocational Experience in: DISTRIBUTIVE OCCUPATIONS - 10, 11, 12

The work of this class will be in the Community Enterprises where the experience will vary so as to include all phases of this kind of distributive occupation. The pupils will clerk at the counter, arrange stock, take inventory, work in the stock-rooms, and do as many as possible of the things that are customary in this field.

Since eighty per cent of these who enter business occupations of any kind get into some sort of distributive occupation, the pupils in this course will get direct training for the kind of work that most business people do.

#Vocational Experience in: CLERICAL WORK - 10, 11, 12

The work of this course will be in the various offices of the project. Since the pupils will not all be in one place, it is likely that the theoretical work will be done in a special meeting outside of the work time. The purpose of this extra meeting will be to provide opportunities for practice in the skills which are found to be inadequate, to learn things required by the job which had not been learned before, and the like.

This class is expected to be rather small and the pupils should have

~~the following explanation~~
#Please refer to explanation on page 1.

the benefit of special counseling relative to the jobs they are actually holding, as well as to increase their special knowledge and skills.

PRESENT DAY LITERATURE I - 9, 10 (One year only)

Reading for pleasure and appreciation will be the main goal of Present Day Literature I. The reading will provide interesting excursions into the fields of imagination, adventure, romance, and humor.

PRESENT DAY LITERATURE II - 11, 12 (One year only)

Present Day Literature II is a further study of poems, novels, short stories, essays, and plays of writers of today of all nations. It will furnish interesting reading of all types and thus will appeal to all tastes. It will help form your judgment of modern writing and be useful to you in all your after life to help you in conversation, to spend leisure hours pleasantly, and profitably, and to acquire information.

JOURNALISM I - 10, 11, 12

The journalism course has two parts. The purpose of one is to learn to read and use newspapers, local, as well as national. In this part of the course, the student will learn to discriminate between good papers and mediocre ones, to understand how newspapers build up public thought, and how to use them as a source of public information. The other part of the course is the publication of the school paper in which one learns layouts, make-up, news writing, copy reading, proof reading, and the like.

DRAMATIC ART - 9, 10, 11, 12

The technique of acting will be the main subject in this course. The technique will be taught through the use of student written skits, pantomime, short scenes from great plays, and the production of one-act plays.

There will also be the study of characterizations and people, for the actor must always understand the people he portrays.

The use of the voice with a study of diction, the art of make-up, and stage managing will also be presented.

PUBLIC SPEAKING - 10, 11, 12 (One year only)

This is a course planned to help you in all kinds of public speaking. You will study the production of the vowel and consonant sounds. There will be work in outlining, voice production, and speech making. Each student will plan speeches of all types for all occasions. There will also be a study of the microphone and its use.

A class such as this will help the student when he is looking for a job. The student will receive a certain poise that will help him to make a good appearance. Also, the practice in making these speeches will be of value to all people who plan on meeting the public.

SPOKEN ENGLISH - 7, 8, 9, 10, 11, 12

This is to be offered to all students who feel they need help in

speaking English. This will be for credit if the student wishes it as an elective course. Otherwise, it will be substituted for part of the core class activity.

The main emphasis will be placed upon the formation of the proper speech sounds in everyday conversation. This will be of special help to the students, and will assist them in their relocation problems.

#Vocational Experience in: JOURNALISM - 11, 12 (Prerequisite: Journalism)

Students will work on the Irrigator staff.

Vocational Experience in: LIBRARY - 11, 12

In this course the student will learn and use such library skills and procedures as: 1. Mechanical processes--shelving, mending, stamping, pasting, lettering, shellacking; 2. Clerical processes--accessioning, charging, filing, checking periodicals, preparing simple bibliographies.

As a result of the work the student should have an increased interest in the library, receive social training, and become acquainted with books, library organization, reference methods, etc.

FRENCH - BEGINNING - 10, 11 (9th graders by permission of French teacher)

This course provides the student with a sufficient knowledge of grammar to allow him to read simple French intelligently and to express himself simply in the written language. Much stress is placed upon pronunciation and the oral use of the language.

The student derives from the study of French, not only a knowledge of the language, but also, an understanding of French civilization.

FRENCH - SECOND YEAR - 11, 12 (Prerequisite: Beginning French)

This course begins with a review of the first year work presented mainly through reading and exercises based on the reading material. During the year, two novels are read: Sans Famille, by Hector Malot, and L'Abbe Constantin, by Ludovic Halevy. The student learns to read classical French as well as material adapted to his use. The reading material is used as a basis for oral work. Grammar is taken up in connection with the reading material.

SPANISH - BEGINNING - 10, 11 (9th graders by permission of Spanish teacher)

The main aim of this course is to give the student sufficient knowledge of grammar to read intelligently and to write simple compositions in Spanish. Stress is also placed on the oral use of the language.

The student gets from the study of Spanish not only a knowledge of the language and literature, but also an understanding of Spanish culture and civilization.

#Please refer to explanation on page 1.

SPANISH - SECOND YEAR - 11, 12 (Prerequisite: Beginning Spanish)

This course begins with a review of the first years' work, presented mainly through reading. Through reading in Spanish, the student is given information about Spain and the Americas, and about the influence of Spain in our hemisphere. The grammar is presented in connection with the reading. The reading material also forms a basis for oral expression.

HOME ECONOMICS 7 (Girls only)

Some of the things you may learn in 7th grade homemaking are: to make a simple washable garment for yourself, using a sewing machine; how food helps you to be attractive and healthy; ways to be happier and more helpful at home; how to make and keep friends--your own age, older, younger; how to grow and care for flowering shrubs and plants and vegetables.

HOME ECONOMICS 8 (Girls only)

This course is similar to Home Economics 7, but the activities are on a more difficult level.

HOME ECONOMICS 9, 10, 11, 12 (Girls only)

Graded units of Clothing Selection, Construction, Care, including a study of line, color, textiles, sewing equipment; Foods and Nutrition with emphasis on foods for health and appearance--laboratory if possible; Child Study, Personality Development; Good Relationships; Home and Family Living, including study of management of such resources as time, energy, abilities, people, money, Health and Home Nursing; Consumer Education. While each grade will study homemaking in general by having units of the above, the content will differ according to grade.

HOME ECONOMICS FOR BOYS - 12

This offers boys an opportunity to study together problems of personal and social development and home living, particularly, the following: what food to eat for good health and appearance; how to buy and care for clothing intelligently; how to manage such resources as time, energy, ability, money; personality development; social habits and customs and common rules of etiquette; good relationships with own age (own and opposite sex) and persons older and younger. The class itself will help plan the details of the course. Books and other reference material already proven successful with boys' classes will be used.

Work Experience in: FOODS - 11, 12

This class will study meal planning, preparation, and serving, by preparing and serving the noon meal to about 150 high school pupils. There will be one hour of class plus four hours of work experience, including the noon hour, and students will receive apprentice pay for the total five hours. Jobs are rotated to give each person all opportunity at all types of preparation and work. Experience in this class should help in relocation employment as assistant cook in a cafe or as a household employee. There have been many job opportunities in these fields this year.

#Vocational Experience in NUTRITION, CHILD CARE, HOMELAKING - 11, 12

This will be very helpful to those interested (1) in work experience in the project nursery schools, (2) in working as assistant dietitian preparing food in the mess halls for infants and young children, (3) in relocation and outside employment in a home. Those taking the course will learn (1) how to enjoy, understand, guide nursery school age children; (2) proper preparation and serving of food for infants and young children; (3) how to analyze the job of housework, the qualifications for persons doing this type of work, care of the house, laundering, care of children, meal preparation, personal problems related to household employment.

#Vocational Experience in CLOTHING - 11, 12

Enrollment in this class is possible only upon permission of the instructor; girls must have had some previous training and experience in sewing. During the course all stitches and construction processes will be made and checked; there will be some make-over; some tailoring; fitting each other; some sewing for others, if at all possible.

#Vocational Experience in NURSES' AIDE WORK (For girls 16 years of age and over. May not be repeated)

This includes home nursing. The course will be taught by hospital staff and work experience will be provided at the hospital.

GENERAL MATHEMATICS - 2

Practical problems from business, professions, the shop, home economics, agriculture, etc. will be the basis of the course. Enough algebra and geometry will be included to give the easiest method of solving these problems.

The pupils should get a practical working knowledge of the mathematics needed in ordinary life. It will give mathematics credit to those who do not need algebra and geometry for technical training.

ALGEBRA - BEGINNING - 10 (Students whose life plans require four years of mathematics should take Algebra in 9th grade).

Algebra is based on the principles of arithmetic, but applies them in terms of mathematical shorthand. It gives shorter and easier methods of working problems.

Algebra is required for entrance into many colleges and universities and in certain technical courses. A few people use algebra in working practical problems, but for the majority whose work does not require it, it has little value.

ALGEBRA - ADVANCED - 11, 12 (Prerequisite: Beginning Algebra)

The work is similar to beginning algebra only the problems are harder, and more difficult mathematical principles are learned.

It is of practical use for those planning to take engineering or other technical courses where mathematics is a prerequisite.

PLANE GEOMETRY - 11 (Students who have had Algebra during the 9th grade may take Geometry in the 10th.)

Plane geometry deals with figures of two dimensions formed by straight and curved lines. In it you learn why the area of a circle is πr^2 , etc.

Geometry has little practical use except for technical courses where it is needed. It is required for entrance into many colleges and universities.

SOLID GEOMETRY - 12 (Offered in the first semester. May be elected without Trigonometry.)

Solid Geometry deals with figures in three dimensions. It helps in visualizing spatial relations and in representing them. It has little value except for students of engineering, etc. who need all the mathematics they can get.

TRIGONOMETRY - 12 (Offered in the second semester. May be elected without Solid Geometry.)

This course is offered in the second semester. Trigonometry deals principally with problems based on the right triangle. It is of use only to those entering technical courses which require it.

Vocational Experience in ENGINEERING PRACTICE - 12

Students will be employed as clerical workers for the Public Works office. They will learn and use such skills as blueprinting, mechanical drawing, statistical work, filing, etc.

Vocal Music (GIRLS' CHORUS, MALE CHORUS, MIXED CHORUS) (Prerequisite: Conference with music teacher).

Three vocal organizations are planned for the coming school year. A girls' chorus, a male chorus, and a mixed choir. These groups will study and sing a variety of music ranging from classical to light classical, from modern to novelty. Possibilities are excellent for such productions as an operetta, a minstrel show, public concerts and assemblies. Greater emphasis will be placed next year on small groups: quartets, sextets, etc.

Any student may, at the time of his conference with Mr. Brundson, indicate the group for which he wishes to register. There are no prerequisites for these organizations. Any student, in any grade, may register for any of the three groups.

ELEMENTARY HARMONY - (Prerequisite: Permission of Music teacher)

This is a course open especially to two groups of students: (a) Those who are studying applied music in some form or another. Piano students, violin students, and voice students will find this course valuable in appreciating and understanding the music encountered in their studies.

(b) Those students who wish to take one or more courses in music upon entering college, should prepare by completing a high school course in elementary harmony.

MUSIC APPRECIATION - 7, 8, 9, 10, 11, 12

Music appreciation is a course especially designed for students who have little background and training in this field, but who, nevertheless, enjoy listening to music, and who are interested in gaining some general knowledge of this art. The course will be largely made up of listening lessons with recordings played and studied. The music will be of every type, from that of the symphony orchestra to the modern dance band.

Instrumental Music (WIND INSTRUMENTS, BEGINNING VIOLIN CLASS, VIOLIN CLASS) - 7, 8, 9, 10, 11, 12

Instrumental music will be set up in a somewhat different manner from the way it was this year. Students will meet in groups almost entirely. All wind instrument students will meet together as will all violin students.

BIOLOGY - 10, 11, 12

Biology is the study of living things--plants and animals. Specimens such as the rattlesnake, pack rat, frog, scorpion, cicada, etc. have made an excellent basis for class study and for projects.

CHEMISTRY - 11, 12

All the world is made from 92 building blocks. Some of the important building blocks, the way they fit together, the substances made from them, and the uses made of those substances are studied in chemistry. Some laboratory demonstrations are given by the students. Projects in everyday chemistry are emphasized; these projects may include the chemistry of foods, the chemistry of soilless gardening, the chemistry of medicine, the chemistry of cosmetics, etc.

GENERAL SCIENCE - 9

A brief and elementary survey of several sciences is made to show how science affects our daily lives. Such topics as air and what we can do with it, water, the stars, the rocks, light, weather, animals, the human body, and health are studied.

PHYSICS - 11, 12

Physics is a necessary requirement for engineers, druggists, and others planning to do any work in science. Mechanics, heat, light, sound and electricity are studied and simple experiments are performed for the class by the various members of the class.

GENERAL SHOP - 7, 8

Most of this course will be woodwork with the use of coping saws and other hand tools on small projects that can be made from boxes, crates, etc. Some work will be done in making things for the school.

The work will also include simple drawing without instruments, some electrical work, home repair work like putting in window glass, oiling and fixing locks, studying water faucets and valves, repairing electrical cords, making tin-can and other toys, and toy furniture.

At least two days per week will be spent in studying a textbook dealing with the various kinds of lumber, how to figure the amount and cost of

lumber, care of tools, names of tools, use of tools, safe ways of doing things in the shop, growth of lumber, localities that produce the different kinds, and actual drawing of plans for making various projects.

Small models will be used to show the proper use of hinges, locks, and other hardware.

MECHANICAL DRAWING - BEGINNING - 9, 10, 11, 12

Complete sets of the tools and instruments for this work are on hand. The proper care and use of these tools is stressed. A definite number of drawings are required for the year's work. These drawings must be finished in ink and meet strict standards for the lines, the measurements, the figures showing sizes, and the lettering. Mechanical drawing is a universal language that can be read in any country using our system of measurements. This course is for those who have not had mechanical drawing.

MECHANICAL DRAWING - ADVANCED - 9, 10, 11, 12 (May be repeated.)

The advanced classes are for those who have had mechanical drawing equivalent to the beginning course. Those having had only one semester of the work will enroll in this class and work on the beginning course until it is completed.

The work in this course will be individual with students working on the courses for the third, fourth, fifth, and sixth semesters as outlined. The instructor will represent for individual consultation and advice more than as a leader of group discussion. Continued high standards of accuracy and workmanship are necessary as buildings, furniture, and machines are made from drawings.

#Vocational Experience in: AUTO MECHANICS - 10, 11, 12

The basic work of this course will be actual shop work on project equipment consisting of tractors, trucks, cars, road equipment, and other engines.

The theoretical work will deal with a comparison of the various types of automobiles and the general features of design. Learning the names and uses of each part is important in the understanding of the assembly of the engine and the principles of operation involved in the engine.

#Vocational Experience in: BUILDING CONSTRUCTION - 10, 11, 12

Students enrolled in this work will be working on the construction of equipment and possibly on the actual construction of camp buildings.

The laying out of foundations; girder supports, floor joists, sub-flooring; laying out of side walls with openings; raising side walls; building end walls with openings; putting in ceiling joists; framing and erecting rafters; sheathing the roof; types of roof covering and applying them; framing openings and putting in mill work; putting in partitions with provisions for the installation of heating, lighting, and plumbing equipment, preparing interior walls for covering and applying this covering where used; the building and installation of cabinet work and painting where that is a part of the job.

#Vocational Experience in ELECTRICITY - 10, 11, 12

The students will be on the electrical crew and will do actual repair and installation work around camp.

The instruction work will deal with sizes and loads on wires, splicing, circuits, measurement of electricity, fundamental laws, installation, electrical code requirements; types of installation; conduit of various kinds; electrical tools and instruments; cutting into lines, electrical troubles and testing; types and installation of fixtures, simple power wiring; and insulators and conductors.

#Vocational Experience in PLUMBING - 10, 11, 12

The instruction work in addition to the actual work on the plumbing crew will deal with the cutting into the water line; names of materials used; names and uses of plumbing tools; threading; connection, protection from freezing; leading to fixtures; installation and connection of fixtures; water heating systems; installation and air venting of drain pipes, sewer pipes; lead and oakum packing of sewer joints, sealing of sewer tile; laying tile with proper fall to float sewage along; connection to manhole and main sewer.

FOREIGN CONTRIBUTIONS TO AMERICAN CULTURE - I & II - 9, 10, 11, 12

Pupils enrolled in these courses will study the contributions made to the United States by immigrants that have moved to our shores. They will read the biographies of immigrants; hear their music, and learn some songs; read their literature to appreciate the ideals they brought with them; observe their art and perhaps imitate some; - in other words they will learn as much as possible about the arts, literature, ideals and skills that have been brought to this country that have aided in making it great.

One of the purposes of these courses is to make people more sensitive to the worth of others. Another is to give them more of a feeling of self-respect concerning their own cultural backgrounds. It should also increase the understanding of the United States as it is today. While both of the courses will deal with the same things they will differ as to the levels on which they are taught. The examples used will be suited to the maturity of the pupils in the classes.

Students in the 9th and 10th grades should enroll in Course I; those in 11th and 12th grades should enroll in Course II.

#Please refer to explanation on page 1.

HUNT HIGH SCHOOL
May 22, 1944

OFFERINGS FROM WHICH PUPILS MAY SELECT COURSES FOR THE YEAR 1944-1945

AGRICULTURE

GENERAL AGRICULTURE (Only one semester) 7

General agriculture would be a general discussion of all phases of agriculture, which includes Animal Husbandry, Agronomy, and Horticulture. The purpose of this class is to give the beginner in agriculture a broad view of what should be included in a successful farmer's course. Along with this will be included some field trips to identify some of the things studied in the class room.

ANIMAL HUSBANDRY 8, 9

This includes the study of the following live-stock: beef cattle, dairy cattle, horses, swine or hogs, sheep and poultry. The class will make a study of each type and breed, so each individual will be able to identify the breeds in the field as well as the best individual animals. Along with this will be included field trips out in the open judging these different breeds if available. This course will include the proper feeds and care of the live-stock such as care of the young, breeding and fattening live-stock for the market, proper management of the herd for shelter in the winter feeding, and open feeding during spring, summer, and fall in the open fields. It will be important for every agriculture student to know the different classes of live-stock sold on the market.

AGRONOMY 8, 9

This includes the study of farm crops, forage crops, and soils. Farm crops is the study of different types and varieties of grain, corn, field peas, etc. Forage crops are the different types and classes of grasses and legume crops. Included with these different crops would be the proper preparation of the soil before planting, care of the crop during the growing season, irrigation, harvesting, storage, marketing and the equipment to be used.

The course will include the formation of soil, classification of kinds, and classes of soils, and the best classes of soils for good production of farm crops. Along with this will be included the study of fertilizers to be applied to the soil for best farm production.

The course will include field trips for studying the different crops in the field.

VOCATIONAL AGRICULTURE 10, 11, 12 (Prerequisite: Permission of Agriculture teacher)

Vocational Agriculture should include approximately 25% class room work and 75% experience in the field. It will be possible to include your 1944 summer work.

Vocational courses will consist of four hours per day, five days a week, including an average of one hour per day of instruction. The student must meet the age requirement for the work involved. These courses carry 2 credits per semester. More of these courses are listed on this sheet than we will be able to teach. We will organize those for which there is the greatest demand and for which we can provide teachers. It is, therefore, especially important to name a second choice for these courses.

(cont.) outside or on the project for the latter part by handing in weekly reports for the coming school term credit. Class work will include problems you have discovered during the summer months and go into all phases of agriculture more extensively than the lower grades.

ART

ART 7 & 8 (May be elected for one semester in combination with any course given for one semester only.)

Art 7 & 8 will be partly craft work (making things with your hands) such as note or scrap books, linoleum print making, printing, modeling and carving, etc. There will be painting in tempera and water color, pencil drawing, charcoal, crayon and some lettering.

This course will acquaint you with the use of as many art materials as we can secure. You should have fun making your own things as well as learning how others make art objects.

GENERAL ART (Only one year may be taken) 9, 10, 11, 12

This is not a repetition of Art 7 & 8. The course is for anyone, not only those who can draw.

This course includes a background that is useful to you in your everyday life if you take no more art and is a foundation for those who wish to take more art later.

You will learn to handle the various art materials used in painting, lettering, drawing, and modeling.

INTERMEDIATE ART (Prerequisite: 1 year General Art) 10, 11, 12

This course should have General Art or an equivalent for a prerequisite so that all the time may be spent in actual art practice. This is for students who would like to learn to draw and paint. You don't need to have an art career in view, but you should like to paint or draw for fun.

The work may include figure drawing, landscape, modeling, some fashion designing, commercial art, and lettering. You will use charcoal, watercolor (opaque and transparent), clay, and possibly oil.

ART WORKSHOP (Prerequisite: permission of art teacher)

This course is for students who might be interested in art for a career or who have a decided liking for it as a recreation. You should really like to work with art materials.

The work would include use of any art materials available, but used in a more professional way than in the other courses. Materials include water colors, (opaque and transparent), oils, clays and plaster, wood, and silk screen.

COMMERCIAL

BOOKKEEPING (One year only) 11, 12

This course prepares one to keep a simple set of books for a sole proprietorship or a partnership. The pupil prepares, files and records business papers such as invoices, sales slips, checks, notes, drafts, bills of lading, credit memorandums, receipts. They keep journals as used for the small business and all the auxiliary books for the business.

BUSINESS PRINCIPLES AND BUSINESS LAW (One year only) 11, 12

This course is concerned primarily with the rules and regulations the average business man or woman should know. The law of contracts, the most important topic, explains who has the right to make a contract, whether the contract is legal, in what form it should be prepared, what consideration is necessary. The law of simple contracts is followed by specialized contracts such as insurance, negotiable instruments (checks, drafts, notes), sales, agency, and business organizations.

MERCHANDISING (One year only) 11, 12

This course should lead to a job in one of the distributive occupations. During the second semester the learner may have the opportunity in the Community Enterprises of clerking at the counter, arranging stock, taking inventory, working in the stock-rooms, checking in merchandise, pricing, arranging displays. Opportunity will be given as far as possible to perform all the duties connected with the average buying and selling job.

SHORTHAND - BEGINNING (Prerequisite: Concurrent enrollment in typing or 1 year Typing) 11, 12

In this course one learns to write readable characters, and builds up an accurate speed of at least 30 words a minute on new material.

VOCATIONAL OFFICE PRACTICE (This includes Advanced Shorthand. Prerequisites: 30 words per minute in Shorthand and 40 words per minute in Typing) 12

This course will include advanced shorthand, Business English and letter writing filing, the more common office machines and office techniques. The class will meet two periods each day, and will be offered for two credits.

Typing - BEGINNING 11, 12

In Beginning Typing one acquires mastery of the keyboard, attains a speed of at least 40 words a minute with 95% accuracy on a 10-minute test, learns correct styles for letter writing, and accurate placement and arrangement of materials.

Typing - ADVANCED (Prerequisite: 40 words per minute in typing) 12

In Advanced Typing one builds up an accurate speed of 60 words a minute, learns the correct form for typing manuscript, legal documents, business letters and copying from rough draft.

ENGLISH

AUDITORIUM 7, 8

This is a course for seventh and eighth grades designed to prepare the students for participation in auditorium activities. Such activities are: assemblies, programs, plays, pageants, skits, pantomimes, talks, musical experiences. Everyone will have an opportunity to engage in all of the above listed things.

4.
DRAMATIC ART I (One year only) 9, 10
DRAMATIC ART II (One year only) 11, 12

The technique of acting will be the main subject in this course. The technique will be taught through the use of student written skits, pantomime, short scenes from great plays, and the production of one-act plays.

There will also be the study of characterizations and people, for the actor must always understand the people he portrays.

The use of the voice with a study of diction, the art of make-up, and stage managing will also be presented.

JOURNALISM 10, 11, 12

The Journalism course has two parts. The purpose of one is to learn to read and use newspapers, local, as well as national. In this part of the course, the student will learn to discriminate between good papers and mediocre ones, to understand how newspapers build up public thought, and how to use them as a source of public information. The other part of the course is the publication of the school paper in which one learns layouts, make-up, news writing, copy reading, proof reading, and the like.

PRESENT DAY LITERATURE I (One year only) 9, 10

Reading for pleasure and appreciation will be the main goal of Present Day Literature I. The reading will provide interesting excursions into the fields of imagination, adventure, romance, and humor.

PRESENT DAY LITERATURE II (One year only) 11, 12

Present Day Literature II is a further study of poems, novels, short stories, essays, and plays of writers of today of all nations. It will furnish interesting reading of all types and thus will appeal to all tastes. It will help form your judgment of modern writing and be useful to you in all your after life to help you in conversation, to spend leisure hours pleasantly, and profitably, and to acquire information.

PUBLIC SPEAKING (One year only) 10, 11, 12

This is a course planned to help you in all kinds of public speaking. You will study the production of the vowel and consonant sounds. There will be work in outlining, voice production, and speech making. Each student will plan speeches of all types for all occasions. There will also be a study of the microphone and its use.

A class such as this will help the student when he is looking for a job. The student will receive a certain poise that will help him to make a good appearance. Also, the practice in making these speeches will be of value to all people who plan on meeting the public.

SPOKEN ENGLISH (For Kibei) 7, 8, 9, 10, 11, 12

This is to be offered to all students who feel they need help in English conversation and vocabulary building. The main emphasis will be placed upon the formation of the proper speech sounds in everyday conversation. This will be of special help to the students, and will assist them in their relocation problem. This course may be repeated for credit.

FOREIGN LANGUAGE

FRENCH - BEGINNING (9th graders must have permission of French teacher) 10, 11

This course provides the student with a sufficient knowledge of grammar to allow him to read simple French intelligently and to express himself simply in the written language. Much stress is placed upon pronunciation and the oral use of the language.

The student derives from the study of French, not only a knowledge of the language, but also, an understanding of French civilization.

FRENCH - SECOND YEAR (Prerequisite: Beginning French) 11, 12

This course begins with a review of the first year work presented mainly through reading and exercises based on the reading material. During the year, two novels are read: Sans Famille by Hector Malot, and L'Abbe Constantin by Ludovic Halévy. The student learns to read classical French as well as material adapted to his use. The reading material is used as a basis for oral work. Grammar is taken up in connection with the reading material.

SPANISH - BEGINNING (9th graders must have permission of Spanish teacher) 10, 11

The main aim of this course is to give the student sufficient knowledge of grammar to read intelligently and to write simple compositions in Spanish. Stress is also placed on the oral use of the language.

The student gets from the study of Spanish not only a knowledge of the language and literature, but also an understanding of Spanish culture and civilization.

SPANISH - SECOND YEAR (Prerequisite: Beginning Spanish) 11, 12

This course begins with a review of the first years' work, presented mainly through reading. Through reading in Spanish, the student is given information about Spain and the Americas, and about the influence of Spain in our hemisphere. The grammar is presented in connection with the reading. The reading material also forms a basis for oral expression.

HOME ECONOMICS

Except for those which are vocational, there are no courses limited to emphasize on only one phase of home economics. In other words, there is no course on clothing only. All courses include one or more phases besides clothing since the main objective of teaching home economics is the development of those abilities and qualities necessary for effective home living. This means learning: (1) to make the home more attractive and liveable through application of art principles, consumer information, and homemaking skills; (2) to select foods wisely whether at meals or the market and to become able to plan, prepare, and serve attractive meals within one's income; (3) to select clothing suited to self and income and to develop considerable ability in care, construction, and alteration of clothes; (4) to understand young children partly as a means to understanding personality development, partly for more enjoyable and intelligent dealing with young children; (5) to appreciate and develop abilities for achieving good relationships and for understanding the broad significance of family life.

Basic manipulatory procedures, best use and care of equipment, good working habits will be stressed in all laboratory classes.

JR. H.S. HOME ECONOMICS I (Girls only) 7, 8

Making simple washable garments using a sewing machine; some food study and cooking; some simple entertaining.

JR. H.S. HOME ECONOMICS II (Girls only. Prerequisite: Jr. H.S. Home Ec. I or 1 year of home economics taken in 7th grade) 8

Different garments; those and all activities on a more difficult than Jr. H.S. Home Economics I.

HOME ECONOMICS Ia (Girls only) 9, 10, 11, 12

For those not having had Home Ec. 7 and/or 8. Clothing work very similar to Jr. H.S. Home Economics I and II (H.S. 7 & 8) except that more emphasis is placed on selection of material and pattern as influenced by color and line. Nutrition is emphasized in food study.

HOME ECONOMICS Ib (Girls only. Prerequisite: Jr. H.S. Home Economics I or 1 year of home economics taken in 9th, 10th or 11th grade) 10, 11, 12, 9

Study of cotton, rayon, color, line, care of clothing; two garments to be made; nutrition and some food preparation.

HOME ECONOMICS II (Girls only. Prerequisite: Home Economics Ia or Ib or one year of home economics taken in 9th, 10th or 11th grade.) 10, 11, 12

Study of wool and other fibers, machine attachments; two garments to be made (one a child's garment), more difficult material and style; some food preparation; child development.

HOME ECONOMICS III (Girls only. Prerequisite: Home Economics II or 2 years of home economics taken in 9th, 10th or 11th grade) 11, 12

Two garments to be made - one make-over; some hand work; some food preparation; home care of minor illnesses; consumer economics.

HOME ECONOMICS IV (Girls only. Prerequisite: Home Economics III or 3 years of home economics taken in 9th, 10th or 11th grade) 12

Tailored garment - suit or coat; home and family problems.

HOME ECONOMICS FOR BOYS (Boys only. One year only) 10, 11, 12

An opportunity for boys to study together problems of personal and social development and home living, particularly the following: what food to eat for good health and appearance; how to buy and care for clothing intelligently; how to manage such resources as time, energy, ability, money; personality development; social habits and customs and common rules of etiquette; good relationships with own age (own and opposite sex) and persons older and younger. The class itself will help plan the details of the course. Books and other reference material already proved successful with boys' classes will be used.

*VOCATIONAL FOODS (One year only. Prerequisite: permission of home economics teacher) 11, 12

Boys and girls. This class will study meal planning, preparation, and serving by preparing and serving the noon meal to about 150 high school pupils. There will be class work as well as work experience. Jobs are rotated to give each person opportunity at all types of preparation and work. Experience in this class should help in relocation employment as assistant cook in a cafe or as a household employee. There are many job opportunities in these fields.

*VOCATIONAL CHILD DEVELOPMENT (Girls only. One year only. Prerequisite: permission of home economics teacher) 10, 11, 12

This will be very helpful to those interested (1) in work experience in the project nursery schools, (2) in relocation and outside employment in a home. Those taking the course should learn how to enjoy, understand, and guide nursery school age children.

*VOCATIONAL NURSES' AIDE (Girls only. One year only. Prerequisite: 16 years of age or older and conference with home economics teacher) 10, 11, 12

This includes home nursing. The course will be taught by hospital staff and work experience will be provided at the hospital.

MATHEMATICS

ALGEBRA - BEGINNING (A student whose life plan requires four years of mathematics should take Algebra in 9th grade after consulting his 8th grade arithmetic teacher) 10, 11, 12

Algebra is based on the principles of arithmetic, but applies them in terms of mathematical shorthand. It gives shorter and easier methods of working problems.

Algebra is required for entrance into many colleges and universities and in certain technical courses. A few people use algebra in working practical problems, but for the majority whose work does not require it, it has little value.

ALGEBRA - ADVANCED (Prerequisite: Beginning Algebra) 11, 12

The work is similar to beginning algebra only the problems are harder, and more difficult mathematical principles are learned.

It is of practical use for those planning to take engineering or other technical courses where mathematics is a prerequisite.

GENERAL MATHEMATICS 9, 10, 11, 12

Practical problems from business, professions, the shop, home economics, agriculture, etc. will be the basis of the course. Enough algebra and geometry will be included to give the easiest method of solving these problems.

The pupils should get a practical working knowledge of the mathematics needed in ordinary life. It will give mathematics credit to those who do not need algebra and geometry for technical training.

*Please refer to explanation on page 1.

PLANE GEOMETRY (Prerequisites: beginning algebra. Students who have had beginning algebra during the 9th grade may take plane geometry in the 10th or 11, 12

Plane geometry deals with figures of two dimensions formed by straight and curved lines. In it you learn why the area of a circle is πr^2 , etc.

Geometry has little practical use except for technical courses where it is needed. It is required for entrance into many colleges and universities.

SOLID GEOMETRY (Fall semester only. Prerequisites: 1 year algebra and 1 year plane geometry) 12

Solid Geometry deals with figures in three dimensions. It helps in visualizing spatial relations and in representing them. It has little value except for students of engineering, etc, who need all the mathematics they can get.

TRIGONOMETRY (Spring semester only. Prerequisites: $1\frac{1}{2}$ years algebra, including logarithms, and 1 year plane geometry) 12

This course is offered in the second semester. Trigonometry deals principally with problems based on the right triangle. It is of use only to those entering technical courses which require it.

MUSIC

BOYS' CHORUS (May be elected for one semester in combination with any course given for one semester only.) 7, 8, 9, 10, 11, 12

GIRLS' CHORUS (May be elected for one semester in combination with any course given for one semester only.) 7, 8, 9, 10, 11, 12

MIXED CHORUS (May be elected for one semester in combination with any course given for one semester only.) 7, 8, 9, 10, 11, 12

Three vocal organizations are planned for the coming school year. A girls' chorus, a male chorus, and a mixed choir. These groups will study and sing a variety of music ranging from classical to light classical, from modern to novelty. Possibilities are excellent for such productions as an operetta, a minstrel show, public concerts and assemblies. Greater emphasis will be placed next year on small groups: quartets, sextets, etc.

ELEMENTARY HARMONY 10, 11, 12

This is a course open especially to two groups of students: (a) Those who are studying applied music in some form or another. Piano students, violin students, and voice students will find this course valuable in appreciating and understanding the music encountered in their studies.

(b) Those students who wish to take one or more courses in music upon entering college, should prepare by completing a high school course in elementary harmony.

MUSIC APPRECIATION 7, 8, 9, 10, 11, 12

Music appreciation is a course especially designed for students who have little background and training in this field, but who, nevertheless, enjoy listening to music and who are interested in gaining some general knowledge of this art. The course will be largely made up of listening lessons with recordings played and studied. The music will be of every type, from that of the symphony orchestra to the modern dance band.

BEGINNING VIOLIN 7, 8, 9, 10, 11, 12

Students will meet in groups almost entirely.

WIND INSTRUMENTS (Please indicate which instrument you wish to study when requesting this course) 7, 8, 9, 10, 11, 12

Students will meet in groups almost entirely.

SCIENCE

BIOLOGY 10, 11, 12

Biology is the study of living things--plants and animals. Specimens such as the rattlesnake, pack rat, frog, scorpion, cicada, etc. have made an excellent basis for class study and for projects.

CHEMISTRY 11, 12

All the world is made from 92 building blocks. Some of the important building blocks, the way they fit together, the substances made from them, and the uses made of those substances are studied in chemistry. Some laboratory demonstrations are given by the students. Projects in everyday chemistry are emphasized; these projects may include the chemistry of foods, the chemistry of soilless gardening, the chemistry of medicine, the chemistry of cosmetics, etc.

GENERAL SCIENCE 9

A brief and elementary survey of several sciences is made to show how science affects our daily lives. Such topics as air and what we can do with it, water, the stars, the rocks, light, weather, animals, the human body, and health are studied.

PHYSICS 11, 12

Physics is a necessary requirement for engineers, druggists, and others planning to do any work in science. Mechanics, heat, light, sound and electricity are studied and simple experiments are performed for the class by the various members of the class.

SHOP

GENERAL MECHANICAL DRAWING (One semester only) 7, 8

This is a new course for giving a general view of the field to the younger students. It will be helpful to those who plan to enter the General Shop and Vocational classes as well as to those who decide to continue their drawing. The work of this course will be in pencil with the simpler tools to be used. The work will be coordinated with the General Shop work so that plans made in this course may be used in the shop.

GENERAL SHOP (One semester only) 7, 8

This course will consist largely of woodwork with the use of the coping saw and other hand tools on small projects that can be made from boxes, crates, and lumber scraps. Some projects will be made for the school.

The work will include simple drawing without instruments, electrical work, sheet metal projects made from tin cans, home repair work and some toy making.

The use of an informational textbook dealing with lumber measurements, kinds of wood, cans and use of tools, shop safety, stock bills, and making of plans for shop projects; will be an important part of the course.

INTERMEDIATE SHOP (Prerequisite: 1 year general shop or permission of shop teacher) 9, 10

This course will involve the use and care of power machines and students will do considerable construction work for the school and the community. It will be largely a woodworking course but will involve other work on school projects. It is hoped that some of the work may be organized on a factory basis where the students can be rotated from machine to machine.

The building of community recreational equipment is planned if material can be obtained. Some forging may be possible in connection with special projects.

MECHANICAL DRAWING - BEGINNING 9, 10, 11, 12

Complete sets of tools and instruments are on hand for this work. The proper care and use of these tools is stressed. A minimum number of drawings that meet definite standards are required for the year's work. Mechanical drawing is a universal language that can be read in any country where our system of measurement are understood.

MECHANICAL DRAWING - ADVANCED (May be repeated. Prerequisite: 1 year mechanical drawing.) 10, 11, 12

The advanced classes are for those who have had mechanical drawing equivalent to the beginning course. The work will be largely individual according to the student's life plan but held to definite standards and selected from outlined work.

THEORETICAL AUTO MECHANICS (One semester only. 12th graders admitted only by permission of instructor.) 9, 10, 11

This will be a course based on a textbook but supplemented with some laboratory work and field trips. It is planned to have a complete auto engine and other automotive units and hoped that a small engine in operating condition may be obtained.

VOCATIONAL AUTO MECHANICS (Prerequisite: permission of instructor. Recommended: 1 year algebra or general mathematics, and 1 year shop or mechanical drawing) 10, 11, 12

The basic work of this course will be actual shop work on project equipment

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*Please refer to explanation on page 1.

(cont.)

consisting of tractors, trucks, cars, road equipment, and other engines.

The theoretical work will deal with the general features of automotive design with special emphasis on the names and used of the various parts and the relationship between them.

Comparisons will be made wherever possible.

*VOCATIONAL BUILDING CONSTRUCTION (Prerequisite: permission of instructor. Recommended: 1 year shop or mechanical drawing) 10, 11, 12

Students enrolled in this course will be working on the construction of equipment and on actual construction of camp buildings when possible.

The laying of foundations, girder supports, floor joists, sub-floors; laying out side walls with penings; raising side walls; building end walls with openings; putting in ceiling joists; framing and erecting rafters; sheathing the roof; applying roof coverings; framing openings and putting in mill work; putting partitions with provisions for the installation of heating, lighting, and plumbing equipment; preparing inner walls for covering and applying this covering where possible; the building and installation of cabinet work; and painting where that is a part of the job.

*VOCATIONAL ELECTRICITY 10, 11, 12

*VOCATIONAL PLUMBING 10, 11, 12

It is hoped that individual students may be placed on the plumbing and electrical crews to get actual trade training under the various foremen instructors. These will be special enrollments arranged in cooperation with the Supervisor of Vocational Training.

SOCIAL SCIENCE

AMERICAN LIFE AND CUSTOMS I (May not be repeated) 9, 10

AMERICAN LIFE AND CUSTOMS II (May not be repeated) 11, 12

Pupils enrolled in these courses will study the life and customs of different parts of the United States. They will read American biographies, hear American music, and learn some songs; read literature to appreciate the ideals of our national culture; observe different types of American art and perhaps imitate some; in other words they will learn as much as possible about the arts, literature, ideals and skills of this country that have aided in making it great.

One of the purposes of these courses is to make people more sensitive to the worth of others. Another is to give them more of a feeling of self-respect concerning their own cultural backgrounds. It should also increase the understanding

*Please refer to explanation on page 1.

(cont.)

of the United States as it is today. While both of the courses will deal with the same things they will differ as to the levels on which they are taught. The examples used will be suited to the maturity of the pupils in the classes.

Students in the 9th and 10th grades should enroll in Course I; those in 11th and 12th grades should enroll in Course II.

PAN AMERICANISM (One year only) 11, 12

A survey of the development of Latin-American States with major emphasis on social, economic and political background of the Latin-American republics. The major emphasis of the course to be placed on the past and present relations of these countries with the United States. The analysis of present day problems with the Latin-American republics will be a considerable part of the course. Future problems in Pan-Americanism will also have consideration.

WORLD POLITICS (One year only) 11, 12

A comparative study of the organization and Administration of the government of the important countries of the world. A study of the international relations of independent states; arbitration, alliances, congresses; the World Court and the League of Nations. A critical analysis of our foreign policy. A careful study of the problems involved in the peaceful solution of disputes. Major emphasis on present problems in world politics with a study of the proposed plans for international understanding and world order.

Skeletal Outline

Core Work

12th Grade

1943 - 1944

I. With "Language For Use" as basic source days were spent in analyzing how we recognize problems and how we go about writing up any problem on which we have done research. The list of subjects given is very appealing to this age group and such discussions were very helpful in creating rapport among students.

II. With an outline developed from class discussion various committee grouped themselves to study the different countries high lighted in the news last fall. The countries studied were Italy, Germany, Russia, England, the Balkans, and France. The outline developed in class mentioned geographical background, political background, contributions to cultural art of the world in art, music, literature contribution to the world of science, medicine, etc. Each committee compiled its data in book form. The books were handed in just prior to harvest vacation.

III. After harvest vacation each committee gave its report. We accompanied the reports with reading in World Literature of the literature of each country, with art exhibits on the walls from each country and with records of music composed by the musicians of the various countries. We also had several talks by people who had traveled abroad. This lasted until the end of the semester.

IV. At the beginning of the second semester we asked each student to make a list of subjects which he would be interested in studying the second semester. Vocations, relocation, etiquette, world problem were suggested. The class elected a steering committee to plan the various units. The vocation study was initiated by talks from staff members on the importance of choosing a suitable vocation, ways of ascertaining one's suitability etc. - class and panel discussions of the various fields which are open. From an outline developed by class discussion each person made a study of his chosen vocation. We had charts on the walls showing people in various professions. The planning committee members, made the charts, initiated discussion and were excused from presenting a written report.

V. Prefacing student work on Relocation we had speakers. The planning committee presented debates and panel discussions on relocation where to relocate etc. Then the class divided into committee groups - each group studying some particular city - usually selected because some relative had already relocated there. Each committee arranged an exhibit, pictures, maps, letters, etc., at the time the oral report was given. One group gave a play which was good.

We carried the thread of "World Problem" in the second semester largely through the the weekly "American Observer" and magazine articles.

VI. We also had a unit on magazines in the library.

VII. We had a brief etiquette unit - questions were written and handed to the planning committee. The committee planned a little play in one case. One committee lead a question program - men VS the ladies.

VIII. One literature study during the second semester was done according to types. We studied essays, novels, some poetry, short stories. We read plays aloud through out the year. The compositions were layed on topics which would give insight as to the student's individuality.

IX. One core class classified the world problems as being largely of political, social or economic nature. That class divided into three committees studying these three phases. They compiled their data in booklet form and made oral reports. The results were very satisfactory.

X. Reactions.

I feel that the seniors have a great need for an emphasis in senior core, on senior problems, such as personality problems, house relationship questions, vocational problems. Undoubtedly there should be stimulated also interest in world affairs. Mrs. Phifer concurs in this.

The best sources of information on world affairs are current magazines, such as The New Republic, Nation, Surveys Graphic, Asia and the American, Vital Speeches and Harpers. Would it be possible to have five or six copies of each issue of the magazines in the core room to be used in lieu of text books? The expense item of course would be more than text books. I believe perusal of such magazines would be good habit forming technique for after school life. Mrs. Phifer agrees with me in this.

H U N T H I G H S C H O O L

Hunt, Idaho

Eighth Grade

Vocations

1944-1945

XXXXX

Alice E. Gwinn

Vocations

Tentative Plan

The plan of Hunt High School is to make the study of vocations one of the major themes for the eighth grade year. If at this time students can come to some tentative decision as to what they themselves want to choose for their vocation, it will help them in planning their high school course. However, more emphasis will be put on getting some understanding of what lines of work are open and what types of ability are necessary for a given occupation than in pressing for an immediate choice. These studies also give an opportunity to emphasize the value to society of every useful occupation and our interdependence on each other.

"Literature and Living", one of the reading texts, furnishes an abundance of material, both prose and poetry, which correlates with this theme. The organization and presentation of facts, whether oral or written, will furnish many opportunities for composition and word study will be a constant necessity. When compositions show the need of drill to overcome typical mistakes or the study of grammar to show why certain expressions are incorrect, lessons on English usage and grammar will be given. These units will necessitate much use of the library and training in finding and using library materials.

Unit I Introduction to the Study of Vocations

This will be a short unit. The plan is to introduce the subject by familiarizing the student with available materials and some of the techniques that may be used in evaluating a vocation. A study of commonly used terminology and categories of classification will be a necessity.

Unit II Studying Several Vocations of One's Own Choosing

In Unit I the students worked with the teacher in making a detailed study of three typical vocation. In Unit II each student will make a detailed study of from four to eight vocations of his own choosing. The attached mimeographed outline will be used as a guide. This work will call for directed study in the class-room and special library periods. Students who have chosen the same occupation for study will be asked to work out a plan for presenting some of their findings to the class.

Unit III The Detailed Study of One Occupation

Each student will make a detailed study of one occupation. If he has made a choice of a life work, he make make it on that occupation, if not, one which he would like to know more about. The report will be given in the form of a well organized paper and may include drawings, illustrations cut from magazines, graphs, and an attractive cover.

As it is difficult for students at this age to carry out a long project without definite things being asked for each week, a mimeographed time schedule will be given to each pupil indicating time limits by which given parts of the work should be completed. A spread over a period of time is necessary as there is not enough library material for all the students to be working at the same time. Library periods will have to be staggered and history units will also be studied during part of each core period.

Unit IV The Person and the Job

This unit will take up character and personality traits which are necessary for vocational success and some consideration of how we may acquire or more fully develop these traits.

Unit I

Introduction to the Study of Vocations

Introduction

In this unit something of the scope of occupational opportunity will be investigated and a study made of terminology and categories of classification that will need to be understood to facilitate further study. The teacher will work with the class as a group in studying several occupations so that they may become familiar with ways of looking up material and the things one should look for in evaluating an occupation. This will be a short unit.

Major Problems

1. Why should we study vocations?
2. How many and what types of vocations are open to us?
3. Where can we find the material which will help us to learn about different vocations?
4. What things should we know about a vocation before making a choice for ourselves?

Basic Understandings

1. We work to make a living.
2. We work to do our share in a cooperative society.
3. Satisfaction in one's work will depend on the feeling that it is done well.
4. Jobs may be analysed to find out what particular skills and talents are required for success in that line of work.
5. One's own abilities and interests must be analysed to see where one can work most happily and successfully.
6. Changing conditions in the world may bring about rapid changes in vocational opportunities.
7. A knowledge of what books will be most helpful in finding out about vocations and what to look for in using them.

Suggested Learning Experiences

1. Discuss the differences between the work of a pioneer and the specialized vocations of today.
2. Discuss the difference that machines make in the number of people engaged in old vocation and in opening up new ones.

3. Matching test (not for grading purposes) of some unusual vocations and a brief description of each, to arouse interest in hitherto unfamiliar vocations.

4. Contest to see who can list the most occupations in a given time.

5. An attempt to catalogue some of the above lists under such headings as : Agriculture; Commercial and Sales Occupations; Mechanical and Manual; Professional; and Service Occupations.

6. Discuss whether or not every occupation is a "Service Occupation".

7. Discuss whether or not one occupation should be regarded with greater honor than another. (perhaps a panel discussion)

8. Following mimeographed outline for the study of occupations, work through with the class a detailed study of the work of a doctor, a farmer and a civil engineer.

9. Using conference room in the library, make a study of available materials and how they can best be used.

10. Read together in class the following selections from "Literature and Living":

The First Farmers p.57f.

How Primitive Woman Provided for Her Family p.65f.

Taming Animals. p. 81f.

Tubal Cain p. 147-8

A Would-Be Doctor p. 533f.

Civil Engineers p.210-11

Men Who Work On Bridges p.214f.

Miracles p.235

Three Stages in Human Progress 113f.

11. Read to class selections from "Dr. Jad" by Robinson

12. Read books about vocations including novels with vocational background.

13. Listen to a speaker.

Teacher- Pupil Material

Use classified card file on vocations prepared by Miss Tharp and Miss Gwinn during harvest vacation 1943, and "Literature and living" by Lyman and Hill.

(note - file contains about five hundred entries under fifty classifications)

Evaluation

Observation of ability to use the library and organize material.

Observation of students responses in class discussion.

Written test to include factual material and essay type of questions ~~to~~ which will bring out extent of basic understandings. (Test to be made out after completion of unit)

Student's Name _____

Name Of The Occupation _____

A. History And Development:

B. Duties Of The Occupation

1. Main duties:

2. Separate jobs:

C. Relation To Other Jobs

1. Beginner's work which might lead to this job?
2. For what other occupations does this job help train workers?
3. Opportunities for advancement and promotion:

D. Employment In The Occupation

1. Number employed today:
Total _____
Males _____ % of total _____
Females _____ % of total _____
2. Trends of employment: up _____ down _____
3. Where found:
4. Outlook for youth: good _____ fair _____ poor _____
5. Racial discrimination

E. Earnings, Hours, and Working Conditions

1. Average wages: _____
2. Hours: _____
3. Surroundings:
4. Health hazards: none _____ few _____ many _____
5. Security:
 - a. Seasonality: none _____ some _____ much _____
 - b. Effects of depressions and prosperity:
 - c. Insurance:
 - (1) Unemployment:
 - (2) Old Age:
 - (3) Accident:

F. Advantages and Disadvantages:

1. Service to humanity:
2. Chance to learn:
3. Congenial companions:

G. Write On Separate Sheet:

1. Things I would like about this occupation:
2. Things I would dislike about this occupation:
3. Any additions you have not had room for:
4. Complete bibliography:

American History

Tentative Plan

In a day when political ideals and forms of government are the center of interest, and when we are faced with the necessity of closer world cooperation, it seems well in studying our American history to consider how we came by our present ideals and to study the mistakes and achievements that have helped or hindered us in the attainment of a democratic way of life.

Since this is election year, current material will help make vivid the way our national government is organized and a study of the beginnings of our nation will help in the understanding of that organization. Current discussions of war and plans for peace will also lead to a study of the causes of other wars and attempts previously made to maintain peace.

Related literary material will be used in connection with the study of history, and the writing of themes will help the students to organize material and gain a more vivid mental picture of certain problems and situations. Vocabularly study will be necessary for an adequate understanding of many of the things read. These words will also be used as spelling lessons.

Unit I The Discovery and Exploration of America

In this unit the emphasis is put on geographical ideas held by people of that day and the problem created by the discovery of unclaimed land.

Unit II How North America Became Largely English

The difference in colonial policy of Spain, France and England, and the effect of pioneer life and isolation from Europe on the colonists is considered in this unit.

Unit III How The Colonies Separated From England

The central problems of this unit are why we separated from England and a consideration of the ideals that shaped our nation.

Unit IV How The Nation Was Formed

In studying this unit emphasis will be put on the problems which the colonists had to meet in forming a union with the hope of creating a better understanding of the problems which we face today in setting up a world organization.

Unit V Domestic and International Problems of the New Government

The two major problems of the national government will be considered in this unit. It should also give a background for understanding our rather isolated position in world affairs.

Unit VI Westward Expansion

The pioneering spirit and the fact that there was always land on the frontier to which dissatisfied people could go are factors that have had a great influence on our history. The study of this unit should give some understanding of these factors in our life and should also emphasize the fact that while a geographical frontier no longer exists, there is need for the pioneering spirit in other aspects of our lives, particularly in the field of social relationships.

Unit VII How the Union Was Broken and Restored

This unit will emphasize the differences in economic and cultural life between the North and South and the problem of state's rights. A consideration of reconstruction as related to the problems that will face us after this war will also have a place.

Unit VIII How Big Business and Labor Unions Brought New Problems

The aim will be to understand some of the reasons why undue power has come to capital and management as a result of the industrial revolution, and some of the attempts that are being made to meet this problem through labor organizations and the cooperative principle.

Unit IX Possessions Outside the Boundaries of the U.S.

How we got these possessions, the effect they have had on our national life, and whether they tend to make us imperialistic are some of the questions to be considered in this unit.

Unit X Planning For Peace

The necessity for some type of world organization and our attitudes toward those with whom we must cooperate will be the main considerations of this unit.

Unit IV

How the Nation Was Formed

Introduction

The study in this and the following unit of the problems which the colonists had to meet in forming a union, gives us some clues as to how we can face the problems which face us today in setting up some form of a world organization. Also the gains which come from cooperation are exemplified.

Major Problems

1. Could union be achieved without each state giving up its complete sovereignty?
2. Would not union be a great risk? Could diverse groups trust each other enough to work together?
3. How could they make a satisfactory plan for union when their first attempts had failed and there was no pattern to follow?
4. Could a strong central government be set up that would not oppress the people as the English government had done?
5. What were the conditions of transportation and communication that made getting together difficult?
6. Who were some of the great leaders of this period?
7. What compromises were necessary to bring about agreement?
8. What are the departments of our national government, their duties, and how are the members of each department chosen?
9. What problems did the colonies face in forming a union that are the same for countries today in forming some sort of a world organization?

Basic Understandings

1. Only a Robinson Crusoe can have complete liberty.
2. Giving up some liberty is the price we must pay for having the advantages of a larger group.
3. Any venture involves risk. Risks may be taken in the spirit of fear which tends to paralyze action, or in the spirit of adventure which stimulates to action.
4. Although the first attempts at union failed, something was learned from each attempt.

5. The leaders of the colonial period were men of courage, integrity and high ideals.

6. Our government is so organized that there is a check on the power of each department.

7. Problems faced today in forming a world organization are similar to those faced by the colonies in forming a union. Each country is hesitant about giving up complete sovereignty. The peoples of different countries do not fully trust each other and there is an element of risk. Our former attempts at getting together have not been successful. We fear the power of an over-all government. The gains from cooperation are greater than the losses.

Suggested Learning Experiences

1. As a class group list things we want to know about how our government began? The teacher may add some major problems.

2. Find as many answers to the above questions in Moon (history test) as possible. Supplement by individual reports from other sources.

3. Read together the Northwest Ordinance and discuss the points which gave the people confidence in a central government.

4. Find out what other plans for union had been tried. Discuss reasons for their failure.

5. Make a graphic illustration showing the time consumed in travel and communications in colonial days and compare to conditions today.

6. On an outline map of the United States, color and write in the names of the states that formed the first union. Later add the Northwest Territory and other sections of the country as they become a part of it.

7. Look up the stories of Washington, Jefferson, Franklin, Henry, and Hamilton. Write a character sketch of one of these men.

8. Write a letter to a friend urging the adoption of the constitution.

9. Draw a diagram or chart to show how the new Constitution divided the powers of the national government between Congress, The President, and The Court.

10. Read together a dialogue (mimeographed) telling how the Constitution was adopted.

11. Draw a cartoon showing one of the following: Steps toward union taken before 1787; different desires about representation of the small and large states; the celebration which followed the ratification of the Constitution.

12. Study the class constitution. Are there any points that are similar to our national one?

13. Watch the papers and listen to the radio for news of election and presidential appointments this year.
14. Find out what the electoral vote for the president was this year and compare it with the popular vote.
15. Discuss reasons for keeping the electoral college.
16. Find out why the eagle was chosen as our national emblem.
17. Someone has said that we have acted more as if our emblem was the ostrich than the eagle; and someone else has said that our country should have the characteristics of three birds; the dove, the owl, and the setting hen. Discuss the symbol that you think would be most fitting for us today.
18. Start making a list of famous sayings of our great leaders.
19. Read the "Bill of Rights" (the first ten amendments to the Constitution). Make a list of our liberties which are protected by this "Bill of Rights". Which do you consider most important? Are there any which are not important today?
20. Read fiction that portrays this period.
21. Conduct a panel discussion on the following subject: The problems of forming an international organization today as compared to the problems faced by the thirteen colonies.

Teacher-Pupil Material

Adams	Epic of America
Beard	The Republic
Bloom	The Story of the Constitution
Bordinsky	Our Federal Government
Carman, Kimmel and Walker	Historic Currents in Changing America
Collins	The Story of America in Pictures
Darling and Greenberg	Effective Citizenship
Dill	Our Government
Edmonds and Dondineau	Citizenship Through Problems
Freeman	The Story of Our Republic
Hartman	The Making of a Democracy
Hughes	Building Citizenship
Jenks and Smith	We and Our Government
Knapp	Uncle Sam's Government At Washington
McFee	How Our Government Is Run
MacIver	Towards An Abiding Peace
Moon	Story of Our Land and People
Stewart	Building For Peace At Home and Abroad
Hagedorn (The Round-Up)	Framework of Government
"	Declaration of Wars
"	Communication
Lyman and Hill	When Antiques Were Young
Rawson	A Man Without A Country
Hale (Wheeler Readers)	

Eaton _____	Leaders of Destiny
Benjamin Franklin	Autobiography
Fox	Cavalcade of America
Sparks	The Men Who Made the Nation
Wilson	Pen Pictures of the Presidents
Current Events Sept 25 -29	We Vote To Send 531 Men To College

Evaluation based on:

- Observation of responses to discussion.
- Types of questions asked.
- Voluntary use of material at hand and in the library.
- Contribution for bulletin board of related material.

Test

Section I True and False

1. Each state elects two senators to congress.
2. Today when we vote for a presidential elector we know he will vote for the candidate we want.
3. It took longer to travel from one colony to another in 1789 than it does to travel from one country to another today.
4. Washington had no enemies.
5. Benjamin Franklin was noted for his extravagance
6. A uniform currency for all the states did not prove to be helpful.
7. When the president vetoes a bill there is no way of making it a law.
8. The Supreme Court Judges serve ten years.
9. A person must be born in the U.S. to be eligible to become president.
10. The Constitution has never been changed.

Section II Complete:

1. The House of Representative and the Senate together are called _____.
2. Judges are appointed by _____.
3. The Constitution was written by _____.
4. The man who said, "Now I am no longer a Virginian but an American" was _____.
- 5, 6, 7. Three duties of the national government are: _____
- 8, 9, 10. Three duties of state governments are: _____

Section III

Why do you think that the nations of the world should or should not form an international organization?

Section IV

Choose one of the following and discuss:

1. What are some of the liberties an individual has to give up to belong to a family group? What are some of the advantages?
2. What are some of the liberties states have to give up to belong to a nation? What are some of the advantages?
3. What would be some of the liberties a nation would have to give up to belong to an international organization? What would be some of the advantages?

Section V

Identify:

1. Northwest Ordinance, Constitution, National Sovereignty, Alexander Hamilton, Impeachment.

HUNT HIGH SCHOOL

Hunt, Idaho

Eighth Grade

English And Social Studies

1944-1945

American History
Present Day Problems
Literature
Composition

Alice E. Gwinn