Form H 53

# OAKLAND PUBLIC SCHOOLS JUNIOR HIGH SCHOOL REPORT CARD

Pupil	anun		gin	00		. Tern	n ending.	Jan 22 192 6
	tor Myris	Laca			10			Grade £ 9
21150140	0	0		_OUA	RTER_		. 1	
Grade	Subject	Section	1	2	3	4	Term	MANAGE D
19	algebra	1		1			9	MARKS—Progress of the pupil in the work of his section is marked:
								1=Excellent.
								2=Satisfactory.
								3=Fair.
Factors	Determining Success	or Failure						4=Unsatisfactory.
Hea	lth							5=Failure.
Tru	stworthiness							
Coo	peration							※ ※
	ort			The state of				Certain qualities de-
Effe	ort						-	termining success are listed. A check after
Day	s Absent							any quality means
Day	s Tardy							that improvement is strongly urged.
				1				(over)

Courses of study in the various subjects are made to suit the differences in ability of pupils. Pupils are placed in three sections according to their ability to make progress.

Section A—The course of study for this section calls for a high standard of work both in quantity and quality. To it are assigned pupils who have made exceptional progress.

Section B—The course of study for this section calls for a lower standard of work than for Section A, while it covers the same topics. To it are assigned pupils who have made average progress.

Section C—The course of study for Section C covers the same topics as in Sections A and B in a very simple way. To it are assigned pupils who have made slow progress.

SIGNATURE OF PARENT: First Quarter	OF.	Kas	Kam	Ma	Q -	
Second Quarter	1. 1	heed	mm	010	9	
Third Quarter	74	SS	omo	10		
Fourth Quarter	1 7				<u> </u>	
						(over

	Form H 53	Jom	011111	GH SC	UBLIC SCHOOL REPO	ORT CARD	1926
	Instructor.  Grade	Subject	Section	1	QUARTER—	4 Term	MARKS-Progress of
1	19 8	ing.		1-	2+ 2+	F-	the pupil in the work of his section is marked:
							1=Excellent. 2=Satisfactory. 3=Fair.
		termining Succes					4=Unsatisfactory. 5=Failure.
		vorthiness					* *
		Absent			1./		Certain qualities de- termining success are listed. A check after
		Tardy					any quality means that improvement is strongly urged.
							(over)

Courses of study in the various subjects are made to suit the differences in ability of pupils. Pupils are placed in three sections according to their ability to make progress.

Section A—The course of study for this section calls for a high standard of work both in quantity and quality. To it are assigned pupils

who have made exceptional progress.

Section B—The course of study for this section calls for a lower standard of work than for Section A, while it covers the same topics. To it

section C—The course of study for Section C covers the same topics as in Sections A and B in a very simple way. To it are assigned pupils who have made slow progress.

SIGN	ATURE OF PARENT: Jerus Domatof	7
	Second Quarter	
	Third Quarter / Third Sumple	
	Fourth Quarter	(over

Form H 53 Pupil	Yangi J	OAKLA UNIOR HI Domi Lexile	IGH SO	CHOOL	REPO	ORT C	ARD	Jan 22 192 ( Grade 4 93
Grade	Subject	Section	1.		RTER—	4	Term	TYPE STATE OF
49 3	French	I		1	1			MARKS—Progress of the pupil in the work of his section is marked:
						7		1=Excellent. 2=Satisfactory.
	termining Success							3=Fair. 4=Unsatisfactory.
	vorthiness				1			5=Failure.
	ation		letter in		( · · · ·			Certain qualities de- termining success are
	Absent			35		THE RESIDENCE OF THE PARTY OF T		listed. A check after any quality means that improvement is
Days	rardy			1				strongly urged.

E

Courses of study in the various subjects are made to suit the differences in ability of pupils. Pupils are placed in three sections according to their ability to make progress.

Section A—The course of study for this section calls for a high standard of work both in quantity and quality. To it are assigned pupils who have made exceptional progress.

Section B—The course of study for this section calls for a lower standard of work than for Section A, while it covers the same topics. To it are assigned pupils who have made average progress.

Section C—The course of study for Section C covers the same topics as in Sections A and B in a very simple way. To it are assigned pupils who have made stow progress.

SIGNATURE OF PARENT: First Quarter	1 -	7	Sm	010/1
Second Quarter		3 A	Sesse	SKO
Third Quarter	1/1/4		ama	1/10
T 10				

Form H		OAKLA		011	IC SC			
	, J	UNIOR HI	IGH S	CHOOL	REPO	ORT C	ARD	1
/	go me o lo	1000	7 1	tor		Топи	andina	Jan 22 1926
Pupil	Machall	0	probable de la constante			. Term	1	(A) A
Instruct	or wynun	Lacry	£					Grade /
			-	—QUA	RTER-	4	Term	
Grade	Subject	Section	1	2	3	4	Term	MARKS-Progress of
919	History	1	2	2				the pupil in the work
1.1.01					138 138 20		7 10 10	of his section is marked:
	C/							1=Excellent.
						77		2=Satisfactory.
								3=Fair.
T	Determining Success	or Failure		-				
ractors	Determining Success	s of Panure						4=Unsatisfactory.
пеа	lth	7, 2,2						5=Failure.
Trus	stworthiness							* *
Coot	peration							
		*		150000000				Certain qualities de-
Effo	rt	7 F.			1			termining success are listed. A check after
Day	s Absent							any quality means
Day	s Tardy		1					that improvement is strongly urged.
Day	s rardy							strongry urged.
							-	(over)

COTTOOTO

Courses of study in the various subjects are made to suit the differences in ability of pupils. Pupils are placed in three sections according to their ability to make progress.

Section A—The course of study for this section calls for a high standard of work both in quantity and quality. To it are assigned pupils

who have made exceptional progress.

Section B—The course of study for this section calls for a lower standard of work than for Section A, while it covers the same topics. To it are assigned pupils who have made average progress.

Section C—The course of study for Section C covers the same topics as in Sections A and B in a very simple way. To it are assigned pupils who have made slow progress.

SIGNATURE OF PARENT: First Quarter	1	10	K	X	ar	10	4	2
Second Quarter	1		K	100	an	2/3	40	)
Third Quarter	1	2	16	Sal	an	w	B	
	1	-						

Pupil	200	OAKLA JUNION HI	CH S	HOOL An	REP	ORT C	ARD	AN 22 1926
Instruc	tor A Ti	Grade 4.9						
Grade	Subject	Burrucker	1	QUAI	RTER-	-	Term	/
Grade	PHYSICAL	EDUCATION	/	1	1	1	lerm	MARKS—Progress of the pupil in the work of his section is marked:
				Z - 6.27				1=Excellent. 2=Satisfactory.
	Determining Stalth	uccess or Failure		7 100	250			3=Fair. 4=Unsatisfactory. 5=Failure.
								* *
	ort	**************************************			2			Certain qualities de- termining success are listed. A check after
								any quality means that improvement is strongly urged. (over)

Courses of study in the various subjects are made to suit the differences in ability of pupils. Pupils are placed in three sections according to their ability to make progress.

Section A—The course of study for this section calls for a high standard of work both in quantity and quality. To it are assigned pupils

who have made exceptional progress.

Section B—The course of study for this section calls for a lower standard of work than for Section A, while it covers the same topics. To it are assigned pupils who have made average progress.

Section C—The course of study for Section C covers the same topics as in Sections A and B in a very simple way. To it are assigned

nunils who have made slow process.

papirs and nave	//	P	7/	1		1
SIGNATURE OF PARENT: First Quarter	H	1	44	avi	11	40
Second Quarter	10	91	A)	min	11	9 .
Third Quarter	del	eu.	00	mag	6	
Fourth Quarter						

For	m H 53		OAKLA	ND I	PUBLI	C SC	HOOL	S	
	01	J	UNIOR H	IGH S	CHOOL	REPO	ORT C	ARD	
Pup	il K	ancic	Dor	no	10		. Term	ending	Dune 181926
Inst	ructor	Myson	Lace						Grade H 9
Gra	de	Subject	Section	1	—QUAI	RTER—	4	Term	
H	ral	gebra	1	2	1	1	1		MARKS—Progress of the pupil in the work of his section is
		8						1	marked:
				1				7	1=Excellent.
•				77				77.00	2=Satisfactory.
-				-					3=Fair.
		mining Succes							4=Unsatisfactory.
									5=Failure.
,	Trustwor	thiness	••••••						* *
	Cooperati	on							नम् नम
	Effort								Certain qualities de- termining success are
	Days Abs	sent	•••••						lighted A shoot -ft-
		dy		1					that improvement is strongly urged.
1									(over)

Courses of study in the various subjects are made to suit the differences in ability of pupils. Pupils are placed in three sections according to their ability to make progress.

Section A—The course of study for this section calls for a high standard of work both in quantity and quality. To it are assigned pupils

who have made exceptional progress.

Section B—The course of study for this section calls for a lower standard of work than for Section A, while it covers the same topics. To it are assigned pupils who have made average progress.

Section C—The course of study for Section C covers the same topics as in Sections A and B in a very simple way. To it are assigned pupils who have made slow progress.

SIGNATURE OF PARENT:
First Quarter
Second Quarter
Third Quarter
Fourth Quarter

Form H 53 OAKLAND PUBLIC SCHOOLS R HIGH SCHOOL REPORT CARD Section Grade MARKS-Progress of the pupil in the work of his section is marked: 1=Excellent. 2=Satisfactory. 3=Fair. Factors Determining Success or Failure 4=Unsatisfactory. 5=Failure. Trustworthiness \*Cooperation

Certain qualities determining success are listed. A check after Davs Absent ...... any quality means that improvement is Days Tardy ..... strongly urged.

Courses of study in the various subjects are made to suit the differences in ability of pupils. Pupils are placed in three sections according to their ability to make progress.

Section A—The course of study for this section calls for a high standard of work both in quantity and quality. To it are assigned pupils

who have made exceptional progress.

Section B—The course of study for this section calls for a lower standard of work than for Section A, while it covers the same topics. To it are assigned pupils who have made average progress.

Section C—The course of study for Section C covers the same topics as in Sections A and B in a very simple way. To it are assigned pupils who have made slow progress.

SIGNATURE OF PARENT:

First Quarter

Second Quarter

Third Quarter

Fourth Quarter .....

& Sample

Form H 53

# OAKLAND PUBLIC SCHOOLS JUNIOR HIGH SCHOOL REPORT CARD

Pupil	Domoto	Hami	in			. Term	ending.	192
Instruc	tor M.	· t 0	01.					Grade 7493
Grade	Subject	Section	1	—QUAR	TER—	4	Term	
2493	French	I	2	2+	2	2+		MARKS—Progress of the pupil in the work of his section is marked:
								1=Excellent.
								2=Satisfactory. 3=Fair.
	Determining Success					,		4=Unsatisfactory.
	stworthiness			1				5=Failure.
	peration							举 举
	ort							Certain qualities de- termining success are
Day	s Absent							listed. A check after any quality means
Day	s Tardy							that improvement is strongly urged.
								(over)

Courses of study in the various subjects are made to suit the differences in ability of pupils. Pupils are placed in three sections according to their ability to make progress.

Section A—The course of study for this section calls for a high standard of work both in quantity and quality. To it are assigned pupils who have made exceptional progress.

Section B—The course of study for this section calls for a lower standard of work than for Section A, while it covers the same topics. To it are assigned pupils who have made average progress.

Section C—The course of study for Section C covers the same topics as in Sections A and B in a very simple way. To it are assigned pupils who have made slow progress.

SIGNATURE OF PARENT: First Quarter

Second Quarter

Third Quarter

Fourth Quarter .....

James,

Form H 5	3	OAKLAI JUNIOR HI						0
Pupil	aneji	, Do	m	oti				0 0
Instructor	Subject	Section	1		RTER—	4	Term	Grade L.J.
49 3	Vistor	4 2	1	1	1	1	1	MARKS—Progress of the pupil in the work of his section is marked:
								1=Excellent. 2=Satisfactory.
	etermining Succe							3=Fair. 4=Unsatisfactory.
	vorthiness							5=Failure.
Effort								Certain qualities de- termining success are listed. A check after
	Absent Tardy					1		any quality means that improvement is strongly urged.
				-				(over)

Courses of study in the various subjects are made to suit the differences in ability of pupils. Pupils are placed in three sections according to their ability to make progress.

Section A—The course of study for this section calls for a high standard of work both in quantity and quality. To it are assigned pupils

who have made exceptional progress.

Section B—The course of study for this section calls for a lower standard of work than for Section A, while it covers the same topics. To it are assigned pupils who have made average progress.

Section C—The course of study for Section C covers the same topics as in Sections A and B in a very simple way. To it are assigned

pupils who have made slow progress?

SIGNATURE OF PARENT:	27	Las	amo	To Z
Second Quarter	7) -2	la a	amo	100
Third Quarter	71 5	K a	am	do
Fourth Quarter		1		

ROOSEVELT HIGH SCHOOL English	SUBJECT GRADE
A SEPARATE CARD IS ISSUED	
Name of Student Kaneji Dompto	MAJOR TEACHER
Term Ending Jan 21, 1927	Miss E. Itilson 211
QUARTER 1 2 3 4 TERM	Parent's Signature
Grade 22222	In the Xame to
No of Days Absent	1 / Wornow
1—Excellent; 2—Good; 3—Fair; INC.—Incomplete 4—Condition; 5—Repeat.	27 Hadamota
Factors Which Should Aid Student's Development	
1 Assumption of Responsibility	3/1 Dames
2 Attention	
3 Courtesy	_ 4
4 Conduct	
5 Effort	(十) is given when the Factors are shown in
6 Initiative.	a MARKED degree.
7 Punctuality	(NO MARK) means the Factors are shown in a satisfactory way.
8 SOCIAL VALUE	( √ ) when there is a lack of Factors.
Horence, to	Subject Teacher

OAKLAND HIGH SCHOOLS—STUDENT'S RECORD

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits, and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the

Student in Citizenship qualities through the medium of the course indicated on the other side.

......

OAKLAND HIGH SCHOOLS-STUDENT'S RECORD ROOSEVELT HIGH SCHOOL Freenand SUBJECT A SEPARATE CARD IS ISSUED FOR EACH SUBJECT Name of Student Domoto, Kane MAJOR TEACHER Term Ending Jan. 19 Parent's Signature GRADE 1-Excellent: 2-Good: 3-Fair: INC.-Incomplete 4-Condition: 5-Repeat. Factors Which Should Aid Student's Development 2 Attention Courtesy Effort (+) is given when the Factors are shown in a Initiative MARKED degree. (NO MARK) means the Factors are shown in 7 Punctuality a satisfactory way. 8 SOCIAL VALUE (V) when there is a lack of Factors. SUBJECT TEACHER

FORM H 3

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits, and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

OAKLAND HIGH SCHOOLS—STUDENT'S RECORD SUBJECT GRADE ROOSEVELT HIGH SCHOOL A SEPARATE CARD IS ISSUED FOR EACH SUBJECT MAJOR TEACHER Name of Student Term Ending Parent's Signature GRADE NO. OF DAYS ABSENT 1-Excellent; 2-Good; 3-Fair; INC.-Incomplete 4-Condition; 5-Repeat.

1—Excellent; 2—Good; 3—Fair; INC.—Incomplete
4—Condition; 5—Repeat.

Factors Which Should Aid Student's Development
1 Assumption of Responsibility
2 Attention
3 Courtesy
4 Conduct
5 Effort
6 Initiative
7 Punctuality

(+) is given when the Factors are shown in a MARKED degree.

(NO MARK) means the Factors are shown in a satisfactory way.

(v) when there is a lack of Factors.

AMY MYERS

SUBJECT TEACHER

8 SOCIAL VALUE

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits, and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

OAKLAND HIGH SCHOOLS—STUDENT'S RECORD ROOSEVELT HIGH SCHOOL Seamann SUBJECT\_\_\_\_ GRADE A SEPARATE CARD IS ISSUED FOR EACH SUBJECT MAJOR TEACHER Name of Student Domoto, Kanepi Term Ending San. 21, 192 Parent's Signature GRADE NO. OF DAYS ABSENT 1-Excellent; 2-Good; 3-Fair; INC.-Incomplete 4-Condition: 5-Repeat. Factors Which Should Aid Student's Development Assumption of Responsibility Attention Courtesy Conduct F.ffort (+) is given when the Factors are shown in a MARKED degree. Initiative (NO MARK) means the Factors are shown in Punctuality a satisfactory way.

anno

SUBJECT TEACHER

(v) when there is a lack of Factors.

8 SOCIAL VALUE

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits, and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

A OF	KLAN	D HI	GH :	SCHO	OLS	-	STUDENT'S RECORD
ROOSEVELT HIGH SCHOOL D							SUBJECTGRADE
			ATE CA	RD IS	ISSUE	D F	OR EACH SUBJECT
Name of Student Domoto, Kaneji							MAJOR TEACHER
Term Ending Jan. 1927						E. Wilson 211	
QUARTER		2	3	4	TER	M	THE RESIDENCE OF THE PROPERTY
GRADE 2 / / /						Parent's Signature	
No. of Days Absent							1 1 Hasamolo
1—Excellent; 2—G	ood; 3-F	air; IN	NC.—In	complet	te		11111
	ndition; 5-						2 / The among
Factors Which Sho	uld Aid S	tudent	's Deve	elopmen	nt		311
1 Assumption of Responsibility							3/ H Damalo
2 Attention							
3 Courtesy							
4 Conduct							4
5 Effort							(+) is given when the Factors are shown in a
6 Initiative							MARKED degree.
7 Punctuality							(NO MARK) means the Factors are shown in a satisfactory way.
8 SOCIAL VALUE				MA	X	M	when there is a lack of Factors.
FORM H 3							SUBJECT TEACHER

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits, and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

OAKLAND HIGH SCHOOLS-STUDENT'S RECORD ROOSEVELT HIGH SCHOOL English SUBJECT IV A SEPARATE CARD IS ISSUED FOR EACH SUBJECT MAJOR TEACHER Name of Student-Term Ending Parent's Signature GRADE NO. OF DAYS ABSENT -Excellent; 2-Good; 3-Fair; INC.-Incomplete 4-Condition: 5-Repeat. Factors Which Should Aid Student's Development 2 Attention Courtesy Effort (+) is given when the Factors are shown in a MARKED degree. (NO MARK) means the Factors are shown in 7 Punctuality a satisfactory way. 8 SOCIAL VALUE (v) when there is a lack of Factors. SUBJECT TEACHER CITATITA FARTO FORM H 3

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits, and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

OAKLAND HIGH SCHOOLS—STUDENT'S RECORD						
ROOSEVELT HIGH SCHOOL Freeman OF SUBJECT GRADE A SEPARATE CARD IS ISSUED FOR EACH SUBJECT						
Name of Student Domoto Kaneii						MAJOR TEACHER
Term Ending June		27	MISS E. WIISOM			
QUARTER	1	2	3	4	TERM	B : C: A: 1
Grade		2	2	1	1	Parent's Signature
No. of Days Absent						1/-10 amm
1—Excellent; 2—Good 4—Condi	ion; 5	-Repe	, Texa Dom to			
Factors Which Should	Aid S	tudent'	100 1 1 1			
1 Assumption of Responsibility						3/ Kampt
2 Attention						1 10000
3 Courtesy			4			
4 Conduct						
5 Effort.				200		( ) is given when the Featons on show in
6 Initiative						(+) is given when the Factors are shown in a MARKED degree.
7 Punctuality						(NO MARK) means the Factors are shown in a satisfactory way.
8 SOCIAL VALUE						( √ ) when there is a lack of Factors.
FORM H 3	_/	he	ch	de	9	Subject Teacher

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits, and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

## Advisory OAKLAND HIGH SCHOOLS—STUDENT'S RECORD Room ROOSEVELT HIGH SCHOOL Domoto . Kaneji Term ending June 1927, 19 First) Name (Surname Subject Instructor Term Report Periods PROGRESSIVE DEVELOPMENT a. Seriousness of purpose b. Co-operation in class activity c. Systematic preparation of work d. Thoroughness and accuracy e. Knowledge of the subject f. Behavior g. Prompt and regular attendance Marking will be upon Progressive Development: 1, Excellent; 2, Satisfactory; 3, Fair; 4, Unsatisfactory; 5, Failure.

E. WITEO

Marking will be upon Progressive Development: 1, Excellent; 2, Satisfactory; 3, Fair; 4, Unsatisfactory; 5, Failure. 1 or 2 will be necessary for recommendation to the University; 3, for promotion. Certain qualities contributing to Progressive Development are listed. A check after any quality indicates that improvement is urged.

[OVER]

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits, and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

OAKLAND HIGH SCHOOLS—S	STUDENT'S RECORD
ROOSEVELT HIGH SCHOOL Semetry A SEPARATE CARD IS ISSUED F	SUBJECT II GRADE
Name of Student Donoto, IT ansigni Term Ending June, 1927	MAJOR TEACHER E. Spilson
QUARTER         1         2         3         4         TERM           Grade         1         2         1         1         2         1         1	Parent's Signature
No. of Days Absent  1—Excellent; 2—Good; 3—Fair; INC.—Incomplete 4—Condition; 5—Repeat.  Factors Which Should Aid Student's Development	, Teru Domoto
1 Assumption of Responsibility. 2 Attention 4	3 / framsta
3 Courtesy	(+) is given when the Factors are shown in a MARKED degree. (NO MARK) means the Factors are shown in a satisfactory way.
8 SOCIAL VALUE	(V) when there is a lack of Factors.

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits, and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

OAKLAND HIGH SCHOOLS-STUDENT'S RECORD SUBJECT GRADE ROOSEVELT HIGH SCHOOL A SEPARATE CARD IS ISSUED FOR EACH SUBJECT Demoto. Kaneji Name of Student\_ E Wilson 211 Term Ending\_ TERM OUARTER Parent's Signature Grade No. of Days Absent 1-Excellent; 2-Good; 3-Fair; INC.-Incomplete 4-Condition: 5-Repeat. Factors Which Should Aid Student's Development 2 Attention 3 Courtesy..... 4 Conduct (4) is given when the Factors are shown in Initiative..... a MARKED degree. (NO MARK) means the Factors are shown in 7 Punctuality..... a satisfactory way. (\forall ) when there is a lack of Factors. 8 SOCIAL VALUE..... MAX MOORF Subject Teacher FORM H 3

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits, and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

(OVER)

OAKLAND INON SC	1100			0	LODEL	AL D MECOND					
Name of Student DOMOT	0, 1	MAN	VE.	11		Term Ending	EC	2	13	19_2	7
Instructor H. HAUB				_	Subjec	CHEMIST	R	Y	rade	エ	
Quarter	1	2	3	4	Term	Patter and all I		,			
Standing in Subject	2	2	2	2	2	Better progress will b is given to the n					tio
Days Absent									16/2		
1-Excellent; 2-Good; 3-Passah	ole; 4—	Condi	tion; 5	-Fail	ure.	Quarter	1	2	3	4	
Only grades 1 and 2 recommenda do not lead to college recomm If 4 or 5 is given the parents should	nendat	ions.		1	bjects	Effort	-				2
Parent's S	nati	ire	50	X	•	Co-operation					
1. 1. B. X	ar	N	07	2		Responsibility					
2. // Ag X	de	m	SI		•	Initiative		1	36		
3. 1 X	no.	no	16			Attendance					200
4.						Conduct					
			EV	VII	SON	/	2	00			
Counselor			/		jor Tea		-	ajor	Rooi	m	8

CAKLAND HIGH SCHOOLS STUDENTS BESSES

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

				-	. ODL	WI S INECORD					
Name of Student Lomote Instructor MARY PE		Yan	Subjec	t Term Ending_	h	· (	Grade	19.1 V	7		
Quarter	1	2	3	4	Term						
Standing in Subject	2	1	1	1	1	Better progress will is given to the					tion
Days Absent											
1-Excellent; 2-Good; 3-Passal						Quarter	1	2	3	4	
Only grades 1 and 2 recommenda do not lead to college recomm If 4 or 5 is given the parents show	nendat	ions.			ibjects	Effort					
Parent's S	_		gnool.			Co-operation					
1. 1K - a	nl	Ob	7			Responsibility					
2. 1 -H. 2	me	90	0			Initiative	4				
3. 1 K Da	m	M	0			Attendance					
4.						Conduct					
Counselor					ilson jor Tea		M	ajor	Rooi	m	

OAKLAND HIGH SCHOOLS STUDENT'S PECORE

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

## OAKLAND HIGH SCHOOLS STUDENT'S RECORD

FORM H-3

Name of Student_DOA Instructor								Term Ending DEC 37						
Quarter Standing in Subject Days Absent		1 21	3	3 2 Low	4	Term 2	Better progress will is given to the					ioi		
1—Excellent; 2—Good; Only grades 1 and 2 record on the lead to colleg  If 4 or 5 is given the par	ommenda e recomn	tory to nendat ild visi	colle ions.	ge.Star			Quarter  Effort  Co-operation	1 V	2	3	4			
1. 2. 3. 3.	A	m	no	to			Responsibility Initiative Attendance							
BRODERIC Counselo	K		_	E.	WI,	LSO or Tea	Conduct	203 M		Roo	m			

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

OAKLAND HIGH SCHOOL	UDEN	T'S RECORD	REP.	1-2	?				
Name of Student DOMOTO, H. Instructor R. V. Crite.	ANEJI		Subject	Term Ending				192	
Quarter 1 Standing in Subject Days Absent	2 3 2	2	Z	Better progress will is given to the					tic
1—Excellent; 2—Good; 3—Passable; 4— Only grades 1 and 2 recommendatory to do not lead to college recommendat If 4 or 5 is given the parents should visi	Quarter	1	2	3	4				
Parent's Signatu  1. 2.	oto			Responsibility Initiative					
3. A H Sam	ato			Attendance Conduct					
MISS BRODERICK Counselor	E. W	/ILSC Majo	or Teac	cher	205 M	ajor	Rooi	n	-

FORM H-3

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

Name of Student Bounds, Karey Term Ending Des Instructor E. Atuson Subject Phys. Ed.										
Quarter Standing in Subject	1	2	Term	Better progress will be is given to the n						
Days Absent		is given to the i	natte	is ch	CCKE	u.				
1—Excellent; 2—Good; 3—Passal Only grades 1 and 2 recommenda	Quarter	1	2	3	4					
do not lead to college recomn If 4 or 5 is given the parents show	nendati	ons.	1			Effort	-	-		
Parences	Signatu	re N	to			Co operation		-		
1. h &	nn	W	1 h			Responsibility	-			
2.	an	no	10			Initiative	-	_		
3. 11 11 00	an	re	10			Attendance	-			
4.			60	.1	11	Conduct				
Counselor FORM 38	jor Tea	cher	M	ajor	Roor	n				

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

#### OAKLAND HIGH SCHOOLS STUDENT'S RECORD Name of Student DOMOTO, KANEJI Term Ending DEC 19.27 Instructor MISS E. WILSON Subject\_ THEORY. Grade\_\_\_\_\_ Term Ouarter Better progress will be made when attention Standing in Subject is given to the matters checked. Days Absent 1-Excellent; 2-Good; 3-Passable; 4-Condition: 5-Failure. Quarter Only grades 1 and 2 recommendatory to college Starred subjects do not lead to college recommendations. Effort If 4 or 5 is given the parents should visit the school. Co-operation Parent's Signature Responsibility Initiative 1 Attendance Conduct EWILSON BRODERICK 209 Counselor Major Teacher Major Room

FORM H-3

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he, may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

OAKLAND HIGH SC	LITO	JLS		0	ODE	NI S RECORD						
Name of Student DOMOT	0,	KAI	VEJ	/		Term Ending	IUN	E		19.3	8	
Instructor H. HAUL	3				Subjec	t CHEM. E		_ (	Grade	H-	-//	
Quarter	1	2	3	4	Term	Better progress will	h a m a	do m	1		tion	
Standing in Subject	3	3	2	2	2	is given to the						
Days Absent												
1-Excellent; 2-Good; 3-Passal	ole; 4-	-Condi	ition; 5-	-Fail	ure.	Quarter	1	2	3	4		
Only grades 1 and 2 recommenda do not lead to college recomm If 4 or 5 is given the parents shou	nendat	ions.		red su	bjects	Effort						
A A	_		schoor.	-		Co-operation						
1. Parent's	Signatu	ire /	To			Responsibility						
2. Ila Kell	m	1	20			Initiative						
3. 1 K NO	m	io	10			Attendance						
4.						Conduct						
BRODERICK			E.W					09	*>			
Counselor				Maj	or Tea	cher	M	ajor	Roo	m		

CANLAND HIGH SCHOOLS STUDENTS DECORE

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.





Name of Student DOMOTO KANE Term Ending JUNE 1928  Instructor Subject Subject FNOLISH VII Grade Hold Standing in Subject 1 2 3 4 Term  Standing in Subject 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	OAKLAND HIGH SCHOOLS STUDEN	NT'S RECORD
Quarter  1 2 3 4 Term Standing in Subject  Days Absent  1—Excellent; 2—Good; 3—Passable; 4—Condition; 5—Failure. Only grades 1 and 2 recommendatory to college. Starred subjects do not lead to college recommendations.  If 4 or 5 is given the parent's Signature  1.  Parent's Signature  1.  Parent's Signature  1.  Parent's Signature  1.  Attendance  Conduct  E. WILSON  Counselor  Major Room		
Standing in Subject  Days Absent  1—Excellent; 2—Good; 3—Passable; 4—Condition; 5—Failure. Only grades 1 and 2 recommendatory to college. Starred subjects do not lead to college recommendations.  If 4 or 5 is given the parents should visit the school  Parent's Signature  1.  Responsibility  1.  Attendance  Attendance  Endoy  Attendance  Conduct  BRODERICK  Counselor  Major Room  Better progress will be made when attention is given to the matters checked.  Quarter  1 2 3 4  Co-operation  Responsibility  Attendance  Conduct  Attendance  Major Room	Instructor Noruce Joilan Subject	t ENGLISH VII Grade H-11
Standing in Subject  Days Absent  1—Excellent; 2—Good; 3—Passable; 4—Condition; 5—Failure. Only grades 1 and 2 recommendatory to college. Starred subjects do not lead to college recommendations.  If 4 or 5 is given the parents should visit the school.  Parent's Signature  1.  Responsibility  1.  Attendance  4.  BRODERICK  Counselor  Major Room  is given to the matters checked.  Quarter  1 2 3 4  Co-operation  Responsibility  Co-operation  Responsibility  Attendance  Major Room	Quarter 1 2 3 4 Term	
Intitative  BRODERICK Counselor  Effort  Effort  Conduct  Effort  Conduct  Dark Counselor  Parent's Signature  Effort  Conduct  Effort  Conduct  Dark Conduct  Dark Conduct  Effort  Conduct  Dark	Standing in Subject 2 2+1-1-1	
Only grades 1 and 2 recommendatory to college. Starred subjects do not lead to college recommendations.  If 4 or 5 is given the parents should visit the school.  Parent's Signature  1.  2.  Attendance  4.  BRODERICK  Counselor  Major Teacher  Major Room	Days Absent 3	
do not lead to college recommendations.  If 4 or 5 is given the parents should visit the school.  Parent's Signature  1.  2.  Attendance  4.  BRODERICK Counselor  Major Teacher  Major Room	1—Excellent; 2—Good; 3—Passable; 4—Condition; 5—Failure.	Quarter 1 2 3 4
Parent's Signature  1. Responsibility  2. Initiative  4. Conduct  E. WILSON Counselor  Major Teacher  Major Room	do not lead to college recommendations.	
2. Initiative + + Attendance Conduct		Co-operation 🛨
3. Attendance  4. Conduct  BRODERICK Counselor  Major Teacher  Attendance  Conduct  Autonom  Attendance  Major Room		Responsibility
4. Conduct + BRODERICK E. WILSON 209 Counselor Major Teacher Major Room	2. // Kosamolo	Initiative
BRODERICK E. WILSON 209 Counselor Major Teacher Major Room	3. My amos	
Counselor Major Teacher Major Room	4.	
Countries and the countries are considered and the countr	BRODERICK E. WILSO	
	Counselor Major Tea	cher Major Room

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

OAKLAND HIGH S	CHOOLS	ENT'S RECORD						
Name of Student Domo	to, Kans	Term End	ing Jur	re		192	8	
Instructor	MYERS	Sub	ject French		_ (	Frade	V	
Quarter Standing in Subject Days Absent	1 2 2 7	3 4 Te	Better progress is given to					ition
1—Excellent; 2—Good; 3—Passa Only grades 1 and 2 recommend			1	2	3	4		
do not lead to college recomi	mendations.		Effort			133		
If 4 or 5 is given the parents sho  Parent's	Signature	ool.	Co-operation					
1. 1 5-K-60	my o =		Responsibility					
2.	wood	9	Initiative					
3. 1 - Klash	male	1	Attendance					- 1
4.			Conduct					
Broderick		E. Wilso Major	Teacher	205 M	<b>9</b> lajor	Roo	m	7/4
FORM H-3								

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

OAKLAND HIGH SO	CHOOLS		5	TUDEN	NT'S RECORD					
Name of Student Domot	o, Kar	ne ji			Term Ending_	6 -	_		1928	1
Instructor B. FRA	NELLN			Subjec	Mech. Dr.	II	_ (	Grade	H-1	1
Quarter	1 2	3	4	Term	Better progress will	he ma	de w	hen	attentic	
Standing in Subject	21	1	1	1	is given to the					
Days Absent	3	1/2								-
1-Excellent; 2-Good; 3-Passa	ble; 4-Condi	ition; 5-	-Fail	ure.	Quarter	1	2	3	4	
Only grades 1 and 2 recommends do not lead to college recommends	nendations.		rred si	abjects	Effort			177		-
If 4 or 5 is given the parents show		school.	1		Co-operation					
1. Parent's	Signature	N	W	A. 1	Responsibility					
2. 16 TPX	am	its	6		Initiative		1			
3.	onni	2/6			Attendance					
4.		•			Conduct					_
Broderick		FI	N	son		20	9			
Counselor			Ma	jor Tea	ncher			Roo	m	
FORM H-3										

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

and i

6 OAKLANDHIGH SO	CHO	DL\$		S	TUDEN	T'S RECORD	/			00
Name of Student 16 170  Instructor T. M. FITZE	PATR	Subjec	Phys. Ed.		_ 6	Grade	H. 1)			
Quarter	1	2	3	4	Term	Better progress will	he ma	de w	hen	attention
Standing in Subject	/	1	1	is given to the matters checke						
Days Absent										
1—Excellent; 2—Good; 3—Passal						Quarter	1	2	3	4
Only grades 1 and 2 recommenda do not lead to college recomm	nendat	ions.		rred su	bjects	Effort				
If 4 or 5 is given the parents shou	ıld visi	it the s	chool.			Co-operation				
Parent's	Signatu	no	M	1		Responsibility				
2.	no	n	M	1		Initiative				
3. M	Sa	ne	of	8		Attendance				
4.				- 1	1	Conduct				
			L	V	VI	1504				
Counselor	Counselor Major 7								Roo	m
FORM H-3										

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

OAKLAND HIGH SCHOOLS		STUDE	NT'S RECORD					
Name of Student DOM OTO, KAI	VEJI		Term Ending	JUI	VE		196	8
Instructor Miss Tuttle		_ Subject	THEORY	II	_ (	Grad	H-	1
Quarter 1 2 Standing in Subject 2 3	3	4 Term 2 2	Better progress will is given to the					tio
Days Absent								
1-Excellent; 2-Good; 3-Passable; 4-Cond	dition; 5-	Failure.	Quarter	1	2	3	4	
Only grades 1 and 2 recommendatory to coll do not lead to college recommendations,		ed subjects	Effort		1			
If 4 or 5 is given the parents should visit the  Parent's Signature	school.		Co-operation					
1. / higany	Ma		Responsibility					
2. Regami	Ma		Initiative					
3. / Bame	010		Attendance					
4.			Conduct					
BRODERICK	E. W	11501	V	20	9			1
Counselor		Major Tea	cher	M	ajor	Roo	m	

CAKLAND HIGH COHOOLS

OAKLAND HIGH SCI	HOPLS	)	S	TUDE	NT'S RECORD	0				8
Name of Student Wou	olo,	16	ne	n	Term Ending	W	ee		19_2	0
Instructor T. M. FITZPA	TRICK		_0	Subjec	Phys. Ed.		_ (	Grade	4	2
Quarter	1 2	3	4	Term						
Standing in Subject	11	/	1	1	Better progress will b is given to the n					tion
Days Absent						619				
1-Excellent; 2-Good; 3-Passable					Quarter	1	2	3	4	1/1/2
Only grades 1 and 2 recommendate do not lead to college recomme	endations.		rred su	ibjects	Effort					1%
If 4 or 5 is given the parents should		school.	//		Co-operation		1		1	4
1. Parent's Signature 1.	gnature	x To	7		Responsibility					
2. 1 8 XV	mo	100			Initiative					
3. 1/1/2 Dar	no	to			Attendance				1	
4.				0	Conduct	1				
		61	N	على	ow					
Counselor			Ma	jor Tea	cher	M	ajor	Rooi	n	y/s

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

OAKLAND HIGH S			T'S RECO	ORD Advisory Room	209
	VELT HIGH		-		
DOMOTO KAN	EUI	Tern	n ending	С.	, 192
Physics	14122	AKERS	<b></b>	No	
Subject		Instructor	r	- 41	-
Report Periods	1	2 3	4 Term	dole	2/20
PROGRESSIVE DEVELOPMENT	2			- Big	4 4
a. Seriousness of purpose				2	2 2
b. Co-operation in class activity				- 202	3 1/2
c. Systematic preparation of work				1 20 12 1	3 /2
d. Thoroughness and accuracy				- Serve	200
e. Knowledge of the subject					32
f. Behavior				Pare	33
a Prompt and regular attendance					

Marking will be upon Progressive Development: 1, Excellent: 2, Satisfactory; 3, Fair; 4, Unsatisfactory; 5, Failure. 1 or 2 will be necessary for recommendation to the University, 3, for promotion. Certain qualities contributing to Progressive Development are listed. A check after any quality indicates that improvement is urged. Form H3 (OVER)

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits, and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

OAKLAND HIGH SCHOOLS STUDENT'S RECORD								IX					
Name of Student DOMO	TO, K	ANE	11		Term Ending	DE	C.		192	8			
Instructor MISS OF	PR.			Subjec	PUB. SPE	AK	(	Grade	<u>L-1</u>	2			
Quarter	1 2	3	4	Term			,						
Standing in Subject	21	1	1-	1	Better progress will be made when attenti is given to the matters checked.					tion			
Days Absent													
1-Excellent; 2-Good; 3-Passal					Quarter	1	2	3	4				
Only grades 1 and 2 recommenda do not lead to college recomm	nendations		1	bjects	Effort								
If 4 or 5 is given the parents shou		school.			Co-operation								
1. Parent's	Signature	12/	7		Responsibility								
2. // he Da	m	of B			Initiative								
3. 1/ Howa	mo	6			Attendance	1							
4.					Conduct								
BRODERICK		E. W				209	7						
Counselor Major Teacher Major Room								m					

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.



OAKLAND HIGH SCHOOLS STUDE	NI'S RECORD
Name of Student Domoto, Kaneji	Term Ending Dec. 19 28
Instructor Miss Tuttle Subject	t Trigonometry Grade
Quarter 1 2 3 4 Term Standing in Subject / 12 4 Days Absent	Better progress will be made when attention is given to the matters checked.
1-Excellent; 2-Good; 3-Passable; 4-Condition; 5-Failure.	Quarter 1 2 3 4
Only grades 1 and 2 recommendatory to college. Starred subjects do not lead to college recommendations.  If 4 or 5 is given the parents should visit the school.	Effort
Parent's Signature	Co-operation
1. 11 - By amolo	Responsibility
2. Jamoto	Initiative
3. // De danoto	Attendance
4.	Conduct
Miss Brodrick Miss Wil Counselor Major Tea	

C---- 5----

CALL AND LUCH COHOOLS

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on

the other side.

OAKLAND HIGH S	SCHOOL	S		Stud	ent's Record				-	V	
Name of Student Dame Reba	Polson				Term Ending. U.S. Hist.						
Quarter	1 2	3	4	Term							
Standing in Subject	11	1	1	1	Better progress will h						
Days Absent	s Absent						tion is given to the matters checked.				
1-Excellent; 2-Good; 3-Passa Only grades 1 and 2 recomm subjects do not lead to col if 4 or 5 is given the parents  1. 2. 3. 4.	lege recom	o colleg	ge. S	starred	Quarter  Effort  Co-operation  Responsibility  Initiative  Attendance  Conduct	1	2	3	4		
H-3 Counselor	n	7133	E Maj	or Tea	ilson	Mà	ior :	Roos	n		

24.

#### THE GOAL OF EDUCATION IN A DEMOCRACY

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

OAKLAND HIGH SCHOOLS Stude	ent's Record
Name of Student Damata, Kaheji Instructor Miss Tuttle Subject	Term Ending June 1929 Analytics Gradely 12
Quarter 1 2 3 4 Term Standing in Subject / Q / /	Better progress will be made when atten tion is given to the matters checked.
1-Excellent; 2-Good; 3-Passable; 4-Condition; 5-Failure. Only grades 1 and 2 recommendatory to college. Starred subjects do not lead to college recommendations.  If 4 or 5 is given the parents should visit the school.  Parent's Signature	Quarter 1 2 3 4  Effort  Co-operation
2. A Samoto	Responsibility Initiative Attendance Conduct
H-3 Counselor Major Tea	cher Major Room

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

OAKLAND HIGH S	Stude	ent's Record								
Name of Student. January	to No	ne		Subject	Term Ending				192	
Quarter	1 2	3	4	Term						43
Standing in Subject	4 3	3	2	2	Better progress will be made when attertion is given to the matters checked.					
Days Absent										•
1-Excellent; 2-Good; 3-Passable; 4-Condition; 5-Failure. Only grades 1 and 2 recommendatory to college. Starred subjects do not lead to college recommendations.  If 4 or 5 is given the parents should visit the school.  Parent's Signature  1. 2. 3. 4.					Quarter  Effort  Co-operation  Responsibility  Initiative  Attendance  Conduct	1	2	3	4	
H-3 Counselor		m	1. S	Jole or Tead	cher	Mai	0" ]	Roor	m	1
				J. L Ca	UII UI	THEAT	OI 7	1001	11	

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

5 OAKLAND HIGH S	ent's Record	11								
Name of Student	oto L. GIBE			Subject	Phys. Ed	zu	Gı	ade	19	19
Quarter Standing in Subject Days Absent	2 /	3	4	Term	Better progress will tion is given to t					
1-Excellent; 2-Good; 3-Passa Only grades 1 and 2 recomm subjects do not lead to coll If 4 or 5 is given the parents:	Quarter	1	2	3	4					
Parent's S	Co-operation Responsibility					-				
2. A A A A	Initiative Attendance			1	1					
4. Counselor			S	or Teac	Conduct	Ma	ior	Roo	m	
H-3 Counselor			111 01	or 1 car	Citci	111 0	101	2200	***	

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

OAKLAND HIGH S	ent's Record										
Name of Student Mabel Ak	ers	Ka	ne	ji		Physics			rade		29
Quarter	1	2	3	4	Term	V					
Standing in Subject	g in Subject						Better progress will be made when atte				
Days Absent						tion is given to the	e mat	ters	che	ecked	i.
1-Excellent; 2-Good; 3-Passa Only grades 1 and 2 recomm	endato	ry to	colleg	ge. St		Quarter	1	2	3	4	
subjects do not lead to coll  If 4 or 5 is given the parents s	Effort										
Parent's S	ignati	ire	0)	*	,	Co-operation	_	_		-	1
1. // (1)	1	1		0		Responsibility	_	_	_	_/	
2. // Topk of	W	20	10	-		Initiative					
3. 1 K. O.W	m	M	75			Attendance	1		1		
4.		V				Conduct					
				Qu	ed		2	13	3		
H-3 Counselor Major Teac						cher	Ma	jor .	Roo	m	

OATE AND TITALE GOTTOOT

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.

OAKLAND HIGH	SCHOO	LS		Stude	ent's Record					
Name of Student	sto,	Te	ne		. Term Ending				19	
Instructor	ridan			Subject	t		G	rade.		
Quarter	1 2	3	4	Term						
Standing in Subject	1- 2	+ 2	1-	1	Better progress will					
Days Absent				-	tion is given to the	ie mai	tters	che	ckec	1.
1-Excellent; 2-Good; 3-Passa Only grades 1 and 2 recomm subjects do not lead to coll	endatory	to colle	ge. S		Quarter	1	2	3	4	
If 4 or 5 is given the parents					Effort		1	1		
Parent's S	Signature	7			Co-operation			1		
1. 1. 1. 8 . W	mo	MA			Responsibility					3
2. 1/1 /2 0 0	m	of o			Initiative					
in hid do	mM	7			Attendance					-
4.			1		Conduct					
		L	200	d	1.					
H-3 Counselor		-	Majo	or Tead	cher	Ma	jor	Room	n	

In a democracy, a symmetrical training of the individual is all important. In the high schools of Oakland, the object of our work is to develop intelligent, efficient, responsible and socially-conscious citizens. This demands that each course should really be a course in citizenship; that is, each individual student should acquire in each course not only a knowledge of the subject taught, but also those interests, ideals, habits and powers whereby he may find his place and use that place to shape both himself and society toward ever nobler ends.

Accordingly, this card is a record of the Progressive Development of the Student in Citizenship qualities through the medium of the course indicated on the other side.