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HANDBOOK FOR THE ELEMENTARY SCHOOLS

Heart Mountain, Wyoming



"One Flag, one land, one heart  
One hand, one nation, evermore!"

(Oliver Wendell Holmes)

## CODE OF ETHICS

To show my faith in the worthiness of my vocation by industrious application for the end and that I may merit a reputation for quality of service.

To seek success, but to accept no success at the price of my own self respect lost because of unfair advantage taken or because of questionable act on my part.

To remember that in building up my profession it is not necessary to tear down another's to be loyal to my fellow teachers and true to myself.

Whenever a doubt arises as to the right or ethics of my position or action toward my fellow teachers, to resolve such a doubt against myself.

Always to bear in mind my obligations as a citizen to my nation, my state and my community, and to give to them unswerving loyalty in word, act and deed.

To be careful with my criticisms and liberal with my praise; to build up and not destroy the educational philosophy of the Heart Mountain Schools.

## PHILOSOPHY OF EDUCATION

We accept the fact that we live in a changing world and that the function of education is to so guide the development of people that they can live effectively in such a world.

To us at Heart Mountain education is a social and an intellectual agency, with the teacher serving as guide and counselor in both school and community.

Through education experiences and situations shall be provided for well-rounded individual growth and development which will fit the individual for understanding and participation in home and community activities.

Education at Heart Mountain shall recognize, develop, and direct vocational potentialities.

There shall be continuous appraisal of the outcomes and the effectiveness of the educational program at Heart Mountain.

## TEACHERS HANDBOOK

### Outline

- I. Code of Ethics
- II. Philosophy of Education
- III. Some W. R. A. Rules and Regulations
  1. Hours of Duty
  2. Sick Leaves
  3. Annual Leaves
  4. Use of Penalty Envelopes and Franks
  5. Appointments
  6. Efficiency Ratings
- IV. Rules and Regulations of the Elementary Schools
  1. Grading System
  2. Ideas on Promotion and Retention
  3. Report Cards
  4. Cumulative Record Cards
  5. Monthly Reports
  6. Recreation
  7. Music
  8. Teaching of Democracy
  9. English Language
  10. Availability of Supplies
  11. Lesson Plans
  12. Requisition for Supplies
  13. Transfer of Books
  14. Care of Government Property
  15. Safety Measures
  16. Checking of Books to Pupils
  17. Conservation of Paper and Supplies
  18. Cooperation
  19. Conduct of Teachers
  20. Hours of Duty at School

## W. R. A. Rules and Regulations

### 1. Hours of Duty

The hours of duty are from 8:00 A. M. to 5:00 P. M. six days a week, making a total of 48 hours. Time and a half is paid for all work over 40 hours a week.

### 2. Sick Leaves

Sick leave accumulates at the rate of one and one-fourth days per month. If the sick leave is for a period of over three days, a certified statement by a doctor is required. This is to be handed into the office of the Superintendent of Education no later than two days after returning to work. Absences of three days or less must be accounted for on slips for that purpose but do not need a doctor's signature.

### 3. Annual Leave

In brief, leave accumulates at the rate of two and one-sixth days a month, exclusive of Sundays. Application for annual leave must be made in advance through the Superintendent of Education.

### 4. Use of Penalty Envelopes and Franks

"Employees of the War Relocation Authority are reminded that franked government envelopes and labels may not be used to transmit personal ma-

terial through the mails. Many members of the staff are new to the Federal service, and may not be fully acquainted with the fact that it is a punishable offense to use these envelopes and labels to transmit non-official material, without payment of postage, even though the sender is a Federal employee and may be mailing the material from a government building. Franks may be used only in furthering official business of the War Relocation Program, or the program of another Federal agency."

#### 5. Temporary Appointments

Appointment for all teachers is for a probationary period of one year unless a short-time appointment is indicated. Your appointment for another year depends somewhat upon the need of keeping your position filled and on the efficiency rating.

#### 6. Efficiency Ratings

"In accordance with Civil Service Regulations, all Civil Service employees are to be rated for efficiency at stated intervals and reports submitted to the Civil Service Commission. Employees serving a trial period of one year are to be rated at the end of their sixth and tenth months of service. Efficiency ratings are used in making reassignments, transfers, promotions, demotions, within-grade reductions in force, as well as for training pur-

poses. A rating official, and an efficiency rating committee participate in the rating process."

## Rules and Regulations of the Elementary Schools

### 1. Grading System

A five-point letter system is used. The letter, adjective values, and relative percentage points are as follows:

A	Excellent	-	93 to 100
B	Good	-	85 to 92
C	Average	-	78 to 84
D	Merely Passing	-	70 to 77
F	Failure	-	Below 70

The use of a plus or minus sign following a letter grade is confusing and tends to get away from the five-point system and therefore is discouraged. Any incomplete grade is left blank or indicated as incomplete.

### 2. Ideas on Promotion and Retention

It is not a common practice to make a wholesale failing list, neither is it always good procedure to pass everyone in spite of what kind of work the pupil has done. It is well to take into consideration the child's age, intelligence quotient, language difficulties, and home background before considering failing. In each case the Principal

should be consulted and a description of the case be presented for his consideration.

### 3. Report Cards

Report cards are issued on the Tuesday following each six-week period. All cards should be issued at the same hour to avoid conflict of practice. The Principal will notify you as to the number of days taught to be counted and when to issue the cards.

### 4. Cumulative Record Cards

Information on the cumulative record cards should be complete as possible. At the end of each semester the pupils grades will be entered. Space will also be found for the recording of I. Q.'s, achievement test results, and health record. Be sure that all information recorded is as accurate as your knowledge will allow.

### 5. Monthly Reports

At the close of each calendar month it is necessary to hand in a report of pupil attendance. These must be handed into the office on the day designated by the Principal in order for him to hand his report to the Superintendent. Forms for this purpose will be distributed to teachers prior to the end of the calendar month.

## 6. Recreation

All recreation is handled by the recreation department. Teachers are asked to cooperate with this department at all times. Time or hours for recreation are included in your class schedules at regular periods. Grading of pupils will be done by the recreation leader in charge.

## 7. Music

It has been the practice in the past to have music teachers for those not qualified to teach their own music. These are furnished by the Music Supervisor. Again cooperation is asked of each teacher so that your hours of instruction do not conflict with those of the music department. A regular time for music should be included in your daily schedule of classes.

## 8. Teaching Democracy

The teaching of democracy must be incorporated in the school program. The Democracy Reading Series is used as one of the texts in the Social Studies Classes. Opportunity to teach democracy as a correlation with other subjects should not be overlooked. Pledge to the flag should be a daily practice. In addition the teaching of the constitution, both national and state, should be done in the upper grades.

## 9. English Language

The English language must be the only language allowed in the class room. Steps toward the development of better command of the English language should be made in each subject. Intelligent use of leisure time may be made through some phase of the English language. For example; reading materials, dramatics, compositions, or letter writing.

## 10. Availability of Supplies

Many supplies common to teachers in prewar days are now either scarce or not available. Use your initiative when such things as rubber bands, paper clips, and good grade paper are hard to obtain. It is important that the teacher make much out of little through her efforts and the resourcefulness of the pupils. Don't fail to use scrap lumber, tin cans, paper boxes and the like as substitutes for the materials ordinarily used which are not now available.

## 11. Lesson Plans

Comprehensive lesson plans are to be made in duplicate. One copy is to be turned into the office on Friday prior to the week for which it was made. The other copy is to be kept in the teacher's own room, for her own use or for the use of a substitute.

## 12. Requisition for Supplies

Requisition for supplies which are available are to be turned in to the elementary office on days designated by the Principal. Order no more than you will use wisely.

## 13. Transfer of Books

Teachers are held responsible for all non-expendable books and supplies issued to them at the beginning and during the year. If transfer of books to another room is made, an accurate account of these must be kept. These must be in the room where originally issued prior to inventory.

## 14. Care of Government Property

Teachers must bear in mind that the schools in Heart Mountain are operated and controlled through government procedures. Stress the fact to pupils that all books, supplies and equipment are owned by the government and must be treated as such. Defacement of government property is subject to punishment.

## 15. Safety

There are many hazards in camp which make it necessary to take many safety precautions. In the past, each of the elementary schools has organized a Safety Patrol which has functioned during the noon hour, and

before and after school. It would be well to continue this practice.

#### 16. Checking of Books to Pupils.

Lighting and studying conditions are very poor in most of the homes. Therefore it is requested that teachers do not assign homework. To avoid this practice and to keep from losing books, teachers are not to allow any books to be checked out to the pupils. An occasional exception may be made in which case the teacher will keep a record of the books checked and will be held responsible for same.

#### 17. Conservation of Paper and Supplies

I cannot over-emphasize the need to save on paper and supplies as part of the teacher's war effort. Use both sides of the paper whenever possible and use no more than is necessary to carry on your activities.

#### 18. Cooperation

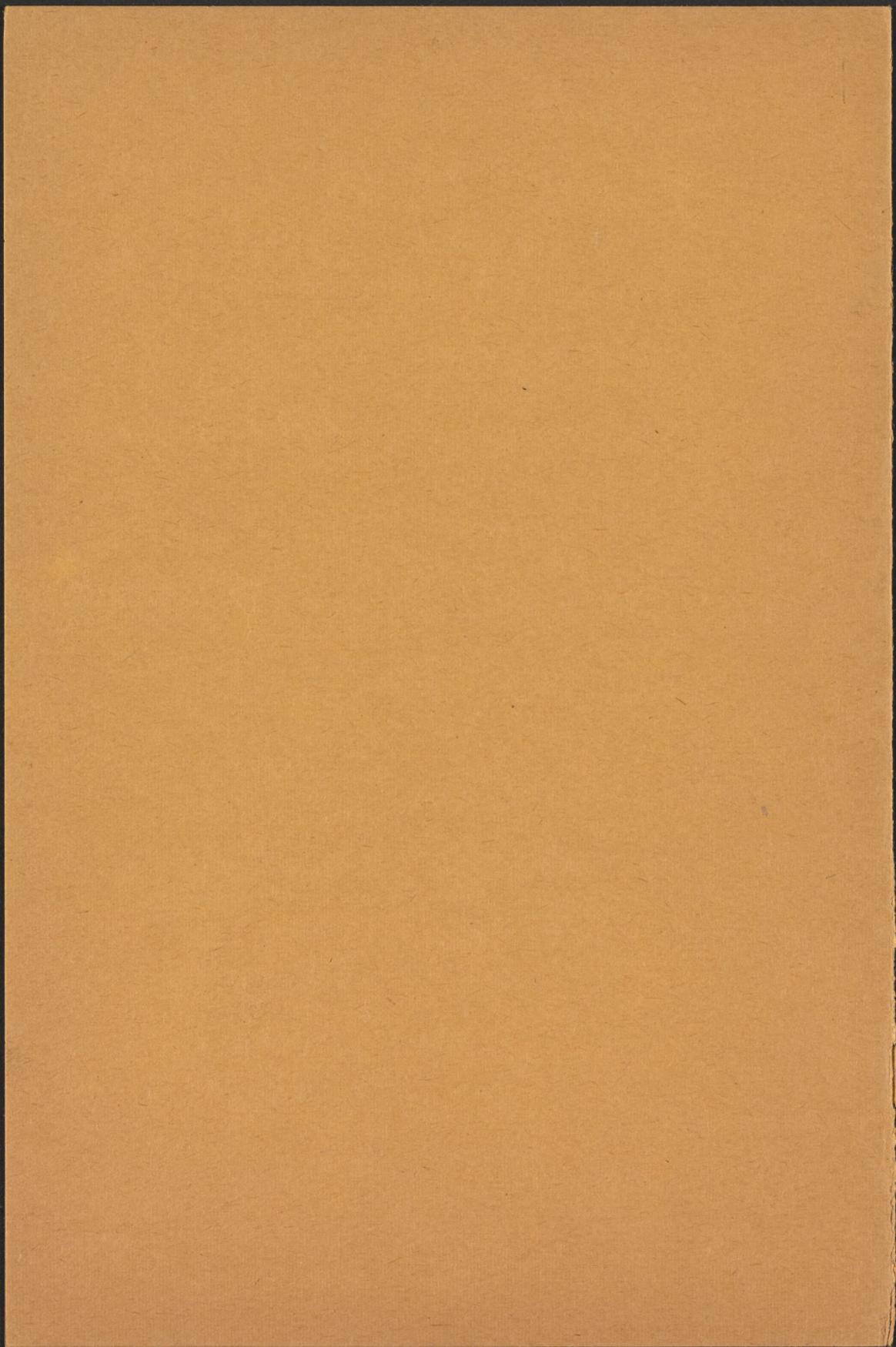
Teachers should strive to cooperate with all divisions in the camp. Education is only a part of the purpose of the camp. It is only through close cooperation that purposes and efforts will not be defeated. Because of the nature of the work upon which we are engaged, it is highly essential that teachers work in close cooperation with the evacuees also.

## 19. Conduct of Teachers

Teachers selected for employment will be expected to conduct themselves and their outside activities in such a manner as not to bring disrepute upon the Authority and the Government service.

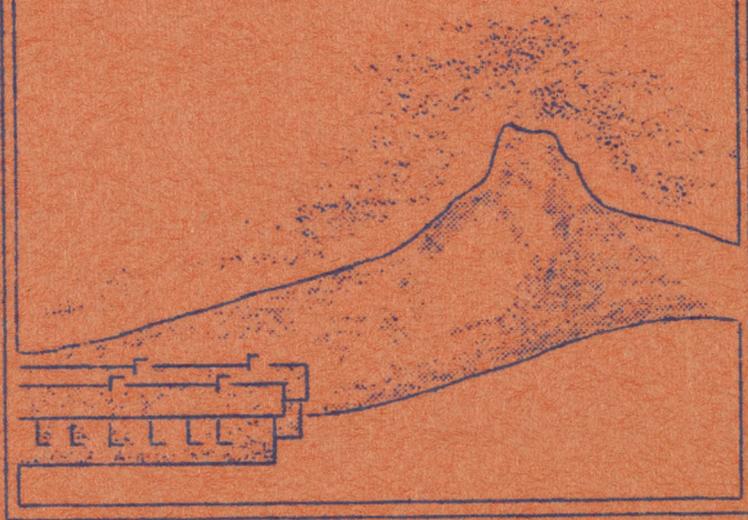
## 20. Hours on Duty at School

Teachers are to be at their school rooms from 8:30 A. M. to 4:30 P. M. unless excused by your Principal or Superintendent of Education. An excursion permit is required in advance for all excursions which would necessitate the teachers leaving the building during the school hours.



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*Student Relocation*  
HANDBOOK



SEPTEMBER  
*Heart Mountain Wyoming*

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## STUDENT RELOCATION HANDBOOK

### Foreword

We on the staff of the National Student Relocation Council<sup>1</sup> think of ourselves as your counselors, servants and friends. Like most counselors, servants and friends, we don't always do a perfect job, but if you were to spend time in our Philadelphia office, and watch us working often overtime, I think you'd agree that we do the best we can.

After you have successfully reached a college, we hope you won't lean on us, but during the getting-there process, whether you're still in camp or out on an employment leave, we're there to help in any way possible. For every student who has sent in Student Relocation Questionnaires, we have collected transcripts, letters of reference, and other information. This material has been analyzed by experts in college admission problems, and on the basis of their analysis we suggest colleges to students and students to colleges. We do a lot of other things too, such as helping students to work out their financial problems, finding room and board jobs, assisting on leave problems, developing friends and sponsors in the new communities, but our primary job is to help you choose a college and then help you to get accepted there.

What we need most from you who have not reached a college campus is a real determination to see your relocation through. Keep after us until you get what you want. The 1,000 students now relocated are out because they persisted until the job was done. I urge you all to do the same.

Thomas R. Bodino, Field Director,  
National Student Relocation Council.

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1. See last page for Staff Directory of the National Student Relocation Council.

### Introduction

I know that boys and girls and their parents are interested in going ahead with hopes and plans for college education because so many of them come to me with questions and for help. I am sure that this booklet dealing with many of the questions and problems of student relocation will be a helpful guide. It does not provide all the answers, but it does provide information that all should have. It will have served its purpose if it encourages more students to come to me for counseling and help in working out their plans for going on to colleges and vocational schools.

Virginia Lynn, Vocational Counselor

### The Education Section Speaks

As the American way of life becomes more complex, the importance of broader backgrounds of knowledge and information and the value of college training becomes more firmly established. At the same time present conditions have made the problem of securing such training and information more difficult.

All the appointed personnel of the Education Section have attended colleges in various parts of the country. They are familiar with many of the problems to be faced in securing a college education and are anxious to be of service in helping others obtain the same advantages they have had. Please feel free to consult them.

It is hoped that this Student Relocation Handbook, together with any other assistance the Education Section is able to offer, may help you in solving some of the many problems of student relocation.

J. K. Corbett,  
Acting Superintendent of Education

### The WRA and the National Student Relocation Council

The War Relocation Authority has defined the function of the National Student Relocation Council as follows:<sup>1</sup>

The National Student Relocation Council has been organized to perform for the WRA the following functions with respect to the attendance of evacuees at educational institutions outside the relocation center:

1. To assist students in selecting a school to attend;
2. To examine and appraise the students' academic records;
3. To arrange with educational institutions for the admission of students;
4. To determine community sentiment with respect to the relocation of students in that community; and,
5. To determine the adequacy of the students' financial arrangements.

There are close cooperative arrangements between the National Student Relocation Council and the War Relocation Authority, as you will see as you read on.

The National Student Relocation Council has been entirely privately financed. It is not a government agency. Many of the staff have given their time on a voluntary basis and have worked long hours in behalf of the students, as Mr. Bodine has pointed out in his Foreword.

### How the National Student Relocation Council Functions

The information presented here tells you how the National Student Relocation Council is organized and how it carries on its work. It is important that you read it carefully in order that you will be able to cooperate fully with the Council in its efforts to help you.

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1. Administrative Procedure 22, Revised Supplement 1, December 1, 1942.

There are four divisions in the work of the National Student Relocation Council: (1) the Records Department; (2) the Placement Department; (3) the Financial Aid Department; and, (4) the Leave Department. The work of each department is described in the following paragraphs.

The Records Department. The Student Relocation Questionnaire goes to this department. When the three copies are received in the Record Department, it sends for three copies of the student's transcript from the college he attended and from the Project high school, if he is a graduate. It also send for letters from persons named as references by the student. It collects materials from the college or high school personnel offices, from former employers, and from individuals interested in the student.

It takes 3 to 5 weeks to collect this material. It is then analyzed by a Board of College Deans and Registrars and the student is ranked according to his scholastic and all-around abilities.

The Placement Department. The Placement Department serves (1) to suggest schools to students and (2) to recommend students to schools.

The student may do one of two things regarding selection of a college. (1) He may write in to name a specific school he wishes to attend or to ask for suggestions of possible schools that can serve him best. (2) He may wait until the Council writes him suggesting schools where he can get the college work he desires.

In general it is wiser if the student does not try to work on his own in attempting to secure admission to colleges. The Council exists in order to serve as a clearing house of information about colleges and students. It seeks to prevent the confusion that arises when colleges are flooded with applications and requests for information. The Student Relocation Counselor on the Project serves the same purpose and it is wise to work through her at all times.

The Placement Department studies the student's needs and record. It then writes to the student suggesting colleges that offer

the work he desires and that are within the range of his financial resources. When the student receives this letter, he knows: (1) these schools are available, (2) their quotas are not yet filled, (3) they are cleared by the Army and Navy, (4) they are eager to accept Nisei, (5) community sentiment is favorable.

The student should write back to the Council as soon as possible telling it the college he chooses. Before he does this he will probably want to go to the Student Relocation Counselor's office where he can examine the catalogues of the colleges and discuss with the Counselor the college that is the best choice for him.

When the Council receives his reply, it writes to the school he has chosen and (1) recommends the student, (2) sends copies of his transcript, (3) sends copies of his letters of reference, (4) asks for his acceptance.

The Financial Aid Department. The Financial Aid Department usually comes into the picture after the student has been accepted by some college. The amount of money the student will need depends largely upon the college he will attend. The Financial Aid Department studies the financial resources reported by the student in his Student Relocation Questionnaire. If they are not adequate to cover the costs at the college that has accepted the student, the Financial Aid Department considers the student an applicant for financial aid. The Department then seeks: (1) part-time employment for the student, (2) scholarship aid from the college, (3) aid from scholarship funds available to the Council.

Scholarship help for students has come from a number of sources. The colleges receiving students have helped through tuition scholarships, remission of fees, and college work opportunities. Various church boards, the World Students Service Fund, and many individuals have contributed funds for student assistance. There will be more funds available this year than last.

If a student has reasonably good grades in high school or in his work in college thus far, he can look forward to some financial help

if he does not have sufficient funds of his own. In most of the some 400 institutions that are available to students the costs are not high and part-time employment possibilities are many and varied.

Some students may prefer to go out on work leave before going to college. They can help meet their financial needs in this way. The National Student Relocation Council will work for students out in private employment just the same as it does for those in relocation centers.

The Leave Department. When the student has been accepted by a college and his financial situation has become clarified, the Leave Department begins the steps involved in securing his indefinite educational leave. There are five conditions that must be met before a student's leave will be authorized in Washington:

1. The original (not a copy) letter from the college accepting the student must be filed in Washington by the National Student Relocation Council;
2. The Council must submit to the government evidence that the student has sufficient financial resources in the form of cash or a job or a scholarship to cover his college expenses. Such evidence must be in written form.
3. The student must be cleared through the FBI. This clearance is automatic if he registered in the general registration last February. If he were too young to register at that time, WRA Form 26 should be sent in promptly. Clearance is issued by the Project for nurse's education and for vocational and trade schools.
4. The college or institution at which the student has been accepted must have been cleared by the War and Navy Departments for student relocation.
5. The Council has to demonstrate to the authorities in Washington that the attitude of the community where the college is located is favorable to the presence of Nisei students.

#### Comments

This detailed description of the work of the National Student Relocation Council makes it clear that the Council is greatly concerned about

placing the student in a college that will make it possible for him to continue his education.

It also makes it clear that the student can accept the recommendations of the Council with the assurance that he will be accepted and that he will be able to make ends meet.

It, in addition, makes it clear that it is to the advantage of the student to cooperate with the National Student Relocation Council in its efforts to help students find suitable colleges and obtain admission to them.

#### Students Relocated

On July 5, 1943, the Leave Department of the National Student Relocation Council reported that there are 1555 students of Japanese ancestry in colleges. Of these, 627 were relocated in colleges prior to evacuation. Nine hundred and twenty-eight are from assembly centers and relocation centers. In addition, there are 122 others out working this summer who will be going to colleges this fall. Three hundred fifty-eight other students have been accepted by colleges. This makes a total of 2035 students now attending colleges or accepted by colleges. Six accepted students have enlisted in the Army. Thus, the grand total is 2041.

#### Selective Service

One of the questions that many students often ask is if it is worthwhile to go to school or college in view of the fact that the draft may come along at any time and sweep them out of college. The student seeking to relocate and continue his education should face this problem as other American young men are facing it. It is certainly desirable to get as much of one's education as possible. The advantages are all in favor of continuing your education, especially if you have the aptitudes and abilities required.

### The Work of the Student Relocation Counselor

The office of the Student Relocation Counselor is in the high school opposite the principal's office near the main door. If you are not acquainted with Miss Lynn, it is suggested that you see her soon. The secretaries in her office, Miss Fusa Nakano and Miss Kiku Inouye, will be glad to help you in any way they can.

In this office you can find out what colleges are on the approved list for student relocation. If the college you are interested in is not on the list, you can find out about other colleges that offer similar work and the ones that seem best able to provide the particular college work you desire.

There is a library of college catalogues. You may look through them in the office. You may check them out to take home with you for a few days if you wish.

You may obtain the Student Relocation Questionnaire and receive assistance in filling it out properly. You may also receive assistance in preparing a statement of your financial resources.

Perhaps most important of all, you will find the Student Relocation Counselor is a person who is interested in helping you plan your future.

### Conclusion

The purpose of this Student Relocation Guide is to bring together information you need in order to plan and carry through into realization your further education.

You can best help the National Student Relocation Council and the Student Relocation Counselor to help you by studying this guide carefully and then following the steps and procedures given.

Where Heart Mountain Students Have Relocated

The National Student Relocation Council is issuing a Directory National of Relocated Students. You will find it available in the office located at the Student Relocation Counselor. You will be able to contact Student friends in colleges all over the country by referring to it.

You may be interested in finding out if there are Heart Mountain students at the colleges you are interested in or at the college you are going to attend. They will be glad to hear from you and to answer your questions and to help you get acquainted.

**COLORADO:**

Colorado State College of Education, Greeley

Nakano, Mary

Nishioka, Akiko Denna Jean

Omura, Lorraine T.

Colorado Woman's College, Denver

Kitazono, Midori

University of Denver, Denver

Higashiuchi, Kimiko

Itatani, Alice

Kawakami, Eddy

Park School Business

Inouye, May

Inouye, Miko

**IDAHO:**

University of Idaho, Southern Branch, Pocatello

Tanbara, Ayao George

**ILLINOIS:**

Central Y. M. C. A. College, Chicago

Nishiyama, Sally S.

George Williams College, Chicago

Itami, Takeo

Monroe College of Optometry, Chicago

Hiura, Wilfred

Uba, Hideo

School of Art Institute of Chicago

Matsumoto, Betty Toshiko

Wheaton College, Wheaton

Murakami, Harry H.

INDIANA:

Manchester College, North Manchester

Takane, Fumiko

IOWA:

Drake University, Des Moines

Kawano, James

Unoura, David

St. Ambrose College, Davenport

Tanaka, Yonekazu

MASSACHUSETTS:

Radcliffe College, Cambridge

Ishimoto, Mary

MICHIGAN:

Emmanuel Missionary College, Berrien Springs

Imamura, Ruth

Nozaki, Esther

MINNESOTA:

Macalester College, St. Paul

Okagaki, Ellen Y.

Hamline College, St. Paul

Iwanaka, Masao George

Matsushita, Marjorie

Yamamoto, Joe Y.  
The College of St. Catherine, St. Paul  
Matsuo, Ruth  
Nara, Florence

MISSOURI:

Gradwohl School of Laboratory and X-Ray Technique, St. Louis  
Arakaki, Esther  
Kansas City University, Kansas City  
Mouri, Sadayuki  
National Training School, Kansas City  
Nagamori, Toshiko  
Park College, Parkville  
Iwasaki, Fumie  
Iwasaki, Naomi  
Nagao, Masaye Melodie  
William Jewell College, Liberty  
Yuge, Shigeo

NEBRASKA:

Union College, Lincoln  
Hachiya, Keay  
University of Nebraska, Lincoln  
Gorai, Arthur  
Hachiya, Kiyoshi  
Tanahashi, Kei (Now in U.S. Army)  
Yamashita, Marie R.

NEW JERSEY:

Brothers College, Madison  
Mineta, Albert K.

NEW YORK:

Syracuse University, Syracuse  
Tsuneishi, Warren Michio

OHIO:

Antioch College, Yellow Springs  
Honda, Teresa  
Kozaki, Alice Miyeko  
Heidelberg College, Tiffin  
Morita, Yuji  
Oberlin College, Oberlin  
Fukui, Soichi  
Kitazawa, May  
Nakata, Roy  
Nishiyama, John Minoru  
Oberlin Conservatory of Music  
Kitazawa, Juné  
University of Cincinnati, Cincinnati  
Arai, Chiye  
Goto, Unoji  
Ozawa, Yoshio  
University of Toledo, Toledo  
Taoka, George Mazumi  
Taoka, Matsuye (Mrs. George)

OKLAHOMA:

Phillips University, Enid  
Nako, Robert Hajime

PENNSYLVANIA:

Pendle Hill, Wallingford  
Kimura, Harold H.  
Pennsylvania Hospital, Philadelphia  
Hidaka, Mary

UTAH:

Brigham Young University, Provo  
Itaya, Francis  
Kawaguchi, Miharuru

University of Utah, Salt Lake City

Higuchi, Kiyoshi

Kuwahara, Masami

Murakami, Hiroshi

Nakada, Minoru

Ozaki, Toshio

Watanabe, Frank H.

Yoshihio, Elmer

WISCONSIN:

School of Engineering, Milwaukee

Funabiki, Walter

WYOMING:

University of Wyoming, Laramie

Hata, Daikichi

Ito, Michiko

Ito, Yoshiko

Iwamoto, Yoshito

Kuwata, Hiroshi

Nishi, Samuel

Okano, Chiyo

Okano, Keiji

Sci, Kazuo

Tsunoiishi, Noel

Wada, George H.

Staff Directory of the National Student Relocation Council

Hibbard, C. V.--National Director. Formerly Secretary of YMCA at University of Wisconsin for 20 years. During World War I he was in YMCA work in Europe. Before that he served in Japan.

Stevenson, William C.--Records Department. Supervises the collection and analysis of transcripts, letters of reference, and other material on each student.

Emlen, Woodruff J.--Placement Department. Corresponds with students about which colleges to attend and recommends students to colleges. Is a specialist in nurses, medical students, pharmacists, dentists education.

Hall, Robert--Placement Department. Professor of Basic English at Harvard University. Wide knowledge of colleges throughout the East and Middle West.

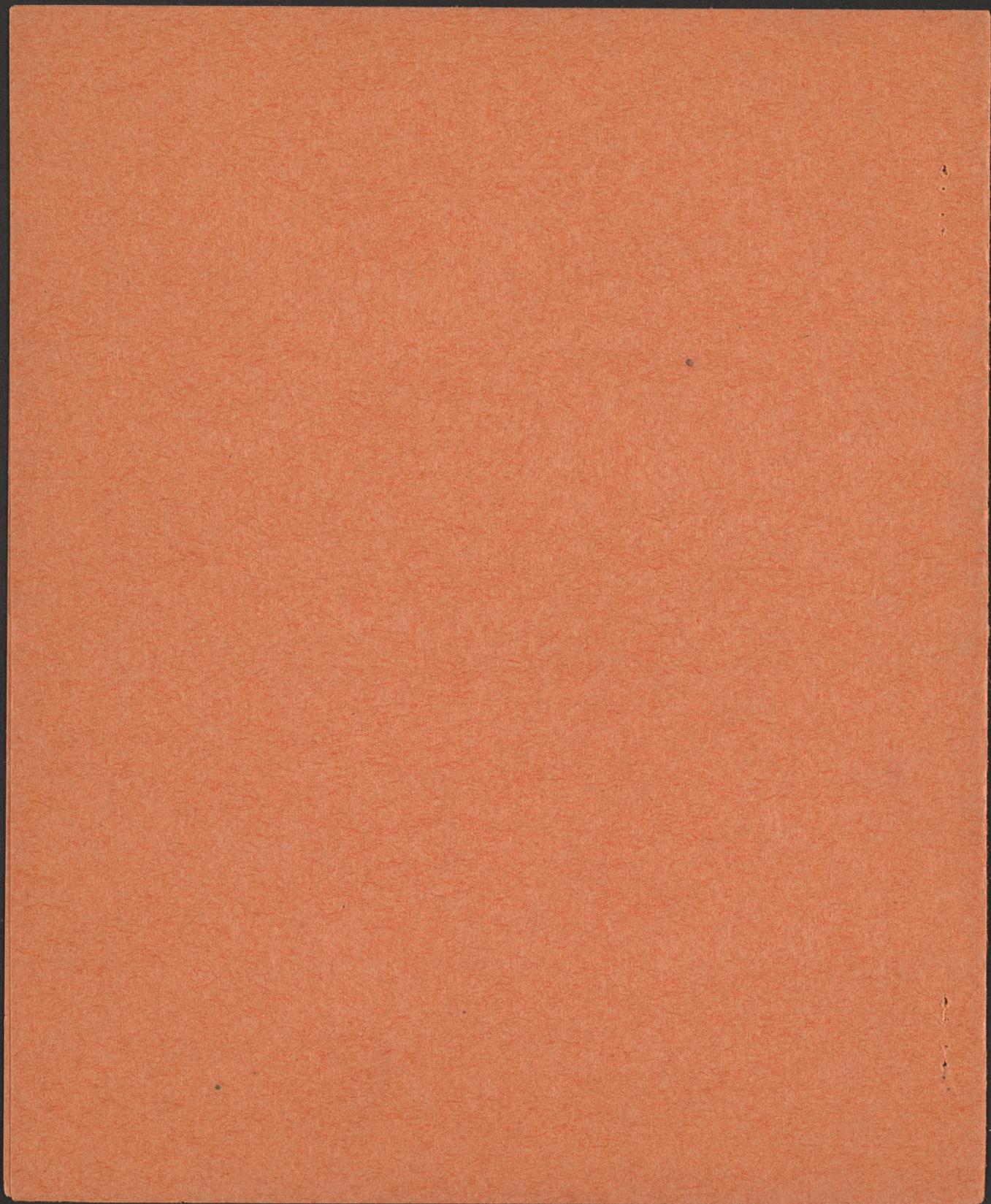
Emlen, Betty (Mrs.)--Financial Aid Department. Graduate of Vassar College. Corresponds with students about their financial problems. Finds money and campus job opportunities.

King, Trudy--Leave Department. Goes to Washington every ten days. Helps on all leave problems. Also arranges for a warm welcome in the new community.

Yamashita, Kay--Edits weekly NEWSLETTER. Corresponds with people on the Projects about the Council and its work. Prepares statistics and other information.

Hodine, Thomas--Field Director. Visits the projects. Talks to groups of interested students. Has individual conferences.

Note: All told there is a staff of about 25 people in the National Student Relocation Council offices in Philadelphia. Most of them are volunteer workers. The staff includes 8 Nisei.

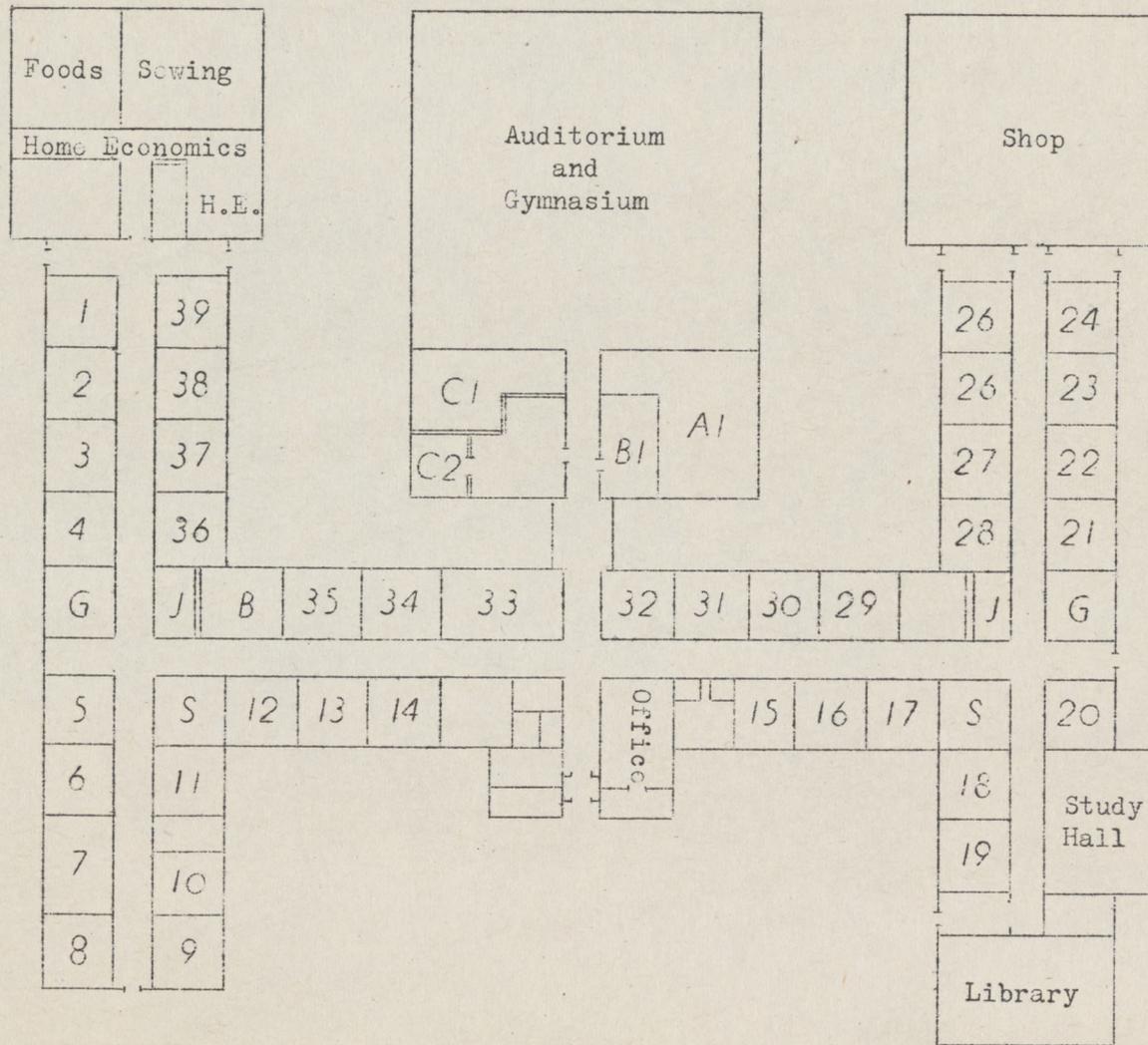


SUMMER ACTIVITY OF SECONDARY SCHOOL TEACHERS

<u>NAME</u>	<u>Acceleration Program</u>	<u>Enrollment</u>	<u>Time</u>	<u>Other Services</u>
Mrs. Abel	Social Living - Ninth Grade	29	7:30 to 10:35	Curriculum Building Social Living - Ninth Grade
Mr. Abel	Biology	23	10:40 to 12:10	Curriculum Building Farm Management Overseeing Guayule and school farm
Mr. Bouche				Curriculum Building Shop courses - Building needed equipment cabinets, etc. for shop - Helping Recreation program, especially by building puppet stage.
Mrs. Chester	American Literature	40 42	7:30 to 9:00 9:05 to 10:35	Curriculum Building American Literature and Journalism - Social Welfare
Mrs. Davalle	Advanced Algebra	17	1:00 to 2:30	Curriculum Building Advanced algebra, Solid Geometry, Trigonometry
Miss Ely				Assisting Elementary School - Curriculum Building American Life and Institutions
Mr. Frizzell				Transferred to recreation
Mr. Greenlee	American Life & Institutions	40 41	7:30 to 9:00 9:05 to 10:35	Curriculum Building American Life and Institutions
Miss Groth				Transferred to Business School

<u>Name</u>	<u>Acceleration Program</u>	<u>Enrollment</u>	<u>Time</u>	<u>Other Services</u>
Mrs. Hayes	Social Living - Ninth Grade	27	7:00 to 10:35	Curriculum Building Social Living - Ninth Grade
Mrs. Kincaid	General Mathematics - Eighth Grade	29 27	10:40 to 12:10 1:00 to 2:30	Curriculum Building Social Living - Seventh Grade
Miss Kramer	Social Problems	40 41	7:30 to 9:00 9:05 to 10:35	Curriculum Building Latin and Social Problems
Mr. Lankow	World Geography and History	40 37	7:30 to 9:00 9:05 to 10:35	Curriculum Building World Geography & History Reorganization textbook supply room
Mrs. McGavern	Social Living - Eighth Grade	29	7:30 to 10:35	Curriculum Building Social Living - Eighth Grade
Miss Nicolaus				Assisting Elementary School art and Curriculum Building in high school art
Miss Potts				Working on Fall Programs and Curriculum Building English and World Literature
Mrs. Pusey	English and World Literature	43 42	7:30 to 9:00 9:05 to 10:35	Adult Education Curriculum Building American Life and Institutions
Miss Rau				Canning products of School Farm for winter use in Household Arts Curriculum Building - Household Arts
Miss Smith	Social Living - Eighth Grade	29	7:30 to 10:35	Curriculum Building World Geography and History
	Spanish - First year	39	6:00 to 7:30	

<u>Name</u>	<u>Acceleration Program</u>	<u>Enrollment</u>	<u>Time</u>	<u>Other Services</u>
Mrs. Umhey	Orientation English	38 35	7:30 to 9:00 9:05 to 10:35	Curriculum Building Social Living - Ninth Grade
Mrs. White				Assisting Elementary School and canning products of school farm for winter use in Household Arts Curriculum Building - House- hold Arts.
Miss Zimmerman	General Mathematics - Ninth Grade	32	10:40 to 12:10	Curriculum Building Elementary Algebra and Plane Geometry
	Elementary Algebra	26	1:00 to 2:30	
Dr. Woods				Transferred to Business School
<u>EVACUEE</u>				
Mr. Higa				General School (Boys' Center) Athletic - Recreation Program
Mr. Kishi	General Science - Ninth Grade	28	10:40 to 12:10	Assisting Mr. Higa
Mr. Nagashima	Physics (For group graduating at end of summer session, who had half year of subject.)	6	2:35 to 4:05	Assisting Mr. Higa Curriculum Building Physics and Biology
Mr. Nakazawa	Chemistry	32	10:40 to 12:10	Relocation Counseling
	General Science - Ninth Grade	27	1:00 to 2:30	Curriculum Building Chemistry
Mr. Oshima				Overhauling Industrial Arts machines - assisting Mr. Bouche in building tool cabinets and organizing shop.



2

POLICY REGARDING SOCIAL STUDY  
AND ENGLISH SEQUENCE

Unplanned (for review) repetition of consideration of certain topics is wasteful and stupefying. Too often the same field is covered on various grade levels without adequate intensification or freshness of viewpoint or emphasis. For example, we "study" the Federal Constitution as a mechanical, formal thing three or four times in the average public school, and all too rarely is there even an attempt to develop understanding of its significance, implications, and potentialities in producing the goal we hope to achieve in our cherished national aspiration.

Particularly in our so called social studies are we prone to enlarge upon institutions and organized aspects of economic or community life while we miss the individual (human) implications. We talk of a "Better World" while finding superficial (due to lack of appreciation) fault with almost everything in our present world and being unprepared, through lack of background, to understand the contributions of the past and present toward that better world. Due to superficial approach we fail to understand the spirit which brought forward and impelled those whose contributions to the world have been most significant, and do not realize that the same opportunity exists today. We travel on a treadmill, fearing lest we require too much effort from our pupils, while leaving their cultural (basic to large human understanding) background so tragically meagre as to lead inevitably to narrow prejudice and intolerance - social, economic, and political.

In an effort to build this gradually enlarging and sequential background, the administrative policy calls for the following social study sequence on the junior - senior high school level:

Grade 7 - Social Living

This course will center around the appeal (especially for youth of this age) of adventure, physical exploration in the larger sense. The purpose is to give an understanding of the growth of world as we know it today through study of the efforts of pioneers from such men as Marco Polo (or earlier if material can be found) to Admiral Byrd. Due to the age level the fundamental appeal is the individual (hero worship), but this should be used critically to judge his claim to fame. The basic requirement should include an analysis of the spirit (universal in all races and peoples throughout the ages) which impelled each individual studied (what was he really trying to do?); the contribution to civilization which he actually made (not the "story book" version); elementary global concepts (though this is basic in the tenth grade); and the implications for our life and conduct. Opportunities for pioneering today are not wanting. We can still enlarge man's horizon on this globe.

The literature and topics (or individuals) studied will be conditioned by the available and procurable reading matter, but careful thought and search will reveal a wide range of pertinent material such as Walt Whitman's "Pioneers".

Fundamental formal mastery should stress, as needed, Remedial Reading, and sentence structure. By the end of the seventh grade every pupil, who is allowed to go into the eighth grade, should speak and write, correct sentences and know the grammatical elements essential to that end.

The integration of all the reading and discussion should be so complete as to leave no division of subject fields into English and history or geography. But depending on class needs,

which will vary in different groups, there should be set aside, and apart from the general program, specific drill periods when formal grammar and remedial reading is the sole point of emphasis. Throughout, there should be a continual emphasis on opportunities for oral English expression.

Grade 8 - Social Living

As a next higher step in human (social) appreciation, and building on the interest in individual representatives of the best in varied peoples, comes the study of biography which should be so planned as to cover the widest possible range of fields - art, industry and commerce, music, science, sociology (represented by such varied nationals as Louis Adamic, Jane Addams, George Washington Carver, Henri Dunant, Lin Yu Tang, Jacob Riis, Edward A. Steiner, Count Leo Tolstoi, Booker T. Washington). The basic requirement should center around the realization that there are common aspirations and attitudes inherent in the best of every people; should emphasize definitely the value and true nature of their several contributions to civilization; and should use their work as a definite inspiration to the pupils through showing what effect it has, in the long run, on them; how they can further it (as in helping the Red Cross founded by Dunant); and how, even in a small way, they too can add something to better living.

The literature and individuals studied will be conditioned by available or procurable material. However, every effort should be made to provide opportunity to study representatives of the widest possible range of fields and peoples. The opportunities here for integrated work in science, art, music, geography is limited only by the enthusiasm of pupils and teachers.

The formal mastery in English may now expand gradually to improved use of the sentence in the paragraph. Having mastered the sentence the maturing pupil is ready to organize sentences into a paragraph with emphasis on the framing of a clear and completely organized and unified thought. This is essential if he is to crystallize the import of the lives he is studying. Remedial reading and oral expression can well go hand in hand with this emphasis, as understanding of what is read is imperative before there can be re-statement of ideas.

#### Grade 9 - Social Living

Having had an overview of the contributions of individuals to social life, it is appropriate that pupils begin a real study of the institutions which have been organized to utilize individual contributions for all. In addition, the interdependence of individuals needs to be stressed as a basis for social appreciation. Pupils should be brought to a consciousness of the needs of the group and of the fact that cooperation is essential if those needs are to be met for the greatest good of the greatest number. The most reasonable area around which to center discussion is that of the typical community - as suggested in Fincher, Fraser and Kimmel Living in American Communities. Pupils should learn why communities grow and take certain forms and have certain characteristics. They should be led to a realization of the complexity of the problems of community life and administration and to an attitude of helpfulness instead of carping criticism. The climax of this year's work should be a study of the United States Constitution wherein the emphasis is placed on its basic aim and the adaptability of its principles and procedures to the handling of

community problems - their effectiveness depending upon the attitude and intelligent behavior of the individual.

The literature in this grade should center around the community theme - addresses on public questions, poems like Sandburg's "Chicago", novels like "Turmoil", as well as a "civics" text. Careful use of newspapers is very important, but there should be emphasis on the frequent unreliability of "news", the bias of papers. At the same time, prejudice against the press should be avoided and sweeping condemnation of any journal should not be allowed. Open minded fair analysis of editorials is excellent practice in developing honest and helpful public attitudes.

The formal English practice naturally should center - building on the previous junior high sentence and paragraph drill - around development of the essay. The pupil should learn to express the points of view he absorbs and develops in clear, logical, simple, and correct form. Oral expression should have developed to a level where pupils can freely give full sentence answers to questions and discuss short topics with clarity. Remedial reading should continue as a practice in correct understanding and interpretation of a writer's complete thought or point of view. The aim should be to avoid the all too frequent practice of partial quotation, of taking a statement out of its context and misapplying it to prove a point.

#### Grade 10 - World Geography and History

We hear repeated assertions that the world has become small and that peoples have been drawn close together as a result of scientific progress and inventive genius. Contacts are continuous, but understanding and appreciation is far from attained. By the time a pupil reaches this age and grade level - with a power

background of understanding of the universality of human traits - he should be ready to enlarge his horizon to meet present day demands for understanding. The objective then should be to see the common and diverse factors in physical features and how and why certain areas have developed the institutions and aspects which they have.

Basic requirements should center around the greatest possible knowledge of the geography of the world and the historical growth of the present world as influenced by the environmental factors. This knowledge should also include an understanding of some of the customs, values and ways of living of people who are grouped together because of these environmental factors. The pupil should be led to see the comparative - to his own environment - similarity and diversity of the earth. However, diversity should be emphasized, not to show the strange and bizarre, but as a basis for understanding of how and why that diversity produced civilizations and viewpoints which exist. From this there should be major emphasis on building the attitude of cooperation in utilizing the common elements and appreciating the unique values.

Grade 11 - American Life and Institutions

Following the development of a broad viewpoint in the tenth grade, the pupil should be ready for a more thorough analysis of the development of his own country. The object should be to see its growth in relation to the larger world, with emphasis on the fact that the United States forms but a very small segment of the world in land and peoples. The attitude should be that we feel we have, in spite of errors and unsolved problems, a fundamentally sound and important contribution to make toward opportunity for the individual and better world relationships. There should be

recognition that our pattern of living has emerged from the sequence and development of our American institutions is dynamic and is still in process of growth. The basic requirements should include the factual information on United States history and institutions which are essential to proper understanding of what has gone on. Even more they should stress the causes for certain developments and the contribution of those developments (including the development of the Constitution) and the individuals who shaped them toward an enlarging, unique conception of living together. It is important too that parallels and contrasts between comparative and contemporary developments, in the rest of the world, be made definite. We need to see our national life, not as a thing apart, but as one of a community of national lives, like a city or town in the nation.

#### Grade 12 - Social Problems

Our nation has developed. It is continuing to develop, and that development centers around social institutions. These latter grow out of specialized attempts to meet varying needs. Hence the object here should be to analyze some of these needs and to develop the attitude of thorough understanding of the problem in an open minded way before there is any attempt to evaluate the institution or organization which have grown up as a solution. It is not so important how many problems are studied, as it is that the pupil learns to get the facts about the problem before he attempts to pass judgment on those who are attempting its solution. A pertinent example is found in the whole problem of Japanese relocation. How did this problem emerge and develop? What objectives should be sought in its solution? What large

issues are involved in it bearing on the entire national life? What methods should be followed in solving it from the long range point of view?

The basic requirement, then, should stress accurate information to be mastered; an attitude of obligation to study with an open mind the basic factors producing a situation; and a sense of individual responsibility for helping, even in a small way, toward solution, not by shallow fault finding, but by giving of his time and effort somewhere toward community service.

English - Grades 10 through 12

Fundamental drill in English throughout the senior high school should center around:

1. Oral expression in all subjects which is correct in structure, complete in statement, and varied in vocabulary. Slang and colloquialism in class work should be discouraged, as it springs from and encourages inadequate range of word usage. Conscious effort toward using (and making habitual) more expressive and appropriate words should be a major objective. The Iowa tests show that vocabulary is the weakest spot on all levels.
2. Correct spelling. We must refuse to accept the oft repeated defense, "I can't learn to spell!" The pupil should learn to use a dictionary when in doubt of spelling, as well as to enlarge vocabulary. In every subject, fully as strictly as in English as a subject, there should be an absolute (and low) percentage of misspelled words only allowed, beyond which a paper will not be accepted.
3. There should be an increasingly narrow range of errors in grammar, punctuation, and paragraph form allowed in

written work in all subjects. For the senior year (twelfth grade) the standards of Subject A do not seem to be too strict.

Development of expression in written work should center around clarity, coherence, and increasing adequacy in the use of the language (through nicer vocabulary and variety of expression). For the average pupil this is the most that we should hope to achieve. For those who have an interest and show any aptitude there should be opportunity to try the various forms of expression like narration, dramatic writing, or poetry. But care should be exercised to leave this voluntary. Too many pupils lose interest in English, or are even made antagonistic, by being forced to "try" to do something foreign to their ability or beyond any normal need or present or future use.

Three main objectives should guide the choice of literature to be studied (and accepted for voluntary reading) in the senior high school - (1) background, through familiarity with types of literature; (2) large appreciation through realization of the universality of power of expression and depth of common, human thought in various races and nations throughout the ages; (3) allowances must be made for reading level. Not all of our Seniors can read Senior level material. It will, at times, be necessary to find other material for pupils who stumble and struggle with a reading level beyond them.

Thus, by careful selection of significant (for them) samples to be studied, pupils should be led to appreciation of the appropriateness of poetry, drama, biography, the essay, etc. to create an impression or develop an idea or attitude. It should

be made clear that reading can be both relaxation and a means of enriching life through greater insight and understanding. Just as in music the same range of notes, arranged according to various techniques, stimulates the whole gamut of emotions or creates all moods, so words are combined under well-developed forms to stimulate thought, create impressions, or appeal to our emotions.

And it is equally important to study the contributions of many peoples in all ages. The Elizabethan period in England did not provide the only literature worth reading. Nor are our aspirations, our feelings, our ideas peculiar to us today. Our study of literature should be our most potent influence in building world understanding through showing that humanity is one in fundamental emotions and aspirations.

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Ed

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BIBLIOGRAPHY

OF

WYOMING HISTORY

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## BIBLIOGRAPHY OF WYOMING HISTORY

### National Forests

1. Forestry Service Office in Cody has extensive files and a condensed story of the Shoshone Forest and National Forests of the Rocky Mountain region.
2. Harry Thurston--Elephant Head Lodge, Cody, Wyoming was an early supervisor of Shoshone Forest and could give much information. Has been writing it up for Gov. Pinchot.
3. Raymond W. Allen was also an early supervisor and could give much information.
4. United States Department of Agriculture Forest Service, Washington D.C.

### Reclamation Projects

1. The offices in Powell, Wyoming have the records of the Shoshone Dam and attendatn projects.
2. Department Interior, Bureau of Reclamation, Washington D. C.
3. Cody Canal started by Col. Cody and Mr. Geo. T. Beck.
  - a. Mrs. Ned Frost has Mr. Charles E. Haydens story of this project. Reliable.
  - b. Mr. George T. Beck.
4. Wiley Ditch project. Mr. S. C. Parks could give much information. Mr. Robert E. Gleason also would be able to give accurate information.
5. Lakeview Canal. Mr. Ernest Goppert, Mr. S. C. Parks Jr., Mr. Dave Jones.

## BIBLIOGRAPHY OF WYOMING HISTORY

### Yellowstone Park and the National Park System

1. Jack Haynes, Has early pictures of Park; also knows early history. Address--Yellowstone Park, Wyoming.
2. National Park Service, Washington D. C., Department Interior.
3. Mr. Horace M. Albright--early Supt. of Park and later Director of all parks.
4. Mr. Edwin Rogers--Superintendent of Yellowstone Park, Yellowstone Park, Wyoming.

### Shoshone Indians--Lander, Wyoming.

E. J. Farlow--Lander, Wyoming.

Rev. John Roberts--Shoshone Indian Reservation  
Wind River, Wyoming.

Sister Edith--St. Michaels Mission, Ethete, Wyoming.

### Crow Indians

Robert Yellowtail, Superintendent Crow Reservation.

I. H. Larom, Valley, Wyoming--collector of relics and books.

### Sheep

Little available in this part of state. Cattle came first.

1. Charles Webster--Family early operators. Should be accurate.
2. Mr. A. C. Newton--should be helpful.
3. Mr. Frank Blackburn--should be helpful.

## BIBLIOGRAPHY OF WYOMING HISTORY

4. Col. Wentworth(c/o Armour Co., Chicago) is writing a history of the sheep industry in Wyoming for further information write him or if above address is insufficient write Miss Grace Taylor, 115 E. 22nd Street, Cheyenne, for further information.

### Geology

1. Dr. Taylor Thom, Head Geology Department, Princeton University. Authority on this area. Will be in this area part of winter.
2. Geology Department University of Wyoming, Laramie.
3. Mr. George T. Beck.

### Oil

1. Mr. Paul Stock, should be able to help with early history.
2. Mr. P. B. Beall--Texas Oil Company, Casper. Will be able to refer you to sources of early history in Wyoming.
3. Mr. E. J. Sullivan--(E. T. Williams, Oil Company, Casper, Wyoming) Should be very helpful.

BIBLIOGRAPHY OF WYOMING HISTORY

Local People (Can be reached by phone or writing them at Cody.)

Mr. Milward Simpson--His father was an early lawyer in state.

He has much material--considerable on the Tensleep area.

As a trustee of the university, he will help in obtaining materials from there.

Mr. S. C. Parks Jr.--Came to Wyoming about 1892; banker in Lander and Cody, (beginning about 1903.) Knows about early banking, land holdings, sheep and cattle operators, etc. Accurate.

Mr. & Mrs. Ned Frost--Mr. Frost came here as a child. Knows early history accurately and tells it well.

Mrs. Frost has collected two files of stories by old timers in this area. She will be very helpful as this is her hobby. Has several books that should be of value.

Mrs. Agnes B. Chamberlain--Old timer with very accurate memory. Will be very helpful.

Mr. Ed Markham--Early sheep man. Can tell much about McCollough Peaks area.

Mr. Fay Hiscock--Has a fine collection of old pictures of people and places. Is an old timer himself. Accurate.

Mr. Gus Holms--Very active in development of highways of the state.

BIBLIOGRAPHY OF WYOMING HISTORY  
(Local People)

Mr. Harry Thurston--Elephant Head Lodge, Cody, Wyoming.

Forest service, Indians, early history. Accurate and tells his stories well.

Mr. A. C. Newton--Accurate and well informed on all phases of the early development of this part of the state.

Charlie Harting--Cody--Has made some collections for a cowboy museum.

Buffalo Bill Museum--Open during the winter by appointment.

Call, Mrs. Mary Jester Allen. Has:

1. Stories written by old timers.
2. Old books and letters.
3. Cody family history and relics.

Mrs. Mary Jester Allen--Curator Buffalo Bill Museum.

← Mr. Walter Kepford

← Mr. H. K. Barbee--Powell

← Mr. Walter Owens

← Mr. Dwight Hollister

← Mr. & Mrs. Simon Snyder--Southfork area  
Sunlight Ranch, Cody

← Mrs. Pearl Newell

← Mrs. W. T. Hogg

These people should all be able to give valuable background information.

Mr. George T. Beck--Came to Wyoming about 1877 and has been prominent in development of this area in particular and the state in general.

## BIBLIOGRAPHY OF WYOMING HISTORY

### Cody Enterprize Files

1. Through the years, there have been many stories of the early history of this section of the state. There is no index, but files are available.
2. W. L. Simpson's story of the Cody country appeared sometime about 1912 to 1916.

### Wyoming State Library--Historical Department, Cheyenne

Miss Gladys Riley should be very helpful on almost any subject where background is desired.

### State Land Office--Cheyenne

1. William G. Johnson has been in the Cheyenne office many years.
2. Locally, Mr. Paul Greever, Mr. Ernest Goppert, or Mr. Milward Simpson may be able to help some. Also Mr. A. C. Newton and Mr. S. C. Parks know considerable about it.
3. Homestead Act  
Taylor Grazing Act  
Cary Act (water rights)

### Prairie Printing Company--Casper, Wyoming

Has published several booklets on Wyoming. (well illustrated)

### Mr. R. T. Baird--Editor of Powell Wyoming Tribune

Very interested in early Wyoming history.

### Wyoming Pioneer Magazine--Casper, Wyoming.

Publishes historical stories.

### Mr. George E. Pryde--Rock Springs

Could give the early story of the Union Pacific railroad and the Union Pacific Coal Company.

## BIBLIOGRAPHY OF WYOMING HISTORY

Mr. L. L. Newton--Lander, Wyoming

Newspaperman and could help you with information on that area.

Mr. Charles Ackenhansen--Box 582, Cheyenne, Wyoming.

Is a "walking history." Originally from Worland.

Mr. Charles Thompson--Editor of Cheyenne Tribune

Writes "In Old Wyoming" column. Much interested in history.

Mr. Horace Albright--c/o U. S. Potash Co., 30 Rockefeller Plaza, New York City.

Has large Western Americana library.

Mr. W. R. Coe, Cody, Wyoming (or get winter address from Mr.

E. V. Robertson or Mr. S. C. Parks.) Has best Western Americana library in U. S.

Mr. S. Ruthers Burt, Moran, Wyoming.

Excellent files on Wyoming History and Indians.

American Pioneer Trails Association--Dr. Howard R. Driggs,

1775 Broadway, New York City

Collector of Western historical material.

Mr. Charles Belden, Pitchfork, Wyoming.

Much material on cattle industry and history.

Mr. F. W. Lafrentz--American Surety Co., 100 Broadway, New York City.

Much material on cattle history.

Mr. Harry T. Peters--16 Battery Place, New York City.

Coal industry in northern Wyoming. (maybe a wider field.)

Mr. Ralph Budd--Pres. of Burlington R.R., Burlington Bldg.,

Chicago, Illinois.

Material on early transportation in the state.

## BIBLIOGRAPHY OF WYOMING HISTORY

Mr. Jack Rollinson--2285 Mar Vista, Altadena, Calif.

Collector of early historical material. His book "Pony Trails in Wyoming" is in Park County Library. Has much material not in book.

Mrs. Tom K. Bishop--Basin, Wyoming--State Historical Advisory Board.

Mrs. Martin McGrath--Thermopolis, Wyoming--Founded historical museum there/

Mrs. Peter Kooi--Of Sheridan should have a wealth of material on that area. Is Mother-in-law of Milward Simpson, so might work through him.

COWLEY-LOVELL AREA

Mr. Henry Herget--Cowley--Kept records.

Mrs. Eliza R. Lythgoe--Cowley

Ellen Jolley--Lovell

Mrs. Frank Stron--Crooked Creek, Lovell

Mrs. Lloyd Taggart, Cody

Mrs. Jess B. itton--Cody

History of Big Horn Basin by Charles Welch in Library  
(Mrs. Taggart's father)

The University of Wyoming has a bibliography prepared by the Education Department. If unable to obtain it otherwise, ask Milward Simpson for help.

BOOKS AVAILABLE

(Private Libraries)

Bibliography of Wyoming History, Education Dept., University of Wyoming, Laramie. (If unable to obtain, ask Milward Simpson for help.)

Mr. S. C. Parks, Jr.

Biography of B. B. Brooks, Former Governor and Senator

Mrs. Agnes B. Chamberlain

1. History of the Big Horn Basin by Charles Lindsay  
(gives sources of information)
2. A History of Woman Suffrage

Mrs. R. W. Allen

History of Wyoming Banking

Mr. George T. Beek

1. His story of the early history of this country.
2. Several books on people prominent in early development of the West.

Mrs. Ned Frost

1. Geology of Heart Mountain by Ted ? (Cotter's dissertation for Colorado School of Mines)
2. Last of the Cattlemen by Ernest Osgood
3. A Story of Thermopolis Area by ? Thompson
4. Copies of "Wyoming Annals" pertaining to this area.
5. Others not listed.

Try to get "My People of the Plains" by Bishop Walbot. (Episcopal)  
Should be able to obtain from State Library in Cheyenne.

(Buffalo Bill Museum--phone Mrs. Mary Jester Allen)

BIBLIOGRAPHY OF WYOMING HISTORY

BOOKS AVAILABLE

(Park County Public Library)

- Pony Trails in Wyoming. . . . . Jack Rollinson
- Sagebrush Dentist. . . . . Dr. Will Frackelton
- Mountain Men. . . . . Stanley Vestal
- Economic Beginnings of Far West (1912). Katharine Coman  
Vol. I Explorers, Colonizers Vol. II Settlers
- \* Vanguarda of the Frontier (1941). . . . . Everett Dick
- Rockie Mountain Politics (1940). . . . . Thomas Donnelly
- The Early Far West 1540-1850 (1931). . . . . W.F. Ghent
- The Road to Oregon (1929). . . . . W.F. Ghent
- Furs to Furrows (1939). . . . . Sydney Greenbie
- ✓ Pathbreakers from River to Ocean (1932). . Grace Raymond  
Hebard
- Cattle (mostly Texas) (1930). . . . . W. Mac Leod Raine  
Will C. Barnes
- Winning of the West 1769-1807 (1900). Theodore Roosevelt
- Government of Wyoming (1915). . . . Grace Raymond Hebard  
✓ (History, Constitution, Administration)
- Big Horn Basin (1932). . . . . Charles Lindsay
- On Old Trails in Wyoming (History for grades 3-8) (1928)  
Marie Frazer
- Wyoming Cowboy Days (1936). . . . . Charles Guernsey
- Banditti of the Plains (Cattlemans Invasion of 1892)  
A. S. Mercer
- Development of Worland Valley (Historical Review)  
C. F. Robertson
- Stones of Early Days in Wyoming (1936) Tacetta B. Walker



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BOOKS AVAILABLE

(Park County Public Library)  
(continued)

- Down the Santa Fe Trail & Into Mexico (Diary) (1926)  
Susan Shelby Magoffin
- Frontier Days (1911) (Dakota & So. Wyoming)  
Judge W. L. Kuykendall
- Coronado's Children (Southwest). . . . . Frank Dobie
- The Old Sheriff (Colorado). . . . . Wm. Z. Cozens
- Malcolm Campbell Sheriff (Casper) (1932) Robt. B. David