

P6.00:11

11 of 23

Education Section - Curriculum Report

*National Archives: Rel 89, Folder 48

67/14

C

CURRICULUM REPORT

COMMUNITY MANAGEMENT DIVISION

Education Section

MINIDOKA PROJECT SCHOOLS

WAR RELOCATION CENTER

Hunt, Idaho

July 26, 1945

PREPARE

In September 1942 a group of teachers and school administrators started a series of meetings known as the "workshop" for the purpose of discussing the kind of curriculum best suited to Japanese-American students who had been evacuated from their homes and brought to a relocation center. Knowing that this was an unusual and unique situation, it was felt that the school offerings and the aims should be different for a situation of this kind. Since there was no precedent to follow, it was felt necessary to have full and thorough discussion before any decision was reached as to the kind of curriculum to be followed. Dr. Paul Hanna of Stanford University met with the workers of the "workshop" for one week in helping to plan and adopt the kind of a curriculum needed for a school in a relocation center. Many felt that a relocation center offered a fine opportunity for experimenting and going far afield into some of the more progressive elements of education. It is true that there were no traditions, practices, or ties that would prevent the adoption of an extremely progressive type of curriculum or even a very radical one if so desired. Most of the teachers, however, felt that it would be wise to adopt a "middle of the road" position, being neither traditional nor radically progressive. It is difficult to say that the curriculum as adopted in the year 1942 was followed religiously thereafter. It was modified from time to time, and until the closure of the center schools in 1946, was in a constant process of change.

The general aims of Education in the Minidoka Relocation Center at Hunt, Idaho as adopted by the "workshop" in September 1942 are as follows:

1. To facilitate adjustment to the immediate environment.
2. To develop a program which will preserve and improve individual and community health.
3. To develop loyal, democratic citizenship, both through instruction and actual practice in the school and in the community.
4. To cultivate both fundamental and specialized knowledge and skills.
5. To create learning experiences that will result in the development of attitudes and appreciations leading toward an integrated personality.
6. To educate in the use of leisure time.

7. To foster the moral and spiritual growth of each individual.
8. To educate for post-war readjustment; as individuals, and as part of the family of nations.

School was organized into various units starting with the nursery school, kindergarten-elementary (grades one to six, inclusive), junior-senior high school (grades seven to twelve, inclusive), adult education (post-high school), and vocational education. This organization into units was adopted in the beginning and has remained constant through the three years in which school operated. In addition to these units, teacher training work was maintained on the Project through the cooperative efforts of the University of Idaho, State Board of Education, Supervisor of Student Teachers, and other administrative educational officials at the center.

The length of the school term, the laws governing attendance, and the adoption of textbooks, particularly on the elementary school level, were guided by Idaho school laws and regulations. The length of the school term for both the elementary and the secondary school was 172 teaching days.

Through the cooperative efforts of the State of Idaho education officials and the Minidoka Relocation Center school administration, the Hunt High School has always been classed as a Class A fully accredited Idaho high school. At all times, the State of Idaho gave approval and full accreditation to the work done. The elementary school curriculum followed pretty well the State of Idaho elementary course of study.

The Minidoka Relocation Center is deeply indebted to the following state officers for the fine cooperation, excellent suggestions, and timely help which they gave to the faculty of the Minidoka Relocation Center schools: Members of the Idaho State Board of Education; Mr. John Cendie, State High School Inspector; Mr. G. C. Sullivan, Superintendent of Public Instruction for the State of Idaho; Miss Rita Hansen, State of Idaho Elementary School Supervisor; Mr. C. E. Roberts, former State Superintendent of Public Instruction; Mr. A. H. Chatburn, former State Superintendent of Public Instruction; Mr. William Kerr, Director of Vocational Education; Mr. Stanley Richardson, Supervisor of Vocational Training; and Mr. J. Franklin Messenger, former Dean of the School of Education of the University of Idaho. Mr. William Kerr and Mr. Stanley Richardson helped to set up and supervise the O. S. Y. A. classes conducted at the center. Mr. J. Franklin Messenger helped to set up college extension courses on the center for the purpose of allowing college students who were enrolled in teacher training work at Minidoka to receive the same credit for work done as though they were enrolled on the campus at the University of Idaho.

Special recognition should go to Mr. Ray Barker, High School Principal; Mrs. Nancy Bauman, Acting Elementary School Principal; Mr. James A. Spriggs, former Elementary School Principal; Mr. Richard A. Niver, Adult and Vocational Education Supervisor; and Miss Bernice A. Batchelder, Supervisor of Student Teachers; who have prepared special parts of this curriculum. In this work they were ably assisted by the elementary and the secondary school teachers, each of whom prepared the curriculum for his special field of teaching.

Arthur M. Kleinkopf
Arthur M. Kleinkopf
Superintendent of Education

TABLE OF CONTENTS

	Page
Preface	1
Nursery Education Program	1
Elementary School Program	3
Preface	3
Kindergarten	4
Grade One	4
Grade Two	6
Grade Three	9
Grade Four	11
Grade Five	13
Grade Six	15
Basic Textbooks	19
High School Program	21
Preface	21
English	22
Social Studies	25
Mathematics	29
Agriculture	31
Art	34
Music	36
Foreign Languages	37
Science	38
Industrial Arts	40

High School Program (continued)

Commerce	43
Home Economics	44
Health and Physical Education	50
Counseling	50
Work Experience	51
Basic Textbooks	55
Post-High School Vocational Training Program	57
Basic Textbooks	60
Adult Education Program	61
Basic Textbooks	67
Summer School Curriculum	68
Curriculum Design	69

NURSERY EDUCATION

Aims

To shape a nursery curriculum that will function as an integral and continuous part of the elementary school program, the pre-school assuming responsibility of conversational English as the major part of its readiness contribution to formal education.

To provide surroundings to counteract home atmosphere of adult insecurity, uncertainty, fears, and attitudes.

To furnish an environment planned for safety and to achieve development along the four maturation patterns of emotional health, physical stamina, social consciousness, and mental ability.

Offerings

1. Emotional health. Free play with toys of dramatic interest,--dolls, dolls' clothes and carriages, dolls' houses, furniture and furnishings. Wooden boats, trucks, wagons, etc. Music, rhythmic games and dances. Songs of the fanciful world, for acting and pretending, of home and family, and of fun and frolic. Rhythm band.
2. Physical stamina. Cooperation with health agencies. Talks on first aid and use of new kits, diet for nursery snacks and how to select children for special clinics, by medical social worker and public health nurse. Mothers' meetings on child care with speakers. Vitamin program of daily capsule, A and D. Training of children in daily routine,--toileting with improved facilities, handwashing, nose blowing and rest periods. Outdoor play, both formal and free. New equipment for developing large muscles,--large rugs for floor play, bean bag boards, indoor seesaws, rocking-horses and merry-go-rounds. Renovation of all furniture, closing cabinet space, surfacing tables and painting chairs for sanitation.
3. Social consciousness. Utility, order and beauty in environment through pictures, handsome toy boxes for best toys and for training in care of materials. Clothes racks installed with training of placing of own clothes. Circle period with discussion of concepts of home, family, work, toys, pets. Training in sharing large equipment, as slides, blackboards, merry-go-rounds. Excursions to farm to see animals, crops and workers; trips to neighborhood to see caged pets; arranged visit of man on horse and man with sheep; visit to pupil-made movies, puppet show, Santa Claus and egg rolling in near-by elementary schools.

4. Mental ability. Oral language development through discussion of organized series of pictures with concepts in progressive difficulty. Special training for older groups, anticipating the main causes of reading disability:

- a. need of eye acuity (homemade charts with picture sets for training in seeing differences in size, color, kind, shape, sex, number, and material)
- b. need of ear acuity (charts with pictures of objects with similar endings) stress on speech difficulties peculiar to those who learn Japanese before English
- c. attaching meanings to words (learning names for pictured objects) reading picture sequences and establishing left to right habit. Development of concepts through media of modeling clays, crayons, paints, scissors, and paste

Accomplishments

The nurseries serve the center

- a. by releasing mothers for work in various departments
- b. by freeing parents to make relocation plans
- c. by furnishing training so that student teachers relocate to nursery positions
- d. by teaching English to pre-school children who have spoken only Japanese previously
- e. by affecting sufficient growth that the children enter kindergarten very well adjusted

New materials used for training teachers

New Music Horizons, First Book - Silver, Burdett and Company
New Music Horizons, Second Book - Silver, Burdett and Company
Our First Music - Birchard and Company
Sing a Song - Ginn and Company
Listen and Sing - Ginn and Company
Kansas State College Bulletin - Applying Nursery Methods of Child Guidance in the Home, Volume XXVI, #3

Language development. New preprimers of outstanding reading series for illustrations around a theme. Readiness books for teacher guidance in ear and eye acuity, orientation, kinaesthetic drawing.

Building Word Power - World Book Company
Ready to Read - World Book Company
Friends of Ours - World Book Company
We Meet New Friends - World Book Company
Before We Read - Scott, Foresman and Company
Reading Pictures - Allyn and Bacon
Here We Go - Row, Peterson and Company

ELEMENTARY SCHOOL PROGRAM

PREFACE

The teachers and supervisors with the aid of other educational specialists set up an elementary school program that was in accordance with the Idaho course of study, that was acceptable to the State Department of Education, and with the following aims:

To establish normal mental attitudes and controlled emotional reactions and to develop a sound body.

To fit the program of work to the needs and abilities of the pupils.

To develop facility in the use of conversational and written English.

To acquire command of the common knowledges and skills essential to effective living.

Recognizing the fact that flexibility and integration of activities are highly desirable, a certain degree of latitude in planning the time allotments for the school day was allowed the teachers. In many instances classes were combined and alternated to be sure that every child had a fair share of the teachers' time.

The curriculum was vitalized by such activities as:

The Junior Safety Patrol through which perhaps half the elementary school children contributed outstanding services to the schools.

The publication of school newspapers which reproduced the work of many children who were thus encouraged to improve in written expression.

Assembly programs which developed interest, leadership, and cooperation, and which afforded an opportunity for improvement in pronunciation, articulation, and enunciation.

The summer program which emphasized physical health through camping and playground activities, opportunity for self-expression through arts and crafts and extended juvenile library service, opportunity for group experience through planning, cultivating, and harvesting successful school gardens.

KINDERGARTEN

ARITHMETIC

Aims, Plan of Work, and Content: Knowledge of numbers gained incidentally through activities. Understand simple arithmetical terms. Count to 25. Recognize the use of numbers on calendars, clocks, houses, telephones, auto licenses, and pages of a book.

READING READINESS

Aims, Plan of Work, and Content: Develop ability to speak freely using simple sentences. Acquire a good conceptual basis and an oral vocabulary for beginning reading. Develop the ability to follow a series of simple instructions in their proper sequences. Increase the ability to concentrate upon a given situation and remain attentive for a period of time. Develop the ability to present ideas and relate experiences naturally and in turn to the group. Stimulate the desire to learn to read.

MUSIC

Aims, Plan of Work, Content, and Time: Recognize the difference between singing and speaking voice. Discriminate between soft and loud, fast and slow, high and low. Sing with the group and alone. Learn to appreciate and listen while others sing. Time allotment, 30 minutes.

PHYSICAL EDUCATION AND HEALTH

Aims, Plan of Work, Content, and Time: Develop the ability to follow standards of conduct; be courteous, take turns, cooperate. Increase skill in coordination of large muscles. Put playthings away after use. Know name and address. Learn the meaning of colors in the traffic lights. Know the signal for fire drill. Participate joyfully in games and rhythms. Time allotment, 30 minutes.

GRADE ONE

ARITHMETIC

Aims, Plan of Work, Content, and Time: Develop number concepts through actual experience. Count to 100 by 1's, 5's, and 10's; to 20 by 2's. Begin telling the time. Teach comparative adjectives of size. Learn the value of most common coins and become familiar with some of the common units of measure such as inches, feet, pints, quarts, and dozens. Time allotment, 15 minutes.

READING

Aims, Plan of Work, Content, and Time: To guide children through the initial stages of reading and develop skill in handling books. Develop understanding of reading content orally or silently. Instill the desire to read for information and enjoyment. Learn to attack new words through context clues, noting similarities and differences, applying phonetic clues, and using associations of meaning. Develop the use of easy conversational tones in reading. Time allotment, 95 minutes.

LANGUAGE

Aims, Plan of Work, and Content: The use of conversation, group discussions, correction of defective speech, skill in the use of the telephone, appreciation of appropriate prose and poetry. Composition dictated by the pupils and recorded by the teacher. To develop correct usage as a means of communication and a tool for thinking.

PENMANSHIP

Aims, Plan of Work, and Content: Manuscript writing of capital and small letters of the alphabet; blackboard writing; correct sitting position for writing. Develop correct letter formation.

SPELLING

Aims, Plan of Work, and Content: Oral and written spelling of words used and encountered in reading and other activities.

SOCIAL STUDIES

Aims, Plan of Work, and Content: Develop an understanding of the interdependence among members of the family group. Make comparisons between farm and city homes. Bring about an adjustment and friendliness with other children, teachers, school nurses, principal, and janitor. Gain knowledge of respect for property, supplies, the flag, and some national heroes.

SCIENCE

Aims, Plan of Work, and Content: Taught informally. To guide children in acquiring an interest in the natural world around them. To learn about animals and their habits, and the growth and value of plants. Observe the seasonal changes and different types of weather; how they vary with the seasons and how the people make adjustments to the seasons and to weather changes. Very elementary study of

the sky, the sun, the moon, and stars, the earth on which we live. To learn something about machines, electricity, how they help in our homes and schools.

HEALTH

Aims, Plan of Work, and Content: The value and application of good health habits, rules of cleanliness, and safety rules. Kinds of food and clothing needed for children. Health poems, songs, rhymes, and stories used in developing a knowledge of good health habits.

PHYSICAL EDUCATION

Aims, Plan of Work, Content, and Time: To develop the ability to join and associate with others in play. The use of small and large group games, classroom games, and rhythmic activities. The wise use of play periods. Unselfishness and good sportsmanship. Time allotment, 30 minutes.

ART

Aims, Plan of Work, and Content: To provide opportunities for self-expression through such activities as crayon drawing, chalk drawing, painting, modeling, use of finger paint, paper cutting and tearing, creating with paper pasting, making animals from wood and cloth. A study of some of the famous paintings and art masterpieces.

MUSIC

Aims, Plan of Work, and Content: To assist children to find singing voices, learn songs by rote, develop rhythmic response to musical selections, provide for creative experiences. Develop an appreciation for good music.

GRADE TWO

ARITHMETIC

Aims, Plan of Work, Content, and Time: Review and strengthen number concepts. Understand numbers to 200; Roman numerals to XII. Read and write numbers to 100. Understand and use addition and subtraction with sums and minuends, respectively, of ten and less. Master forty-five combinations of each process. Use numbers in telling time, making change, recording calendar dates, and measuring. Use one-half and one-fourth in comparing the size of objects. Time allotment, 15 minutes.

READING

Aims, Plan of Work, Content, and Time: To learn to read with reasonable speed and comprehension the material of the second grade level. Develop independent use of several clues of word recognition, such as phonetic sounds, content, and beginning and ending sounds. Learn to read and understand lesson material in other subjects. Increase use and interest in the library and library books. Improve oral reading so that others will be interested in listening. Give special attention to expression, enunciation, and freedom from tension. Time allotment, 95 minutes.

LANGUAGE

Aims, Plan of Work, Content, and Time: Story telling and dramatization, oral reports of articles read; correct word usage, language games, to develop ability to express thoughts clearly and to use sentences. To read and enjoy prose and poetry. To be able to write related sentences dictated or original. To write names and addresses correctly. Simple letter writing to friends and class mates. Time allotment, 30 minutes.

PENMANSHIP

Aims, Plan of Work, Content, and Time: To develop legible manuscript and letter formation with special attention to correct margins, spacing, and position for writer. Writing to be developed to meet the increasing needs of second grade students. Time allotment, 15 minutes.

SPELLING

Aims, Plan of Work, Content, and Time: To learn and use in sentences a basic list of about 200 words, the correct spelling of these words, and their definitions. Write and name letters of the alphabet; spell and use other words learned in other subjects. Time allotment, 20 minutes.

SOCIAL STUDIES

Aims, Plan of Work, Content, and Time: To develop a realization of the interdependence of people of the community life. Increase understanding of the duties and services of community helpers. To increase respect for workers of all classes and for persons in authority. To gain an acquaintance with several community services. To develop a sense of responsibility for observing rules and regulations of different institutions. Develop a personal responsibility in life in relation to the ability of the child. Time allotment, 25 minutes.

SCIENCE

Aims, Plan of Work, Content, and Time: To acquire a simple vocabulary in science, develop an interest in the science and natural world surrounding us. Be able to learn and recognize some of the common birds, plants, trees, and animals. Be responsible for providing good environment for animals used as pets. Study the effect of seasons on plants. Acquire and foster an interest in the many changes and creations in the natural world about us; develop an appreciation for its beauties and wonders. Time allotment, 20 minutes.

HEALTH

Aims, Plan of Work, Content, and Time: The formation of good health habits in and out of school; development of sound safety practices in school and on the streets. The use of dramatization, health stories, poems, and health posters. Time allotment, 20 minutes.

PHYSICAL EDUCATION

Aims, Plan of Work, Content, and Time: To develop coordination by use of outdoor games for larger groups and indoor games for smaller groups. To develop rhythm by the use of singing games. Good sportsmanship and body development. Time allotment, 20 minutes.

ART

Aims, Plan of Work, and Content: Develop an art vocabulary and learn the right names of the colors. Learn to draw trees, animals and figures singly or in groups, real and imaginary flowers. Use crayons and control brush stroke with free arm movements. Learn to model and carve simple farm and circus animals, simplified human figures, bowls and fruit forms. To develop ability to compose a picture around a center of interest. Learn awareness of beauty in color and line in objects and nature.

MUSIC

Aims, Plan of Work, and Content: To learn about forty simple songs including some folk melodies. Increase awareness of accuracy of pitch and beauty of tone. Practice the fundamentals of rhythm that embody marching, skipping, swaying, running, and hopping. To step and write the rhythmic patterns of familiar songs containing whole, half, quarter, and eighth notes. Be able to recognize familiar compositions when heard on the phonograph, piano, or radio.

GRADE THREE

ARITHMETIC

Aims, Plan of Work, Content, and Time: Improve number vocabulary, master basic addition and subtraction combinations and learn to subtract three-figure numbers involving single and double borrowing. Use column addition requiring adding by endings and bridging. Use multiplication and division by two, three, four, and five. Form habits of analyzing problems and checking for accuracy. Time allotment, 40 minutes.

READING

Aims, Plan of Work, Content, and Time: Develop oral expression and eliminate Japanese accent. Emphasize silent reading for the thought and information. Inspire students to read more books independently of the class assignments. Make appraisals of reading progress. Further the study in structural analysis; prefixes, suffixes, syllables and accents. Improve the ability to use phonetic analysis in attacking unfamiliar words. Time allotment, 45 minutes.

LANGUAGE

Aims, Plan of Work, Content, and Time: To develop orally, thought expression by the use of complete sentences; correct word usage and forms, singular and plurals. Oral discussions and reports of books, trips, and incidents. Use of the telephone. Develop proper sentence construction, learn to use capital letters, punctuation marks, homonyms, and proper names. Develop the use of the paragraph, teach composition form and review friendly letter writing. Time allotment, 25 minutes.

PENMANSHIP

Aims, Plan of Work, Content, and Time: To improve letter formation, develop correct position for writing, increase speed and ease, legibility, and rhythm. Time allotment, 15 minutes.

SPELLING

Aims, Plan of Work, Content, and Time: Introduce and teach a basic list of 500 words, use simple phonetic clues as an aid to spelling; develop correct study habits of spelling; and include the use and meaning of most commonly used words. Time allotment, 20 minutes.

SOCIAL STUDIES

Aims, Plan of Work, Content, and Time: To develop an understanding

and appreciation of local communities. Teach the function and importance of the agencies about us, business, community centers, food, clothing, shelter, and transportation. To introduce a knowledge of Indian Life, the early settlers, and emphasize the progress that has been made. Teach children their responsibility to the community. Time allotment, 30 minutes.

SCIENCE

Aims, Plan of Work, Content, and Time: To be able to recognize and attempt to solve problems within his own experiences through observation and performance of simple experiments. Study the development of plants, their parts, their uses, means of distribution of seeds, and ways of protecting themselves. The motion of the earth and results, the development of the earth and its changes through building up and tearing down. The study of heating, machinery and tools and value to man. The story of heat and use of the thermometer. Time allotment, 20 minutes.

HEALTH

Aims, Plan of Work, Content, and Time: To create an interest in healthy living, good health habits such as the proper kinds of food, plenty of rest and sleep, exercise, fresh air, cleanliness, etc. and the effect these have upon the body and our physical development. Study and practice of Safety Rules in play and everyday living. Time allotment, 20 minutes.

PHYSICAL EDUCATION

Aims, Plan of Work, Content, and Time: Outdoor activities and competitive games for body development. Indoor games and gymnasium activities, singing games, good sportsmanship, leadership, and team work. Time allotment, 30 minutes.

ART

Aims, Plan of Work, and Content: To teach the three intensities of primary and secondary colors. Develop an increased sense of proportion, balance, and perspective. Use the coil method in making clay bowls; test resourcefulness and creative skill in making Indian designs and booklet covers. Develop an appreciation for the art of other peoples' by correlating with social studies. Study leading artists and masterpieces for third grade level and improve art vocabulary.

MUSIC

Aims, Plan of Work, and Content: Continue rote singing. Introduce

music reading with preliminary rhythmic and tonal experience. To recognize two, three, and four-beat measures, simple note values and phrases of music. Listen to music of other countries and develop appreciation. Learn folk games and the story of some of the great composers.

GRADE FOUR

ARITHMETIC

Aims, Plan of Work, Content, and Time: Review and extend all previous learning. Master the combination facts of the four fundamental operations. Multiply by two and three digits. Divide by two figures. Learn to write and tell time. Develop accurate ideas in the use of measures. Understand and use Roman numerals to thirty. Develop and improve the use and understanding of fractional values; and work in problem solving. Apply knowledge to solving of practical problems of everyday life. Time allotment, 45 minutes.

READING

Aims, Plan of Work, Content, and Time: Refine and develop the pupil's mastery of the mechanics of good reading. Teach students to appreciate reading as a means of getting information and acquiring knowledge. Learn to use the dictionary for meanings, pronunciation, and syllabification of new words. Develop and extend accurate and full comprehension. Learn to locate material by using aid, such as the index, table of content, etc. Cultivate a taste for the best type of children's literature. Time allotment, 55 minutes.

LANGUAGE

Aims, Plan of Work, Content, and Time: Oral drill in conversation, explanation, direction giving, reports, and story telling to develop effective expression through the control and proper use of words and sentences. Written exercises in sentence structure, capitalization, punctuation, and paragraph writing. Practice in friendly and business letter writing, addressing envelopes, and making outlines. Written and oral drill in correct word usage. Time allotment, 40 minutes.

PENMANSHIP

Aims, Plan of Work, Content, and Time: Special emphasis on arrangement of all written work; further practice and improvement in legibility, letter slant, size of letters, speed, neatness, spacing, and movement in writing. Time allotment, 15 minutes.

SPELLING

Aims, Plan of Work, Content, and Time: To review and learn a minimum of 540 words; drill in correct spelling in all written work; methods of study; rules for spelling, the use of homonyms and word definitions, and the development of spelling consciousness. Time allotment, 30 minutes.

SOCIAL STUDIES

Aims, Plan of Work, Content, and Time: Through type studies, show how different peoples still in the hunting and herding stages adapt their mode of living to their environment. Compare these primitive people with the more cultured, and indicate the advanced stages of development. Present and develop the following type studies: The Belgian Congo; Nomads of the desert, the Far North; and later, the Norwegian and Swiss people. Through these studies, students gained important geographical facts peculiar to each section. Time allotment, 45 minutes.

SCIENCE

Aims, Plan of Work, Content, and Time: To understand how plants and animals are interdependent. To learn what is meant by "balance of nature". Study animal and plant communities. Acquire a knowledge of the classes of animals. Study electricity and light. Learn something of the moon, its effects, signs, and value. Study the rocks as written records of the development of the earth. Learn about flowers and their seeds. Time allotment, 30 minutes.

HEALTH

Aims, Plan of Work, Content, and Time: To develop better health habits by teaching students the value of daily health chores. Students to learn to administer elementary first aid in cases of minor accidents or emergencies; simple cuts, wounds, and bruises. Become familiar with the proper foods and diets essential to good health. Learn the ill effects upon health of narcotics and stimulants. Kinds and causes of disease; disease prevention, and the part germs play in our everyday life. The value of sanitation and personal hygiene. The study and the function of the structure of the body, the organs, the bones, skin, and muscles. Time allotment, 30 minutes.

PHYSICAL EDUCATION

Aims, Plan of Work, Content, and Time: Playground activities, competitive games, relay games, development of teamwork, good sportsmanship and fair play. Quiet and sense training games for indoors; singing games and folk dances for rhythm development. Calisthenics

for muscle development, good breathing habits, and correct sitting and standing postures. To develop observation and judgment and coordination of mind and body. Time allotment, 30 minutes.

ART

Aims, Plan of Work, and Content: To learn primary colors, secondary colors, and complementary colors. To be able to recognize neutral tones. Use monochromatic and complementary colors in simple designs and posters. Refine drawings of objects; show action in figures. Show perspective in such drawings as rivers, roads, fences. Be able to draw foreshortened circle - wagon, castle, silo, water tower, etc. Know and be able to use the principles-- proportion, rhythm and repetition, balance, unity, and opposition. Construct sand table scenes. Illustrate stories read by pencil or crayon sketching. Study the lives of artists and art masterpieces for art appreciation.

MUSIC

Aims, Plan of Work, and Content: To teach simple mechanics of music: notes, measure, time, and staff. To develop music reading for simple songs, learn music appreciation, types of music. Study musicians and composers; the stories of their lives. Learn the kinds and uses of different instruments such as the strings, wood winds, percussion, etc. Learn to sing for enjoyment and pleasure.

GRADE FIVE

ARITHMETIC

Aims, Plan of Work, Content, and Time: Extend child's ideas of number system gained in previous grades. Develop true concepts of perimeter and area correctly interpreting linear and square measure. Increase knowledge of measures. Master common abbreviations and basic vocabulary. Add and subtract common fractions. Use Roman numerals to 30. Increase ability to solve practical problems. Time allotment, 45 minutes.

READING

Aims, Plan of Work, Content, and Time: Learn to read orally, fluently and with pleasing voice. Increase ability to outline and evaluate material of grade level in difficulty. Establish desirable habits of recreatory reading. Learn to use dictionary references, tables of contents, and index for information and as economic devices. Stimulate and enrich reading interests. Elevate reading tastes. Provide remedial instruction.

LANGUAGE

Aims, Plan of Work, Content, and Time: Through oral language, develop ability to use correct English and self-expression. Make use of such devices as discussions, book reports, story telling, conversations, proper greetings, farewells, introductions, and assigned reports. Progress in written work by teaching note taking, outlines, assigned reports, book reports, poems, stories, writing of friendly and business letters; mechanics of grammar developed by drill in capitalization, punctuation, sentence structure, parts of speech, word combinations, and the use of the dictionary. Time allotment, 45 minutes.

PEWMANSHIP

Aims, Plan of Work, Content, and Time: Recognition of handwriting as a tool by which to serve a means of communication; legible writing, speed, ease and drill in letter formations. Time allotment, 15 minutes.

SPELLING

Aims, Plan of Work, Content, and Time: Drill and review in spelling a minimum of 720 words. Spelling rules, corrective exercises, and development of spelling consciousness. Learn to formulate words to convey meaning. Increased use of dictionary and recognition of misspelled words. Time allotment, 30 minutes.

SOCIAL STUDIES

Aims, Plan of Work, Content, and Time: Through a study of the exploration, settlement and growth of the New World and how its geography has influenced man, develop an appreciation and love for its great opportunities. Present the following topics: A review of explorations and discoveries of the New World; the United States in detail by sections, our outlying possessions; North American neighbors; neighbors south of the United States, and South America by countries. Time Allotment, 35 minutes.

SCIENCE

Aims, Plan of Work, Content, and Time: Give the pupils a foundation for the understanding and appreciation of the many applications to everyday life. Study the plants and their food, correlated with their health work; the seasons, their causes and effects. The physical and chemical changes around us; limestone formations, solids, liquids, gases; the air and its uses. A study of the solar system. Development in living things, stages of growth, likenesses and dif-

ferences in the offspring. The struggle for preservation and conservation of the resources of America. Time allotment, 35 minutes.

HEALTH

Aims, Plan of Work, Content, and Time: To teach the value of foods and proper diet; develop correct eating habits, habits of personal cleanliness, correct posture, care of the teeth, eyes, ears, and nose. A study of different kinds of clothing, proper clothing for different climates and seasons, and their effect on health. Living together in the community, sanitation, and public health. Learn the value of safety rules, their practice and bearing upon physical health and development. Time allotment, 35 minutes.

PHYSICAL EDUCATION

Aims, Plan of Work, Content, and Time: To develop correct habits of play through organized games, relay races, and other group participation. Development of consideration for others, courtesy, and helpfulness. Fair play and honesty stressed in competitive games. Folk dances for teaching rhythm and gracefulness. Time allotment, 30 minutes.

ART

Aims, Plan of Work, and Content: Continue work of previous grades. Know the following art terms: normal color, tints, hues, intensity, value. Recognize good arrangements in room decoration, clothing, and industrial design. Continue the use of perspective--one point and foreshortened circle. Refine the drawing of objects introduced in previous grades.

MUSIC

Aims, Plan of Work, and Content: Provide a joyful musical experience through group activities. Continue rote songs. Teach reading of notes by syllables. Teach the vocabulary of music and correct meanings. Increase the ability to read music signs and carry out their indications. Introduce chromatic scale. Give ear training through the use of recordings. Help monotonies individually. Instruct in playing of tonettes. Review the lives and names of the leading composers.

GRADE SIX

ARITHMETIC

Aims, Plan of Work, Content, and Time: Review and extend previous

learning. Master fractions. Read Arabic numbers to billions and interpret Roman numerals to the number of the current year (1945). Comprehend decimals to the fourth place. Develop concepts of measures of length, area, and volume. Make use of graphs. Gain a working knowledge of units of measure, money and accounts including three step problems. Take advantage of every opportunity to make practical applications of skills mastered. Time allotment, 45 minutes.

READING

Aims, Plan of Work, Content, and Time: Improve the accuracy and depth of comprehension. Learn to adapt the reading rate to the reading purpose and material. Improve oral interpretation and the ability to recognize meanings and pronunciations. Increase the ability to grasp the main ideas and to summarize. Increase the ability to interpret intelligently reading done for different purposes. Provide the necessary corrective and remedial training. Time allotment, 40 minutes.

LANGUAGE

Aims, Plan of Work, Content, and Time: Development of oral expression by the use of story telling, descriptions, explanations, reports, announcements, discussions, answering door bells and telephones, making introductions, pronunciation, enunciation, and use of a variety of sentence structure. Written language -- writing letters, notes; invitations, making outlines, interviews, poetry, creative writing, drills in punctuating and word usage, parts of speech, analyzing sentences. Time allotment, 20 minutes.

PENMANSHIP

Aims, Plan of Work, Content, and Time: Legibility as essential for accurate spelling, neatness and good paper arrangement, speed and relaxation while writing. Drill and correlation with all written work. Time allotment, 15 minutes.

SPELLING

Aims, Plan of Work, Content, and Time: Learn and review words, syllabification, spelling-consciousness, dictionary usage, apply word meaning and spelling rules. Time allotment, 20 minutes.

SOCIAL STUDIES

Aims, Plan of Work, and Content: Through a study and appreciation of the progress of man from the beginning of time, develop the ability to understand and interpret life today. Present (some at

length, and others more or less briefly as time permits) the following units: early man and his use of the world, civilization in the beginning, Mediterranean development, the story of civilization in Central Europe, our inheritance from the British Isles, contributions of the Scandinavian and Balkan countries, progress of the Union of the Soviet Socialist Republics, and our debts to the Orient.

SCIENCE

Aims, Plan of Work, Content, and Time: Stimulate pupils to perform experiments, to engage in individual and group investigations, to read other science books. Teach the interdependence of animals and men for food, clothing, and shelter. Their dependence in turn upon plants, and finally the dependence of all upon the sun for their source of energy. To learn about weather and climate, including winds, and air masses, clouds, precipitation and storms as well as measuring and forecasting atmospheric conditions. Value of electricity for heat, light, and power and sending messages. How sound travels and how we hear. The wonders of the sky as stars, constellations, and our means of observing them. Time allotment, 30 minutes.

HEALTH

Aims, Plan of Work, Content, and Time: A study of the history of modern health (from the early forms of magic to the modern scientific methods). Knowledge of the causes and prevention of diseases. Formation of sound health habits, the care of the body, sleep, rest, and food. Instruction in simple first aid; a thorough knowledge of school and home safety rules. A study of the organs and functions of the different parts of the body. Time allotment, 30 minutes.

PHYSICAL EDUCATION

Aims, Plan of Work, Content, and Time: To develop skills in leadership, sports, games, and handling play equipment. To make the individual self-reliant and able to make social adjustment to the group. Carry on competitive games and tournaments. Develop the body and form habits of correct posture in standing, sitting, etc. Time allotment, 30 minutes.

ART

Aims, Plan of Work, and Content: Concentrate upon principles of design in motif, border and an occasional composition by using variety of line, space and direction and by balance and repetition. These are developed in a number of media such as pencils, crayons,

water color, tempera, finger paint, and block printing. Use simple color combinations (preferably not more than three) emphasizing variety of values in color. Continue with lettering working for more accurate spacing as well as form. Introduce simple perspective and proceed as far as time and understanding permit. Spend much time on art appreciation correlating it with the Old World Background and studying famous paintings, statues and architecture of the past.

MUSIC

Aims, Plan of Work, and Content: Folk songs and folk dances should be taught in the sixth grade. These may be presented in connection with units of study in other subjects. Use songs appropriate to the holidays and seasons. Some two part and three part singing should be done. Learn to recognize and understand rhythm, note values, and the simplest and most commonly used signs and terms of expression. Strive for melodic singing and playing and strive to increase the enjoyment and understanding of music. The use of tonettes for two-part playing and harmony.

BASIC TEXTBOOKS USED IN THE ELEMENTARY SCHOOLS

ARITHMETIC

Studebaker, Findley, Gray - Number Stories - Scott, Foresman and Company. Grades One and Two

Knight, Ruch, Findley, Studebaker and Gray - Study Arithmetic - Scott, Foresman and Company. Grades Three to Six, inclusive

ENGLISH

Kibbe, La Brant, Pooley - Handbook of English for Boys and Girls - Scott, Foresman and Company. Grades Four to Six, inclusive

HEALTH

Frazier, Dolman, and Van Noy - Scientific Living - L. W. Singer Company. Grade One

Charters, Smiley, and Strang Series - Through the Year, Health Secrets, Healthful Ways, Let's Be Healthy, Habits Healthful and Safe - MacMillan Company. Grades Two to Six, inclusive

MUSIC

Glenn, Leavitt, Rebsmann, Baker Series - Listen and Sing, Tuning Up, Rhythms and Rimes, Songs of Many Lands, Blending Voices, Tunes and Harmonies - Ginn and Company. Grades One to Six, inclusive

PENMANSHIP

Almack, Billington, Staffleback, Powers - New Laurel Handwriting - Laurel Book Company. Grades Two, Three, Four

W. J. Rice - The Rice System of Business Penmanship - Rice Publishing Company. Grades Five and Six

READING

Gray and Arbuthnot Series - We Look and See, We Work and Play, We Come and Go, Fun with Dick and Jane, Our New Friends, Friends and Neighbors, More Friends and Neighbors, Streets and Roads, More Streets and Roads, Times and Places, Days and Deeds, People and Progress - Scott, Foresman and Company. Grades One to Six, inclusive

SCIENCE

Knox, Stone, Meister, Wheatley Series - Wonderworld of Science -
Scribner and Sons. Grades One to Six, inclusive

SOCIAL STUDIES

Hanna, Anderson, and Gray Series - Peter's Family, Susan's Neighbors,
Centerville - Scott, Foresman and Company. Grades One, Two, Three

Atwood and Thomas - Home Life in Far Away Lands - Ginn and Company.
Grade Four

Meyer, Hamer, and Crisso Series - The New World and Its Growth,
The Old World and Its Gifts - Follett Publishing Company. Grades
Five and Six.

SPELLING

Ashbaugh - Spelling Workbook - J. B. Lippincott Company. Grades
Two to Six, inclusive

A SUMMARY REPORT OF THE SECONDARY
SCHOOLS AT THE MINIDOKA RELOCATION CENTER

PREFACE

The secondary school at the Minidoka Relocation Center includes grades from the seventh to the twelfth inclusive. Though no separate organization in administration has existed between the junior and senior high school, it has been the policy to consider the seventh, eighth and ninth grades as forming the Junior High.

High school credit begins with the ninth grade and continues through grade twelve. No credits are given for work done in the seventh and eighth grades.

The school year contains thirty-six weeks, -- eighteen weeks to a semester.

The class periods are fifty minutes in length. All classes meet five times per week, one period per day, except physical education which meets three times per week, and vocational courses which meet from two to four hours per day, five times per week. One credit is given for each semester's work in a subject which meets five times per week for eighteen weeks. Two credits equal one unit. One unit of credit is given for a course which meets five periods per week for thirty-six weeks. Vocational courses carry two credits per semester or two units per year.

Requirements for graduation in terms of units is fifteen plus physical education. Work experience credit has been accepted as fulfilling part of the fifteen units. Specific minimum requirements for graduation are: three units English; Physical Education while attending Hunt High School; (vocational or work experience may be substituted) one unit United States History and Civics and three and one-half years in high school. During the emergency, however, graduation may be granted in special cases with three years of high school attendance providing the fifteen units requirement is met with English and United States History.

The 1944-1945 offering: Social Studies, $4\frac{1}{2}$ units; English, 6 units; Science, 4 units; Languages, 4 units; Mathematics, 5 units; Art, $3\frac{1}{2}$ units; Commerce, 6 units; Home Economics, $4\frac{1}{2}$ units; Industrial Arts, $7\frac{1}{2}$ units; Music, $2\frac{1}{2}$ units; Agriculture, 2 units; Health and Physical Education, 2 units; Work Experience, $\frac{1}{2}$ unit.

The grading system used in the secondary school is: "A", Excellent; "B", good; "C", average; "D", below average; "E", no credit; "U", unsatisfactory, "S", satisfactory. The recommended grade is "C".

ENGLISH

ENGLISH 7

Aims: To make continual progress in oral and silent reading, spelling, writing, speaking, and the appreciation of literature. To cover the field of formal grammar on the 7th grade level. To use correct grammar when writing and speaking.

Time Allotment: One-half of a three hour core period. 5 days per week for 1 year. 1942-43; 1943-44; 1944-45.

Offering: Great variety of reading material to develop speed, comprehension, and appreciation. Lessons in spelling and writing based on current lessons in English and social studies. Basic formal grammar in all forms of communication.

ENGLISH 8

Aims: To increase skill in reading and writing techniques and in application of grammatical principles; to stimulate an interest in reading a variety of material and cultivate the appreciation of good literature; the cultivation of good speech habits.

Time Allotment: One year. Correlated with social studies. About half of the time of each day's three hour period.

Offering: Selected readings from literature textbooks; compositions, oral and written; book reports; practice in the techniques of reading and writing; spelling and vocabulary study; everyday English as presented in the workbook.

ENGLISH 9

Aims: To learn to organize material chronologically and logically for oral and written work; to learn to express oneself clearly to learn to read for greater enjoyment and appreciation and to read with greater skill.

Time Allotment: One year course. Meets five periods weekly. One credit per semester (one unit per year). 1942-43; 1943-44; 1944-45.

Offering: With selections taken from both English and American writers, students learn the various types of literature. Selections were analyzed also in regard to form, theme, characters, setting, and pupil's reaction. In addition, outlining; use of dictionary and library; drill in certain elements of grammar for improvement of diction, spelling, pronunciation, sentence building, and correct usage were covered as tools toward greater skill in speaking and

creative writing.

ENGLISH 10

Aims: To help students realize the social and economic need for effective oral and written communication of ideas; to increase their desire and ability to communicate well; to stimulate self-cultivation English; to effect the desire for good reading; to consider individual differences in student; to promote social adjustment in our democracy; to keep abreast of the times in current interests and world affairs.

Time Allotment: Same as English 9.

Offering: Oral English - A course planned to develop poise, good habits of speech, vocabulary and the ability to speak well in any and all situations; drills given to correct common grammatical errors and to establish correct pronunciation and clear enunciation; emphasis placed on effective everyday English; topic discussion, summaries, oral reading, and participation in meetings. Written English - An intensive study and application of English correctness in an attempt to discover and correct weaknesses in speaking and writing; a study of functional grammar, punctuation, capitalization, spelling, diction, outlining, organization of material, vocabulary, use of the library, and much reading. Application on English correctness in paragraphs, sentences, themes, essays, summaries, letters, projects, conversation, and creative writing. Reading - Literature, texts, current magazines, newspapers, short stories and plays. A varied reading program for appreciation of literature, entertainment, information, increasing vocabulary, cultural interest, improvement of diction, and stimulation of desire for further reading.

ENGLISH 11

Aims: The aim of instruction in English 11 is to encourage improvement in the student's written and oral English, increased skill in reading, and greater appreciation and enjoyment of literature, with emphasis on American writers.

Time Allotment: Same as English 9.

Offering: The major portion of the course has been devoted to analyzing selections from the field of American literature in terms of form, theme, setting, characteristics, of style, and the individual reader's reaction. In addition, there has been drill on elements of grammar and some writing of compositions. An effort has been made to coordinate the course with United States History, which is also required in Grade 11.

ENGLISH 12

Aims: To give the student a general knowledge of the literature of the world and an appreciation of the better types of reading. To give the student a complete review of basic grammar and to apply its use to original composition. To give the student sufficient oral work so that he can give a passable talk before the class.

Time allotment: Same as English 9.

Offerings: A survey of the literature of the world is given, using the best selections of the past and present with emphasis on the present. Grammar work is based upon the errors and needs of the individual members of each class. Composition work relates mostly to important events of the present and to personal interests of students with emphasis on clearness of thought and good English.

PUBLIC SPEAKING

Aims: To train in speech in order to bring immediate returns before daily audiences that must be faced in school, social, and community life. To overcome speech difficulties peculiar to student's background. To acquire greater ease, not only before audiences, but in the increasing assurance that ideas are being presented clearly and interestingly. To provide tools which may open avenues of interest which may be developed and lead to satisfactions of achievement and service; and to acquaint students of the important part oral expression plays in the everyday life of a democracy.

Time allotment: A one year course. Meets five times per week. One credit per semester (one unit per year). Grades 10, 11, 12 - 1942-43; 1943-44; 1944-45.

Offerings: The public speaking course was not intended to be an end in itself, but to obtain effectiveness in speech by gaining a knowledge of its principles followed by a testing of that knowledge on the platform. Each student planned speeches for all kinds of occasions. In all the course covered play production, formal debate, forum, round table discussion, panel forum, formal speeches, choral reading, conversation experiences and etiquette, such experiences as introducing people, talking by telephone, sales talk, story telling and impromptu talks.

PRESENT DAY LITERATURE

Aims: The aim of instruction in Present Day Literature is increased enjoyment and appreciation of all types of literature.

Time allotment: Elective course for grades 9, 10, 11, 12. Five 50-

minute periods weekly for two semesters. One credit per semester. One unit per year. 1943-44; 1944-45.

Offering: The course units have been set up in terms of literary forms; short story, newspaper, poetry, play, novel, biography, essay, miscellaneous non-fiction. In each unit students are introduced to the characteristics of the form and led to develop a set of standards for judging the worth of examples of that form. Students read selections from the basic text, the teacher reads some illustrative selections aloud, and the students read further selections of their own choosing. In each case students are asked to criticize the material read.

JOURNALISM

Aims: To give the student the rudiments of journalism and to put out a school paper.

Time allotment: A one year course. Meets every day. One credit per semester. (One unit per year.) Open to 10, 11, 12th grades. 1942-43; 1943-44; 1944-45.

Offering: The fundamentals and techniques of setting up a mimeographed paper. Basic studies in news writing, editorials, features.

Standard: Students must be able to put out a passable paper weekly by end of year.

AUDITORIUM

Aims: To give the student the basic principles of appearing before an audience.

Time Allotment: One period per day. Grades 7 and 8. 1944-45.

Offering: A general study of appearing before groups. Presentation of several one-act plays. Considerable practice in telling stories and choric reading.

SOCIAL STUDIES

GRADE 7

Aims: To develop an attitude of understanding and appreciation of the struggles which people made to establish our present day civilization; to gain an understanding of the significance of methods of transportation and communication in increasing world inter-dependence today.

Time Allotment: One half of the three period core class. Meets five times a week. Grade 7. 1942-43; 1943-44; 1944-45.

Offering: Social Studies is an integration of history, geography, science, invention, and civics. The story begins with the foundations of civilization and finds its climax in the life of modern America.

GRADE 8 (American History, Geography and Current Events, Vocations)

AMERICAN HISTORY

Aims: To give the student a general understanding of the way our nation grew in becoming what it is today; something of the form of our government; the problems that came from conflicting interests; the values that come from working together for democratic solutions to our problems; and our ever-increasing connection with world affairs.

Time Allotment: One year course. Meets five times per week. Correlated with English in the core system. Grade 8. 1942-43; 1943-44; 1944-45.

Offering: A survey of American History from the period of exploration and discovery until the present time. This included discovery and settlement; independence and establishment of a new government; expansion to the Pacific Coast; how the Union was broken and restored; how big industries brought new problems; how our country plays a part in world affairs.

GEOGRAPHY AND CURRENT EVENTS

Aims: To stimulate a growing interest in current problems and a knowledge of the geographical background of present day events.

Time Allotment: Between two and three periods a week throughout the year.

Offering: A study of the Current Events magazine and frequent discussions of current problems. Special emphasis on the studies given of individual countries. Drawing of maps and the location of places frequently referred to.

VOCATIONS

Aims: To stimulate thinking about one's own choice of a vocation so that high school subjects may be chosen more intelligently; to gain practice in looking for the essential points to be considered in choosing a vocation; to gain a broader conception of the work of the world.

Time allotment: About an hour a day for two terms.

Offering: An intensive study of several vocations as a class group. Reports, discussions, and an individual study made by each student of some one vocation in which he is especially interested.

WORLD HISTORY

Aims: To give the student a comprehensive course in the more important aspects of the experiences of mankind. In so doing, to develop an appreciation and understanding of the institutions of the present, to furnish the student with a storehouse of relevant facts, and to give him a sense of the general direction in which civilization is moving.

Time allotment: A one year course; meets five times per week. One credit per semester (one unit per year). Grade 9. 1942-43; 1943-44; 1944-45.

Offering: A survey in World History from the beginning of civilization to the present. This included primitive civilizations; Greek and Roman civilization; the Middle Ages; and the beginning of modern civilization; modern civilization proper with its political, social and industrial revolutions. Correlated with present world events.

THE COMMUNITY (CIVICS)

Aims: To teach some of the reasons why people came to America and to establish a connection between these reasons and the type of government developed. To explain the process through which we are developing an American culture. To engender an understanding of democracy, how it functions, its major problems, its services to the people, their obligations to it. To teach that democracy is not static but that it expands and develops as its citizens grow in social consciousness. To develop the idea that world peace depends upon mutual understanding, respect, and cooperation of the family of nations.

Time allotment: A one year course. Meets five times per week. One credit per semester (one unit per year). Grade 10. 1942-43; 1943-44; 1944-45.

Offering: Development of Units of Study that emphasize:

1. The ideals and obligations of our American way of living together.
2. Our social and economic foundations.
3. The nature of our government; national, state, and local.
4. The part played by political parties and the press.
5. Our obligation as a world power to cooperate with other nations

- in solving mutual problems and maintaining world order.
6. Race Prejudice - A major problem in our democracy.

AMERICAN HISTORY

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

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

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

WORLD PROBLEMS

Aims: To give the student a thorough survey of present-day problems and help him to see that, because of improved communication and transportation, international problems are vitally important, as well as disturbingly complex. To foster the realization that the world needs the contribution of each nation. To encourage an appreciation of our increasing responsibility in world affairs.

Time allotment: A one year course, meets five times each week. One credit per semester (one unit per year). Grade 12. 1942-43; 1943-44; 1944-45.

Offering: Realizing that the present grows out of the past, the history of the Allied and the Axis nations is taught, with special reference to the beginnings and development of each nation, its form of government, political institutions and culture. Characteristic tendencies (such as the English tendency toward democracy) are pointed out. Also, the deep, underlying causes of war (lack of raw materials, etc.); movements toward peace. Current problems are especially emphasized with a view to helping these young people think through them.

SOCIOLOGY

Aims: To appreciate the meaning of social order and cultural development through important social change of the human nature of society.

Time Allotment: A one semester course. Meets five times per week. One credit per semester. Grades 11 and 12. 1945 spring semester.

Offering: Basic factors in social environment; influence of climate; soil and natural resources; Geographic factors; cultural basis of social life; development of the family; Intermingling of races; Crime and poverty; Social responsibility.

PACIFIC RIM

Aims: To acquaint the student with the importance of the social, political and economic life of the countries bordering the western Pacific. Particular emphasis upon the South American republics and their relationship to the United States.

Time Allotment: A one year course. Meets five times per week. One credit per semester (one unit a year). 1942-43.

Offering: A one year course devoted to the study of the countries bordering the western Pacific. Major emphasis placed on the social, political and economic relationships of these countries with each other. Special concentration on the economic relationships between the United States and Latin American countries.

MATHEMATICS

GENERAL AIMS:

1. To maintain adequate skill in computation.
2. To develop the ability to think clearly in situations involving quantitative concepts and relationships.
3. To develop an understanding of the concepts, principles, and processes of algebra and geometry that are essential in modern life.

SEVENTH GRADE MATHEMATICS

Aims: General aims as applied to the mathematics of the home.

Time Allotment: A one year course. Meets five times per week. One hour period. Grade 7. 1942-43; 1943-44; 1944-45.

Offering: Review of concepts and processes studied previously and needed in seventh year work. The development of understanding of

graphs, measures, and percentage, and their application in earning a living for the family, in managing the family's money, in the introduction to interest on family's savings; emphasis on quantitative thinking in the study of business methods in the home; introduction of geometric concepts as applied to the family's surroundings; and learning to read and make scale drawings of situations found in the home.

EIGHTH GRADE MATHEMATICS

Aims: General aims as applied to the mathematics of the community.

Time Allotment: A one year course. Meets five times per week. One hour period. Grade 8. 1942-43; 1943-44; 1944-45.

Offering: Review of concepts and processes studied previously and needed in eighth year work. Application of the three cases of percentage to situations relating to the merchant and the community; mathematical processes as applied to the bank and community with emphasis on computing interest; mathematical processes as applied to business and the community; mathematics in taxes and government expenditures; integration of algebra, geometry and arithmetic in community planning; and mathematics in transportation and communication.

GENERAL MATHEMATICS

Aims: To give all pupils the skill in mathematics needed in normal living and to give special training to those interested in fields which require an advanced understanding of mathematics.

Time Allotment: A one year course. Meets five times per week. One credit per semester. (1 unit per year). Grades 9 to 12. 1943-44; 1944-45.

Offering: Uses of mathematics in producing food and clothing, Government activities, vocations, transportation, scientific work, personal credit and economic security.

BEGINNING ALGEBRA

Time Allotment: A one year course. Meets five times per week. One credit per semester (1 unit per year). Grades 9 to 12. 1942-43; 1943-44; 1944-45.

Offering: Terminology, use of letters as quantities, development of meaning and use of equations, construction of simple geometric figures with algebraic applications, applications of axioms in the solution of simple equations, positive and negative numbers, exponents, factoring, formulas, graphs, simultaneous equations, ratio and proportion, roots

and powers, quadratic equations solved by factoring.

PLANE GEOMETRY

Time Allotment: A one year course. Meets five times per week. One credit per semester (1 unit per year). Grades 10 to 12. 1942-43; 1943-44; 1944-45.

Offering: Triangles, parallel and perpendicular lines, constructions, polygons, inequalities, ratio and proportion, circles, loci, similar figures, regular polygons, areas.

ADVANCED ALGEBRA

Time Allotment: A one year course, meets five times per week. One credit per semester (1 unit per year). Grades 10 to 12. 1942-43; 1943-44; 1944-45.

Offering: Functional relations, square roots, surds and radical equations, logarithms, first degree equations in two and three unknowns, quadratic equations in one and two unknowns, imaginary numbers, series and progression, remainder and factor theorems, numerical trigonometry.

SOLID GEOMETRY

Time Allotment: A one semester course. Meets five times per week. One credit per semester. Grades 11 and 12. 1942-43; 1943-44; 1944-45.

Offering: Relationships between straight lines and planes; surfaces and sections of surfaces--cylinders, pyramids, cones, spheres and sections made by a plane; areas and surfaces of a prism, cylinder, pyramid and cone; volumes of a prism, cylinder, pyramid, cone and sphere; polyhedral angles and spherical polygons.

TRIGONOMETRY

Time Allotment: A one semester course. Meets five times per week. One credit per semester. Grades 11 and 12. 1943-44; 1944-45.

Offering: The trigonometric functions, logarithms, solution of the right and oblique triangles using natural functions and logarithms, graphs of the six functions, identities and formulas.

AGRICULTURE

SOILS

Aims: This course is offered to juniors and seniors who desire an elective for graduation. The aim for this course is to introduce to the students how soils came here in the first place and the make up of all soil types. How soils are classified for general use. The relation soil has with the growth of plants and the possibilities to keep the soil in good fertility for years to come.

Time Allotment: One semester course. Meets five times per week. One credit per semester. 1944-45. Grades 11 and 12.

Offering: Soils and their origin. Soil composition, classes and types. Chemical composition of soils and its relation to plants and animals. How rocks and climate affect soils. Soil, an important factor affecting plant growth. Crops as feeders on the plant-food elements in the soil. Crop productions and soil fertility. Soil water and its relation to soil fertility. Land drainage and irrigation. Tilth and tillage. Soil organisms in relation to soil fertility. Nitrogen, phosphorous, and potassium in relation to soil fertility. Soil acidity and liming in relation to soil fertility. Crop rotation and its relation to soil fertility. Soil conservation.

AGRONOMY

Aims: This course will help the students decide whether they wish to pursue agriculture as a vocation or enter college for continued study in some other scientific field. At the end of this course, those who show interest and aptitude for agriculture will be encouraged to register for the more specialized courses of a more advanced nature.

Time Allotment: One semester, meets five times per week, one period per meeting, one credit per semester. Grades 9 and 10. 1944-45.

Offering: Production of field crops: wheat, oats, barley, rye, peas, beans, alfalfa, clovers, potatoes, sugar beets and pasture and hay grasses. Classification, judging, preparing seed bed, seeding, planting, harvesting and diseases. Weeds: loss due to weeds. Classification of weeds. Classification to habitat. Dissemination of weeds. Control of weeds. Soils: origin and classification of soil. Rocks and climate and their relation to soil. Soil moisture in relation to plants. Soil organisms. Chemical composition of soil. Plant growth in relation to soil. Crop production and soil fertility.

VOCATIONAL AGRICULTURE

Aims: The purpose of this course is to create interest among the students to bring out the different questions to be considered under each unit in a general class discussion. This will give the student

an idea of what should be considered before trying to set up an enterprise on his own farm in later years and how to obtain this information before setting up his farm enterprise. He should have proper guidance in obtaining this material for answering his problems through text books, bulletins, circulars, leaflets, published by the Department of Agriculture, State Agriculture Colleges and magazines. The field work would give him some of the practical side of farming along with the scientific study in the classroom.

Time Allotment: A year course, meets five times per week, four periods per meeting. One hour of classroom work, three hours in field work. Two credits per semester, two units per year. Grades 11 and 12. 1943-44; 1944-45.

Offering: Production of field crops: wheat, oats, barley, rye, peas, beans, alfalfa, clovers, potatoes, sugar beets and pasture and hay grasses. Classification, judging, preparing seed bed, seeding, planting, harvesting and diseases. Weeds: loss due to weeds. Classification of weeds. Classification to habitat. Dissemination of weeds. Control of weeds. Soils: origin and classification of soil. Rocks and climate and their relation to soil. Soil moisture in relation to plants. Soil organisms. Chemical composition of soil. Plant growth in relation to soil. Crop production and soil fertility. Crop rotation: reasons for crop rotation. Essentials of a good crop rotation. Planning the rotation. Duration of rotations. Examples of good rotations. Difficulties and limitations of crop rotation. Effects of continuous cropping. Irrigation: purpose of irrigation and methods.

ANIMAL HUSBANDRY

Aims: A more specialized course for those students who want agriculture beyond the 7th and 8th grades. Designed for the 8th and 9th grades. To give an over-all general study of farm animals.

Time Allotment: A one year course. Meets five times per week. One credit per semester. One unit per year for students above 8th grades. 1942-43; 1943-44.

Offering: A study of the following live-stock: beef cattle, dairy cattle, horses, swine, sheep, and poultry. The class makes a study of each type and breed so each individual will be able to identify the breeds in the field as well as judging the different breeds if available. Includes the proper feeds and care of livestock.

GENERAL AGRICULTURE

Aims: An elementary general agriculture course for junior high pupils. The chief aim is to serve as an exploratory course for

students on this level.

Time Allotment: A one year course. Meets five times per week. 7th and 8th grades. 1942-43; 1943-44.

Offering: A study of all farm crops, forage crops and soils. Included with these different crops is the proper preparation of the soil before planting; the care of the crop during the growing season; irrigation, harvesting, storage, marketing and the equipment to be used. A study of soil formation, classification of kinds and the best classes of soils for good production. Field trips for studying the different crops in the fields.

ART

7TH AND 8TH GRADES

Aims: To bridge the period in a child's life between the free expression creative work of the elementary school and the more formal controlled forms of adult conception of the fine and applied arts; to keep alive through the difficult adolescent years the spontaneous creative spirit of the child, but at the same time to answer the growing intellect of the child for the solution to the technical problems involved in the advanced forms of the fine and applied arts, and to offer as much group work and work involving physical activity as possible.

Time Allotment: One year course. Elective subject for 7th and 8th grade pupils. Meets five times per week for one hour. Grade 7 and 8. 1942-43; 1943-44; 1944-45.

Offering: Introduction to formal printing and poster work; color theory; simple design and composition; water color, pastel, pencil sketching, and figure drawing; offers as great a variety of craft work as the wartime supply problem will permit.

GENERAL ART

Aims: To introduce to the students of the first year high school art classes the basic concepts, theories, techniques, and tools most generally used in relationship to the fine and applied arts; to advance the students' appreciation of art in everyday life; to relate the classroom work as often as possible to the practical or decorative problems which arise in the community or the home; and above all to stimulate the student to happy, creative expression.

Time allotment: A one year course. Meets five times per week for one hour. One credit per semester (1 unit per year). Open to pupils

of grades 9, 10, 11 and 12. 1942-43; 1943-44; 1944-45.

Offering: The course is based upon the following units: color theory and techniques, introduction to a variety of crafts, principles of design and composition, applied design, figure drawing and head construction, lettering and poster work, painting and sketching from nature.

INTERMEDIATE ART

Aims: To continue the work of the year of general art on a more advanced level with a greater emphasis upon the development of individual style, the acquisition of greater technical skills, and the use of a greater variety of tools and mediums.

Time Allotment: A one year course. Meets five times a week for one hour. One credit per semester (1 unit per year). Open to second year art students. 1942-43; 1943-44; 1944-45.

Offering: The course is based upon the following units: finished poster and advertising work; color and design applied to creative craft work; costume design; home decoration, and industrial design; pencil and charcoal sketching; water color and oil painting, and figure and portrait sketching.

CRAFT

Aims: This course is designed to give the students of little or no art talent a chance to work with their hands and learn to do simple handicraft problems which can later be carried on in the home; to develop potential hobbies; and to make useful and decorative objects with the minimum of equipment.

Time Allotment: A half year course. Meets five times a week for one hour. Open to any student of the high school. One credit per semester ($\frac{1}{2}$ unit per year). Spring 1945.

Offering: Projects are offered in simple woodworking, weaving, embroidery, square knotting, carving of clay, plaster, and wood; metal, beading and leather work. Exactly what kind of work is done will depend upon the immediate war time supply problem.

WORK SHOP

Aims: To give the outstanding, talented students a third year art class which will offer them a chance for creative, individual work in the more advanced fields of arts; to give them a chance to experiment with new mediums and techniques; to prepare them for further training or work in the commercial art or the fine art fields,

and to give them the maximum chance for free expression.

Time Allotment: A one year course. Meets five times a week for one hour. One credit per semester (1 unit a year). Open to outstanding third year art students. 1942-43; 1943-44; 1944-45.

Offering: Work is offered in as many fields of the fine and applied arts as the equipment and supplies on hand will permit. Pupils are encouraged to do advanced commercial design, oil painting, portrait, silk screen, sculpturing, and mural composition.

MUSIC

MUSIC

1. Chorus for Mixed Voices
2. Girls' Acappella Chorus
3. Group Instruction Violin

Aims: The purpose of this course in music is to cultivate and to increase the desire for good music by music appreciation, offering the theoretical as well as practical instruction, by giving the pupil the opportunity to join a chorus or string ensemble.

Time Allotment: One year course, meets five times per week. One credit per semester (1 unit per year). 1942-43; 1943-44; 1944-45. Grades 7 to 12.

Offering: In the mixed chorus class the pupils are given a background of musical history as well as a knowledge of theory of music. They are taught to read music written in the treble and bass clef which enables them to read their individual parts correctly. Ear training is stressed by expecting the pupil to distinguish the different intervals and by singing four part songs without piano accompaniment. Violin group instruction. Correct position is insisted upon, also trueness of tune. In the string ensemble class, the pupils are given the opportunity to participate in group playing. Musical appreciation. Records are played and the music is explained to promote growth in knowledge about composers, performers, instruments, types of voices, historical connections between the music of various periods and such relationship of music to other arts as is pertinent and helpful.

Accomplishment: The acquisition on the part of the pupils of a musical background and the ability to participate adequately in group singing, or string ensemble.

LANGUAGES

SPANISH I

Aims: To give the student sufficient knowledge of grammar to read intelligently and to write simple compositions in Spanish. To acquaint students with the Spanish speaking people of the world. To appreciate the cultural background of Spanish speaking peoples. To meet college requirements.

Time Allotment: A one year course, meets five times per week. One credit per semester, one unit per year. Grades 9, 10, 11. 1942-43; 1943-44; 1944-45.

Offering: Acquiring a cultural background of Spanish. Knowledge of Spanish countries of the world. Through drill in speaking, reading and writing Spanish on this level. Knowledge of the everyday vocabulary and idioms pertaining to the schoolroom, home, weather, time and travel. Knowledge of grammar; ear training.

SPANISH II

Aims: To meet requirements for two years of language for those students who elect Spanish. To give the student a better grasp of written and oral Spanish. More intensive study of Spanish literature and civilization.

Time Allotment: One year course, meets five times per week. One credit per semester (1 unit per year). 1942-43; 1943-44; 1944-1945.

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

FRENCH I

Aims: This course covers a knowledge of French provided by the study of grammar and composition, stressing the ability to read with proper French pronunciation. The object being to enable the student to carry on a French conversation.

Time Allotment: One year course. Five hours per week. One credit per semester (1 unit per year). Grades 10 and 11. 1942-43; 1943-44; 1944-45.

Offering: Acquiring a cultural background. An understanding of French civilization and its contribution to individual and social culture. As a result of acquiring some knowledge of France, the pupil may gain by thoughtful comparison of it and his country a better understanding of his own country.

Standards: Ability to read with proper pronunciation and translate a simple French story based on previously learned grammatical construction and words.

FRENCH II

Aims: This course covers all of the reading and grammar and composition required for the second year French course in high school and which should prepare pupils for college entrance examinations.

Time Allotment: One year course. Five hours per week. One credit per semester, (1 unit per year). Grades 11 and 12. 1942-43; 1943-44; 1944-45.

Offering: Continued acquisition of a cultural background by offering novels, historical passages, and selections from well-known French writers, chosen to introduce the pupil to French Civilization.

Standards: Ability to read intelligently such novels as "Sans Famille" by Hector Malot, and "L'Abbe Constantin" by Ludovic Halevy; poems by Victor Hugo, LaFontaine, etc., both offering a splendid opportunity for vocabulary and idiom drill. Knowledge of grammar. Review of essentials of the first year grammar; knowledge of all the tenses of all regular and irregular verbs; ability to use the language orally; stimulating French conversation in class; memorizing of passages, anecdotal and historical in character used as bases for oral or written reproduction.

SCIENCE

CHEMISTRY

Aims: The course will attempt to develop the scientific attitude and method; establish a background in fundamentals satisfactory for college work; make it possible for those students who may never receive any more formal education in the subject to acquire something of interest and of value from the course.

Time Allotment: One year course, five classes each week. One credit per semester (1 unit per year). 1942-43; 1943-44; 1944-45. Grades 11 and 12.

Offerings: The structure and composition of matter. Ions and their relation to chemical changes. Acids, bases and salts. The use of equations to express chemical changes. The chemistry of the more familiar families of the elements. The chemistry of organic compounds. Oral and written report by each student on some research problem.

PHYSICS

Aims: The course will attempt to develop the scientific attitude and method; establish a background in fundamentals satisfactory for college work; make it possible for those students who may never receive any more formal education in the subject to acquire something of interest and of value from the course.

Time Allotment: One year course, five classes each week. One credit per semester (1 unit per year). 1942-43; 1943-44; 1944-45. Grades 11 and 12.

Offerings: The nature of matter, the mechanics of gases, the mechanics of liquids, the mechanics of solids, the physics of heat, the physics of light, the physics of sound, electricity and magnetism, electrical radiation.

GENERAL SCIENCE

Aims: To give the students a greater understanding of an appreciation of nature and of scientific accomplishments in interpreting and harnessing the forces of nature; an understanding of the scientific method of problem solving.

Time Allotment: A one year course, meets five times per week. One credit per semester (1 unit per year). Grades 9 and 10. 1942-43; 1943-44; 1944-45.

Offerings: Introduction to astronomy, study of water: its nature, the problems of water supply, the uses of water. Study of air; its nature and the uses to which it may be put. Introduction to meteorology. The study of energy: mechanical energy and simple machines; heat energy and how it can be harnessed; the nature of light and the instruments that make use of it; static and current electricity, how it can be produced and used; the nature of sound; instruments for communication. The problems of measuring space and time. The forces that are tearing down and building up the lands. Introduction to biology: how plants and animals carry on the life functions; interaction and interdependence of living things; adaptations of organisms; man's use of plants and animals.

BIOLOGY

Aims: To enable the student to be more aware of and better acquainted with the living things around him; to understand his place as a part of the world of living things, and to understand biological principles that may contribute to better living.

Time Allotment: A one year course, with class meeting five periods per week. One credit per semester (1 unit per year). Open to students above Freshman year. 1942-43; 1943-44; 1944-45.

Offering: Unit 1, Flowering Plants, 3 weeks. Study of structure and functions of flowers; field of study of flowering plants of this area, with introduction to classification of organism and adaptations of plants. Unit 2, Insects, 4 weeks. A study of insects as typical members of the animal kingdom and as members of the largest group of animals. A study of the structures of the insect for carrying on the life functions, adaptations of insects for various modes of living, classification of the main groups of insects and recognition of members of the more important orders; a study of the importance of insects to Man and methods of controlling harmful insects. Unit 3, Survey of the Animal Kingdom, 10 weeks. Study of the important phyla of animals, noting the methods by which representative members of each phylum carry on the life processes, and how the animals increase in complexity from the lower to and higher phyla. How members of the different phyla are important to man, i.e., how man makes use of them or how he can avoid the harm they may do. Unit 4, Survey of the Plant Kingdom, 4 weeks. Similar to the preceding in method of approach and aims. Among the chief aims of these two units is an appreciation of the variety of living things to be found on the earth and an understanding of the concept of development, or evolution, from lower to higher forms. Unit 5, Nutrition in plants and animals, 5 weeks. A study of the structures and processes by which plants and animals obtain and make use of food. Special emphasis on nutrition in man, with the study of the structures and processes through which it is accomplished and the kinds of food materials needed for the proper nutrition of the human body. Unit 6, Reproduction in Living Things, 4 weeks. How cells divide; sexual reproduction in plants and animals; reproduction in man; where sex organs are located, how eggs and sperms are produced, how egg is fertilized, how fetus develops in mother, how birth takes place. Unit 7, Heredity, 3 weeks. The types of characteristics that are inherited, and how they are inherited. The importance of a knowledge of heredity in various vocations. Unit 8, Disease, 2 weeks. The various causes of disease; parasitic organisms, poisons, mental attitudes. The body's defenses against disease. How medical science can help the body fight disease.

INDUSTRIAL ARTS

Aims: To develop skill in manipulation of tools and instruments; discover mechanical aptitude; ability to express ideas in pictorial and/or concepts form; ability to think in a logical manner; an appreciation of the value of organization, forethought and execution; mental and physical coordination; an interest in an appreciation of good, neat, accurate workmanship; ability to judge and appreciate qualities and values; an interest in skills and abilities which may later serve as a foundation for vocational training; an avocational outlet.

BEGINNING MECHANICAL DRAWING

Time Allotment: Five fifty minute periods weekly for 36 weeks.
Two credits. 1942-43; 1943-44; 1944-45.

Offering: This course takes up the purpose of mechanical drawing and includes, isometric, orthographic, projection, lettering dimensioning, inking and blueprinting of several elementary drawings of increasing difficulty. Emphasis is placed on proper use and care of instruments, neatness, accuracy and understanding of subject matter. Pupil advances as his own ability permits.

Standard: A minimum of 30 plates.

ADVANCED MECHANICAL DRAWING

Time Allotment: Five, fifty minute periods weekly for 36 weeks.
Two credits. 1942-43; 1943-44; 1944-45.

Offering: This course takes up the theory of shape descriptions, curved lines, fillets, rounds, sketching, theory of sections, auxiliary views, threads and bolts, details and assemblies. This course builds and enlarges upon the beginning course.

Standard: A minimum of 30 plates all inked.

ARCHITECTURAL DRAWING

Offering: This course is offered in conjunction with Advanced Mechanical Drawing for a few students who expressed a desire for it. It consists of floor plans, elevations, sections, symbols, details and specifications. The second semester is devoted to designing the pupil's own house complete. Simple phases of construction methods will be tied into the subject matter.

BEGINNING WOODWORK

Time Allotment: Five, fifty minute periods weekly for 36 weeks.
Two credits. 1942-43; 1943-44; 1944-45.

Offering: This course includes three weeks of orthographic drawing to enable the student to interpret and draw plans of projects he is to make; properties of the more common woods; figuring board feet; use and care of tools in construction of simple projects which include squaring up a board, laying out operations, and making of the more common joints using nails, screws, and glue, and simple finishing.

Standard: Minimum of six projects.

ADVANCED WOODWORK

Time Allotment: Five fifty minute periods weekly for 36 weeks. Two credits. 1942-43; 1943-44; 1944-45.

Offering: This course continues the advance use of hand tools, laying out operations, joints, fastenings, and finishing along with the use and care of the power saw, jointer, band saw and lathe in the making of several more advanced projects largely of the pupil's own choice.

VOCATIONAL AUTO MECHANICS

Aims: To give the students actual experience in the garage on various types of motor equipment.

Time Allotment: One year course. Meets four hours per day, five days per week. Two credits per semester. Two units per year. 1942-43; 1943-44; 1944-45. Grades 10, 11, and 12.

Offering: The basic work of the course is actual shop work on project equipment consisting of tractors, trucks, cars, road equipment and other engines. The theoretical work deals with comparisons of the various types of automobiles and the general features of design. Learning the names and uses of each part is accomplished in order that an understanding of the assembly of the engine and the principles of operation involved in the engine is understood. One hour devoted to class work and three hours devoted to actual experience.

THEORETICAL AUTO MECHANICS

Aims: To give the students who expect to go into vocational auto mechanics a basic understanding of elementary mechanics.

Time Allotment: One semester course. One hour per day, five days per week. One credit per semester. 1944-45. Suggested grades: 9, 10.

Offering: A general theoretical course in auto mechanics. A one hour class devoted to the study of the principles of auto mechanics. Students learn the construction and operation of motors and related parts of the machine. First hand information gained by demonstrations in class period.

VOCATIONAL CARPENTRY

Aims: To give the students the theory and practice of carpentry and building construction.

Time Allotment: One year course. Four hours per day, five times per week. Two credits per semester. Two units per year. 1942-43; 1943-44; 1944-45. Grades 10, 11, 12.

Offering: One hour each day devoted to class for instructional purposes on the basic principles involved in the particular job. Students work on the construction of equipment and on actual construction of camp buildings when possible. Experience in laying out foundations, girder supports, floor joists, sub-floors; laying out side walls, with openings; raising side walls; building end walls with openings; putting in ceiling joists; framing and erecting rafters; sheathing the roof; applying roof coverings; framing openings and putting in mill work; putting partitions with provisions for the installing of heating, lighting and plumbing equipment; the building and installation of cabinet work; and painting where that is a part of the job.

COMMERCE

TYPENRITING

Aims: To acquaint the student with the operative parts of the typewriter and to enable him to learn to use it as a writing tool; to emphasize "thought typing" through the use of typing projects that call for an integration of the skill and knowledge taught in drills and exercises; to direct him in developing desirable work habits and understandings of office behavior.

Time Allotment: Typing I and Typing II are offered. Course runs both semesters. 18 weeks per semester. Meets five times per week. One credit per semester (1 unit per year). 1942-43; 1943-44; 1944-1945.

Offering: The courses as planned to meet personal use and vocational needs. Numerous types of drills are used for developing the fundamental skills with major emphasis placed upon the development of good patterns of typing. Typing I also includes an introduction

to letter writing (personal and business), a review of related knowledges (punctuation, syllabication, capitalization, etc.), horizontal and vertical centering, correcting rough draft, proofreading and proofreader's marks, outlining, tabulating, use of carbon and manuscript typing. Typing II offers advanced work in the units offered in Typing I and in addition, stencil-cutting, making master copies for rexograph, office forms (invoicing, bills of lading, telegrams, pay roll, interoffice communications, etc.), legal documents, specifications, and Civil Service typing.

Standards: First year students should attain a speed of 40 words a minute and an accuracy rating of 85% on 5-minute continuity writing on material with a syllable intensity of 1.25; second year students, 60 words a minute and an accuracy rating of 90% on 10-minute continuity writing on material with a syllable intensity of 1.35.

BUSINESS LAW

Aims: The purposes of a business law course are: (1) to acquaint the business student with the principles regulating specific functions of a business and their relationship; (2) to give him the opportunity to develop an appreciative knowledge and understanding of the legal relations, so that he may see the future need for legal advice and also have an awareness of his legal responsibility in negotiating business transactions.

Time Allotment: A one year course. Meets five times a week. One credit per semester (1 unit a year). 1942-43; 1943-44; 1944-45. Grades 11 and 12.

Offering: Meaning of Law, one week; Contracts, 12 weeks; Agency, 5 weeks; Personal Property, 3 weeks; Negotiable Instruments, 8 weeks; Business Organizations, 4 weeks; Real Property, 2 weeks; Review for semester, 1 week.

BOOKKEEPING

Aims: The purpose of a bookkeeping course is to give the business student an opportunity to develop a knowledge of systematic procedure in recording of systematic transactions and a realization of their importance in conducting and maintaining a profitable enterprise.

Time Allotment: A one year course. Meets five times per week. One credit per semester (1 unit per year). Grades 11 and 12. 1942-43; 1943-44; 1944-45.

Offering: Journalizing and Posting, 5 weeks; Interpreting Records, 3 weeks; Special Journals, 3 weeks; Work at the End of a Fiscal Period,

5 weeks; Reserve Accounts and Adjusting Entries; 4 weeks; Cash Records--Notes and Drafts, 5 weeks; Types of Proprietorship, 4 weeks; Work on Practice Sets, 7 weeks. Carson and White. Acme Candy Co.

Standards: Standardized test printed by the company after the completion of a definite number of chapters. A grading score is also given for each set of tests.

SHORTHAND I

Aims: To teach the basic principles of Gregg Shorthand; to prepare for speed work in advanced shorthand; to train students to take their part in the field of stenographic service; to encourage orderliness and neatness of arrangement in all work.

Time Allotment: One year course, meets five times per week. One credit per semester. (1 unit per year). Grades 11 and 12. 1942-43; 1943-44; 1944-45.

Offering: Forward characters and simple joinings, 3 weeks; Circle vowels and consonant joinings, 3 weeks; Hook vowels and diphthongs, 7 weeks; Blends, 3 weeks; Methods of expressing "r", 2 weeks. Second semester: Omission of slightly enunciated strokes, 3 weeks; abbreviations, 2 weeks; Prefixes and suffixes, 3 weeks; Vocabulary Development, 3 weeks; Dictation and Transcription, 4 weeks; Applied shorthand, 4 weeks.

Standards: The key in the back of text is marked so teacher may arrange her speed of dictation from 10 to 80 words per minute. Gregg News Letter is marked in sections for 15, 30, 45 seconds and one minute for five minutes at the rate of 60, 80, 100, 120, and 140 words per minute.

SHORTHAND II

Aims: To develop skill in reading and writing shorthand; and ability to punctuate, spell, and syllabize correctly and to create an active interest in the study of shorthand to meet new situations and determine the reason for the application of the principles rather than merely accepting rules.

Time Allotment: A one year course, meets five times per week. One credit per semester (1 unit per year). Grades 11 and 12. 1942-43; 1943-44; 1944-45.

Offering: Review of Manual and Functional Method, 6 weeks; Development of transcription habits, 6 weeks; Vocabulary building, 10 weeks; Speed building, 5 weeks; Secretarial practice, 5 weeks; Practice for speed and accuracy, 4 weeks.

Standards: 120 words per minute is the achievement at the end of second semester of second year. Speed test from the Gregg News Letter published each month by the Gregg Company is used in testing students' progress.

DISTRIBUTIVE OCCUPATIONS

Aims: To give students taking the course as wide an experience as possible in the various occupations or businesses on the Project.

Time Allotment: A one year course, meets five times per week. 1942-43 was a one hour theory course with classroom work only. One credit per semester. (1 unit per year). 1943-44 was a two hour course per day. Two credits per semester. (2 units per year). Not given in 1944-45. Grades 10, 11, and 12.

Offering: First year offering, 1942-43, was a theory course meeting one hour per day, five days per week. Discussions, study groups, class projects on the practices in various occupational fields. 1943-44 course offered practical experience as a clerk in a project store, arranging and checking stock, taking inventory and work in stockroom. Experience offered in warehouses, garages, etc. on the Project.

VOCATIONAL OFFICE PRACTICE

Aims: To give students actual experience in office practice.

Time Allotment: One year course. 1942-43, one hour per day, five days per week. One credit per semester, (1 unit per year). 1943-44, three hours per day, one hour class work and two hours per day experience in offices. Two credits per semester. Two units per year. Grades 10, 11, and 12.

Offering: 1942-43, offering was a theory course devoted to study of office practice, meeting one hour per day. Practice forms from representative businesses examined and studied. Modern office machines were studied in classroom. 1943-44, offering was a three hour course with one hour class work and two hours office practice per day. Students gained on-the-job experience in different offices on the project. Students were rotated in order to get as wide an experience as possible in various offices. Actual experience with different office machines.

HOME ECONOMICS

GENERAL INFORMATION ABOUT ALL COURSES

Aims: To develop the qualities and abilities necessary for effective personal living and home life now and later with emphasis on all-around homemaking.

Time Allotment: All elective; none required. All one year courses except Boys' Home Economics given second semester only in 1944-45. All met 5 times per week. Outside preparation required for all except 7th grade. One credit per semester (1 unit per year). 1942-43; 1943-44; 1944-45.

Offerings: To all in all classes. Rationing, use of sugar substitutes; extension of meat; health-desirability, characteristics, good, poor habits; basic 7 foods; social customs; simple entertaining with simple refreshments; Christmas unit; care of clothes; care of equipment and property; how to order by mail and making order list for other shopper than self.

Standards: Growth in ability, to follow instructions; to find and use needed information; to teach self; to assume responsibility for self-management and self-discipline; to work together. Clothing: selection of material and style suitable to self yet offering maximum learning opportunity; workmanship compatible with girl's previous training and experience and present instruction; all garments not only wearable but girl enjoy wearing. Foods: preparation of food so it is appetizing in appearance and taste, with all possible saving of time, energy, fuel, food value.

JUNIOR HIGH SCHOOL HOME ECONOMICS

Aims: For girls in 7th or 8th grades. Good working habits; learn use and care of cooking and sewing equipment including sewing machine; learn various manipulatory procedures needed to make simple garments and food dishes.

Offerings: Make pin cushions, cooking apron, head scarf, holders, dish cloths and towels, dirndl skirt. Preparation simple sandwiches, salad, cookies, beverages.

HOME ECONOMICS I-A (girls not having had Jr. H. S. Home Ec.)

Aims: Same Junior High School.

Offerings: Same as Junior High School except that all-round pleated skirts made instead of dirndl, plus tailored blouse using commercial pattern.

HOME ECONOMICS I-B (girls having had Junior H. S. Home Economics).

Aims: Same as Junior High School plus interest in learning much

more about selection and buying of fabrics and garments for self.

Offering: Same as I-A plus study of early costumes; how to look well in one's clothes; how to dress appropriately which included selection of fabrics, color, design; spending money for clothes-material, ready-mades, accessories; use of commercial pattern; fitting. Planning, preparing, serving simple meals in addition to simple refreshments, holiday confections and cookies using little or no sugar.

HOME ECONOMICS II (girls having had Home Economics IA or IB)

Aims: Clothing construction--better workmanship, garment made in less time. Nutrition--sufficient interest and information to be willing to learn to eat kind and amount of food needed, to overcome prejudices and dislikes, understanding relation of present physical and mental health and habits to those of later years.

Offering: Clothing--skirt and dress using commercial pattern. Nutrition--relationship nutrition to health and vitality; food nutrients with emphasis on vitamins and minerals; digestion; food habits, food dislikes, allergy; preparation food to save value, food for sick, young, old; buying, meal planning. Food Preparation--emphasis on preparation foods commonly disliked, for sick, children, saving food value.

HOME ECONOMICS III (girls having had H. E. II)

Aims: Interests in children's clothing; make-over; various processes not learned previously such as bound buttonholes, pockets, etc; better buymanship.

Offering: Clothing--study of children's clothing; make-over; buttonholes, pockets; processes; attachments. Consumer Education--why buying more difficult today, why consumers need to be well informed, hidden values, hidden costs, advertising, sales pressures, sources of help including government, standardization, better buying practices. Foods--meals with greater emphasis on management.

HOME ECONOMICS IV (girls having had Home Ec. III)

Aims: Clothing--develop some skill in fitting and processes necessary for tailored coat or suit jacket, appreciation and judgement good workmanship. Foods--develop leadership and cooperation in planning and serving meals of various types. Home and Family living--realize importance of successful family life; further better home relationships through better

understanding of home problems; gain information, understanding, judgment to help meet and solve family life problems; enjoy taking part in making home more attractive and liveable; understand young children partly as a means of understanding own personality, partly as means of liking and getting along with children better.

Offering: Clothing--making tailored coat or suit using commercial pattern. Foods--Meals, Home and Family Living--successful family life; infant and child care; observation nursery school; use of resources; Health--preventing and controlling disease, caring for emergencies and patients.

VOCATIONAL FOODS

Aims: To give students actual experience in meal planning, preparation and serving. Experience gained in the class should help relocation employment as assistant cooks in cafes or as household employees.

Time Allotment: A one year course. One hour of class work and three hours of laboratory (actual work on the job) per day. Five times per week. Two credits per semester. Two units per year. Alternate choice--one unit of work experience per year for those who did not take the one hour class work per day. 1942-43; 1943-44.

Offering: Students spent one hour per day in class work and three hours per day preparing noon meal for high school students. The number served ranged from 150 to 200 per day. Actual experience gained in meal planning, preparation and serving. Jobs are rotated to give each person an opportunity to work at all types of preparation, planning, and serving.

VOCATIONAL NURSES' AIDE

Aims: To teach girls fundamentals of home nursing and for nurses' aide training.

Time Allotment: A one year course. One hour of class work and three hours of work on the job in the hospital per day. Two credits per semester. Two units per year. One credit of work granted per semester for those not taking the class work. Grades 10, 11, 12. 1942-43; 1943-44.

Offering: The course is taught by the hospital staff with experience on the job in the hospital. Instruction in home nursing and hospital aides.

VOCATIONAL CHILD DEVELOPMENT

Aims: To give girls experience and training in the methods of learning how to enjoy, understand, and guide nursery school age children. To give work experience in the project nursery schools.

Time Allotment: One year course. One hour of class work and three hours of work experience on the job per day. Two credits per semester. Two units per year. Grades 10, 11, 12. One credit work experience per semester for those not taking the one hour class work. 1942-43; 1943-44.

Offering: Instruction and supervision under the direction of the head nursery school teacher or kindergarten teacher. Instruction in the care, nature, behavior and habits of nursery school children.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

Aims: To provide students with recreational and socializing situations so that his experience in the field of physical education shall be stimulating and of such a variety of activities as to embrace all the popular sports and some others less well-known. To plan activities and situations so as to be suitable and valuable to the various age levels--7th to 12th grades inclusive.

Time Allotment: 1942-43 five times per week, one credit per semester, 1 unit per year. 1943-44, 1944-45, three times per week. One-half a credit per semester. Grades 7-12. 1 credit per year.

Offering: A variety of activities in physical education on a level of skill appropriate for each age group together with some study in health education. Activities include all the popular sports: football, basketball, baseball, softball, volleyball, ping pong, and a variety of novelty contests and relays.

COUNSELING

COUNSELING PROGRAM

The counseling program of the school was chiefly the responsibility of the core teachers who acted as faculty advisers to the members of their English and Social Studies classes. These teachers were assisted by the cooperation of special subject teachers and the services of other sections of the Project, such as Welfare, Hospital, etc. The guidance counselor had the responsibility of coordinating the efforts of teachers and other sections in work with students' problems.

Core teachers, since they were in the best position to understand the students' needs and problems, handled the routines of excuses for absences, registration and changes of program, and authorization for part-time employment. In cases of special problems the core teacher rendered whatever assistance she could, and if necessary, conferred with the guidance counselor or requested a case conference. Such meetings were arranged by the guidance counselor and representatives of any other sections which might be of assistance. At such conferences, the available information on the student was pooled, and the group analyzed the situation and determined what steps should be taken. The guidance counselor presided, took notes, and afterwards liason work to carry out the decisions reached.

Conversely, when other sections solicited the cooperation of the school in working out problems relating to individual students, the contacts were made through the guidance counselor.

In support of these activities the guidance counselor gathered pertinent information for the student folders, supervised the intelligence and achievement testing program, and routed helpful guidance materials to the appropriate teachers.

In the spring, each core teacher taught all her classes a unit on life planning which culminated in the selection of courses for the coming year. Materials for this unit were organized by the guidance counselor.

From August 1943 on, the guidance counselor also acted as Student Relocation Counselor. This involved maintaining files of catalogs and current information on colleges and other schools, counseling students, and assisting them in making application for admission and financial planning.

WORK EXPERIENCE

WORK EXPERIENCE

Aims: The work experience program was established with the purpose of teaching high school students good work habits and an appreciation of the value of all kinds of honest work. It was hoped that this would provide an exploratory experience in occupations for some students. It was thought that a record of experience would be an added advantage to students seeking employment after high school.

Time Allotment: Elective for 9, 10, 11, 12 grades. Students worked at B $\frac{1}{2}$ rate (\$8.00 per month) for 24 hours per week. One credit granted for each semester. Given during 1942-43; 1943-44; and

during first semester 1944-45.

Offering: Students were employed in all divisions of the Project in a wide variety of occupations; office workers (typists, stenographers, filing clerks, bookkeepers, etc.), tradesmen (carpenters, mechanics, beauticians, etc.), swappers, truck and tractor drivers, messengers, nurses aides, waitresses, dish washers, etc. These students were held to the same standards of quality and accomplishment as adult workers.

Students were signed for work only with the approval of their core teachers and the guidance counselor. This approval was based on the student's over-all educational plan and the legal requirements for the employment of minors. During the period of employment, the student was directly responsible to his employer. In cases of unsatisfactory work, the student's supervisor and the Guidance Counselor cooperated in the adjustment of the problem. At the close of each semester and at the time of the student's termination, rating sheets were submitted to the immediate supervisor. Credit was granted for those students who worked satisfactorily for more than half of the semester and were enrolled in Physical Education during their periods of unemployment.

BASIC TEXTBOOKS USED IN THE HIGH SCHOOL

AGRICULTURE

Weir, Wilbert Walter - Productive Soils and Soil Science.

Lyon and Buckman - The Nature and Properties of Soils.

Gustafson, A. F. - Conservation of the Soil.

Ayres, Quincy C. - Soil Erosion and Its Control.

Bennett, Hugh E. - Soil Conservation.

COMMERCIAL

Lessenberry - 20th Century Typewriting.

Kenzer, Edward - Essentials for Business Law.

Carlson, Prickett, and Forkner - 20th Century Bookkeeping and Accounting. 18th Edition.

Gregg Anniversary.

Functional Method.

Gregg Readings.

Speed Building.

Graded Readings in Gregg Shorthand.

ENGLISH

Ferris and Keener - Essentials of Everyday English - Laidlaw Brothers. Used in English 7 and 8.

Daringer - Young America's English - Scribners Brothers. Used in English 7 and 8.

Lewis and Rowland - The Round-Up - John Winston and Co. Used in English 8.

Cross, Smith, Stauffer and Collette - Adventure - Ginn and Company. Used in English 9.

Salisbury and Leonard - Thinking in English - Scott, Foresman and Co. Used in English 9 and 10.

Breton, McMullan, Page - Essentials of Communication. - English 10.

Ansoerage, Lucas, McCoy, Tower - Prose and Poetry for Appreciation - Used in English 10 and in Present Day Literature class.

Blankenship, Lyman and Hill - American Literature - English 11.

Leonard and Salisbury - Considering the Meaning - Used in English 11.

Weeks, Lyman and Hill - World Literature - Scribners Brothers. Used in English 12.

Readers Digest. Used in English 12.

Seeley and Hackett - Experiences in Speaking. Used in Public Speaking class.

Spears and Lawshe - High School Journalism. Used in Journalism class.

Craig - Junior Speech Arts. Used in Auditorium class.

HOME ECONOMICS

No basic textbooks were used in the Home Economics classes. A well equipped high school library made possible the use of many reference books, singly and in sets for use in these classes.

INDUSTRIAL ARTS

Kuns, Ray F. - Automotive Essentials.

LANGUAGES

Friedman, Arjona, Carvajal - Language, Literature and Life. Spanish Book One.

Arjona, Friedman, Carvajal - Spain and America.

Smith, Ina Bartells - Language, Literature and Life. French Book One and French Book Two.

MATHEMATICS

Ruch, Knight and Studebaker - Mathematics and Life - Scott, Foresman and Company. Books I and II. Used in grades 7 and 8.

Douglass and Kinney - Everyday Mathematics. Used in General Mathematics class.

Brueckner, Farnam and Woolsey - Algebra for Use. Used in Beginning

Algebra class.

Breslich - Plane Geometry. Used in Plane Geometry class.

Welchons and Kirckenberger - Plane Geometry. Used in Plane Geometry class.

Hart - Essentials of Algebra. Second Course. Used in Advanced Algebra class.

Breslich - Solid Geometry. Used in Solid Geometry class.

Simpson - Plane Trigonometry and Logarithms. Used in Trigonometry class.

SCIENCE

McPherson, Henderson, and Fowler - Chemistry at Work.

Brownlee, Fuller, Hancock, and Whitsit - Chemistry in Use.

Ahrens, Bush, and Easley - Living Chemistry.

Henderson - Physics of Everyday Life.

Clark, Corton, and Sears - Physics of Today.

Powers, Meuner, Bruner, and Bradley - Our World and Science - Ginn and Company.

Meister - Living with Science - Scribner Brothers.

Curtis, Gladwell, and Sherman - Everyday Biology - Ginn and Company.

Smith, Ella Thea - Exploring Biology - Harcourt, Brace and Company.

Bayles and Burnett - Biology for Better Living - Silver Burdett Co.

SOCIAL STUDIES

Nida and Adams - Man the Nature Tamer - Henry Holt and Co. Used in grade 7.

Moore, Glenn W. - Story of Our Land and People. Used in American History class.

Becker and Duncalf - Story of Civilization - Silver, Burdett, Co. Used in World History class.

Pahlow, Edwin W. - Man's Great Adventure - Ginn and Company. Used

in World History class.

Rogers, Adams, and Brown - Story of Nations - Henry Holt and Company.
Used in World History and World Problems class.

Evans and Sankowsky - Graphic World History - D. C. Heath and Co.
Used in World History class.

Edmonson and Bondineau - Civics in American Life. Used in Civics class.

Rugg - Citizenship and Civic Affairs. Used in Civics class.

Young and Barton - Growing in Citizenship. Used in Civics class.

O'Rourke - You and Your Community. Used in Civics class.

Arnold and Banks - Building Our Life Together. Used in Civics class.

Yarbrough, Bruner, Hancock - A History of the United States for High Schools. Used in the American History class.

Packard, Overton, Wood - Our Air-Age World - MacMillan Company.
Used in World Problems class.

Seach and Walker - Social Problems and Welfare. Used in Sociology class.

Ellwood - Sociology Problems and Principles. Used in Sociology class.

Greener and Meredith - American Democracy. Used in Sociology class.

Hayes - Criminology. Used in Sociology class.

POST HIGH SCHOOL VOCATIONAL TRAINING REPORT

INTRODUCTION

Vocational training was inaugurated at the Minidoka Relocation Center in November 1942, and has continued to the present date. This training has been offered in the high school as an integral part of the curriculum and in special courses established for adults beyond high school age. This report deals only with the post-high school courses.

The post-high school vocational training program at the Minidoka Center has had three principal objectives.

1. Relocation. The technical and manual skills developed in vocational training classes have been and are direct aids to relocation, for they enable students to secure jobs outside the center and tend to break down their fears of future unemployment. Since this is true, the vocational training program has been geared to meet current job opportunities as outlined by the relocation office.
2. Assistance to the Operation of the Project. Vocational training classes have made a direct contribution to the operation of the center by constructing necessary materials, performing tasks of maintenance and repair, aiding in food productions, and training students for service positions. These functions have necessitated close cooperation with the operations division for the planning and conducting of the program.
3. Leisure-Time Occupation. Some of the students who have attended vocational training classes have been unable, either through age, physical ability, or lack of aptitude, to achieve the technical ability necessary to secure and hold a regular skilled job. Nevertheless, it has been the policy of vocational training to maintain them as students rather than add them to the center's unemployed.

CURRICULUM

Courses designated C. S. Y. A. were supported by the State of Idaho Board for the War Food Administration.

ACCOUNTING

This was a course offered for students planning to major in commercial work in college or to attend business school. Classes were held twice a week.

AUTO ELECTRIC SYSTEMS (O. S. Y. A.)

In these courses students were taught major overhauling of trucks, passenger cars, and pick-up trucks. They learned such techniques as reborring blocks; regrinding crank shafts and pistons; installing new pistons, rings, and pins; and overhauling transmissions and differentials. No texts were used, but lectures were given regularly by the supervisor of the project motor pool and other qualified persons. Students spent 39 hours per week in these courses, which were held in a special shop established for this purpose. Many of the students trained in auto mechanics were able to secure positions in this field outside the center.

BOOKKEEPING

This course was designed to aid students who intended to take further business training after relocation and to provide skilled employees for project offices. Classes were held twice a week.

ELECTRICITY (O. S. Y. A.)

This was an "on the job" type course, which performed useful repair and maintenance functions for the project electric system. Instruction was offered in house wiring, pole line construction, transformers power wiring, electric motor repair, and refrigeration.

FARM CARPENTRY (O. S. Y. A.)

Since the students in these courses were almost all Issei, no printed teaching materials were employed. Classes were held in the high school shop for 39 hours every week. Instruction was offered in the use of hand tools and power machinery. These courses contributed much to small building construction for the project—portable hog houses, chicken houses, brooder houses, feeding troughs, an onion cellar, farm gates, and wooden parts for farm machinery.

FARM MACHINERY REPAIR AND MAINTENANCE (O. S. Y. A.)

These courses were held in the auto mechanics shop, and students were required to attend classes for 39 hours each week. They were taught the overhauling and maintenance of such heavy equipment as tractors, caterpillars, and stationary engines. The principal jobs they performed were the installing of new sleeves, tracks and rings, and the overhauling of fuel pumps, rollers, and clutches.

MOTOR TUNE-UP (O. S. Y. A.)

These courses were offered in conjunction with auto mechanics. Operations covered included the adjustment and installation of valves

and points, testing of oils and condensers, cleaning and spacing of spark plugs, checking of timing, adjustment of clutches and brakes, and the overhauling of carburetors. Students were required to spend 39 hours per week in classes.

POULTRY AND DAIRY HUSBANDRY (O. S. Y. A.)

The subjects treated in these courses were breeds, feeding, culling, incubation, brooding, and housing. Teaching materials used were bulletins from the United States Department of Agriculture, agricultural colleges, and extension services. Classes met two to three times a week for three hours per period. Some experimental work was done with actual poultry specimens, but none with cattle.

SHORTHAND

The objectives of these courses were to train stenographers for positions outside the center and to provide office employees for the project. Classes were established for beginning, intermediate, and advanced students. They were taught by the regular high school commercial teachers. Classes met once to three times per week. Gregg shorthand manuals were used as texts.

TYPING

The typing courses aimed at preparation for post-relocation jobs and project employment. They were offered for students at three levels of achievement: beginning, intermediate, and advanced. Classes were offered from once to three times per week. The high school commercial teachers who conducted shorthand courses likewise taught typing.

TRUCK FARMING (O. S. Y. A.)

These courses were concerned primarily with crops produced in the Pacific Northwest. Teaching concerned preparation of seed ground, fertilizing, rows, harvesting, insects and diseases, hot beds and cold beds, weeds, soils, crop rotation, and irrigation. Classes met two to three times per week, with class periods of three hours.

WELDING (O. S. Y. A.)

Welding courses were offered along with auto mechanics, students often taking both courses at the same time. Arc welding was taught by practice on heavy equipment such as caterpillar tractors, drag lines, and carry-all scrapers, while acetylene welding was done on brake rods, frames, gas carburetors, and other parts.

BASIC TEXTBOOKS USED IN VOCATIONAL TRAINING CLASSES

BOOKKEEPING

Carlson, Prickett, and Forkner - 20th Century Bookkeeping.

TYPING

D. D. Lessenberry - 20th Century Typewriting.

TRUCK FARMING

Publications from United States Department of Agriculture and
publications from agricultural colleges and extension services.

ADULT EDUCATION COURSE OF STUDY

INTRODUCTION

The adult education program at the Minidoka Relocation Center was established in November 1942, and has continued without interruption to the present. Unlike other phases of education at this center, adult education has not been bound by state requirements; thus it has enjoyed greater flexibility in its offerings, time schedules, places of instruction, and selection of teaching personnel. Although this absence of limitations has presented certain apparent advantages, it has also held the disadvantages that there has been no legal coercion upon students to attend adult classes. Adult education has had to sell itself. Therefore the nature of the program has been determined on the basis of two needs--sometimes parallel, but at others almost mutually exclusive: the desires of the residents and official policies of the War Relocation Authority.

Adult education at the Minidoka Center has had three principal aims:

1. Relocation. In order to provide evacuee students with knowledge which would aid them in forming a decision to relocate and which would prove of assistance to them in post-relocation life, adult education has concentrated its major efforts upon Americanization and the supplying of relocation information.
2. Americanization. To foster an understanding appreciation of the language, institutions, customs, ideologies, geographic nature, and historical background of the United States and to combat the powerful tendency toward Japanization, inherent in relocation center life, adult education has offered a broad program of Americanization.
3. Leisure-Time and Avocational Activities. To meet the demand for leisure-time activities adult education has conducted a series of courses, some of which have been definitely recreational while others have been aids to the development of handicrafts useful to domestic life in the center and in post-relocation homes.

CURRICULUM

Classes Aimed at Relocation and Americanization

ENGLISH AND AMERICANIZATION. (November, 1942--September 1, 1945)

These courses have had three major aims: (1) To give students the

ability to understand practical English and to express themselves in simple terms; (2) To aid relocation by making it possible for students to communicate with English-speaking people with whom they would have to deal after relocation; (3) To present information on American habits, customs, institutions, and ideologies.

All types of English instruction have been offered in these classes. Unfortunately in the early days of the program a major emphasis was placed upon grammar, with the result that conversational practice, the most important part of English teaching for evacuees, was shunted into the background. Within the last year, however, grammar has been almost entirely jettisoned and complete reliance placed upon learning through conversational practice. In April, 1945, special conversation classes were established, in which students have done nothing but practice speaking. No writing or reading is permitted in these courses, and the use of Japanese language is rigidly forbidden. This experiment has been eminently successful, and a considerable improvement in conversational ability of the students is evident. These classes, which offered an excellent opportunity for the discussion group technique, have been most useful in spreading information favorable to relocation. Reading has also been emphasized, although it has not required the same effort as conversation instruction. In general, teachers have concentrated upon giving students the ability to read practical materials rather than literature. Writing has presented a problem, because often students have been more intent on producing beautiful penmanship than in expressing themselves in simple but effective terms. The tendency to write down everything the teacher says has also been a hindrance. To overcome these difficulties by focusing attention upon the necessity for clear expression and by giving students the opportunity to write as much as they pleased, special letter-writing classes were set up in April, 1945. Students bring to class letters they have written to their friends outside the center or in other centers, and the teacher corrects them. In no case does the teacher write the letter for the student. These classes also have a direct bearing upon relocation, for they have been a means of establishing contacts between residents and relocatees; and nearly all reports relocated evacuees have sent back to this center have been favorable to resettlement.

It has been found that students are inclined to place too much reliance on their textbooks to the detriment of their conversational development. Therefore, textbooks have been abandoned in almost all classes, although the weekly news magazines have been retained as reading material. The construction of teaching materials by teachers to meet the specific needs of their classes have proved far more successful than the textbook method. Flash cards have worked very well for beginning students. Intermediate and advanced students

have been greatly benefited by the use of cards upon which questions are typed. One student asks the question of a classmate, who is thereby compelled to construct his own answer. In some instances students have been stimulated to create their own question cards. Model conversations have also been valuable. Each student is presented with a typed copy of hypothetical conversation, e.g., How to Order a Meal in a Restaurant, Buying at a Meat Market, Purchasing a Railroad Ticket, Making a Purchase in a Dry Goods Store, Registering at a Hotel, or Depositing Money in a Bank. At first, the parts are read from the sheets, but after sufficient practice, students are able to reproduce such conversations without the assistance of the written pages. This type of teaching material has had the added value that it projects the student into situations he is certain to meet after relocation.

English and Americanization courses have been taught by both evacuee and appointed personnel teachers. It has generally been found that Caucasian teachers are more successful in such instruction than Issei instructors, for the latter have great difficulty in eliminating the use of the Japanese language from classroom work. The few Nisei who have been willing to teach English have been very capable. Thus it has been the policy at Minidoka to use Nisei and Caucasians for most of the English work, while Issei teachers have been utilized in other fields.

AMERICAN HISTORY (December 1942--August 1, 1945)

These classes have been conducted by the lecture method, since most Issei do not have sufficient information to warrant much discussion. Material presented has not been detailed, but has aimed at a broad treatment of the major trends in American development. Much time has been devoted to American customs and ways of thought. Until special current events classes were set up, fifteen or twenty minutes of each class hour were used for the presentation of current happenings. Likewise reviews of books, such as Carey McWilliam's Prejudice and Lillian Smith's Strange Fruit, were given whenever it was felt they were of special interest to Japanese-Americans.

AMERICAN GEOGRAPHY (January 1945--June 1, 1945)

The purpose of these courses has been to give evacuee students a very general picture of the physical and economic geography of the United States, with special emphasis upon those regions--particularly cities--to which people from this center are relocating. Thus a city like Chicago has come in for considerable discussion, while certain regions where little or no relocation is expected, have barely been touched. Material used in these courses has been drawn from so many sources--textbooks, pamphlets, chamber of commerce

publications, etc.--that it is of little point to list principal sources. These classes have been excellent vehicles for the spread of relocation information. At each class meeting students are given one or two mimeographed sheets written in simple English containing the most vital information under discussion. Moreover, geographical movies have been shown almost every week, so that students can see for themselves the areas to which they will relocate and the economic activities practiced there.

CURRENT EVENTS (April 1945--August 1, 1945)

The objectives of these courses have been to keep residents informed on recent news happenings, particularly those concerned with the war and the relation of evacuees to it, and present relocation information. A fifteen or twenty minute news summary initiates each class period, after which Office of War Information films, recommended by the Washington office of WRA, are exhibited. These movies have been very well received, especially when they have dealt with evacuation and the relocation centers.

RELOCATION (April 1945--September 1, 1945)

With the change in evacuee attitude toward relocation after the announcement of the lifting of the West Coast ban and the closing of the relocation centers, it was felt that classes of this type might be well accepted. Since the most difficult problem of relocation at the Minidoka center is the older, more conservative Issei, it was decided to direct this resettlement effort toward them. Therefore a person who has their confidence, the education chairman of the community council, was secured to teach these classes. To date the interest shown has been extremely gratifying.

The information presented is based on digests prepared by the relocation, welfare, and evacuee property offices. It includes material on travel, shipment of property, public assistance, business opportunities, safeguards for aliens under American laws, and the general WRA arguments for relocation.

AMERICAN GOVERNMENT (January 1943--April 1944)

This was a lecture course beginning with the development of the American Constitution and covering governmental changes to the present time. It aimed at presenting information on American ideologies as well as on governmental structure. The principal work used for the preparation of lectures was McCruder's Our Government.

AVOCATIONAL AND LEISURE-TIME COURSES

ALGEBRA (January 1943--February 1943)

This course was intended for post-graduate students who were planning for college entrance.

CALCULUS (October 1943--January 1944)

This class was also set up for persons planning to enter college. It took up functions and limits, the derivative, the differential, polar coordinates, theorems, integration and geometric applications of the definite integral.

DRAFTING AND DESIGNING (May 1943--March 1945)

These were practical courses for home dressmakers in the designing and construction of patterns for women's clothing of all descriptions.

EMBROIDERY (September 1944--August 1, 1945)

Classes in embroidery have been concerned not only with the decoration of clothing, but with the creation of art pieces suitable for framing.

FLOWER ARRANGEMENT (September 1944--August 1, 1945)

These courses have followed the traditional Japanese methods of flower arrangement. Many interesting experiments with local flora have been attempted, including some startling arrangements of sage brush.

FLOWER CRAFT (September 1944--April 1945)

Flower-making classes developed high degrees of skill in the construction of paper and cloth flowers.

SKETCHING (January 1943--March 1943)

The sketching course was a strictly leisure-time activity, endeavoring to give students an interest in depicting various aspects of center environment.

GEOMETRY (January 1943)

Like the class in algebra, geometry was another abortive attempt to prepare Hisei for college entrance.

HARMONY (February 1943--July 1943)

The harmony course offered residents interested in music an opportunity

to learn the fundamentals of the structure of this art.

KNITTING (September 1944--^{August 1, 1945})

Courses in knitting, besides providing recreational activity for Issei women, have supplied many families with much-needed clothing.

MENTAL HYGIENE (January 1943--May 1943)

This was a course in elementary psychology.

POST-WAR PROBLEMS (January 1943--February 1943)

The post-war problems course was an unsuccessful attempt to interest residents in topics which were quite unpopular in the center during the first year after evacuation.

RADIO PHYSICS (January 1943--March 1943)

The title of this course is somewhat misleading, since the instruction offered was in the sending and receiving of the international code by short wave radio.

SEWING (April 1944--March 1945)

In the sewing courses students made all types of clothing, everything from girls' dresses to evening gowns. The variety of work involved all possible types of sewing techniques, both hand and machine.

TRIGONOMETRY (April 1944--June 1944)

The trigonometry course was another pre-college preparation.

JAPANESE WRITING (October 1944--August 1, 1945)

The Japanese writing courses were established for persons already able to speak Japanese but who had little or no ability to read or write the language. Both Chinese and Japanese characters have been taught.

WOODWORKING (October 1944--April 1, 1945)

The woodworking course has been held in the high school shop one evening a week under the supervision of the regular high school woodworking instructor. Students have had the benefit of instruction in the use of power machinery and the opportunity to create a wide variety of furniture and other objects for use in their apartments.

BASIC TEXTBOOKS USED IN ADULT EDUCATION CLASSES

ENGLISH AND AMERICANIZATION

Lee and Page - Living English for New Americans - MacMillan Company.

Mason and O'Brien - Practical Reader for Adults - D. C. Heath.
Books I and II.

Fisher and Call - English for Beginners - Ginn and Company.

My Weekly Reader Series - American Education Press. Editions 3 and 4.

Federal Textbook on Citizenship Series - The Day Family, Book I and
On the Way to Democracy, Books I to III, inclusive - U. S. Government
Printing Office.

Our Government, Book I Workbook - Federal Works Agency.

Nabel V. Cage - Spoken Drills and Tests in English - Harr Wagner
Publishing Company.

Current Events - American Education Press.

American Observer - Civic Education Service Publication.

Health Hero Series - Metropolitan Life Insurance.

Biographies of Christopher Columbus, Benjamin Franklin, John C.
Frement, Alexander Hamilton, Andrew Jackson, Stonewall Jackson,
Thomas Jefferson, Robert E. Lee, Abraham Lincoln, Theodore Roosevelt,
and George Washington. - Hancock Life Insurance Company.

AMERICAN HISTORY

Muzzey, David - History of our Country.

Beard, Charles - Basic History of the United States.

CURRENT EVENTS

Magazines - Time, Newsweek, Readers Digest.

CALCULUS

H. M. Bacon - Differential and Integral Calculus.

SUMMER SCHOOL CURRICULUM

In addition to the regular academic school year of nine months or one hundred and seventy two days as required by the state of Idaho there was a modified summer school program during the summers of 1943 and 1944. Attendance in the summer school was voluntary. No credit was given for any summer school work. Practically all students who were not employed during the summer time were in attendance at some or all of the classes held. The summer school activities had nothing to do with the accreditation program. The summer school activity period was from 4 to 6 weeks in length and usually started 2 weeks after the end of the academic school year on June 1. This made the school year ten and one half to eleven months in length. The story of the curriculum would not be complete without the inclusion of the summer school aims and a list of activities.

Aims

To provide worth while activities and experiences not gained by pupils during the regular school year. With emphasis upon the improvement of health and well being, work experience, self expression and group experience.

High School Offering

Typing, shorthand, photography, music, popular science, nature study, home craft, personal appearance, library, dramatics, swimming, camping, first aid, remedial and make-up.

Elementary School Offerings

Gardening, nature study, library, music, hobbies, club, outdoor games, modeling, carving, knitting, sewing, crocheting, embroidery, printing, paper mache, lettering, remedial and make-up.

Nursery School Offerings

The nursery school program was continued during the summer as it was during the regular school year. The emphasis was placed upon the speaking of English.

Adult and Vocational Educational Offerings

The same offerings were given in Adult and Vocational Education during the summer as was given during the regular school year. There was no distinct break in the teaching program here as there was in the secondary and elementary school systems.

SEQUENCE: INTEGRATIVE THEMES

CURRICULUM
DESIGN
FOR
MINIDOKA
PROJECT
SCHOOLS

TO DEVELOP INDIVIDUALS WHO WILL BRING ABOUT A MORE HARMONIOUS ADJUSTMENT OF OUR
SOCIO-ECONOMIC PATTERNS, OUR TECHNOLOGICAL PROGRESS, AND OUR VALUE SYSTEMS

Living in the
Immediate
Environment

Contrasting
Communities
Using
Different
Techniques

How
Modern
Man Uses
Science &
Invention

Improvement of Human Arrangements
To Make Better Use of Scientific
Techniques

Continuous Improve-
ment of Living

SCOPE AREAS

N K 1 2 3 4 5 6 7 8 9 10 11 12 A

PRODUCTION
DISTRIBUTION
CONSUMPTION

MENTAL AND
PHYSICAL
HEALTH

FAMILY
RELATIONSHIPS

LEISURE
TIME

SPIRITUAL AND
AESTHETIC LIFE

EDUCATION

COMMUNICATION

TRANSPORTATION

GOVERNMENT

CONSERVATION

PERSONAL HABITS (EMOTIONAL AND PHYSICAL
CONTROL)

HOME AND FAMILY LIFE

SCHOOL AND NEIGHBORHOOD

OUR COMMUNITY

CHILDREN OF OTHER LANDS
AND CULTURES OF
CONTRASTING TECHNIQUES

COMMUNITIES
FROM
WHICH WE CAME

RESOURCES, PRODUCING AND MARKETING
IN REGION AND WESTERN HEMISPHERE

RESOURCES, PRODUCING AND MARKETING
IN EUROPE, AFRICA, AND ANTARCTIC

HOW MODERN SCIENCE AND INVENTION AFFECT
AND INFLUENCE MAN'S LIVING

INDIVIDUAL PLANNING FOR PERSONAL, SOCIAL
RECREATIONAL, AND CIVIC RESPONSIBILITY

A CHRONOLOGICAL CONCEPTION
OF HUMAN DEVELOPMENT

THE COMMUNITY,
A HUMAN INVENTION TO SATISFY NEEDS

WITHIN REGION AND NATION

WITHIN WORLD

WITHIN THE COMPLETE ENVIRONMENT
OF EACH INDIVIDUAL