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Education Appendix

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SUMMARY CURRICULUM REPORT  
of  
TOPAZ CITY EDUCATIONAL PROGRAM

1942 - 1945

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War Relocation Authority  
Central Utah Project  
Topaz, Utah

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August 1945

## FORWARD

The elementary and secondary schools of Topaz closed June 1, 1945 after giving three years of instruction to the American children of Japanese ancestry in the Central Utah Project of the War Relocation Authority. In addition to these units there was organized an extensive series of classes in adult and vocational education. Some classes in this field, along with the pre-school, continued on a diminishing schedule during the summer months of 1945. Because of the broad educational offerings, the unusual setting, and the learning challenges presented, it has been deemed advisable to compile a school record giving the aims and purposes, plan of organization and a grade and subject matter break down of all classes taught.

It is hoped that the report will afford some help and encouragement to educational workers who have, or may come in contact with similar problems. In paging through the summaries, the reader should bear in mind that these schools were part of the war program. Just how successful they were in meeting the educational and social needs of a racial minority; just how effective they were in helping to keep alive a faith in the democratic way of life we are unable to say. That much good has been accomplished we are certain. All who have been charged with leadership in this pressing challenge to public education sincerely trust that those who passed through the barrack classrooms of Topaz, while the world outside was aflame with war, will do their part to make a better day for the children of tomorrow.

L. G. Noble  
Superintendent of Education

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SUMMARY REPORT OF THE  
TOPAZ EDUCATIONAL PROGRAM

September 1, 1942 - August 31, 1945

INTRODUCTION

From September 1 to November 20, 1942, approximately two thousand American children of Japanese ancestry were evacuated from the Bay Area on the Pacific Coast and brought into the Central Utah Relocation Center near Delta, Utah. The evacuation was a war emergency resulting from an executive order of the President of the United States.

The placing of two thousand children in a relocation center with the resulting restriction of all contacts with the outside world, necessitated the organization of a school program that would meet the social and educational needs of the individual and the group.

Communities of eight thousand people do not spring up over a period of thirty to sixty days without the people experiencing much confusion and uncertainty. A world at war with its attendant anxiety and unrestrained destruction of property and human life added further to the confusion and unrest among the residents since they were war refugees. These factors plus the need for scholastic efficiency in the class room presented to education its greatest challenge. Educational leaders have emphasized that successful teaching is profoundly influenced by the attitudes, ambitions, home and community stability, and other intangible elements which motivate human activity. In this field education in Topaz faced its greatest problem.

In such an environment, the schools launched an educational program designed to alleviate the fears of the future and insure to the children a continuation of their schooling that had been commenced in California, and to extend every aid possible in the adjustment of the child to his new home in its strange social setting.

AIMS AND PURPOSES OF THE TOPAZ SCHOOLS

The aims and purposes of the Topaz schools were two-fold. The first effort put forth was to see that these young American citizens, although withdrawn from normal community life would be able to pursue their education with as little interruption as possible. Prior to leaving the Bay Area, the high school children in Topaz were attending one hundred and seven different high schools. The elementary school children were attending slightly less than one hundred different elementary schools. The variety of schools attended made an adjustment in credits and educational practices imperative. For example, it was discovered that there was considerable difference in the amount of credit allowed for the same subjects by various schools. The credit allowed physical education varied from one unit

to one-tenth of a unit for the same length class period and same number of days per week. This made it necessary to work out a plan giving consideration for all courses previously taken. It was mandatory, through a memorandum of agreement between the War Relocation Authority and the Utah State Board of Education, that the schools in Topaz be set up and teaching personnel employed on approved Utah standards, thus insuring full acceptance of all credits granted.

The second educational purpose centered around a program of successful relocation. While these children were attending schools in California they were attending as a minority group and participated only indirectly in school government and social activities. When moved to Topaz this condition was materially altered. Here they mingled almost exclusively with other Japanese American children. School leadership had to be developed. Around this leadership a student environment was created. This environment was strongly influenced by prejudices growing out of evacuation and relocation--a condition over which the education program had no control, but a factor prominent in the thinking of the older boys and girls. In many cases the parents and children exhibited considerable resentment against evacuation and looked at their future in America with some doubt and uncertainty. Such factors had an important bearing on relocation and presented a challenge to education and its responsibility for giving direction to the child concerning his future.

With these aims and purposes in mind the schools were organized, and after an official visit by the State Superintendent of Public Instruction and his advisory staff, were accepted as fully accredited schools in the State of Utah, and the State Board of Education recommended that these credits be accepted by other schools throughout the United States.

#### PLAN OF ORGANIZATION

The school organizational plan was as follows: Pre-school included all children from two to five years of age. This unit was under the supervision of the elementary school principal and staffed exclusively by resident personnel. After the program had been in operation approximately one year it was necessary, due to the shortage of resident teachers, to omit the two-year olds. The elementary school commenced with the kindergarten, which included the five-year olds, and went up to and included the sixth grade. The junior high school commenced with the seventh and ran through the ninth grades. The senior high school consisted of the tenth, eleventh, and twelfth grades.

When the schools opened in October 1942, all classes were held in barracks with wooden benches for seats and homemade tables for desks. In many cases stoves were not installed until after school had been in operation for several weeks. These obstacles were an added difficulty to the aims and purposes of education as outlined above.

## THE ELEMENTARY SCHOOLS

### PREFACE

Both teachers and students had unique, interesting, and varied experiences in the Topaz Elementary Schools.

When, in the fall of 1942, the evacuees began to arrive the school buildings had not been begun. However, rooms were assigned to the schools in Blocks 8 and 41. These rooms were not winterized; they were poorly lighted, much too small and not at all attractive. Only a few of the appointive staff had arrived. It was necessary to discover capable evacuees who had been graduated from college or high school who would be willing to become teachers. The fact that the school was housed in two units, three-quarters of a mile apart and the nursery schools in different sections of the project, resulted in many administrative problems.

A curriculum that would meet the requirements of the state had to be formulated, tried out and then revised to meet the unusual conditions due to evacuation. Administrators, teachers and children deserve much praise for the way in which they adapted themselves to the primitive living and working conditions, to the elements of the desert and to the limitations of school life under these conditions.

The War Relocation Authority provided excellent text books for all the students, and the two libraries and the supplies and equipment were exceptionally fine considering the restrictions for schools everywhere caused by the war. Efforts were made to give the children as well rounded an educational program and as many experiences in school life as possible under the circumstances, and a number of unusual experiences were possible for the children because of the environment, and there were compensations for the disadvantages. For instance, there were "visits to the canteens where a director explained sources of clothing and methods of marketing and trade. Transportation became an important area of study since everything had to be trucked into the Center.

"Sheep herders with their winter flock on the desert; nearby dairies, hog and cattle farms, poultry centers, and a Center agricultural farm offered opportunities to children to see real livestock for the first time." The nearby mountains afforded scientific studies; the glorious sunrises, sunsets, stars and cloud effects made possible observation and appreciations that urban children are often denied. Desert animals became realities. There were pageants, class movies, festivals of various kinds, hikes, picnics on the desert, health days, clean-up days, open house for parents; all sorts of participation in the life of the community.

An activity program with emphasis on the fundamentals was carried on in the elementary schools during the nearly three years of camp life. Music, art, literature and science were stressed.

In spite of frequent changes in the personnel, the varied qualifications of teachers, and the instability and unrest caused by the war, the Topaz Elementary School ended its work with a high degree of satisfaction to all concerned.

The children have acquired essential work habits and basic information and skills. Now that they are leaving the Center to again take their places in the schools outside, they have a desire and the ability to adjust into any system in which they may find themselves.

When the elementary school pupils arrived in Topaz, most of them had been taken out of various schools at various times during the period of evacuation. They had not been in any school for weeks or months previous to coming to this Center. Therefore, grade placement became a very difficult administrative problem and continued to be a difficult problem throughout the life of the Center elementary school. Pupils were grouped by chronological age rather than by academic achievement. Any student above the first grade in the Topaz Elementary School might not fit into a corresponding grade in a school which has been an on-going institution for a number of years. For this reason we have deemed it advisable to make this summary report by subject areas rather than by grade placement.

#### PRE-SCHOOL PROGRAM

Soon after our arrival in Topaz, we realized that we needed a program for pre-school age children. Accordingly, we opened two pre-schools on October 5, 1942, with a staff of one head teacher and five assistant teachers at each school. We enrolled children from two to five years of age. For classrooms we used barracks that were intended for recreation halls. For furniture we had a few benches, stools and orange boxes.

In carrying out the program we encountered many difficulties. We tried to keep the rooms clean in spite of the terrible dust storms. We had no toilet and wash facilities within the building. There was no way to provide heat in the classrooms. Even a light rain resulted in sticky, cement-like mud. Delivery of milk was irregular. We lacked equipment and materials. There were no trained teachers.

Gradually, we obtained the necessary equipment such as tables, chairs, lockers, cases, and shelves for toys, all of which were made on the project. We received army mattresses and blankets for use at our rest periods. We had steps made to give access to some of the wash bowls, and toilet seats and toilet platforms to be used in the latrines.

In organizing our program, we made every effort to provide for the fullest development and welfare of each child: physically, to safeguard his health, to minimize over-exertion, and to establish proper habits of

health and cleanliness; mentally, to present opportunities for stimulating and developing the learning processes; socially, to give opportunity to play and work with children of his own age, thus helping him to learn how to get along with other people and how to share with others; emotionally, to wean him from home, establish a basis for proper attitudes toward routine, people and things.

From the beginning our over-all aim has been to keep the children constructively occupied and therefore happy. The teachers have guided each child in his activities, protected him from physical harm and encouraged him in resourcefulness. In accordance with the emphasis W. R. A. has placed upon relocation and Americanization, we have stressed the use of the English language.

There were four pre-schools, with two groups of children at each school. The pre-schools were in session from 9:00 - 11:00 in the morning and the pre-kindergarten groups for the older children (4 - 5 years of age) were in session from 1:15 - 3:15 in the afternoon. There were 178 children enrolled.

The four schools were located in the recreation halls of Blocks 9, 13, 27 and 37. The office and departmental stock room was located in the Elementary School office in Block 8.

Each morning school has had one head teacher, one assistant teacher and two part-time assistant teachers, who assisted with the younger children. The whole pre-school program has been supervised by a resident supervisor who has worked under the direction of the Elementary School Principal and the Superintendent of Education. She has assumed general responsibility for the administrative and organizational work, and has coordinated all the groups, the teacher selection, and the teacher training.

The activities have followed the pattern of a standard nursery school but with certain changes which have been necessary in order to meet the particular needs in this situation. We have tried to provide an atmosphere and environment which would help most in the all-around development of the children.

The daily program follows:

9:00	<u>Inspection</u> (Skin and throat)
	<u>Putting away of wraps in lockers</u>
9:00 - 9:45	<u>Free Play</u> : The children choose from: Playing with toys Housekeeping activities Creative activities: Drawing Playing with clay Pasting Easel painting Finger painting

Stick printing  
Using colored chalk on wet  
newspaper

9:45 - 10:15      Routine  
Toilet and washing  
Eating crackers and milk  
Resting  
Combing hair

10:15 - 10:45      Outdoor Free Play  
Going for a walk  
Painting  
Playing in the sand  
Playing at carpentry  
Studying nature  
Climbing apparatus (active play)  
Playing in the water (in the summer)  
Playing group games

10:45      Books and Story Groups  
Singing and Rhythm Groups  
Quiet Activity: Playing with tinker toys,  
beads, puzzles, pegs  
Dismissal

The afternoon pre-kindergarten groups for the older children have had a similar program except that more opportunities have been provided for the development of self-sufficiency, and there have been more group activities.

In addition to the two school sessions each day, the teachers have been responsible for their daily preparations, a periodical check-up of equipment and home visits to check on absentees and make parent contacts. Regular staff meetings have been held at each school unit. At the general staff meetings, lectures were given on child psychology, child development, nursery school procedures and techniques. These lectures were supplemented with reference readings. In weekly studio workshop periods, the teachers made toys and other materials that were needed for use in the school program.

Parent contacts were an important phase of the program. Fathers helped us in meeting certain needs of our schools, such as putting in walls and putting up see-saws. To meet the teacher shortage due to the relocation of regular staff members, mothers assisted on a part-time basis. The school and the home worked closely together, thereby we gained an increased understanding of each child and were better able to provide for his welfare

#### THE KINDERGARTENS

Two kindergartens in Topaz school system were established for five year old children, one in the Mountain View School, and one in the Desert View School. The attendance in each averaged about one hundred children a day. They were organized in morning and afternoon

sessions of two and one half hours in length. This made it possible to care for about twenty-five children at each school session.

Usually evacuee teachers were in charge and since they had had no previous training they worked under the supervision of the Elementary School principal who helped them develop a suitable program. During the second summer and part of the third winter sessions an appointive staff member directed the Desert View Kindergarten.

At first the rooms assigned were small and dark; but later at Desert View, two rooms were combined giving greater floor space and more windows. Unfortunately no such improvement was made at the Mountain View and the room continued to be inadequate. The tables, chairs, and bookcases were project made. Orange crates were used for lockers.

Both kindergartens were provided with a plentiful supply of blocks, toys, paper, scissors, clay, paints, crayons, puzzles, picture books for library corners, and furniture and dolls for housekeeping.

The children delighted in the opportunities for play and creative activities. For example, one day when it was necessary to send the children home because the teacher was ill a little girl refused to go until she had put a puzzle together three times, then she trotted off happily.

The children learned much through their social contacts to supplement the home life which, due to the crowded conditions of the barracks were and continued to be much limited in some of the activities that are a part of the home in a normal environment.

Playgrounds, which utilized the open spaces of the desert, were well equipped with suitable apparatus. These afforded fun and healthful activities out of doors. Games and rhythms provided the same experiences in the rooms when weather conditions prevented outside play.

The children sang songs, listened to stories, and learned to tell stories. Picture books were available at all times. Daily dramatic play afforded a happy time and made for a wholesome atmosphere. All of these activities contributed to the development of vocabulary.

From the beginning the development of vocabulary has been one of the objectives of the work in the Pre-Schools and the Kindergartens. This has been of prime importance since practically all the children have all of their lives been hearing the Japanese language spoken in their homes by their grandparents or their parents. Many of them learned to speak Japanese before they learned to speak English. Indeed, some of them were speaking very little English when they entered school.

An important part of the program has been walks to observe nature, and visits on the project to see the various activities of the center. Through these walks and visits, the children became conscious of life in the community and learned "what makes the wheels go round."

Sand and dust, intense heat from the blazing sun, infrequent and unfamiliar snow afforded experiences for these children who were babes in arms when evacuated to the camp. Having known nothing else, they accepted and enjoyed with childish care-free happiness the life provided for them.

The following details are evidence that much attention was given to health: frequent teacher inspection, visits of a public health nurse, hospital immunization for contagious diseases, visits to an optometrist, and continual emphasis on the development of good health habits. There have been surprisingly few cases of contagious diseases.

The kindergarten groups participated in the Christmas programs, the open house days for parents, and the May Day festivals.

When relocations became frequent and teachers as well as children began to leave the center, the membership of the kindergartens was much affected, so it was with real regret that on March 1, three months before the closing of the Elementary School program, the program for the five year olds was discontinued.

#### ARITHMETIC

Arithmetical language is used in expressing many scientific concepts, and in Topaz the terms of arithmetic have become a part of the child's active vocabulary. Since this has been a community school our number work was made real to the child. The youngest children were taught to find out how many chairs were needed to seat the class or the amount of paper needed for an activity. Curtain material was furnished by W. R. A. for the windows. Classes needed to measure and compute amounts. Distances in Utah were a new experience to these children. Many upper grade problems involved mileage and gasoline.

Even the Set-up of the Center was a mathematical problem. Buildings were not complete when the residents arrived. Furniture was made from boxes and scrap lumber. This also included the number of blocks, houses per block, and the people living in them. Rationing, a war time measure, was given consideration through discussion and dramatization. Thus some of the problems of rationed goods were real to upper grade children.

During the construction periods so many nails had been dropped that they had become a hazard. One second grade was organized for

a campaign to pick up nails. The nails were counted by the children in lots of 100's and a graph was made which extended almost around the room. Later the nails were included in one of the scrap drives.

From the third grade through the sixth, the text "Study Arithmetics" by Knight, Ruch, and Studebaker was used.

#### ART PROGRAM

The art program was closely correlated with other subject matter, such as social studies, science, health, language, and so on. For example, mural paintings were developed by first studying the subject matter, then deciding as to setting and considering the arrangement in the space and the prepared background. Drawing trained the hand and mind to coordinate more closely and gave pupils the power to express feelings and ideas in form. The study of perspective through many sketching trips enabled pupils to give the effect of nearness and distance of many familiar objects, such as trees, roads, hills, houses, fences, and people. Participation in painting backdrops for plays and operettas, making costumes, and painting signs for doors, gave the children a sense of responsibility, and made them proud to have contributed something worthwhile.

Fingerpainting, spatter painting, wax crayon stencil, cutpits, blockprinting, and potato printing, were some of the different art media used in creating decorative designs. These were utilized in decorating such things as health book covers, "Well Baby" Booklets for Topaz Hospital, portfolios, science folders, and curtains. They were also used on bound books.

Clay modeling and pottery craft were other activities in which all the children participated. Pottery of wound coils, and those made by pouring slip into plaster molds were made. The latter were more popular than the former.

Masks were made by applying strips of newspaper soaked in paste and water over oiled clay models. Another method used was to put papier mache into plastic molds. Both types of mask were painted and shellacked; and grooves were cut in the eyes, nose and mouth.

Weaving and basketry with raffia were correlated with the study of Indians and of clothing.

Other crafts were tea tiles, plaster of paris plaques, wood-burned wall hangings, pins, textile coloring and dyeing and soap spatter painting, pastels, charcoal, crayon and water colors. Scenes painted in water colors added color to the school office. Seasonal occasions, such as a poster contest, were thoroughly enjoyed by the students. A Saturday workshop where teachers contributed and shared ideas so that they, in turn might direct their pupils, proved a very valuable asset to the art program.

One of the highlights of the Field Day and May Festival was an art exhibit in the school recreation hall. Another exhibit during the Harvest Festival in the auditorium was very successful. Decorations for the Open House climaxed the end of each school term.

In 1943 a summer art program was sponsored by special interest groups. The children chose whatever subject they preferred to take from among cartooning, ceramics, puppet making, drawing, wood carving.

In 1944 art classes were held once a week for the third to the sixth grades. A teacher's summer art session was held under the direction of the high school art teacher.

Twice each week during the summer of 1944 an art class was incorporated in the program for handicapped children which met in one of the Block 8 barracks. Most of these children, whose ages ranged from 9 to 16 years, had had no art instruction, yet their works in bookbinding, floral designs, paper plate decorating, soap carving and lapel pins were exceedingly well done.

It is hoped that through the use of different art media, our children of the elementary grades gained fundamentals of design to serve as a foundation for future study of fine art and trade art.

#### HEALTH

Health, one of the subjects taught most constantly was approached from a practical, everyday point of view. In the first months of camp life fears were expressed about the health of the residents. The health and safety programs were combined and taught together. The climate of Utah with the approach of winter was a new experience to the former coast people. This made it imperative to teach about proper clothing. Much time was spent discussing and planning for the kinds of clothes to be worn. All schools and homes were heated with coal burning stoves, a factor to be considered in health and safety. Fire prevention was stressed. Posters were made and distributed about fires, especially those caused by carelessness. Sleeping habits had to be adjusted to cope with crowded living conditions, and climate.

The water of Topaz comes from three 500 ft. deep wells, drilled near the project. The water is warm and contains much alkali. These two factors made the taste unpleasant. Health reasons for the drinking of water were taught. The water was found by some children to have an unpleasant effect on the skin. Dry, windy weather combined with cold weather motivated the teachers to give practical lessons in the care of the skin and hair.

The food in this camp of several thousand people was prepared and served differently from the ways it had been prepared in the homes of the children and some children had to learn to eat the whole-

some food provided. The food was always adequate and properly balanced. But it was necessarily prepared in large quantities. At first it was served on plates which were carried to the tables by the children. Later it was taken to family tables and served by the parents. All of this furnished an opportunity for the teacher to make practical applications of the rules of balanced diets and food elements. As a result of this teaching the children were willing to drink the milk that was provided for the Kindergarten and First Grades.

One Third Grade wrote and presented a playlet on health. The children taking part represented vegetables and other foods.

In the first months of camp life, it seemed that ventilation would be the least of our troubles because the construction of all buildings was such that the cracks allowed too much air. This was remedied, however, by the resourcefulness of parents and teachers.

The hospital was always most cooperative. Children were allowed to attend the clinics. Doctors gave attention to the eyes, teeth, and hearing of the child. Until relocation effected a change in the resident personnel, a very elaborate health program was carried on. Nurses spent full time in the schools where well equipped health and first aid rooms were maintained. At stated intervals each child was weighed, measured and examined. Block nurses cared for the home patients and reported to the hospital. Epidemics were practically non-existent. A few cases of measles, whooping cough, mumps, and scarlet fever were reported and one mild case of poliomyelitis.

Along with the informational part of health, the use of leisure time was stressed. Playgrounds and equipment were provided and used.

One May day was used as a health activity day. It was a meeting of both elementary school units on the auditorium plaza. However, in some ways it was not considered a success, because it proved to be too tiring for the children. Much of the value was lost because the time and effort that was spent for a public display might have been better spent with the children on their own playgrounds.

War time impressed upon us the need of more knowledge of first aid. Classes were given actual demonstration on artificial respirations, minor injuries, burns, types and uses of bandages and common antiseptics. In presenting this to the pupils the teachers were greatly aided by members of the school and the hospital staff.

#### LANGUAGE AND ENGLISH

When school opened in the fall of 1942 nearly all of the children were speaking the English language, but most of them also had sufficient knowledge of the Japanese language to converse with friends and members of the family who were not able to speak English. This

created a serious language problem. Particularly the younger children substituted words whenever expression in either language was difficult; and as a result the vocabulary was usually poor. A large majority of the children substituted s or t or d for the two th sounds, which do not occur in the Japanese language; many substituted v for b or used them interchangeably; and very few pronounced the English l, r, or s as native English speaking people pronounce them. As a result very few of the children were speaking with fluency and accuracy.

The language and English lessons were designed to cope with this problem. They played an important part in the children's school experiences. An effort was made to broaden the interests of the children, to create an urge in them so that they might express their feelings about the things in the environment and to develop their vocabulary so that it would be an asset in expression in both speech and writing.

Many needs grew out of the informal morning talks. Plans for a holiday party might be under way; if so committees were appointed for decorationsto decorate, visiting the canteen to see about refreshments, for games and programs. Invitations for parents for open house might need some thought. During all this talk there was an opportunity to discover language difficulties, speech defects and other deficiencies.

Diaries were used as a means of recording daily activities. Happenings of interest from home and school were written in these. On the pages of a diary of a second grade child appeared these entries:

"My mother and my brother made a snow man. I had a snow fight with my brother."

"Yesterday after school I played with my friend. My sister, brother, and a girl and a boy played house. I was the mother of my sister and brother. My friend was the mother of the girl and the boy. Today is the first day of Spring." In all grades diaries were used as a means of expression. Word books which were made by these children were their own property. To these books new words were constantly added to increase the vocabulary and to be used in written work.

Creative writing often developed from interesting pictures the children had made, or from holiday activities, or from seasonal changes. A group of stories that were written by third graders who pretend to be Easter Rabbits were enjoyed by other classes. This sharing resulted in an exchange of posters and of letters of thanks. Original Story Folders in Art, into which went the best illustrated creative writing of the children, were prepared by a sixth grade class.

Throughout the school experiences, worthwhile problems and projects were organized to stimulate and motivate various language learning activities. Letters written to the children of Topaz were received from many church groups, Sunday School classes, and grade school children in other places. From this correspondence real occasions for writing developed. Numerous "thank you" letters were written to many people for favors that had been received. Letters were written to other classes that had shared their materials and stories.

A booklet, "Let's Be Friends", was prepared for a sixth grade in Sanpete County, Utah by one sixth grade. In the booklet life in Topaz was illustrated, showing the arrangement of the center blocks, the school buildings, the auditorium, some of the farms, and other points of interest.

The library was provided with a shelf of poetry books. Beautiful, seasonal and inspirational poems, printed on large poster paper and illustrated, were used as wall decorations. From nature, rain, snow, wind and dust came the opportunity to express feeling. Creative work in poetry was often of this type. A most descriptive poem about a dust storm was written by a first grade.

#### The Whirlwind

The whirlwind came dancing along.  
High, high in the sky,  
Like clouds, the dust came by.  
The paper went up, up in the sky  
Like white kites dancing by.

Down, down came the paper and dust  
Up and down, round and round  
The whirlwind went.  
Down, down the road  
The whirlwind danced.

Beautiful folders of original poems were made by upper grades.

Since the children spoke two languages much work on comprehension and application was necessary. By means of supervised conversation periods in upper elementary grades, children were given many opportunities to learn correct speech and standards of speech, to converse fluently and in orderly fashion, and to respect others. Since the children came from various parts of the coast, many interesting and broadening conversation periods were had while the children were telling of experiences in the different sections.

Oral reading was closely correlated with speech. Children were given much opportunity to develop ability in audience situations. At the assemblies the children were given opportunity to talk about

things that were a natural outgrowth of their every day work. A movie about the Pilgrims was prepared by the children of a sixth grade who wrote the narrative, constructed the frame for the movie, prepared fine, large pictures thirty-six by thirty-six inches and presented it as the culmination of a unit. Puppetry and play writing provided excellent opportunities for training in oral speech. An Indian and Pilgrim puppet show was worked out by the children of a fourth grade who made the stage and the puppets, and prepared dialogue. An original Christmas play was written and given by third grade children who built, painted, and decorated a fireplace as a background for their play.

Always the attempt was made to present and develop the essential tools of expression in the children's own experiences, and realizing that correct enunciation, articulation and pronunciation would be a vast help outside center life, every effort was made to teach these things to the children in a natural, usable way.

#### READING

Much importance was placed upon the reading program. We tried to provide a rich and varied reading experience. It included all necessary types of reading, such as silent reading for various purposes, reading for facts, motivated oral reading for pleasure in the library, reading for expansion and enrichment of interest, listening to reading in audience situations, and remedial work in reading groups. It stressed the development of basic reading skills and comprehension of subject matter. The children learned to use effectively indexes, tables of contents, dictionaries and reference books.

In the first grade, discussions and experience charts contributed much to the reading readiness program for the first six or eight weeks of school. During this period, short sentences were printed to introduce words that were to be found in the pre-primers. Family words and action words were some of the first to be introduced. The aim of the teacher was to have each child bridge the gap between home and school. In the reading readiness program, charts eighteen inches by twenty-four inches about home and family life were used. Eight or ten charts were bound together into books and called "The Family Book." Books about pets, birthdays, trips, diaries and holidays were made. One first grade class planned a Halloween party and wanted doughnuts for the lunch. Committees were chosen to carry out these plans. The group chosen as the doughnut committee went to the home of the teacher and made them. Following this the committee made up a surprise book for the class, "The Doughnut Store." In addition to this a Halloween Book, "Lots and Lots of Fun," contained the chart stories of the planning, the preparation and the party. Illustrations for the books were made by the children and the teacher. This type of planning

and doing provided many fine reading lessons. Long after the events were over, the class enjoyed these books.

The supply of text books was satisfactory. Sets were supplied for each grade level on a variety of subjects such as safety education, citizenship, health, nature, geography, social studies, and science. Emphasis was laid on variety of titles rather than on many books in fewer sets. The sets of books were exchanged from room to room. This sharing afforded opportunity for training the children to be helpful and generous.

Interpreting the printed page as basic to the acquisition of meaningful, vicarious experiences was one of the reading objectives; therefore, one half or more of the time was given to reading and to the activities which were the outgrowths of the reading. Activities that provided for individual differences were dramatizations, puppet plays, and hand-made movies. A movie reel of pictures of Mexico was made by one of the reading groups and shared with the other children. Another group dramatized the story of Bob Cratchit and Mr. Scrooge. Booklets of favorite stories and poems were compiled. Booklets of the history of the state of Utah contained interesting stories of pioneer and Indian life. Every opportunity was used to correlate stories of farm animals, chickens, turkeys, rabbits, etc. with actual visits to the project farms. Sometimes groups of children read to other classes. Usually a movie or a series of posters or murals was a part of this activity. A part of the reading program was a story hour when stories were read to or with the children; or the children read or told stories for audience appreciation.

Small reading groups ranging from one to ten pupils were conducted in the class rooms. In these groups, each child read at the level most suited to his ability. This activity was supplemented with library work.

The selection of books in the Topaz Elementary School Libraries was of the highest order. Children had regular supervised half hour periods twice a week in the library. They were encouraged to borrow books freely.

The libraries were colorfully placed where the children could read, browse, or do reference work. For younger children there was a large collection of beautiful picture books. Care was taken to teach children where to find books, how to look up topics in source books, and how to use the books in the library to the fullest extent.

Although most often the children went to the library to enjoy reading beautifully illustrated books by the best children's authors, upon occasions the classes did organized work. One class made nine-by-twelve inch books from construction paper. Each member chose a topic interesting to himself. One had a book of insects; another, a

book of stars; and so on. These contained interesting pictures, illustrations and items found in the library.

Other grades had book clubs. Children kept records of their individual reading. One member of the class acted as secretary. Through this activity the children became acquainted with the style of authors and illustrators and became able to tell which were their favorites.

A third grade class made a series of fascinating short book reviews for the library. These were gaily illustrated and mounted on colored construction paper and used as a wall decoration.

Trips to the High School Library were a broadening influence. The Librarian had displays of children's books and often read from some of them to the children. During these visits the Librarian sometimes taught a poem to the children or told them of her correspondence with famous authors.

The elementary school children were invited to the art exhibits held in the High School Library.

#### SCIENCE

Topaz has been a challenge to students of science and art. Situated as Topaz is in a very arid spot, the site of an ancient lakebed and almost surrounded by beautiful mountains which reflect the color effects of passing clouds, even the kindergarten children have learned to appreciate nature and art as it is displayed in this vicinity.

Nature was our science laboratory. The younger children took field trips out across the desert. Here they saw at first hand how the desert plants must adapt themselves to their surroundings--horned toads, scorpions, lizards--sagebrush and greasewood and studied them. They made autariums from large glass bottles and watched them with interest as the ants made their tunnels. They made simple aquariums and put fish from irrigation ditches and the Sevier River into them; but these were not a success owing to the alkaline content of the water. They gathered beautiful rocks, arrowheads, flints, topaz crystals, quartz, shells, and trilobites from the surrounding open spaces and the mountains farther away.

Children observed water standing for days on the ground. This led to the study of different soils. Then gradually the water disappeared. This furnished a basis for the study of evaporation and erosion. The scarcity of trees, birds and flowers, the presence of dust storms, dry, hot winds and study of the meteorite near Topaz lead to the study of the earth and the force of gravity. The children studied about the formation of clouds, rain, snow, thunder and lightning, water, rocks and mountains.

Gradually the children, after having had their curiosity aroused by the evidences of scientific phenomena about them, became confronted with the scientific problems in their textbooks. They could appreciate these problems more and tackle them in a more understanding manner because of what they had learned mostly from observation.

In higher grades, the children studied about less tangible things such as the moon, the stars, the sun, the planets, the time, the reason for the different seasons, and the changing lengths of day and night. Most of the children saw the vapor trail from an airplane that passed over Topaz and learned about condensation.

In a sixth grade the pupils listened to talks by high school teachers on the subject of earth worms. Later they visited the high school and learned the use of the microscope and the preparation of slides. This class studied constellations, insects, earth formations, bacteria and conservation.

Many of the children made excursions to the sewage plant and the water tank, and to an exhibition in the high school library of paintings of brilliant colored fish caught in the tropical waters of South America and the Hawaiian Islands, drawn true to scale and color by a local artist who had been with the famous scientist, Beebe, on some of his excursions. All the children went to see the meteorite found near Topaz before it was taken to the Smithsonian Institute at Washington, D. C.

The teachers of the elementary school feel that the pupils there have taken advantage of the opportunities they have about them to see the workings of nature and as a result of these many contacts are keenly alive to other phenomena and are asking intelligent questions about them.

#### SOCIAL STUDIES

The schedule for the first six years of school was worked out with emphasis on Social Studies.

A community life was being built right before the eyes of the children so that a natural result was a study of the project life. A starting point in many cases was a visit to the Post Office as each member of all families was keenly interested in letters. A second grade made a post office in the room so that the child could experience postal proceedings. This was made just before Valentines Day and the valentines were mailed here.

The children were made thoroughly aware of things about the project. The water supply in Topaz was studied and compared with other cities. One fifth grade wrote to several other cities for information about water from wells or other sources. The fire station, always of keen interest to the children was visited.

Demonstrations by firemen were given and dangers to life and property were stressed.

The children learned that food storage and distribution in a camp differed from that in cities. After they had visited the warehouses they were better able to visualize the amounts needed and care required in handling food.

A close tie-up with one warehouse was made when the children saw from whence the food came, namely the hog, chicken, turkey and cattle farms. Some of the younger children had never seen these animals before. The children learned that early fall found the sheepherders preparing for winter quarters and spring found them ready for shearing.

The idea of self-government was encouraged. Individual rooms set regulations up by democratic principles and strove to abide by them.

The government of the project was unique in that it had two forms. One was the administrative part dictated by Washington. Classes visited the offices and saw how this part was administered. The second was the city council made up of representatives of the various blocks. Patterned on the latter, was a well organized Student Council--each grade sending two representatives to regular meetings. One of the outgrowths of this was the Community News.

One third grade made an afagham. Friends sent woolen material from many places in the United States. After measurements and calculations had been made, the children completed the afagham. It was given to the hospital. Much worthwhile socialization resulted because a party was given by the hospital and correspondence was exchanged.

The first grade children had practical lessons in table manners at the period when the milk was served each day. These proved to be very helpful.

The children learned of the interdependence of the people in this and other communities. They extended this study to people of different regions and learned that today only by means of communication and transportation were we in touch with other people. They brought the history of the Center people up to date by making murals, friezes and hand made movies. A fourth grade gave an assembly program on transportation. During the study of communication, charts were made of the steps in the development of the language and writing; models for demonstration such as a telegraph set, small radio, drum and flag signals, telephone and radio were also used in the rooms. A radio program was given in classrooms.

The early beginning of America was studied, the teacher's aim being to help the children become more able to interpret the current

news by understanding the past. Scenes from Pilgrims, and plantation life were made by fifth graders to help understand Thanksgiving. As each section of America was studied, pictures, maps and articles were prepared.

The two news weeklies, "The Weekly Reader" and "The Young Citizen", were sources of current news.

#### SPELLING

The children were taught to spell the words that are needed in writing situations of every day life. Care was taken to present the standard grade-level lists.

Work books were not used by the children. Each teacher was provided with a variety of spelling guides and she used the ones most suitable. As need arose the blackboard and typed sheets were used to teach the fundamentals of spelling.

Emphasis was placed on how to spell rather than how many lessons were gone over. Special exercises, reviews, and tests were given. Each child kept a graph of his progress in spelling. Classes kept class progress graphs.

Pronunciation, articulation, understanding and use of words were coordinated to effect an integrated mastery of spelling.

#### WRITING

Manuscript writing was carried through the first and second years and into the second semester of the third year. Work in writing was done in diaries, word books, thank you letters, and stories of class and individual experiences. Skills were stressed in the formation of letters, neatness and legibility.

In the middle of the third year the aim of the teachers was to have the children feel at ease with both manuscript and script and later to use the form which they preferred.

Since writing is a necessary tool in all subjects, the importance of writing legibly and neatly at all times was emphasized. Writing drills were given when errors needed correction. Every written lesson, whether in language or not, was used as a writing lesson.

## THE SECONDARY SCHOOL

### PREFACE

When classes were first held at the Topaz High School on October 26, 1942, the only available textbooks were old discards from California schools. There was no furniture except a few hastily constructed benches. The barracks in which classes were held had not been winterized and many of the mornings were bitterly cold. However, by the first of December, considerable quantities of school furniture and textbooks had begun to arrive. Members of the faculty who had recently been recruited from all parts of the United States had become acquainted with each other and were beginning to work together so that by the beginning of the second semester an effective educational program was under way.

During the last two and a half years of its existence, Topaz High School was in most respects a typical American school. The teachers were well-trained; the books used were new standard texts approved by the Utah State Department of Education; the students were ambitious and anxious to succeed. The Federal Government although hampered by a scarcity of teachers and school equipment was able to staff and equip the high school so that it compared favorably in these aspects with most of the schools in the State of Utah.

#### Accreditation

An official letter of accreditation from the Utah State Department of Public Instruction was sent to the Superintendent of the Topaz Public Schools in October of 1942 and continued in force throughout the entire history of the Topaz School system.

#### Credits and Graduation Requirements

In the Topaz City High School, one unit of credit was given for the successful completion of a class which met for a period of fifty minutes, five times a week for thirty-six weeks. Two units of credit were given for Auto Mechanics because each student spent two, fifty minute class periods on that subject each day. For the same reason a full unit of credit was given for each year of Physical Education.

The year was divided into two semesters of eighteen weeks each. Twenty units of credit were required for graduation, fifteen of which had to be taken in the last three years of high school. The following credits were required for graduation:

- (1) Three units of English
- (2) Three units of Social Studies
- (3) Three units of Physical Education
- (4) One unit of Science

In the remaining pages of this report the members of the staff have presented the aims, plan of work, standards and accomplishments of the various departments of the school.

## GUIDANCE SUMMARY

The aims of the guidance and counseling program in the Topaz High School have been as follows:

- 1--To aid in facilitating the adjustment of the whole personality of each student in the high school.
- 2--To bring into closer cooperation the home and the school; to create an environment for the maximum growth of every student.
- 3--To bring into play the resources of the entire community to assist in the adjustment of individual problems.
- 4--To make available to the faculty and other interested individuals the best techniques of testing, interviewing, etc.

During the first year of the Topaz City High School, most of the counseling program was handled by Mr. Henry Tani, who was the resident vice-principal of the school. The background, the previous schooling, and the families of the majority of the Topaz students were known to Mr. Tani through his previous associations in San Francisco. The testing program was handled by Mr. Victor Goertzel and through the facilities of his office, intelligence tests were administered to the entire school in the fall of 1943, as well as subject mastery tests, etc. Upon the resignation of Mr. Tani in the fall of 1943, the program was carried on in its entirety by Mr. Goertzel. Upon his resignation in the spring of 1944 the office was filled by Mr. Brig Perkins, who in turn resigned in the summer of 1944. Mr. Glenn Seal assumed the duties until his resignation in January, 1945 at which time the position was assigned to Miss Eleanor Gerard.

The fundamental basis of a guidance program lies in the classroom, and in the work which the individual teacher does with her classes from day to day. Thus, in the Topaz High School, it was upon the individual teachers that the responsibility was laid for discovering individual weaknesses, physical defects, and problem cases which required specialized attention. Through the cooperation of the teachers, the guidance office was able to refer to the hospital numbers of students who were in need of glasses, in need of specialized care for the eyes, in need of dental treatment; several cases which were in need of psychiatric assistance; and other types of problems. Since behavior problems are often manifested in erratic attendance, detecting this was the responsibility of the individual teachers; it was due to teacher-administration cooperation that many problems were solved in the early stages. The function of the guidance counselor and his office can be broken down into several sub-divisions: The guidance counselor acted as registrar and it was the duty of the counselor and the office staff to handle all the school records. In this office was centralized the entire attendance system; the individual case-folders containing the test data and transcripts for previous school records were also in this office. Permission for part time employment was granted by this office; extra-curricular activities were recorded with the guidance counselor so that a record was available of students' participation in activities. The distribution of report cards, and recording of student grades was also handled in this

office. In January of 1945, the duties of student relocation counselor were added to that of the guidance counselor, and therefore in the guidance office were also centralized all the pamphlets and catalogs of the student relocation library and records of the previous student relocation section.

On the guidance counselor's staff was added in the fall of 1944, an Issei Counselor. This made it possible for parental excuses to be written in Japanese. The counselor not only translated messages to and from home and school but he called at each home the day the student returned to school in order to check the excuse. The Issei Counselor was also a link in a system of referrals which was worked out by the school administration. Upon the referral by any teacher of a discipline case the student reported to the principal to talk over what had happened in his specific case. Then he discussed it with the guidance counselor who also reviewed with him his school records and progress and an overall survey of the student's entire adjustment was made. The Issei Counselor then took the messages of the principal and guidance counselor to the home where the specific problem was discussed by him with the parents and they were urged to talk over with the student the problem which had originally caused him to be referred to the principal.

The Issei Counselor encouraged parents to come to the school and a constantly increasing number of parents came for discussions of their children's problems with teachers, the principal, and the guidance counselor. Both students and parents who had come once to see the principal or guidance counselor seemed to feel freer to drop in and discuss other problems unrelated to discipline. It was strongly felt that the resultant home and school relationship was a source of real benefit to the entire community.

A stronger feeling of cooperation between school and home than had ever before existed with American Japanese families, was built up in Topaz. It was not usual in the California communities for the average Issei parent to consult the school as to his child's progress. But in Topaz, particularly following the work of the Issei Counselor on the guidance staff, parents took renewed interest in the school welfare of their children and seemed to come to a new realization of the part which the home and parents played in the entire adjustment of the student.

Every child in the Topaz City High School took one or more intelligence tests, and three or more subject mastery tests in the fields of English, Science, and Mathematics. In addition, a number of students in special classes took a variety of psychological tests, social intelligence test, social attitude tests, etc. Available data from the California schools were acquired on every student in the high school and complete and accurate transcripts prepared for every student. On the last day of the spring, 1945 semester, every student was given a transfer to be presented to his or her new school upon relocation.

All available community resources of the Topaz project were brought to bear on special problems. At various times, the Welfare Section, Interfaith, Hospital, Relocation, and Placement have been requested to cooperate with the school in the adjustment of individual problems.

## AGRICULTURE SUMMARY

### I Aims

- A. To introduce some of the scientific theories applicable to the field of agriculture.
- B. To offer practical work experiences in the field of agriculture.
- C. To interest students in agriculture as a vocation.

### II Offerings

1. General Agriculture I                      36 weeks--10 hours per week
2. General Agriculture II                    36 weeks--10 hours per week

### III Plan of Work

There was no adopted text for these classes, but instead a great number of reference books, U. S. D. A. bulletins, farm publications, and special reports from the Agriculture Library were used.

The unit type of organization was used. The following units were developed:

1. Preview of the course and sources of information
2. Survey of animals in the community
3. Advantages of raising livestock
4. Opportunities of livestock production
5. Improvement, selection, and judging of livestock
6. Project selection and records
7. Breeds of livestock
8. Feeding practices
9. Diseases of livestock

### IV Standards

The course was set up to meet the requirements outlined in the Utah State Course in Agriculture for Secondary Schools.

Standards of achievement were measured by:

1. Standardized tests
2. Teacher constructed tests--objective and subjective.

3. Participation in discussion and other class activities.
4. A score of 65% was required for a grade of "D."
5. Grades were issued each six weeks" period.

#### V Accomplishments

- A. The students secured an overall view of general farm practices, not only from books but in connection with their work experience on the farm.
- B. Many experiences were gained by the students in this school system that would not be found in the normal community. They benefited from experience with the large scale operation of the project in beef cattle, swine, poultry, and crops. In the average school it would not have been possible to have witnessed cattle feeding and grain mixing on a large scale. Better than average breeding and farrowing conditions for the swine were present here on the project.
- C. A few students learned through their experiences in the courses that they did not like the vocational agriculture field. Most of those in the courses had a real interest in vocational agriculture, were given good training, and indicated a desire to take up farming as a life work.
- D. Most of the students showed great interest in the raising of beef cattle, though very few had any previous experience in this line of agriculture.
- E. Since a large majority of the students were from San Francisco, Oakland, and other towns of the Bay region they were far more interested in building a future in business and the professions than they were in farming. For this reason relatively few of them registered in Agricultural courses.

#### AUTO MECHANICS SUMMARY

##### I Aims

- A. To train the pupils in auto mechanics so that they can deal with ordinary situations which require elementary mechanical ability.
- B. To develop the ability to recognize and locate trouble in an automobile engine and make minor repairs.
- C. To develop an interest for future vocational training in this field.
- D. To teach the proper selection and use of tools, and the care of all equipment.

## II Offerings

- |                     |                            |
|---------------------|----------------------------|
| 1. Automechanics I  | 36 weeks--10 hrs. per week |
| 2. Automechanics II | 36 weeks--10 hrs. per week |

## III Plan of Work

The class was divided into groups according to the student's previous experience, ability, and work habits. Job assignments were made to the groups. Work was done on W. R. A. cars and private cars, with the owners understanding that it was training work. Lectures, demonstrations, visual aids, and practical experience were given in the following fields:

Electrical trouble shooting	Transmissions
Carburetors	Differentials
Valves	Universal joints
Bearings	Drive shafts
Motor overhaul	Axles
Oil system of engine	Brakes
Tune-up of engines	General upkeep

## IV Standards

Standards of accomplishment were measured by means of:

1. Standardized tests--aptitude and achievement.
2. Tests--teacher-made
3. Work habits of individuals
4. Care of tools and equipment
5. Grades were based on individual progress over the time period.

## V Accomplishments

- A. About twenty-five percent of the students enrolled in the course showed a definite interest in further study. This was shown by the number who expressed a desire to enroll in the summer class in auto mechanics.
- B. Progress in mechanical knowledge, the use of tools, and engine diagnosis was shown. These boys were at the beginning of the course very retarded in this field. This can be attributed to two factors; one, they have had little association with automobiles or any mechanical devices since evacuation, so there was not the mechanical readiness as in other groups; and two, mechanical work is not the type of work in which their parents have been interested and most of these students have no desire to enter any skilled labor field. They prefer to become business or professional men.
- C. In the class as it was set up there was more chance for actual work experience on a variety of jobs than is usually

found in the ordinary school set-up.

- D. These students had never handled tools before and had no idea of what tool was required for an operation. Much advancement was made in this area.

#### ART PROGRAM SUMMARY

##### I Aims

- A. To teach the art fundamentals in order that the significance of art might be better appreciated.
- B. To develop within the student the power of judgement in differentiating good art from poor art.
- C. To teach new skills and develop latent talents.
- D. To offer training that will provide a worthwhile outlet in leisure time.
- E. To encourage the student to a further study of art in accordance with his needs, desires, and experiences in the specific field in which he shows outstanding potentialities.

##### II Offering

- |   |  |
|---|--|
| 1. Seventh grade--Primary Art                           | 36 weeks-- $2\frac{1}{2}$ hours per week |
| 2. Eighth grade--Intermediate Art                       | 36 weeks-- $2\frac{1}{2}$ hours per week |
| 3. Ninth, tenth, eleventh, twelfth grades--Advanced Art | 36 weeks-- $2\frac{1}{2}$ hours per week |

##### III Plan of Work

In the Primary and Intermediate classes, the traditional method of art instruction was followed. Short explanatory talks were followed by periods of work on the class projects. The following units of work were presented:

- Elementary composition
- Still life drawing
- Lettering
- Cartooning
- Figure and Head drawing
- Landscape drawing
- Basic principles of perspective

In the smaller advance class, where a wide range in age, talent, and artistic interests existed, it seemed better to adopt the

workshop or studio method of instruction. Individual instructions were provided to a considerable degree. The following courses while not offered in separate classes, were presented to individuals in the advanced classes:

- Advanced water color painting
- Fashion design and illustration
- Commercial art
- Handicrafts
- Wood carving
- Leather work
- Bead work and weaving
- Stagecraft (scene design and painting)

#### IV Standards

Although there was a wide difference in the degree of skill shown by the various students, due in part to the specialized training some of them had received in their homes, all students were required to show that they could demonstrate the basic principles which were taught in the courses. Individuality in concept and execution were encouraged in the Advanced class.

#### V Accomplishments

- A. The students' achievements were shown in periodic exhibits. Several public exhibitions and sales were held in 1943, and the income from these sales was used to purchase special woods and to buy books for an art library, which is now incorporated into the High School Library.
- B. The art department worked closely with the student activity program, making posters and stage settings as they were needed.
- C. Whenever possible the Advanced class was taught by guest specialists from the community. This fact resulted in very satisfactory achievement on the part of the students.
- D. A great number of Japanese students have a greater than average appreciation and understanding for art. This regard, plus the early training in handicrafts that many have received, resulted in a higher accomplishment in this field than would be found in the average high school. There were also more students participating than is usual in outside schools.

#### COMMERCE SUMMARY

##### I Aims

- A. To help each student develop businesslike habits and attitudes, and to develop an appreciation of business organization and services.



#### IV Standards

Courses were set up to meet the requirements outlined in the Utah State Course in Commerce for Secondary Schools.

Standards of accomplishment were measured by:

1. Accuracy of work
2. Standardized tests
3. Ability to find and correct errors
4. Only mailable transcripts accepted in Shorthand II
5. Those that would be acceptable in the business world
6. Those set up by the author of the adopted text book when applicable

#### V Accomplishments

- A. Students in the typing class learned the keyboard, use and care of the typewriter, letter writing and tabulation.
- B. Shorthand students learned the vocabulary of shorthand symbols and achieved speed and accuracy in writing and transcribing.
- C. Shorthand students passed standard tests and received certificates from the Gregg Publishing Company.
- D. Students in the General Business course learned the fundamentals of business practices, and became familiar with office procedures.
- E. The Office Practice class gained experience in various types of business offices carrying out varied office work assignments.
- F. Students in the bookkeeping classes gained a knowledge of bookkeeping techniques, learned business and financial terminology, and had practice in arithmetic.
- G. Students in the Bookkeeping classes won prizes in a National Competition.
- H. Business English students learned to write in good English the various types of business letters in the correct form.
- I. In our transcription work special attention was called to "Nisei common errors"--plurals, possessives, and punctuation. Moderate success was attained.
- J. A successful effort was made in proving to these youngsters the opportunities and possibilities that lie ahead for their success in the business field.

- K. An effort was made to help them overcome their shyness through class discussions; more stress being placed on oral work than is usually the case.

## ENGLISH SUMMARY

### I Aims

- A. To stimulate the comprehension and appreciation of the better offerings of literature, broaden the students interest and provide for worthwhile use of leisure time
- B. To further the mastery of reading skills.
- C. To help students to organize and express ideas effectively in the social and business world.
- D. To give much practice in speaking correctly, through the regular assignment of oral compositions, class discussions, and through special drill in both chunciation and pronunciation.
- E. To offer much drill in the fundamentals of the language, written and spoken.
- F. To give training in how to study, giving practice on note-taking, organizing, use of the library and references, etc.
- G. To promote the use of correct speech and writing in all subjects and all activities.

### II Offering

1. Seventh grade--English	36 weeks--5 hrs. per week
2. Eighth grade--English	36 weeks--5 hrs. per week
3. Ninth grade--English	36 weeks--5 hrs. per week
4. Tenth grade--English	36 weeks--5 hrs. per week
5. Eleventh grade--English	36 weeks--5 hrs. per week
6. Twelfth grade--English	36 weeks--5 hrs. per week
7. Speech	36 weeks--5 hrs. per week
8. Journalism	36 weeks--5 hrs. per week
9. Business English	36 weeks--5 hrs. per week

Speech, Journalism, and Business English were alternate courses for grades Eleven and Twelve.

### III Plan of Work

In all English courses oral and written composition, correct English usage, and literature were included. In the eleventh grade, American literature was studied. In the twelfth grade English literature was studied.

All offerings were presented by means of the unit type of organization, and the following techniques and methods were used:

Discussions	Research theme
Lectures	Outlining
Group projects	Taking notes
Individual projects	Grammar exercises and drills
Choral reading	Usage drills
Oral reading	Speeches, individual and socialized
Voice exercises	Panel discussions
Vocabulary drills	Outside reading
Creative writing	Reports
Publishing school paper	Workbooks
Debates	Pre-testing
Letters	Speech examples (records)

#### IV Standards

Courses were set up to meet the requirements outlined in the Utah State Course in English for Secondary Schools

Accomplishment was measured by:

1. Standardized tests
2. Teacher-written tests--objective and subjective.
3. Pre-testing that grades might consider progress shown over given time period.
4. Student progress measured in terms of improvement in reading ability, reading habits and language usage over the time period.
5. Grades were issued each six weeks.

#### V Accomplishments

- A. It appears that the concentration of an all Japanese-speaking population in the relocation centers has increased the speaking of Japanese, and consequently the fluency in the use of English has declined. All efforts have been made to counteract this situation.
- B. Oral forms of English were used whenever possible. Excessive timidity which did prevail in most classes was beginning to disappear when the schools closed and the students entered eagerly into class discussions, read aloud to the group and did not refuse to speak to their classes
- C. Drill was concentrated on overcoming the language defects peculiar to the group. Speech sounds were drilled on; voice exercises were presented and special grammatical errors were checked.
- D. Students were forming better study habits during the last term of school. Previously they had acquired the habits of copying or memorizing material, with no thought given to the content.

Practice in finding topic sentences, outlining, making headings, and regularly given comprehension tests greatly improved this condition. The special work done in the upper grades on research themes worked toward this same end.

- E. Since Japanese was the language spoken in most homes students were on the whole not up to standard in vocabulary and reading comprehension

#### FOREIGN LANGUAGE SUMMARY

##### I Aims

- A. To lay a secure foundation for elementary reading, writing, and speaking of a foreign language.
- B. To teach the enjoyment of the literature of other peoples.
- C. To acquire a wider English vocabulary through the study of derivatives.
- D. To teach appreciation of the histories and cultures of other peoples.
- E. To encourage a broader understanding of other peoples through the study of their language and way of life.
- F. To become more proficient in English grammar through the study of other languages.

##### II Offerings

1. Latin I	36 weeks--5 hours per week
2. Latin II	36 weeks--5 hours per week
3. Spanish I	36 weeks--5 hours per week
4. Spanish II	36 weeks--5 hours per week
5. French I	36 weeks--5 hours per week
6. French II	36 weeks--5 hours per week
7. French III	36 weeks--5 hours per week
8. German I	36 weeks--5 hours per week
9. German II	36 weeks--5 hours per week
10. Japanese I	36 weeks--5 hours per week

##### III Plan of Work

The language courses were carried on with the use of an adopted text, plus supplementary materials. The following techniques were used:

Daily quizzes	Grammatical studies and drills
Blackboard work	Visual Aids
Oral translation	Conversational drills

Oral reading  
Composition  
Vocabulary drills

Informational reading  
Newspapers and periodicals  
Contests and Games

#### IV Standards

Courses were set up to meet the requirements outlined in the Utah State Course in Foreign Languages for Secondary Schools.

Standards of Accomplishment were measured by means of:

1. Standardized tests
2. Teacher-made tests
3. Ability to translate and converse in the language.

#### V Accomplishments

- A. On the Beta Spanish Test given at the end of the semester, students made better scores than was average for classes in outside schools.\*
- B. A foreign Language Club functioned for two years and was very active, an indication of the popularity of foreign language courses. This may be attributed to the fact that all these students are bilingual, thus making other languages seem more essential that they may understand different peoples and their customs, as well as their language.
- C. A weakness on the part of Japanese American students in English grammar made for a poor transfer into the other language in many cases. However, many students have acknowledged that the study of a foreign language has greatly strengthened their knowledge of correct English usage.
- D. There was a great interest among these students in the problems of all races, especially of the minority groups. This fact made it very easy to bring into the language study the historical and cultural background.
- E. The students particularly enjoyed special reading in current periodicals of other languages. These were furnished whenever possible.

#### HOMEMAKING SUMMARY

##### I Aims

- A. To stimulate interest in improved standards of living and to acquire the new skills as a medium of self-expression.

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\* Scores were above the national norms furnished for the test.

- B. To teach the social economics and health aspect of clothing; as well as teaching the techniques of sewing.
- C. To inspire better buymanship, care, and selection of clothing; personality development; and personal cleanliness.
- D. To create good food habits through appreciation of the importance of food and nutrition in the daily life of the student.
- E. To combine knowledge and skill in planning, purchasing, preparing, and serving food economically and attractively.
- F. To develop good laboratory techniques in the management of time, responsibility, and the art of working together cooperatively.
- G. To stimulate an appreciation of the dignity of homemaking.
- H. To stimulate one or two vocational interests.
- I. Since most of the students were raised on Japanese cooking, the teaching of American cooking was one of the major objectives of the course.

## II Offering

1. Seventh grade Home Economics	36 wks--2 or 3 hrs. per week*
2. Eighth grade Home Economics	36 wks--2 or 3 hrs. per week**
3. Clothing I	36 wks--5 hrs. per week
4. Clothing II	36 wks--10 hrs. per week
5. Tailoring and Pattern Drafting	36 wks--5 hrs. per week
6. Tailoring II (vocational)	36 wks--10 hrs. per week
7. Tailoring for Boys (vocational)	36 wks--10 hrs. per week
8. Foods and Nutrition I	36 wks--5 hrs. per week
9. Foods and Nutrition II	36 wks--10 hrs. per week
10. Nursery School Education	18 wks--5 hrs. per week
11. Family Relations	18 wks--5 hrs. per week
12. Nurses' Aid	8 weeks--10 hrs. per week***

## III Plan of Work

The above offerings were presented by means of a unit type of organization, and the following techniques were employed:

Demonstrations	Field trips
Discussions	Visual aids--charts, bulletins, etc.
Laboratory methods	Individual guidance
Scoring their own work	Outside reading

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\* Required, alternates with Art or Music.

\*\* Required, alternates with Art or Music.

\*\*\* Offered to senior girls; no credit given.

#### IV Standards

Courses were set up to meet the requirements outlined in the Utah State Course in Home Economics for Secondary Schools.

Standards of accomplishment were measured by means of:

1. Tests--objective and experimental types
2. Clothing students worked in competition with their own best past effort.
3. Foods groups compared their results with the other groups.
4. Meals were served and evaluated.
5. Final results judged according to accepted standards.

#### V Accomplishments

1. The girls became aware of the satisfaction that comes from a job well done.
2. Fashion shows and exhibits presented showed their achievement in the clothing fields.
3. The girls gained an appreciation for fine workmanship which they had not acquired in the past!
4. Students became aware of their abilities as well as their limitations.
5. The students improved their food habits, contributing to better nutrition and health.
6. Students had a better knowledge of consumer practices, and for the first time learned what the point ration system was about and how it worked.
7. All were able to prepare the three meals a day for the family; particular note was made of food conservation principles needed for wartime cooking.
8. Students of Japanese ancestry became acquainted with typically traditional American foods.
9. Pattern drafting was of particular interest and value to the girls of Japanese ancestry whose body measurements do not conform to the standard commercial pattern.

#### INDUSTRIAL ARTS PROGRAM

##### I Aims

- A. To develop in the students correct habits, attitudes, and ideals of health and safety in work.

- B. To develop the ability to interpret graphic drawings.
- C. To develop a knowledge and appreciation of industry.
- D. To develop sociability and cooperation among the students.
- E. To provide useful experiences which may be used in leisure time.
- F. To develop an appreciation for craftsmanship, design, and creativeness.
- G. To develop self-reliance.

## II Offerings

1. Seventh grade--Introductory Woodwork	36 weeks-- $2\frac{1}{2}$ hrs. per wk.*
2. Eighth grade--Intermediate Woodwork	36 weeks-- $2\frac{1}{2}$ hrs. per wk.**
3. Ninth, tenth, eleventh, and twelfth grades--Advanced Woodwork	36 weeks--5 hrs. per week
4. Cabinet Making	36 weeks--5 hrs. per week
5. Beginning Mechanical Drawing	36 weeks--5 hrs. per week
6. Advanced Mechanical Drawing	36 weeks--5 hrs. per week

## III Plan of Work

As students worked on class and individual projects their efforts were directed so that each student might acquire skill in:

Shop sketching	Fundamentals of projection
General woodwork	Lettering
Tool care	Geometric constructions
Tool techniques	Isometrics
Elementary project work	Sections and developments

## IV Standards

Courses were set up to meet the requirements outlined in the Utah State Course in Industrial Arts for Secondary Schools.

- 1. A high standard of industry was maintained.
- 2. Neatness, ability to share equipment, and general cooperation were required.
- 3. Student work was judged on the basis of the individual improvement shown over a certain time period.
- 4. Grades were based on quality and quantity of work done, ability to use tools, improvement made, and written tests.

## V Accomplishments

- A. On the whole the quality of shopwork turned out was excellent. There is a tradition among the Japanese people of skill in

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\* Required, offered on alternate days in combination with Music or Art.  
\*\* Required, offered on alternate days in combination with Music or Art

handicraft. Much attention is given in many homes to training small children in the effective use of their hands in carving, shellwork, painting, and other handicrafts.

- B. A large number of the students and their parents felt that emphasis should be placed on academic subjects rather than craft subjects in order to assure the students' eligibility to enter the University of California and for this reason enrollment in the shop courses was very small, except for the required courses in the seventh and eighth grades.
- C. Student interest in mechanical drawing was greater than in shop, because it was felt by a number of the students that they were taking a course that would prepare them for college work in engineering.

## MATHEMATICS SUMMARY

### I Aims

- A. To train students so they can deal successfully with all ordinary life situations, in school and out, involving the use of numbers.
- B. To increase, to a marked degree, accuracy in computation with integers, common fractions, decimal fractions, and percentages as these occur.
- C. To develop ability to recognize a formula and to correctly interpret the symbolism thereof.
- D. To further increase understanding and skill in story problems.
- E. To develop a love for mathematics and to stress its cultural values.
- F. To stress the need for mathematics in the Modern Age.
- G. To prepare students for college entrance.
- H. To unify the study of mathematics by emphasis throughout on the idea of relationships or the dependence of one quantity upon another.

### II Offering

1. Seventh grade--Arithmetic	36 weeks--5 hrs. per week
2. Eighth grade--Arithmetic	36 weeks--5 hrs. per week
3. General Mathematics	36 weeks--5 hrs. per week
4. Algebra	36 weeks--5 hrs. per week
5. Advanced Algebra	36 weeks--5 hrs. per week

6. Plane Geometry	36 weeks--5 hrs. per week
7. Solid Geometry	18 weeks--5 hrs. per week
8. Trigonometry	18 weeks--5 hrs. per week

### III Plan of Work

These offerings were presented by means of the unit type of organization, with individual teachers organizing their own units.

The following techniques were utilized:

Work books--lower grades	Standard tests
Self-testing drills	Teacher-constructed tests
Vocabulary drills	Blackboard drills
Supplementary texts	Text materials
Teacher-constructed problems	

### IV Standards

Courses were set up to meet the requirements outlined in the Utah State Course in Mathematics for Secondary Schools.

1. Standardized tests were used.
2. Teacher-constructed tests, both objective and subjective, were given.
3. High standards were maintained. Students who wished to take advanced algebra, trigonometry, or solid geometry were required to maintain a "B" average in previously taken mathematic courses.
4. Courses prepared students for college entrance.
5. Seventy percent mastery of material covered was required for a "D".

### V Accomplishments

- A. Students covered the adopted texts quite well, and in addition did a fair amount of browsing around in other texts and supplementary materials.
- B. In the lower grades a fair degree of accuracy, skill, and speed was achieved in the fundamental processes.
- C. Many problems dealing with relocation were given during the year, and it is felt that much good was accomplished in this area.
- D. The application of mathematics to the sciences, chemistry and physics, was stressed throughout the various courses.
- E. Most advanced students were admirably prepared to begin the the study of college trigonometry. In the second year Algebra course, it was possible to spend ten weeks on trigonometry.

- F. Students have been helped to understand the relativity that exists between quantities; this has been a primary teaching aim.
- G. Students of Japanese ancestry are particularly attracted to the study of mathematics. It is believed that this is because it begins with a new language concept. These students are therefore on an equal level with Caucasian students, and with diligent application can excel in the work.

## MUSIC SUMMARY

### I Aims

- A. To help each student gain a greater appreciation of American Music through the singing of the songs of the cowboy, the Negro, the Indian, the mountaineer.
- B. To give the student actual experiences in singing for the joy of singing.
- C. To help each student listen more intelligently and with greater pleasure to good music.
- D. To help each student gain a better knowledge of English by learning the pronunciation and meaning of the words of each song presented in class.
- E. To familiarize the student with the instruments of the orchestra.
- F. To enable each student to participate in music, either as an intelligent listener or as a member of Chorus or Band.

### II Offerings

- |   |   |
|---|---|
| 1. Seventh grade--General Music<br>(Music Appreciation and<br>Junior High Chorus) | 18 weeks<br>2 sections alternating<br>in 3 hrs. per week, 2 hrs.<br>per week. |
| 2. Eighth grade--General Music<br>(Music Appreciation and<br>Junior High Chorus)  | 18 weeks<br>2 sections alternating<br>in 3 hrs. per week, 2 hrs.<br>per week. |
| 3. Tenth grade, eleventh, twelfth<br>Music Theory                                 | 36 weeks--5 hrs. per week   |
| 4. Senior High Choral Club  | 18 weeks--2 hrs. per week   |

5. Piano 18 weeks or 1 - 1 hr. per week  
Individual instruction to  
gifted students.

### III Plan of Work

The offerings covered the following types of activities:

- Unison singing
- Two part singing
- Three part singing
- Reports--oral and written on current musical events
- Notebooks
- Listening to good recordings
- Group participation in assembly programs
- Chart of Instruments of the orchestra
- Lecture on American Folk Music

### IV Standards

Courses were set up to meet the requirements outlined in the Utah State Course in Music for Secondary Schools.

Standards of accomplishment were measured by means of:

1. Student progress was measured in terms of student growth each six weeks when grades were given.
2. Student response in singing fluently, clearly and with understanding.
3. Ability of the chorus members to appear creditably in public.
4. Student progress in recognizing the tone quality of various instruments of the orchestra.

### V Accomplishments

- A. A better appreciation of the rich musical heritage of America.
- B. Student participation in Assembly Programs, Roosevelt Memorial Service, mid-term graduation, Easter Program and other special programs.
- C. Ability to enjoy singing in two and three-parts.
- D. The gain of a thorough foundation leading to more effective participation in the school chorus or band.
- E. A fuller realization of the ideals upon which good citizenship is founded--love of country, pride in its achievements, knowledge of its history, hope for its future, and a regard for the people of other lands.
- F. Japanese American students do not as a whole show as much aptitude for American Music as other school groups. This may be due to early training in Japanese Music.

## PHYSICAL EDUCATION SUMMARY

### I Aims

- A. To provide regular wholesome recreation for the Junior and Senior High School students.
- B. To develop sociability, teamwork, and fellowship among students.
- C. To develop physical and mental health.
- D. To develop the skills and techniques involved in athletic games.
- E. To teach proper use of leisure time.
- F. To create a permanent interest in sports, and to offer lasting recreational activities.

### II Offerings

1. Physical Education for Boys  
Grades 7-11 36 weeks--5 hrs. per week
2. Physical Education for Girls  
Grades 7-11 36 weeks--5 hrs. per week

### III Plan of Work

These classes were conducted on a "Squad system." Each of the classes was divided into four or five "squads." Each of these groups selected a captain who checked the attendance, dressing regulations, and who was responsible for the squad's activity. New captains were chosen each six weeks, in order to give as many students as possible the opportunity for the development of leadership ability which the captains acquired.

The week's schedule of activities was posted on a bulletin board each Monday. This listed activities for each period during the day and outlined the schedule for competitions between squads. The following individual and team activities were included in the program:

Archery	Gymnastics	Football
Folk dancing	Tap dancing	Tennis
Soccer	Softball	Track
Shuffleboard	Volleyball	Baseball
Ping Pong	Basketball	Relays
Marching	Table games	Boxing
Badminton	Wrestling	Mat work

#### IV Standards

These courses were organized to meet the standards set up by the Utah State Board of Education.

1. It has been a requirement that students be appropriately dressed for the activity in which they were engaged.
2. High standards of conduct have been maintained in the gymnasium and on the playgrounds.
3. Each student was required to participate in each activity in order that he might become acquainted with the rules and how to play the game.
4. Individual and squad records of achievement were kept.
5. Grades were based on the students cooperation with the established rules, absences and tardies, and proficiency in the various activities.

#### V Accomplishments

- A. The program was extensive and varied enough to provide for the recreational needs and desires of the students.
- B. The skills which were developed will gain recognition for the students in the schools they attend next year. It is felt that because of this new friends can be more easily made and old prejudices broken down.
- C. The program as carried out allowed for the discovery and development of new leaders, and promoted a general spirit of cooperation among all the students.
- D. New social and fraternal relationships were developed among the students.
- E. A number of the high school students had attended California schools where the Physical Education program was devoted to "free play." For this reason some of the physical education instructors found resistance to organized work in calisthenics, marching, tumbling, etc.
- F. The most popular activities were basketball for the boys, and volleyball for the girls.
- G. Every student was able to find some sport in which he could excell, and which is believed will remain among his interests in the future.

## SCIENCE SUMMARY

### I Aims

- A. To help students become aware of the part science has had in making the world what it is today.
- B. To help students gain an intelligent understanding of their environment by enabling them to become familiar with the principles and theories necessary for a correct interpretation of their everyday world.
- C. To help develop a respect for the human body, giving the student knowledge that will help him retain his own health and protect the health of others.
- D. To acquaint each student with the scientific method of discovering new knowledge and of rightly using that which has been previously discovered.
- E. To help each student in learning the proper use of scientific apparatus and equipment

### II Offerings

1. Seventh grade--General Science I      36 weeks--5 hours per week
2. Eighth grade--General Science II      36 weeks--5 hours per week
3. Ninth grade--General Science III      36 weeks--5 hours per week
4. Tenth grade--Biology                      36 weeks--5 hours per week
5. Eleventh and twelfth grades--  
Physics, Inorganic Chemistry or,  
Physiology                                      36 weeks--5 hours per week

### III Plan of Work

The science courses were made up of subject matter units, presented in logical sequence. The emphasis was placed on learning scientific relationships rather than mere memory of detailed facts.

As each larger unit was broken down into its subordinate aspects, the concrete principles and generalities were taught by the use of the following techniques:

Activity periods	Class discussion
Supervised study	Lectures
Work periods	Visual aids
Experimental work	Testing program
Demonstration work	Individual projects

#### IV Standards

Courses were set up to meet the requirements outlined in the Utah State course in Science for Secondary Schools.

Seventy-five percent mastery was required for a grade of "C." This standard of accomplishment was measured by means of:

1. Standardized tests
2. Teacher written objective and essay-type tests.
3. Class participation in activities as experimentals and investigations.
4. Individual projects
5. Outside reading

#### V Accomplishments

- A. Above average progress was shown when results of standard tests given at the end of the term were compared with ones taken at the beginning of the year.
- B. Reading habits were improved; vocabularies were increased; and the ability to evaluate material read was increased.
- C. The instructors felt that the students showed marked improvement in the acceptance of the scientific method as a basis for their thinking.
- D. The critical attitude which predominated at the beginning was due to the emotional up-set produced by evacuation. This was overcome until at the end of the last term all students were verbally active in the classwork.
- E. It is evident that students do know more about how to keep themselves well, live safely and more economically; and that they are applying what they know in their homes so far as present conditions will permit.
- F. An orientation into related scientific fields was given.
- G. A general improvement has been shown in the students' regard for public property; there has been no defacement of the new science building since its opening

#### SOCIAL STUDIES SUMMARY

##### I Aims

- A. Help the student to develop a better understanding of the beginnings of America, the historical work of the Founding Fathers and the democratic way of life that has come to us both as a heritage and a challenge.

- B. Help the student gain a greater appreciation of American citizenship and the responsibilities it carries; how the student can fit himself into the social, economic, and political environment in which he finds himself.
- C. To give the student an awareness of his social heritage not only as a member of one culture group but as a member of the world community.
- D. Help the student prepare himself and his family for relocation into the stream of American life.
- E. To give experiences in discussion that help the student gain the ability to make use of his study of English so that he speaks fluently, is able to make himself heard and understood, and gains in power to do consistent thinking while speaking.

## II Offerings

- |   |                           |
|---|---------------------------|
| 1. Seventh grade--History and Geography of the State and of the United States | 36 weeks--5 hrs. per week |
| 2. Eighth--U. S. History  | 36 weeks--5 hrs. per week |
| 3. Ninth--Civics  | 36 weeks--5 hrs. per week |
| 4. Tenth--World History   | 36 weeks--5 hrs. per week |
| 5. Eleventh--American History, American Government                            | 36 weeks--5 hrs. per week |
| 6. Twelfth--American Problems, Psychology                                     | 36 weeks--5 hrs. per week |

## III Plan of Work

The above offerings are presented by means of the unit type of organization, making use of the following techniques:

Group work	Reports--oral and written
Discussion	Questions and answers
Projects	Panel discussion
Problems	Term papers
Notebooks	Visual aids
Lectures	Field trips

## IV Standards

Courses are set up to meet the requirements outlined in the Utah State course in Social Studies for Secondary Schools. Standards of accomplishment are measured by means of:

1. Standardized tests.
2. Teacher written objective tests and oral quizzes.
3. Tests and grades given out each six weeks.
4. Oral class reports and forum discussions.
5. Student progress measured in terms of growth during a specific time period.

#### V Accomplishments

- A. A good many students learned how to study for the first time; previously study had meant merely copying material from a book and memorizing it without understanding or comprehension. Seniors also learned to write term papers in the acceptable form.
- B. There was a definite gain in class participation in discussions, with only a few remaining shy.
- C. Students became aware of the outside world, read on current internal and world affairs, and discussed problems avidly.
- D. Attention was drawn to their immediate problems of relocation, and much study and discussion was spent on such problems as job opportunities, housing, educational facilities, economic and social responsibilities of Japanese Americans, prices and changed living conditions in war time.
- E. Students, particularly in psychology, progressed considerably in the realm of social relationships. Heated discussions were held on what should be expected in the way of boy-girl relationships. Many found their parents's standards and Caucasian standards are quite different. The results of the sessions on etiquette were noted at many of the senior week activities.
- F. In student government, clubs, and social activities many students had a chance to develop talents and leadership abilities that would have been impossible in California high schools. They received excellent experience and were able to adjust much more effectively.
- G. The structure and administration of American city, county, state, and federal government were studied intensively; as a direct result the students wrote their own student body constitution, attempting to incorporate the basic principles of American government in their student government. The social studies classes were the basic representative units in the structure of student government. Two representatives from each class attended the Student Representative Council and reported back to their classes for discussion and recommendation, all matters pertaining to student activities. All school elections were held in these classes and time was taken in class for consideration of all student government problems.

- H. Through an intensive study of community organization, students learned how to discover and evaluate community resources which could be used to assist in the successful relocation of Japanese Americans.
- I. Each student in the senior classes made an exhaustive study of one community in the United States which could be a locale for resettlement. This was done from the standpoint of discovering a community where each individual student's family could resettle with a minimum of economic hardship, a minimum of racial discrimination, a maximum of educational and cultural advantages, and where the resettlers could make the maximum contribution to the American way of life.
- J. Students investigated vocational problems and made an analysis of one vocation in relation to their own interests. This was followed by actual participation in the work of that field, as found in a relocation center, and a dual relationship set up between school and job.
- K. Parliamentary law and self-government procedures were studied and used in the classroom and in extracurricular activities.

#### WORK PROGRAM

As a part of the counseling program, the school has worked closely with the community in encouraging students to obtain work experience in departments in the Project where they could, not only render useful service, but where they could obtain an experience in occupations in which they might be vocationally interested.

Students have worked in the following departments and sections; Poultry, Truck Crops, Statistical Lab., Motor Pool, Swine Ranch, Co-op, Warehouse, Nurse's Aides, Administration building as Agricultural construction, Cost Unit, tractor driving, Pipe line, Boiler crew, Medical Laboratory, Photography, Cattle Ranch, Architectural Design, Teaching, Community Activities, Mess Halls, Engineering, Mimeographing, Commissary, and Garage.

In the fall and spring of 1942 and 1943, particularly valuable service was rendered to the project by the high school students, part of whose training was to spend an hour a day planting the truck crops. During the planting and harvesting seasons a regular work schedule was followed by high school social studies classes accompanied by their respective teachers. These student groups went out during regular school hours and in addition to the practical work experience received, they engaged in a study of the problems involved in feeding the project. Hundreds of thousands of onion plants were set out and a large number of boxes of celery plants were planted. In the fall the melons were for

the most part harvested by the students. Some of the groups did farm work as many as three or four times per week during these seasons. During the planting season of 1944 the same general program was followed although fewer classes participated. During the late spring and summer of 1944 the 4H Club planted and weeded a large celery patch, and planted and later harvested from a plot of ground that had been assigned to them, cucumbers, tomatoes, melons and sugar cane. The Agricultural Section expressed the opinion that the work of these students was a major contribution toward feeding the Project.

It has been customary for the high school to make periodic checks with the supervisors of the work experience students, so that the school was constantly aware how students were progressing and was in a position to take up any serious problems which might develop.

Figures are available as to the number of high school students in the vocational training classes and the number of students taking part-time work experience training from July of 1944 to the present date.

	Vocational Training Classes		Part-time Work Experi- ence Program	
	Boys	Girls	Boys	Girls
1944				
July 1 - 31	14	25	162	76
August 1 - 31	15	25	162	78
September 1 - 30	93	195	170	115
October 1 - 31	92	204	171	110
November 1 - 30	90	203	170	112
December 1 - 31	92	202	170	112
1945				
January 1 - 31	134	181	50	35
February 1 - 25	152	173	48	36
March 1 - 30	152	172	47	34
April 1 - 30	151	171	45	34
May 1 - 30	149	171	45	34

STATISTICAL REPORT--on school enrollment October 1942-June 1, 1945

Art Department

<u>Subject</u>	10/42	3/43	9/43	2/44	9/44	2/45
Art	76	63	171	96	110	65
Costume Design	-	-	13	17	-	-
Craft	26	19	80	94	-	-
Creative Art	-	-	9	-	-	-

Commercial Department

Bookkeeping	74	67	55	30	24	18
Bus. English	-	-	-	29	-	-
Gen. Bus. Training	19	43	62	77	37	28
Office Practice	-	-	-	4	6	-
Sr. Bus. Training	27	20	-	-	-	-
Shorthand I	105	95	120	117	14	18
Shorthand II	8	7	33	13	16	10
Typing I, II	-	-	58	56	157	135

(Evening) (Evening)

English Department

7th grade English	134	137	126	125	98	84
8th grade English	146	149	136	127	119	112
9th grade English	134	161	157	167	129	116
10th grade English	169	161	121	168	149	146
11th grade English	189	181	173	200	154	150
12th grade English	214	163	191	150	125	82
Drama	10	-	14	8	-	-
Interpretation	20	-	-	-	-	-
Journalism	19	-	15	-	-	23
Spec. English	51	-	3	3	6	-
Speech	54	-	19	12	-	3

Social Science Department

7th grade Soc. Stud.	134	137	126	125	98	84
8th grade Soc. Stud.	146	149	136	126	118	111
9th grade Civics	134	161	164	173	129	116
10th grade W. Hist.	169	161	183	166	154	144
11th grade Amer. Hist.	189	181	193	204	161	153
12th grade Amer. Prob.	214	163	197	174	141	114
Psychology	-	-	-	-	38	46

Home Economics Department

Clothing I, II	149	44	127	69	9	21
Foods	82	99	73	33	66	26

Home Economics Department cont.

<u>Subject</u>	10/42	3/43	9/43	2/44	9/44	2/45
Jr. H.S. Home Ec. 7-8	148	167	116	127	102	79
Tailoring & Drafting	84	84	53	53	35	16

Language Department

French I	32	41	-	55	56	-
French II	23	-	-	-	-	-
German I	38	38	15	13	-	-
Japanese	-	-	-	35	-	-
Latin I	43	61	-	25	18	26
Spanish I	88	128	75	63	41	32
Spanish II	55	-	42	39	14	14

Mathematics Department

Algebra I, II	175	236	179	205	111	68
Adv. Algebra	53	71	85	74	-	25
General Math	20	-	-	-	43	73
Geometry	124	124	165	140	87	71
Solid Geometry	-	-	-	15	-	11
Trig.	43	49	23	-	22	-
7th grade Math	208	209	139	126	96	84
8th grade Math	125	141	136	126	120	171

Music Department

Band	-	-	-	13	-	-
Music 7-8	303	-	114	154	168	108
Music Theory	-	-	-	-	-	6
Orchestra	-	-	-	14	-	-

Physical Education Department

Girls 7-12	402	433	583	389	317	288
Boys 7-12	400	502	499	478	372	326
Hygiene - Girls	-	-	583	389	-	-
Hygiene - Boys	-	-	499	478	-	-

Science Department

Biology I, II	130	135	186	217	148	151
Chemistry I	118	136	111	92	86	76
Gen. Science 7-8	280	218	122	248	188	194
Gen. Science 9-12	-	-	-	35	32	30
Physics	82	72	55	43	53	43
Physiology	-	-	59	44	57	50

Vocational Department

<u>Subject</u>	10/42	3/43	9/43	2/44	9/44	2/45
Aeronautics	-	-	-	-	-	-
Agriculture	139	58	46	36	16	16
Auto Mech.	-	-	-	32	61	46
Cabinet Making	33	37	-	-	-	-
Drafting	13	15	-	-	-	-
Ind. Arts 7-8	232	314	289	77	124	126
Lapidary	-	-	-	-	-	23
Mech. Drawing	41	42	108	91	-	62
Woodshop	60	-	-	71	-	-
Spec. Proj. Design	1	-	-	-	-	-

Despite the necessity for eliminating a number of courses at various times due to the lack of personnel, relatively few fractional units of credit resulted, and those appearing on student transcripts are accepted by the State Department of Education. This was due to two facts: there was no curtailment of the subjects required by the State of Utah for graduation, and the situation balanced itself since students enrolled in other electives to complete the fractional units.

## ADULT EDUCATION

### PREFACE

The adult Education Program of the Central Utah Relocation Center was a changing program and reflected the current conditions and requirements outside of the school environment. Consequently, as Adult Education needs changed from time to time, the program was modified so that residents of the Center experienced the greatest possible gain. This prerequisite to the success of the adult classes was recognized in the Center by establishing widely representative committees in the various subject fields whose objective it was to gather data based upon experience with the adults of the Center and to formulate such material into outlines and courses of study for use in the adult classes. By this technique it was possible to construct and to maintain courses for adults, which were based entirely upon their own needs and experiences.

It was generally conceded that the adults attended classes for the purpose of obtaining intensive, thorough and rapid training in the subject matter in which they were interested. The adults were mature individuals with distinctive personalities, educated through experience socially, economically and politically. Their varied experiences and maturity gave them a deeper understanding of the necessity of acquiring definite current knowledge and procedures to enable them to cope with the ever-changing conditions of life, whether economic, social or cultural in nature.

The field of Adult Education expanded so rapidly that it was difficult to form any definite objectives or to devise any criterion for the measurement of progress. No far-sighted view of the beneficial affects which would result from a well defined curriculum appropriate for adult classes guided those engaged in this great field of education. Teachers were given wide latitude in determining the content of courses, techniques and procedures of teaching. In some cases, this resulted in both elementary and desolatory methods, ineffectual in adult classes.

The adult classes of the Center were heterogeneous in nature, the students varied in previous education and training, in interest, in regularity of attendance, and in aims; but not in race and background. This naturally stimulated the discerning, progressive teacher to adopt new and original methods and procedures which he felt would bring the desired results. Broad latitude was given the teachers in this respect; especially in planning the lessons. The originality, the individuality, and the personality of the teachers were the strongest factors in the adult teaching. Freedom of initiative was never handicapped by stereotyped forms or rules. The procedures of the teacher was governed by the problems and needs of each student which confronted him.

On this philosophy, adult classes were organized at this Center in painting, costume sketching, water color, shell craft, pen drawing,

and oil painting; in the field of basic English, elementary English, intermediate English and conversational English; in sewing, knitting, needle craft, pattern drafting and tailoring; in flower arrangement, and making artificial flowers; in geography on Relocation; in elementary, intermediate and advanced Japanese language; and in piano and violin.

#### ART

When the residents came to Topaz they found it to be bare and colorless. Sage grass covered the entire landscape. Not a single blade of grass nor a flower was growing. Here the world was dull and the new residents felt that they had been dumped into a desert of scorpions and coyotes. Who could imagine that an interest in art could be established in such a place. However, within a few weeks after the arrival of the residents an art department was organized in the Adult Education program. Doubtless, this interest was stimulated by residents who had had excellent training and long experience as artists and therefore knew that training in art would maintain high ideals among the people for one of the main objectives of the art program was to prevent the minds of the residents from remaining on the bleak, bare plains but to encourage these minds and spirits to dwell among the mountains and beautiful skies and sunsets which are common to this region. So the art school grew to include classes in drawing, painting, sculpture, history of art, leathercraft, flower arrangement, and flower making.

Drawing was accepted as the simplest, yet most profound expression and one of the most powerful means of communicating ideas, also the drawing classes were based on the principle that drawing is not only the skillful development of the hand and eye but is also the continual search for the ever present inner rhythm of nature.

The art school unreservedly advised the full and complete study of drawing as an essential background for creative work in art. It was advocated that skill in drawing is acquired through constant practice and media. It was a principle of the art school that successful work whether in fine art, advertising, industrial designing, interior decorations or in other fields depended to a considerable extent on competent draftmanship--the ability to express original ideas with force and conviction.

Classes in painting were organized as one of the most interesting and exciting branches of art. The students were taught to have respect for the great traditions of the past and to be keenly aware of and sympathetic to the vital developments of the present day as expressed in works of modern art. Classes were organized in oil and water color, in figure, portrait, still life, and landscape painting.

The students were at all times encouraged to develop their own original painting style and to interpret theirs through creative

personality. As a result of this guiding principal, the art classes produced many paintings of the Center buildings; of the personalities of the Center, both resident and the appointive staff; of sunsets; and of the surrounding mountains. The classes in art and the paintings produced and exhibited from time to time at the art shows, did much to remove the drab first impressions of the Center.

The classes in sculpture worked on the principle that the student could not learn the art of sculpture from textbooks; but that he must have first hand experiences with the tools and media with which he was to work whether it be in marble, stone, plaster, terracotta, wood, bronze or modern plastic material.

Saturday morning and afternoon classes were organized by the Adult Education department for all children regardless of their level of artistic ability. The instruction was individual and therefore was adapted to the needs of all.

The course in leather craft included tooling and dyeing of leather, designing and pattern making. Classes were organized for beginners and for advanced students. Bag tags, coins, purses, bill folds, hand bags, book ends, book covers and other articles were made of leather.

#### ENGLISH

"It must be realized first of all that among the factors which made evacuation a necessity was the fact that the Japanese people (aliens and Americans) had not been assimilated into the general American community. Inadequate knowledge of the English language and of American customs, carry-overs of Japanese mores and ideas, definite ties with the "old country" because of their status as unnaturalizable aliens--all these features of the lives of the older folk served to heighten the differences between the Japanese and other Americans. More important, discriminatory practices by certain segments of the majority race against this minority group led the latter to depend on each other for economic as well as social security. This naturally led to the emergence of distinct Japanese communities which not only increased the gap between these people and the rest of American, but also developed economic competition between these two groups in certain fields.

The result of such forced segregation was a lack of understanding and knowledge of the Japanese in America on the part of the vast majority of Americans; and further, the nurturing of feelings of dislike and resentment among those Americans who felt that this minority group was encroaching upon certain of their interests. It must be admitted that such a state of affairs could, consciously or otherwise, easily be turned into grounds for suspicion and hatred under the tense conditions produced by a war emergency. It must be admitted, too, that one cannot blame the government and the people for doubting the "loyalty" of individuals subjected to injustices in this country. So when war broke out, evacuation became a reality.

"For these reasons, it is imperative that we realize the importance of any measures taken to break down the barrier between the Japanese and other Americans; to assist in the assimilation of the members of the minority group into American life. Certainly, knowledge of the language of the country is an important initial step in this direction; it is essential toward achieving a happier life in America for the individuals concerned. It is in this broad light that we should look upon the Adult English Classes set up in the Topaz Relocation Center." The above pronouncement was written by Miss Toyo Suyemoto and Miss Nori Ikeda. These principles guided all Adult English instruction at this Center.

During the first year the Adult English instruction was carried on in only English Classes and the content of the courses was based on textbook materials. During the second year the teachers of basic English developed a series of lessons entitled "Let Us Speak English." The work in the course was grouped around subjects such as introductions, customs in speech such as greetings and conversation at mealtime; general information such as seeking credit, filing application, talking about relatives; social calls such as calling on a neighbor, invitation to a tea conversation at the tea, and when leaving the party; common signs as office signs, hospital signs, road signs; telephone conversations such as calling a doctor, calling the fire department, calling a police department, wrong number etc; shopping such as at a dress department, at a hosiery department, at a millinery department, at a yardage department, at an infants wear department, at a notions department, at a boys' ready to wear department, at a girls' ready to wear department, at a mens' ready to wear department, at the household utensils department, at the drug department, at the tea room, and conversation built around a general market, a poultry market, fish market, a meat market and grocery store. Also many songs were used in English classes for the purpose of improving the pronunciation and enunciation.

During the third and last year the basic English classes were continued but the main emphasis was put on English through the activities of the Adult Education classes. For example, the English teachers went to the sewing classes and carried on conversational English about the activities of the class. This same thing was done at the flower arrangement classes and art classes and was carried on through the vocational classes which will be discussed more fully in the vocational education section of this report.

In May, 1945, the demand for instruction in conversational English became general enough that the block managers requested that classes be organized on a block basis. Teachers interested in this work met the residents of the block four hours a week for instruction in conversational English. The subject matter of these conversational classes was built around the post office, rationing boards, ration points, the weather, and conversation with neighbors such as is carried on in the normal American community.

This work became of such interest that if it was necessary for the teacher to be absent from a class, the block managers made inquiry as to the reason for any break in the program.

The majority of the residents of the Center finally appeared to accept the guiding principles of the Center Adult English Work and would have participated if instructors could have been provided.

## MUSIC

The purpose of the music school of this Center was stated as follows by those who organized the school:

"There are some who study music with professional intentions, others who study it for enjoyment, still others who take it up because the girl next door does also. Whatever the personal intent, the study of music promotes cultural refinement.

The Topaz School of Music aids students by providing beginners with the facilities for music study and more advanced students with an opportunity for further development."

The Music School included classes in piano, voice, violin, sol-feggio, harmony, history of music, choir, ensemble, orchestra, and Noh Drama.

There were piano classes for beginners, for elementary, for intermediate and for advanced students. The violin classes were organized the same as piano. The vocal classes were organized as first grade, second grade, third grade and fourth grade. In the vocal classes all instruction was based on immediate individual needs and not on any particular method of teaching. The teachers studied the students from various angles and noted their points of strength and assisted them to overcome their points of weakness.

Practice facilities were developed particularly for the students of the piano department. Owing to the insufficient number of pianos, students were assigned only two practice periods a week. The music school gave programs from time to time. A sample of one of the programs follows:

1. Piano Solo . . . . .Akiko Furuta  
a. Le Secret by Leonard Gantier  
b. La Bergeronnette by Burgmuller
2. Vocal Solo . . . . .Mrs. Alice Goto  
Accompanist . . . . . Miss Komiya  
a. Solvejg's Song by Edward Grieg  
b. Longing for Home by K. Yamada
3. Violin Ensemble  
Patrol by F. V. Clon
4. Vocal Solo . . . . .Fusaye Kunizawa  
Accompanist . . . . .Miss Komiya

- a. Pur Dicesti, O Bocca Bella  
(Mouth so Charmful) by Antonio Lotti
- b. Bubble by S. Nakayama
- c. Sorrel Flower by K. Yamada
5. Violin Solo . . . . . Yuriko Iwanaga  
Accompanist . . . . . Miss C. Takahashi  
Hejre Kati (Scene from the Czarda) by Jenö Hubay
6. Piano Solo. . . . . Lily Ann Harada  
a. Waltz (Minute) by Chopin  
b. March of the Dwarfs by Grieg
7. Vocal Solo. . . . . Fumi Manabe  
Accompanist. . . . . Miss Komiya  
a. A Dream of Paradise by H. Gray  
b. This Lane by K. Yamada
8. Piano Solo. . . . . Setsuko Asane  
a. Waltz of the Flowers by Tschaikowsky  
b. Gavotte by Gessec
9. Vocal Solo. . . . . Margaret Bane  
Accompanist. . . . . Miss Komiya  
a. Serenade by Schubert  
b. Cherry Blossom Japanese Harp Song
10. Violin Solo . . . . . David Iino  
Accompanist. . . . . Miss C. Takahashi  
Concerto No. 7. First Movement by De Beriot
11. Vocal Solo. . . . . Mrs. Shimomura  
Accompanist . . . . . Miss Komiya  
One Fine Day (from Madame Butterfly) by Puccini
12. Violin Ensemble  
Excerpt from Fifth Symphony by Beethoven
13. Vocal Solo. . . . . Kaoru Inouye  
Accompanist . . . . . Miss Komiya  
a. The Two Grenadiers by Schumann  
b. When the Roses Bloom by Reichardt
14. Piano Solo . . . . . Shin Tanaka  
a. Mazurka Bb Op. 7, No. 1 by Chopin  
b. Waltz C# M. Op. 64, No. 2 by Chopin

Members of Violin Ensemble: Mr. F. Iwanaga--Conductor, Teruko Adachi, Mobuko Mayeda, Toshiko Katsumoto, Sekiko Harada, Hatsuye Aoyagi, Itsuo Uyanaka, Masami Miyamoto, Miss Atsuno Yamaguchi--pianist.

## SEWING

When the problems of sheer necessity such as food and housing were adjusted for the evacuees, suitable clothing for the unaccustomed desert weather was the next problem to be met. Mothers and daughters started to sew suitable garments, but very few were fortunate enough to have had systematic sewing lessons with designing and drafting of patterns. Most of the city women had been able to purchase their wearing apparel from department stores prior to evacuation from their comfortable homestead in California. But in their new home, it was difficult to purchase the clothes that one liked. For this and other reasons, it was decided to open a sewing school for the benefit of the evacuees of Topaz City.

The Adult Sewing School grew to include classes in knitting, crocheting, tatting, weaving, pattern drafting, sewing, and tailoring.

These classes contributed the necessary training for the members of the classes to make most of the clothing required for their respective families, especially those of the women and children. However, the tailoring classes produced men's clothing, and women's suits and tailored dresses.

The sewing school held periodic exhibits of the garments they made. These were attended by large groups of the Center residents as well as by people who lived outside of the Center. Each exhibit of garments showed marked improvement in workmanship, design, and color selections over the preceding exhibit.

As well as producing necessary garments and articles of clothing, the sewing classes gave the women a training which proved to be of definite vocational value as many of the members of the sewing classes received jobs in tailoring establishments at the time of relocation. During the last year, as a result of the sewing school relocation was stimulated, to such an extent that it became difficult to keep competent instructors to carry on the class. Yet class enrollments were greatly increased during this time. They wanted to join sewing classes to make their "going away" clothes.

One of the outstanding outcomes of the Adult Education classes and especially the sewing classes was expressed by Mrs. Kuniko Fujita, Supervisor of the Sewing School, at her last meeting with the instructors and adult students of the sewing group. Among other things, she stated that the women who had taken advantage of the opportunity of the Adult Education classes had experienced for the first time in their lives the opportunity for self-improvement. She saw this value as outweighing all other inconveniences and hardships that accompanied evacuation and relocation. She expressed the belief that the women who had taken advantage of the Adult Education classes and especially the sewing would in the future look back to their self-developments in the Center as one of the highspots of their life experiences.

#### SUPPLEMENT

The school of art, of English, of Music and of Sewing had organized classes during the entire time the Center was in operation. Space in this report will permit mention only of classes which were organized for a short time to serve a special need or demand. Classes were organized on this basis in the following subjects: Shorthand, abacus, mathematics, nurses aide, first-aid, and phonetics.

The following activities were carried on under the supervision of the Adult Education program: Lectures on Geography for Relocation, and Classes in Flower Arrangement and in Flower Making.

Up to the time the Vocational Training department was organized, February, 1944, the Adult Education Unit supervised the out-of-school Vocational Training. Information about these courses is in the Vocational Training Section of this report.

## VOCATIONAL EDUCATION

### PREFACE

Vocational training began in this Center as a part of the Adult Education program. It was organized on the theory that the supervisors and foremen in the Center were qualified to train workers. This theory assumed that the supervisors and foremen knew all phases of the job they were on, knew intimately the strong and weak points of each worker, and also knew the best way to tell and show the worker how to do the job, and therefore would do the most effective job of training. This policy dominated the vocational training program of this Center to March 1944, when it was decided that it would be more effective to separate the vocational training from the Adult Education program. However, the policies of training changed very little until July 1944, when the whole training program was re-evaluated. At this time a new project training committee was organized. Its members were the Project Director as chairman, the Vocational Training Supervisor as executive secretary, the three Assistant Project Directors, the Superintendent of Education, the Relocation Officer, the Reports Officer, and the Personnel Officer. Sub-committees composed of unit heads, foremen, and workers were organized to develop a program of training that would adequately meet the personnel needs for the unit or units each sub-committee it represented.

This new project training committee changed the emphasis from "training as a by-product of production" to "production as a by-product of training." The outcome of this policy was a marked increase in production as well as better training. More details will be given in the complete and historical report on the training program.

As a further result of the change in the training policy, the resident employees began to gain confidence in their ability and performance. This self-confidence caused about 75 percent of those who took training courses to relocate shortly after they completed a training course.

Organized training was carried on in the following activities:

As learnerships; in auto mechanics, commercial sewing, electricity, photography, radio and phonograph repair, typewriter repair, watch repair, welding, X-ray technician, nurses aid, and hair dressing.

As food production war training; in farm tractor repair, and elementary electricity.

As pre-employment training; in aircraft mechanics, and auto mechanics.

As W. R. A. adult training classes; in auto mechanics, lapidary, tailoring for beginners, tailoring for intermediate students, tailoring for advanced students, welding, cooking, and typing.

As high school vocational training classes; in agriculture, art, auto mechanics, bookkeeping, general business, lapidary, librarianship, mechanical drawing, shorthand, tailoring, welding, typewriting, aircraft mechanics and auto mechanics.

## LEARNERSHIP

Persons assigned to learnership were paid while they were learning. This type of training is similar to what is more commonly known as apprenticeship training. Persons assigned to learnership received training in activities which were being carried on in the Center and the main purpose of the learnerships was to provide better trained employees for the Center.

### Auto Mechanics

Persons assigned to the auto mechanics learnerships worked first under Vocational Training instructors for a short time and then were sent to work under the garage supervisors and foremen. During the learnership period emphasis was put on training, however, the production record of these students was very satisfactory to excellent. The basic operations and processes included in this course were: (1) Principle of the internal combustion engine, (2) Study of crank shafts, rods, pistons and camshafts, and their relation to other parts of the engine, (3) Transmissions, (4) Differentials, (5) Automotive electricity, (6) Carburetors, (7) Generator, (8) Starting Motor, (9) Brake systems, (10) Universal joints, (11) Drive shafts.

A relative proportion of time given to instruction and practice was about one-fourth demonstration and instruction to three-fourths to practice. The technical material students studied included technical manuals and standard texts: Also film strips and motion pictures were used. Most of this material was furnished by the Vocational Training Department of the Utah State Department of Education.

Learnerships proved very successful both as to training and as to providing better trained employees for the Center's motor pool garage. However, a majority of the best students relocated to auto mechanics jobs.

### Commercial Sewing

The class in commercial sewing began under the Adult Education program and continued as such to February 1945, when it was transferred to the Vocational Training Unit and set up on the learnership basis. As persons assigned to learnerships in this activity became somewhat proficient as a result of the training they received, they relocated to jobs in cleaning establishments, clothing repair shops, and tailoring shops. Most of the persons assigned to learnerships in this activity had worked at the trade before, but as a result of being out of the trade for some time felt that they needed a refresher course and there-

fore used the learnership opportunity to re-develop their commercial sewing skill.

The basic operations and processes included in this course were: (1) Pattern making, (2) Treatment of materials, (3) Cutting materials, (4) Basting, (5) Fitting, (6) Sewing and finishing, (7) How to handle customers, (8) Business practices, a. over-head expenses, b. labor costs.

The learners were re-taught the operation of and the uses of the sewing machine, buttonhole machine, cutting shears, buttonhole shears, curved rulers and round ironing boards. The instructor talked to them on the following topics: How to buy materials, sources of materials, cash and trade discounts, investments, employment opportunities, and best locations for the trade. This course was very conducive and encouraging to relocation as well as supplying the demand for the making and repair of clothing needed on the Center.

### Electricity

Residents of the Center who had had practical experience or training as electricians were very few. To overcome this shortage the Center Electrician agreed to give training in electricity on the learnership basis, to not more than ten persons at any one time.

The course outline was as follows:

1. Elementary principles of electricity.
  - a. Applied to generators
  - b. Applied to motors
  - c. Applied to light and heat
2. Operation of
  - a. Generators
  - b. Motors
  - c. Lights
  - d. Heating units
3. Care of
  - a. Generators
  - b. Motors
  - c. Lights
  - d. Heating Units
4. Repair of
  - a. Generators and motors used in home appliances.
5. Wiring for light and power.

The instructor used the lecture-discussion-demonstration method to develop principles and ways of doing a job; but at least 90% of the

time was spent on the repair of motors, generators and electrical appliances used on the Center. In addition to this repair work they had some practical experience in wiring for light and power and in the repair and remodeling of house wiring. Special emphasis was put on blueprint reading and electrical symbols used in blueprints of ordinary construction, such as residences and small shops and factories.

#### Photography

The Center photo studio, conducted by the cooperative enterprizes, used from two to four learnerships to recruit and train employees needed to carry on this enterprize. Learners were trained in the following operations typical of the job: (1) Posing subjects, (2) Arranging light, (3) Handling cameras, (4) Preparing developers, (5) Developing films and plates, (6) Printing, (7) Developing of prints, (8) Fixing, (9) Washing, (10) Drying, (11) Ferro-typing, (12) Spotting, (13) Trimming and mounting.

There was much greater demand for the learnerships than for employment on the Center. Therefore, if training classes in photography could have been set up it would have enabled quite a number of residents to have relocated to a job; but a scarcity of photographic materials made this impossible.

#### Radio and Phonograph Repair

The cooperative enterprizes of the Center operated a radio and phonograph repair shop. This activity used from two to four learnerships throughout the life of learnership training on the project. On account of the difficulty of securing supplies and equipment to operate a radio and phonograph repair shop the basic operations and processes in which the learners were trained were quite limited. The sequential lists of these processes and operations were: (1) The use of testing instruments, such as, a. tube testers, b. ohm and volt meters, c. capacitor bridge, d. signal generator, (2) Drawing circuit diagrams, (3) Reading various diagrams, (4) Tube types, (5) Plate voltage circuits, (6) Signal tracings, (7) Building power supply.

The instructor gave talks on and made demonstrations of simple principles in elementary electricity and trade terms.

#### Typewriter Repairs

The typewriter repair shop in this Center was an activity carried on by the engineering section. This section employed one typewriter repair man and he used four learnerships to assist him with his work and to train them. A number of the learners received employment outside the Center as soon as they developed much skill at all. This activity was quite popular and of course only a small part of these desiring this training received it. The operations and processes in which students received training follows:

Cleaning and overhauling all makes and models of typewriters; disassembling, assembling, and adjusting following basic parts; type-bars, typelevers, and type links; bell, linelock, and margin release mechanisms; tabulator mechanism; escapement and back space mechanisms; ribbon drive and automatic reverse mechanisms; type segment and shift mechanisms; alignment of types; adjustment of type bar trip; ring and cylinder adjustment; adjustment and repair of types by use of cutter, mauler, nine prong, plier, soldering iron, parallel plier, and other special tools; adjustment of touch control; repairing and overhauling mimeographs, dictaphones, and number machines.

Space in this report to give a discussion of every type of learnership is not sufficient. The others mentioned in the introduction were carried on in much the same manner as those discussed above.

#### FOOD PRODUCTION WAR TRAINING

This Center took advantage of the "Utah State Plan for Vocational Courses of Less Than College Grade and Related Instruction in Connection with the Food Production War Training Program." The Utah State Board of Vocational Education cooperated to the fullest extent with the Center Adult-Vocational Training Supervisor and the Center Superintendent of Education, in approving all O. S. W. A. courses applied for by the Center. The procedure of application, approval, and methods used in these courses was set forth in a bulletin entitled "The Utah Plan for Food Production War Training," as provided for under Paragraph Three of Public Law 135, Seventy-eighth Congress, First Session. The Center conducted the following courses under this plan: Farm tractor repair, elementary electricity, and farm carpentry.

These courses operated on a 120-hour training basis and followed the outline provided by the State Board for Vocational Education

#### W. R. A. ADULT TRADE CLASSES

Adult Trade classes in auto mechanics, lapidary, tailoring, welding, cooking and typing were organized from time to time during the life of this Center. These classes were conducted in a similar manner to the State Supported Training Programs (O. S. W. A. and Pre-employment training.)

Doubtless, the most unique of the Adult Trade Classes were the ones in American Cookery. Classes in this area were first organized in April, 1945 and by the close of school, June 1, 1945 the demand for this work was far greater than the supply of teachers or equipment; therefore, it was necessary to limit membership in this work to persons who were relocating within 60 days and who needed this training in order to accept employment as domestics. Four groups of thirty each were taken through this course during April, May, June and July of 1945.

The course was conducted in about the same manner that the Home Demonstrator of a Utility Company carries on foods classes.

The Outline for these classes follows:

#### Method of Teaching

One demonstration class from 8 to 11 six days a week.  
3 hrs. each day required for practice. Half the class practices from 11 to 2, others from 2 to 5 p.m.  
Progress chart is used.

#### Subject Matter

##### Breakfast, Preparation of:

1. Grapefruit and Orange
2. Coffee, made 3 ways
3. Toast--plain, cinnamon, milk, French
4. Dried fruits
5. Oatmeal
6. Cream of wheat
7. Eggs--fried, soft cooked, scrambled, poached, omelets
8. Hot Cakes
9. Waffles
10. Muffins
11. Biscuits
12. Broiled bacon
13. Cocoa
14. Setting table for breakfast
15. Serving a breakfast
16. Time schedule for preparing

##### Luncheon:

1. Cream soups and croutons
2. Salads--Fresh vegetable, fresh fruit, gelatin
3. Salad dressings--boiled, mayonnaise, French, cream
4. Macaroni and cheese
5. Meat balls
6. Scalloped potatoes
7. Baked potatoes
8. Gingerbread
9. Corn meal muffins
10. Oat meal cookies
11. Iced tea
12. Souffles
13. Custard--boiled, baked
14. Fruit whip
15. Creamed eggs
16. Cole slaw
17. Croquettes
18. Meat pies
19. Planning
20. Serving

Dinners:

1. Vegetables--creamed, buttered, fried, baked
2. Hot Rolls--quick method, ref. rolls
3. Noodles and dumplings and gravys
4. Pie--soft, fruit
5. Cakes and icings
6. Jelly roll
7. Fruit dumpling and sauce
8. Meats--
  - a. Roast and potatoes
  - b. Breaded pork chops
  - c. Meat roll
  - d. Meat loaf
  - e. Broiled chop
9. Chicken--
  - a. Stewed with noodles
  - b. Chicken pie
  - c. Chicken pilue
  - d. Baked
  - e. Chicken salad
  - f. Chicken soup
10. Salmon, croquettes and loaf
11. Time schedules for cooking
12. How to set tables and serve

HIGH SCHOOL VOCATIONAL TRAINING CLASSES

Information essential to an understanding of the aims, operation, and outcomes of the high school vocational classes is given in the high school section of this report.

IN-SERVICE COURSES FOR APPOINTED AND FOR EVACUEE PERSONNEL

Most of the in-service training for evacuee personnel was carried on by the evacuee employee joining one of the state supported vocational classes, one of the adult trade classes, or one of the high school vocational training classes and the class time counted as a part of the regular work day.

Doubtless the most successful of these were the foremanship training courses conducted by the War Man Power Commission in cooperation with the Utah State Department of Education, and the local vocational training unit.

Several times the Personnel Office made feeble attempts at in-service training for appointed personnel.

## IN RETROSPECT

The curriculum report of the Central Utah Project of the War Relocation Authority is completed. By necessity it has been limited. Many important factors have been given only passing mention. Such factors will receive further elucidation in the historical account which is being prepared.

All through American history, and for that matter world history, many challenging responsibilities have been laid on the format of public education. Such challenges have been accepted by leaders of education with varying degrees of enthusiasm and with corresponding degrees of success. School experiences in the Central Utah Project have been similar. That there was presented a burning challenge to education, we all agree. That much success was realized we are all sure. If we had the assignment to do over again many changes would be made and many things would be done differently.

Academically students have responded well to the classroom learning situation. By the yard sticks of measuring education achievement, testing and retesting, the children have proven themselves to be capable and ambitious. Many awards have been received by individuals and classes. Such awards signify a high degree of intellectual efficiency. A number of complimentary letters have been received from institutions of higher learning where graduates of the Topaz City High School have enrolled.

It was not easy to build an education program for a minority group of all ages in a war charged environment with its attendant hysteria and fear. The United States and Japan were at war. Bitter racial hatred during and after the war was sure and certain. On the other hand, the boys and girls of Topaz schools were American citizens and had never known a land other than America, or a flag other than the Stars and Stripes. They, and most of their parents, could not envision a home with peace and security anywhere but in the land of their birth, the U. S. A.

From these conditions it was inevitable that many influences and forces were constantly agitating the community mind; forces and influences over which the schools had no control. The homes from which these children had come were filled with disappointment, doubt and uncertainty, and parents earnestly inquired as to the future welfare of their children in America.

In spite of these doubts and fears parental support of the education program has been most outstanding. Administrators and teachers alike testify that the faith of the parents of the Japanese American boys and girls in public education has been a constant inspiration to them in their work. This attitude is reflected in the school attendance records. The high school attendance for the years 1944-45 was slightly in excess of 95 percent. A similar situation prevailed in the elementary grades.

The United States government has been liberal in its allowance of supplies and equipment. The text books, library books, science equipment, and all apparatus used in the various classes have been of a high quality.

The teaching personnel on the whole were of a high quality. All teachers employed were approved for certification by the Utah State Board of Education. The national shortage of teachers was seriously felt throughout the life of the project. Teacher turn-over was high; especially during the first two years. Many teachers were new and were employed from almost every state in the union. This condition made it necessary for the individuals to familiarize themselves with the Utah courses of study, Civil Service regulations, and administrative philosophy of the project. It was also important that they come to "know and understand" the environment and the patterns of thought of the residents of the Center.

A few of the personnel employed, honestly and openly questioned the evacuation order and the establishment of the relocation center. Because of strong emotions in this matter they frequently advocated a philosophy critical of the government and thus added to the bitterness of some community factions. This situation impaired the stability of the school program in no small degree.

As we look back over the three years of the past we believe a most difficult assignment has been met with good success. In spite of the war background, in spite of the evacuation and the negative experiences of the residents at the assembly centers, the American philosophy of life and of free speech has prevailed. The schools have met bitter criticism and have pointed the way to a better world.

It is our firm conviction that deep in the inner pattern of the Japanese American mind will be found an abiding appreciation for what the government has done for them through this war emergency. They have lost as other American people have lost, but there is assurance in the hearts of the school children that America is leading away to a better world, and that by following its beacon of light the people of the earth will yet be lead into the valley of peace where the flowers of the hope are in bloom and where peace is the birth right of all.