

MAR-KEN

BULLETIN of INFORMATION
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6107 FRANKLIN AVE.
HOLLYWOOD, CALIF.

MAR-KEN SCHOOL

MAR-KEN is a private, non-sectarian school which received no support from taxes or other public funds. Each student is charged a minimum tuition fee which covers about three-fourths of the cost of service given him by the school. The balance of the cost is met at present by gifts from trustees, parents, benefits sponsored by student body, and other friends of the school.

The direction and supervision of Mar-Ken School is by M. Ethel Bessire who has been with the organization for fourteen years.

LOCATION

MAR-KEN is located in the heart of Hollywood, two blocks north of Hollywood Boulevard. Bus and street car stop in front of the building. Well-kept lawns, ample shade trees, and adequate grounds contribute to the attractiveness of the school building which is a large, airy, and light old home, converted into an informal school house.

IDEAL AND PURPOSE

Dedicated to the advancement of noble ideals and high learning, MAR-KEN School bases its objective upon the development of the student's character and knowledge. He is trained to adapt himself quickly to the trends of the changing world, and to accept the responsibilities of his citizenship and country. He is taught the value of genuine democracy so that he may be a leader in his community. His love and appreciation of music, art, literature, and the theater arts are fostered. This educational background is so planned that he may successfully meet the higher demands of the best College and University.

PROGRAM

The program of MAR-KEN School is planned for busy boys and girls who are interested in obtaining in the most concise manner a knowledge of history, geography, literature, science, art, music, current economics, and social problems. The convenient morning hours leave the afternoons free for dramatic, artistic, and musical activities. Individual attention is given to all students in the required fundamentals of education, as well as a definite ideal to help them in the formation of their own philosophy of life.

FACULTY

Breadth of experience and interest characterize the faculty. Mar-Ken students have the advantage of contact with fine teachers who are familiar with other peoples and their cultures, a knowledge which comes from living abroad in foreign lands, from travel, and from a thorough study of the classics and arts. All the instructors are carefully selected for their social and educational background and for their sympathetic understanding of the individual student's problems. The teachers are highly accredited, yet young enough to have vision and old enough to have experience and tolerant understanding.

SOCIAL ACTIVITIES

It is the desire of MAR-KEN to promote a strong, healthy, and enjoyable student life. To that purpose it gives many social activities which are held at frequent intervals during the year. Classes are well organized under competent and friendly advisers, and all social affairs are planned and carried out in an interesting and educational manner. Activities include weekend trips to the mountains and seashore, theater parties, dances, luncheons and dinners, outdoor sports of riding, swimming, bicycling, and play productions.

THE FOUR-YEAR COLLEGE AT MAR-KEN

The principal purpose of the four-year college program is to give the student a general education that will fit him for his role in the modern world. The priceless qualities of independent thinking, intelligent criticism, constructive action, and tolerant understanding are the ultimate aims of this program. The curriculum is

so planned that at the end of four years the student is equipped to meet the personal, social and economic situations that face him as he assumes his place in society. Responsibility, initiative, and freedom are the keynotes of this plan. The youth who successfully completes such a course becomes a well-balanced individual, fit to cope with any problem that may arise, or to appreciate any form of the fine arts.

The aim of the correlated subjects is to give the student an understanding and appreciation of culture as expressed in literature, art, music, and human relationships; to give him social comprehension and a feeling of internationalism by the study of the cultural and social development of the world's leading countries; and to enlarge the scope of his vision so that he will be liberal, tolerant, and understanding in his relationship with the people and institutions of the society in which he lives and in whose government he participates.

CURRICULUM

In planning the curriculum needed for such idealistic aims, every phase of the student's development has been carefully considered. Several years of study have been spent in the effort to find the requisite needs of every type of student, and to combine these requirements in a well balanced and moderated program.

6-4-4 PLAN

GRADES 1-6:

The following outline of the course-of-study for the 6-4-4 plan has been now accepted as the basis for Mar-Ken School:

The first six years of the school program are devoted to the essentials of the basic fundamentals. The necessary subjects of language, science, mathematics, geography, history, art, and music are supplemented by projects tending to develop the child's initiative and constructive habits. Appreciation of the beautiful and practical are incorporated in the classroom routine.

GRADES 7-10:

The next four years begin to stress the need of self-dependent thinking. So the subjects of the curriculum are chosen to meet this end. In the study of his native ENGLISH the student finds outlined the mechanics of grammar, correct forms of composition writing, and reading. He must read the standard classics and learn to criticize them in a clear-cut way and to appreciate them wholeheartedly.

The events of HISTORY become living pages of a story book, examples, and precedents of present events. The inevitable relationship of history to the other phases of living -- literature, music, art, economics, sociology -- is continually demonstrated. The past is studied as to its value to the present and future; current events are traced back to primal sources. History becomes a panorama of living people.

MATHEMATICS, which includes ALGEBRA and GEOMETRY, is offered as an essential requirement for college preparatory work. The aim of these courses is to stress the need for logical thinking and to develop the powers of reasoning.

LANGUAGES are studied not only as grammatical constructions, but as voices of nations, speaking to the student, and telling him of the life and manners, the history and the fine arts, of the lands that have contributed to the culture and civilization of his own. The modern progressive method is combined with the training in mechanics, making the study of French and Spanish both interesting and valuable.

LATIN has been introduced with the intention of making easier the science and language courses. Science, literature, and language majors are particularly urged to undertake the study of Latin for at least one year. The modern idea of teaching this language from a practical point of view makes this course a definite aid in vocabulary-building and the understanding of English grammar and language construction.

GENERAL SCIENCE paves the way for the advanced study of the science courses of the senior high school. Experiments conducted by the instructor and the class, and field trips to places of scientific interest arouse the student's desire for further knowledge.

GRADES 11-14:

In the 11th year, the student begins his Junior College work proper. Now that the basic principles of correct reading and writing have become an essential factor in all his work, he is prepared to undertake a comprehensive analysis of literature. The first semester is devoted to the study and criticism of AMERICAN CIVILIZATION. Understanding of the American ideal is made clear by critical analysis of historical and political documents – which serve both as history and literature – and the classical and modern authors are studied and criticized as to form, content, and style.

The last half of this year's work begins the study of ENGLISH CIVILIZATION. The history of the country is correlated with the masterpieces that are the basis of all later writings. The philosophy of the great poets becomes the subject of round-table discussions, and the thoughts of eminent biographers, essayists, and novelists supply themes for critical essays. The aim of this course is to awaken the student's love of literature, to train his critical faculties, and to supply a pattern for a philosophy of life. Two semesters are needed for such a detailed survey.

A survey of WORLD LITERATURE completes the four-year course thought necessary for a well-rounded education. Naturally, this survey must be brief, but it presents a background for the detailed study of the countries to be undertaken during the 13th and 14th years. The modern European countries are considered first -- the Romance, Slavic, and Germanic nations -- as preparation for the classical backgrounds to be thoroughly discussed in the next years' course of the Humanities.

The HUMANITIES course offers the backgrounds of all literatures. Greek and Roman, Oriental and Hebrew, constitute the two semesters' thesis. History is learned from the original sources; philosophy is received first-hand from the greatest thinkers the world has produced. Literature is read in the best translations. The purpose of such a classical course is to train the scholar to form his opinions from material he gathers first-hand, untainted by the prejudices or thoughts of another; to show him his debt to the past; and to illustrate the continuity and interdependence of all cultures. Logical reasoning, unbiased criticism, idealistic principles, and sympathetic toleration are thus to be garnered from their original sources.

The purpose of the HUMANITIES course is to give the student an understanding of the development of civilization. The first year of Humanities is devoted to the study of Western civilization from its origin in the Near East to the Middle

Ages. The second year covers the period from the Middle Ages to Modern Times.

HISTORY courses include a survey of the leading PACIFIC BASIN CIVILIZATIONS, a course divided into two parts: Latin-American and Oriental countries. The history, geography, literature, and social life of the peoples of Mexico, Central and South America, China, Japan, India, New Zealand, Australia, and Pacific Islands form the bases for this survey.

CONTEMPORARY CIVILIZATIONS is a course specifically planned to teach the student the correct manner in which he is to interpret history while it is still being made. Current magazines and newspapers, foreign journals and articles, are analyzed in the light of politics and censorship.

Freedom of judgment and training of critical faculties are stressed; cause and effect are the criteria of analysis.

In close conjunction with the history and literature courses is the study of SOCIAL INSTITUTIONS. Lectures, readings, round-table discussions, field trips, and individual research problems form the bases for this critical study of the origin and development of the structures and the functions of institutions. A survey of the cultures and customs of the leading countries of the world are essential for the appreciation of the civilization of any people. Field trips are taken to the City and County Jail, to slum sections, orphanages, Courts, and places of interest.

READING, WRITING, AND CRITICISM establish proper study habits in the individual. He is trained to read and write correctly, and to use to the utmost his critical abilities.

SCIENCE opens to the scholar the fascinating mysteries of the living world. The Natural Sciences of BIOLOGY, CHEMISTRY, and PHYSIOLOGY are based on observation and classification of matter and phenomena, either naturally occurring or artificially contrived. They disclose fundamental principles, induce logical thinking, and apply the scientific method in laboratory and class demonstration. Adequate laboratory apparatus permits interesting experimental projects. Science is studied not only for theoretical value, but also for practical application. Field trips are made to museums, planetariums, observatories, and other places of scientific interest.

CIVICS teaches the student the obligations and future duties that face him in the participation of government. Discussions, debates, and field trips form the framework for arousing the interest of the student.

PSYCHOLOGY, in theory and application, is not only to be correlated with the course in sociology, but is also to be conducted as a separate survey course. It is a study of human life and consciousness which treats specifically of the external senses, the imagination, the memory, the intellect, the emotions, and the will. Methods of training the will and the processes of habit-formation are studied with a view to their ultimate goal – the production of a balanced character.

ORIENTATION, a preliminary course to be taken before the survey of psychology, is definitely planned as an introduction to psychology and philosophy. The course aims to give the student training in observation of people about him, an understanding of their behaviour, and adjusting of personality to changing situations.

The CULTURAL ARTS include the HISTORY AND APPRECIATION OF MUSIC, ART AND THE THEATER ART. A comprehensive survey of each field is offered as individual units of work to attract the student's concentrated attention, so that he may become thoroughly familiar with each of these art fields. PLAY READING and PLAY WRITING, CREATIVE WRITING are additional units planned to develop the student's background for his future work in the creative and professional careers.

JOURNALISM, offered as a two-year course, gives both theoretical and practical experience in the writing field. Members of these classes publish the "Mar-Ken Journal" and also the "Annual". Originality of work, informality in procedure, and camaraderie in the workshop make this type of work eagerly sought by all students.

GRADES

Throughout all the grades, Achievement Tests are given to act as a check upon the pupil's progress and upon the teacher's work. These tests are splendid indications of the child's mental abilities and development.

In the Junior High the work is departmentalized. This offers the child an opportunity to become acquainted with many personalities. More independent research work is encouraged. Art and music are correlated with the fundamentals. Maps, posters, and friezes are used freely in project work. French and Spanish are taught by the conversational method.

In the Intermediate Grades the children are taught to organize their material by forming notebooks for their various subjects. Part of this work is covered by printed sheets which include the requirements of each grade, and part by dictation or individual research work.

The various studies are correlated into projects. Individual notebooks and scrapbooks are kept for all the units of work undertaken.

The faculty is chosen most carefully for the personality and background of each teacher. Only those men and women are chosen who are kind and intelligent and who are well-versed in handling children and in understanding their problems and personalities.

The classrooms of the young children are attractively arranged in an informal manner to create a friendly and congenial atmosphere for the work. In such a cheerful environment learning processes becomes a pleasure and a joyful task.

GRADES

The first five years of the school program at Mar-Ken are devoted to the essentials of the fundamentals. The necessary subjects of language, geography, science, mathematics, history, art, and music are supplemented by projects or units of study. These projects tend to develop the child's initiative and constructive habits. The student learns to be independent and resourceful in his research work and trains his independent thinking. Class books are built in the many units of the best research work that is turned in by the children. These are then illustrated by the art students and then are added to the reference library.

The old-fashioned principles of learning to read at an early age, becoming familiar with elementary arithmetic, and knowing the fundamentals of grammar are never neglected during those formative years of the child's life.

In the Primary Grades the phonic method, combined with modern systems, is used. Arithmetic is taught by games and play devices which make this learning a pleasure for children. Since no textbooks are used, each child builds his own reader from the stories he has composed and which are typed and kept in his own book. These stories are related to the project upon which he is working. By all these methods mentioned, the child increases his vocabulary. He also compiles his own dictionary.

At intervals during school hours, organized play relaxes the child's body and mind, and prepares him for efficient work. At this time he may model with clay,

build with brick blocks, or play with other articles provided for him on the sun-porch.

PROGRAM OF STUDY FOR MAR-KEN SCHOOL

GRADES 7 and 8:

Social Studies: History and Literature
Mechanics of correct English Usage
Science
Geography
Language: French, Spanish
Art and music correlated

GRADES 9 and 10:

Social Studies: History and Literature
English Usage
Journalism I
Creative Writing
Algebra
Geometry
General Science
Language: Latin, French, Spanish

GRADE 11:

American Literature
Reading, Writing, and Criticism
English Literature
Play Reading
Play and Scenario Writing
English Usage
Journalism II
U.S. History and Civics
Contemporary Civilizations
Biology
Language: Latin, French, Spanish

PROGRAM OF STUDY FOR MAR-KEN SCHOOL

GRADE 12:

English Literature
Play Reading
Play and Scenario Writing
English Usage
Journalism II
Humanities I
Contemporary Civilization
Social Institutions
Language: Latin, French, Spanish
Chemistry

GRADE 13:

Humanities II
Sociology
Physiology
Orientation
Language: Latin, French, Spanish
History and Appreciation of Art
History and Appreciation of Music
History and Appreciation of Theater Arts
Play Reading and Writing

GRADE 14:

Humanities III
Philosophy
Psychology
Geography
Language: Latin, French, Spanish
Cultural Arts

ENGLISH MAJOR

	Units
English I and II (Fundamentals)	2
American Literature	1/2

English Literature	1
Reading, Writing, and Criticism	1/2
Humanities	1
English Elective	1
U.S. History and Civics	1
History Elective	2
Sociology	1/2
Orientation	1/2
Language	2
Algebra	1
Geometry	1
Science (11 th or 12 th grade level)	1
Elective	1

HISTORY MAJOR

History I (Ancient and Medieval)	1
History II (Modern)	1
History I	1
Humanities	1
History Elective	1
English I and II (Fundamentals)	2
American Literature	1/2
English Literature	1
Reading, Writing, and Criticism	1/2
Science	2
Language	2
Algebra	1
Geometry	1
Sociology	1/2
Elective	1/2

SCIENCE MAJOR

	Units
General Science	1
Biology	1
Chemistry	1
Physiology	1
English I and II (Fundamentals)	2
American Literature	1/2
English Literature	1
Reading, Writing, and Criticism	1/2

U.S. History and Civics	1
Algebra	1
Geometry	1
Language	2
History Elective	1
Sociology	1/2
Elective	1 1/2

LANGUAGE MAJOR

French or Spanish I	1
II	1
III	1
IV	1
English I and II (Fundamentals)	2
American Literature	1/2
English Literature	1
U.S. History and Civics	1
History Elective	1
Algebra	1
Geometry	1
Science	2
Sociology	1/2
Elective	2