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UNITED STATES
DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
MINIDOKA PROJECT
Hunt, Idaho

P 2.55
AUG 28 1944

August 25, 1944

Mr. J. G. Lindley
Project Director
Granada Relocation Center
Amache, Colorado

Attention: Mr. Lloyd A. Garrison, Supt. of Education

Dear Mr. Lindley:

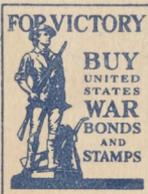
We have just completed what we think was a successful summer school program. I remember that at the Superintendents' Conference in Washington it was suggested that we send information about our summer school activity to each of the other centers. We have a mimeographed bulletin on our summer school program. We are sending you a copy in hopes that it may be of some value to you, and also with the expectation that, if you have similar material, you will send us information that may help us in our work here.

Very truly yours,

Harry L. Stafford
Project Director

By *Arthur Kleinkopf*
Superintendent of Education

Enclosure





PRELIMINARY REPORT OF THE SUMMER ACTIVITY PROGRAM

Minidoka Relocation Project
Hunt, Idaho

PURPOSE:

To provide worthwhile 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.

ORIGIN:

Mr. Arthur M. Kleinkopf, Superintendent of Education, attended a conference of WRA Superintendents in Washington, D. C., during the month of March. At this conference, summer activities for relocation centers were discussed and plans were made for putting into operation the kind of a summer activity program best suited to each project. Upon Mr. Kleinkopf's return from the conference, the meeting of representatives from different divisions and sections was called. This meeting took place April 25. At this meeting, Mr. Kleinkopf explained the intentions and undertakings of the Summer Activity Program. It was decided that a coordinating committee headed by a Summer School Coordinator be in charge of all activities. Mr. Morris Roth, Director of Health and Physical Education in the Hunt High School, was appointed to act as Coordinator. At this first conference, the following named people were named as members of the committee: Mr. Jerome T. Light, High School Principal, Mrs. Nancy L. Bauman, Acting Elementary School Principal, Reverend Everett W. Thompson of the Federated Church, Reverend Tanzai Terakawa of the United Buddhist Church, Mr. Jiro Aoki, Acting Head of Community Activities, Mr. Calvin Ninomiya, Student Body Representative, Mr. Ray Harker, Assistant High School Principal, and Mr. Arthur M. Kleinkopf, Superintendent of Education as ex-officio member. The following week, additional people were asked to attend the next meeting as it was felt that the program should be a project wide program and not limited to the planning of too few people. Mr. Tad Muraoka, Student Teacher, Mr. Jerry Fogarty, Adult Education Director, Miss Lena Haug, Senior Elementary Teacher, Mr. Joseph Beeson, Relocation Program Officer, Miss Dorothy Cram, Social Welfare Worker and Mr. Oscar Cutkosky, Vocational Training Supervisor, were the new members called in.

At this meeting, it was decided that the first step should be a survey of secondary and elementary school students to find out what activities they most desired. The second step would be a survey of the activities which the secondary teachers felt that they were competent to direct. A sample of the questionnaire which was given to both students and teachers is attached and is a part of this preliminary report. This initial planning by the large committee was carried on over a period of three weeks with regular meetings twice a week. It was felt that the committee was too large to be workable and so it has been reduced to the following named people representing various sections and activities: Mr. Morris Roth, Coordinator of the Summer School Activity Program, Mr. Ray Harker, Mrs. Nancy Bauman, Reverend Everett Thompson, Miss Dorothy Cram, Tad Muraoka and Mr. Jerry Fogarty. The sections



represented are Hospital, Community Activities, Church, Adult Education, Elementary School and High School. The Superintendent of Education is at all times an ex-officio member.

POLICIES AND PLAN:

1. It is felt that the plan for the Summer Activity Program should not be a plan devised by the Education Section alone, but rather should be the combined efforts of the Education Section, Community Activities Section, Parent Teacher Association, Employment Division, Hospital, Churches, Community Counsel, Vocational and Adult Education Unit, Agriculture Section, Relocation Section, Steward Section, and representative groups such as Boy Scouts, Girl Scouts and etc. The worthwhile and needed activities for a summer program can not be devised and carried out by the Education Section working alone. It is not the thought of those who have planned this program that it be a school program planned and carried out by school people. It is a project wide program in which all the aboved named sections and divisions should participate. The Education Section has much to contribute but expects much contribution from other sections. Much emphasis is being placed upon experiences that time, weather, leadership and equipment did not make feasible during the regular school year. Opportunities for camping, field trips, picnics, swimming, nature study, development of hobbies, gardening club work, home craft and farm work will be stressed. It is felt that it is highly desirable to have students work both outside the project and on the project. There is much opportunity for employment of boys and girls on the project farm due to the shortage of labor and need for the production of farm and garden crops. It is felt that the regular employment of boys and girls on the farm should also be a part of the Summer Activity Program.
2. Attendance in the Summer School is voluntary. It is the intention of the Planning Committee that the work arranged should be of the type of most value and interest to the students. For this reason, it is felt that the program would be of greater value to the student if attendance could be voluntary upon his part.
3. In general, it will not be the plan to offer credit for any summer activity. If, however, any individual case warrants the giving of credit, the Planning Committee and the Coordinator, may, after consultation with the Principal and Superintendent, so plan and arrange for credit to be given to the individual in question. For instance, if a high school student should need one additional credit in order to allow for graduation in February of 1945, it might be justifiable to allow him to take a course for credit. However, the Summer School Activity Program is to be a flexible one and the committee prefers not to adhere strictly to scheduling of activities that will require the giving of credit. This way, both the students and teachers will be freer to do the kind of a thing that they will like to do most during the summer.



4. It shall be the policy to assist students in getting work experience during the summer. This will be done with the view, not only of providing the student with valuable work experience, but also with the view toward making students relocation conscious.
5. It shall be the policy to make the Summer Activity Program a cooperative affair of all sections and divisions.
6. The length of the Summer Activity Program is not to be more than eight weeks. This includes two weeks of Church School beginning June 12 and ending June 23. Other activities shall begin June 26 and extending over a period not to exceed six weeks or August 4. However, since the fall term for High School will begin August 21, it may be wise to end Summer School Activities at the end of a five weeks period. This, too, will depend upon the height of interest at that time.

SUMMARY OF ENROLLMENT:

The enrollment for the High School Church students is approximately 20. The enrollment for the Elementary Church Group is approximately 361. At this time of writing, about 817 students have made applications to take some work outside the project. About 162 applications have been made by students for work on the project. The enrollment in High School on June 1, 1944 was 1111. The registration for Summer Activity Program at High School at the present time is 132. Many Fifth and Sixth Grade students will work on the project farm during the summer. The enrollment in the Elementary School is not expected to be more than 500. Since the schools have always emphasized relocation and work experience, we feel that these students who are working during the summer on farms and elsewhere under supervision, are just as much a part of our summer activity as are those students who work directly with the teachers in other worthwhile activities. In fact, we are rather proud of the fact that so many students are helping by taking jobs on the farm during this acute labor shortage and war emergency. The production of crops and the feeding of people is certainly an important part of the war effort.



STUDENT SURVEY FORM

- I. NAME _____ CORE TEACHER _____
- II. Are you planning to work? On project ___ or Outside of project ___
___ For Sure ___ or Hope to ___.
- III. Are you interested in attending a Summer Activity Program? _____
- IV. Are you planning to be here this Summer? _____
- V. If so, please check only those activities in which you would like to participate. This is not final and you are under no obligation.

1. EDUCATION

- ___ Modern Problems
___ Personal Appearance
___ History
___ Open Forum
___ Science
___ Family Problems
___ Adult Education

2. DRAMATICS

- ___ Plays
___ Skits, Pageants
___ Stunts
___ Study Club
___ Pantomimes
___ Story Telling

3. MUSIC

- ___ Community Singing
___ Operetta
___ Quartets
___ Mixed Chorus
___ Women's Chorus
___ Instruments

4. ARTS AND CRAFTS

- ___ Needlework
___ Sewing
___ Knitting and Crocheting
___ Woodwork
___ Agriculture
___ Manual Art
___ Photography
___ Painting
___ Drawing
___ Modeling
___ Carving
___ Cooking
___ First Aid

5. ATHLETICS

- ___ Athletic Games
___ Swimming
___ Tennis
___ Tumbling
___ Low Organized Games

6. SOCIAL RECREATION

- ___ Social Dancing
___ Folk Dancing
___ Quiet Games
___ Clubs and Hobbies
___ Social Games

7. SPECIAL FEATURE

- ___ Celebrations
___ Parties
___ Picnics
___ Camping
___ Hike
___ Programs
___ Tournaments
___ Contests
___ Committee Work

8. OTHER CHOICES

- VI. Would you be willing to work on committee organizing these activities you are interested in?
- VII. What recommendations, additions would you like to see in the program for the coming season?
- VIII. Return this blank to your core teacher at once.



TEACHER SURVEY FORM

SUMMER PROGRAM

Again the time has come to make definite plans for a summer activity program. The emphasis, as indicated through the Washington office, should be placed on activities which the child did not have during the regular school year. Any formal instruction for remedial purposes should be of secondary nature. The plan should provide a series of worth-while experiences which will contribute to the growth and happiness of the child.

In order to fulfill these needs, it will be necessary to determine the available skills or talents among our personnel. This is of utmost importance because it will determine the activity program which will be developed.

The following is a suggested list of activities which may be included in the summer program. Will you please check the blanks below and return at once to Mr. Roth.

Please feel free to offer any suggestions you may have regarding the summer program. If you have additional suggestions for activities which you may wish to direct, please indicate in the blanks below.

SUGGESTED ACTIVITIES

I. ARTS AND CRAFTS

- 1. Needlework
- 2. Sewing
- 3. Knitting or Crocheting
- 4. Woodwork
- 5. Manual Art
- 6. Painting
- 7. Drawing
- 8. Modeling
- 9. Carving
- 10. Photography
- 11. Cooking
- 12. _____
- 13. _____

II. DRAMATICS

- 1. Story telling
- 2. Plays
- 3. Pantomines
- 4. Skits
- 5. Pageants
- 6. _____
- 7. _____



III. MUSIC

- ___ 1. Community singing
- ___ 2. Quartetes
- ___ 3. Mixed chorus
- ___ 4. Whistling
- ___ 5. Instruments
 - ___ a. _____
 - ___ b. _____
 - ___ c. _____

IV. SOCIAL RECREATION

- ___ 1. Social dancing
- ___ 2. Folk dancing
- ___ 3. Quiet games
- ___ 4. Clubs and hobbies
- ___ 5. Social games.
- ___ 6. _____
- ___ 7. _____
- ___ 8. _____

V. RECREATION

- ___ 1. Athletic games
- ___ 2. Physical fitness
- ___ 3. Swimming
- ___ 4. Tumbling
- ___ 5. Low organized games (e.g. horse shoe, etc.)
- ___ 6. _____
- ___ 7. _____
- ___ 8. _____

VI. AGRICULTURE

- ___ 1. Gardening supervision
- ___ 2. Farm program
- ___ 3. Landscaping
- ___ 4. _____
- ___ 5. _____
- ___ 6. _____

VII. REMEDIAL WORK (indicate type)

- ___ 1. _____
- ___ 2. _____
- ___ 3. _____



VIII. SOCIAL FEATURES

- ___ 1. Parties
- ___ 2. Picnics
- ___ 3. Campings
- ___ 4. Hikings
- ___ 5. Tournaments
- ___ 6. Celebrations
- ___ 7. Exhibits
- ___ 8. Trips within the center
- ___ 9. Stunts
- ___ 10. Contests
- ___ 11. _____
- ___ 12. _____

IX. HEALTH

- ___ 1. Care of sick
- ___ 2. First aid
- ___ 3. Jr. Red Cross
- ___ 4. _____
- ___ 5. _____
- ___ 6. _____

X. OTHER CHOICES

- ___ 1. _____
- ___ 2. _____
- ___ 3. _____



FORM FOR HIGH SCHOOL STUDENTS

Hunt, Idaho
1944

- I. Name _____ Core Teacher _____
- II. Are you interested in attending a Summer Activity Program? _____
- III. If so, please check only those activities in which you would like to participate. This is very important. You may only check four or less, not counting special features or athletic.

1. Education

____ Science
____ Modern Problems
____ Personal Appearance
____ Typing - Commercial
____ Typing - Personal
____ Shorthand

2. Dramatics

____ Plays
____ Skits, pageants

3. Music

____ Community Singing
____ Instruments

4. Social Recreation

____ Clubs of all kinds
____ Hobbies
____ Dancing

5. Arts & Crafts

____ Homecraft
____ Photography
____ First Aid
____ Arts
____ Workshop
____ Agriculture

6. Athletics

____ Athletics Games
____ Swimming

7. Special Features

____ Parties
____ Picnics
____ Camping
____ Hikes
____ Tournaments

8. Other Choices

- IV. Would you be willing to work on committees organizing these activities you are interested in? _____
- V. Return this blank to your Core Teacher at once.



GRADE SCHOOL PROGRAM

- 9:00 - 10:15 Gardening and Related Subjects
1. Elementary Science
 2. Social Studies
 3. Hikes
 4. Nature Study
 5. Library
 6. Field Excursion (inside)
 7. Creative Writing
 8. Planning the Future (relocation--incidentally)
- First Grade Work: Continuation of regular work for this period.
- 10:15 - 10:30 Recess
- 10:50 - 11:50 Remedial
1. Outside Activity
 2. Music
 - a. folk dancing
 3. Hobbies
 4. Collections
 5. Free Play
 6. Library Period
 7. Club Meeting
 8. Games
- 11:50 - 1:30 Noon
- 1:30 - 2:00 Rest and Relaxation
- 2:00 - 2:10 Recess
- 2:10 - 3:15 Arts and Crafts
1. Drawing
 2. Painting (watercolor)
 3. Paper Cutting
 4. Clay Modeling
 5. Finger Painting
 6. Posterwork, Lettering
 7. Soap and Wood Carving
 8. Papier Mache
 9. Dolls and Toy Making
 10. Dry Brush work
 11. Airplane Modeling
 12. Manual Arts
 13. Weaving
 14. Knitting, Crocheting, Sewing, Embroidery
 15. Scrap Books
 16. Stenciling, Block Printing
- Games
1. Games-ball
 2. Relays
 3. Singing Games
 4. Play-round Contests



HUNT HIGH SCHOOL
HUNT, IDAHO

SUMMER SCHOOL PROGRAM

NAMES	Period 1 8:30 - 9:20	Period 2 9:25 - 10:15	Period 3 10:20 - 11:10	Period 4 11:15 - 11:50	Period 5	Period 6
Lyday	8:15 - 10:00 Typing - Advanced 2AB		10:05 - 11:50 Shorthand - Advanced 4AB			
Hines	Shorthand - Beginning 4AB		Typing - Beginning 2 AB			
Frost, Mr.	Photography	Photography	Photography			
Frost, Mrs.			Music	Music Social Rec.		
Fleischman	Shop	Grade Shop Block 32		Grade Shop Block 10		
Barber	Science	Camping and Related Activities				
Jaeger	Nature Study	Others Arranged				
Vold	Home Craft	Personal Appearance		Grade School 10		
Corkill	Home Craft	Personal Appearance		Grade School 32		
Gilmore	Library	Library	Library	Library		
McNary		Dramatics	Other hours may be arranged			
Pomeroy		Art	Art	Art Grade		
Gonnerman		Dramatics	Other hours may be arranged			
Kimura			First Aid			
Hunt		Camping and Related Activities				
Killerlain		To be arranged				



The following table gives the enrollment by subject matter or activity:

Typing.....	120
Shorthand.....	107
Music.....	18
Shop	
(a) Stafford, Grade V.....	27
Stafford, Grade VI.....	26
(b) Huntville, Grade V.....	25
Huntville, Grade VI.....	22
(c) High School.....	<u>5</u>
	105
First Aid.....	13
Science.....	13
Nature Study.....	2
Photography.....	43
Hand Work.....	8
Home Economics.....	8
Art.....	16
Dramatics.....	4
Camping.....	369

Camping was featured during the summer activity program. As the table shows, 369 students were enrolled in camping activities. The Methodist and Presbyterian Church people in the state of Idaho were kind enough to allow the students to use the church summer camps in the Sawtooth Mountains. These camps are permanent in nature having been established many years ago. The two camps are about ten miles apart near Sun Valley. Six groups of children were sent to these camps at different times over a period of six weeks. The largest number taken at any one time was 120. Each group remained in camp approximately one week. Appointed personnel and evacuee sponsors were sent with each group. Usually there was one sponsor for every twelve students. Classes in first aid, swimming, art, and nature study were conducted at each of the camps. These camp activities had great educational value. Some of these groups sent out intermingled with Caucasian groups from other parts of the state.



In every instant, there was the finest of cooperation on the part of both groups. It did much in giving the Japanese students belief in the American way of life, and perhaps had its greatest value in the impetus it gave to relocation.

In addition to the camping activities carried on outside the project, there were many trips conducted on the project. These trips included visits to the farm area, warehouse area, administrative area, etc. A sage brush park has been landscaped and set aside for use by picnic groups. During the summer a number of groups used this park either for breakfast or for day picnics of one kind or another.

A total of 595 students were enrolled in the elementary school during the summer term. Each student reported to his home room teacher as he did during the regular term. He then was enrolled in as many activities of his own choosing as he was able to do during the day. The choice of activities from which he could choose is included as a part of the bulletin entitled "Grade School Program." Gardening in the elementary schools was again featured as was last summer.

In planning for the summer activity program, the committee decided that the program should be one of educational, recreational activity and should not be academic. At the end of the summer term the committee felt that this idea was highly successful. Students and teachers alike were very enthusiastic about the summer program. The fact that they could get away from an academic setup and take part in carrying out a program that was largely recreational in nature had a strong appeal. Each person did the thing in which he was interested. No one was forced to go to school, and no one was forced to take any activity other than one of his own choice. School was a pleasure for all.



MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
August 13, 1943

OUTLINE OF REPORT ON SUMMER PROGRAM

(July 12 - August 13)

- I. Outlines
 - A. First outline (Copy for each school)
 - B. Second, refined outline (Copy for each school)
 - C. Interpretation of daily program
- II. Purposes of Summer Program
 - A. Care of children during warm weather months
 - Well-rounded, wholesome, constructive program
 - B. Development of understandings relative to first-hand observations and studies in gardening
 - C. Provision for meeting individual needs in reading and arithmetic
 - 1. Small groups -- special work
 - 2. Testing program reported here (separate report)
 - D. Training in Arts and Crafts
 - 1. Aesthetic; skills
 - a. Uses of materials
 - E. Development through physical education program
 - 1. Small group games (see outline)
 - 2. Competitive sports (baseball)
 - 3. Relaxation period
 - F. Participation in cooperative activities -- (All-school)
 - 1. Newspaper (Stafford Press)
 - 2. Gardens
 - 3. Exhibits
 - 4. Excursions

III. Activities

- A. Planning of Gardens
- B. Planting
- C. Care and growth of plants
 - 1. Irrigation
 - 2. Thinning of rows
 - 3. Removal of "suckers" on plants
 - 4. Cultivation of soil
 - 5. Insect control
 - 6. Harvesting

IV. Outcomes

- A. Health values
- B. Understandings
 - 1. Elementary Science
 - 2. Economic values
 - 3. Principles of cooperation
 - 4. Individual growth

V. Evaluation of Program and Recommendations

- A. Teachers' Reactions
- B. Recommendations

VI. Long-range overview

- A. Objectives
- B. Anticipated problems
- C. Hoped-for outcomes

Report to be completed by August 23.

8:30	Consultants Tomu and Henry	Home Room and Gardening					
10:00	Meadows Tanabe and Sakurai	Queen	Koch	Huerantz	Premmons	Kreinkopf	Haug
10:00	Consultant Kreinkopf	Fundamentals					
-	Hester Tanabe Ikeda Sakurai	Otaka and Haug		Meadows and Yoshida		Premmons and Ogawa	
11:30	Remedial wk. } Queen Eng. & Read. } GRIN	Remedial wk. } Koch Read. & Arith. }	Remedial wk. } Huerantz Read. & Arith. }	Remedial wk. } Kreinkopf Read & Arith. }			
11:30	Noon Intermission						
1:30	Rest Period						
2:00	Consultants Inaba	<u>CRAFTS</u> and <u>ARTS</u> - <u>HANDWORK</u> - <u>HOBBIES</u>					
3:00	Ass't in preparation (in AM.) Stone	Teachers' choices of activities in respective classrooms (classroom as in period I) Children's choices of activities (personnel of each group determined by children's choices of activities) <u>& Groups</u>					
3:00	Consultants Kreinkopf - R. Reed Huerantz - tests Inaba - Bus Smith - R. Arith. Ogasawara - Gard. Aoyama - Gard. Bauman - R. Eng. & Spord Queen - Rec.	RECREATION - (Physical Education and Music) Teachers' choice of activities (for planning and direction) Children's choice of activities (for cooperation & participation) (Personnel of respective groups determined by children's choices of activities)					
4:00		6 Groups Huntville					

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho

SUGGESTED PROBLEMS SUITABLE FOR ARTS AND CRAFTS
Teachers, please add your suggestions under each heading.

- I. Sewing
 - A. Project involving the purchase of their own materials
 1. Aprons, playsuits, etc.
 - B. Projects involving the use of donated material
 1. Doll clothes
 2. Quilts
 3. Pillows and bed clothes for kindergarten play-houses
 4. Embroidering

- II. Knitting and crocheting and weaving
 - A. Projects involving the use of own materials
 - B. Projects made from donated material
 1. Rugs
 2. House slippers
 3. Socks
 4. Sweaters
 5. Mittens
 6. An afghan (class project from scrap yarn)
 7. Table mats
 8. Purses

- III. Raffia and reed work (Small amount on hand)
 - A. Baskets
 - B. Belts
 - C. Woven objects

- IV. Coping Saw Projects
 - A. Book ends
 - B. Puzzles
 - C. Toys for nursery schools and kindergartens

- V. Simple woodwork from scrap materials
 - A. Book ends
 - B. Projects that will be of use in the school rooms next year
 1. Shelves

- VI. Clay work and plasticene

- VII. Marionettes and puppets (Possibility of a small show at the end of summer term)

- VIII. Drawing
 - A. Out-of-door sketching
 - B. Figure drawing
 - C. Pastel
 - D. Watercolors
 - E. Crayon techniques
 - F. Payons
 - G. Tempera techniques
 - H. Simplified drawing for lower grades

- IX. Cardboard construction
 - A. Doll furniture
 - B. Animals

- X. Paper machi objects - Paste
 - A. Dolls
 - B. Bowls

- XI. Finger Painting

- XII. Doll making and dressing
 - A. Rag dolls

- XIII. Hobbies (involving arrangement)
 - A. Stamp collection
 - B. Flowers
 - C. Leaves
 - D. Airplanes

- XIV. Wood carving

- XV. Dioramas

- XVI. Poster making for Hunt Improvement

- XVII. Stenciling
 - A. Oil paint
 - B. Water color
 - C. Crayons

- XVIII. Bookbinding (old textbooks)
 - A. Assembled materials for next year's use

- XIX. Crepe paper craft
 - A. Flowers
 - B. Party favors

- XX. Dolls and toys from beads and buttons

- XXI. Lapel ornaments and novelties

- XXII. Soap carving

HUNT HIGH SCHOOL
 Hunt, Idaho

SUMMER ACTIVITY PROGRAM

	1	2	3	4	5	6
Time	8:30 - 9:20	9:25 - 10:15	10:20 - 11:10	11:15 - 11:50	1:30 - 2:20	
Lyday	2 AB Typing Adv.	2 AB Typing Adv.	4 AB Shth. Adv.	4 AB Shth. Adv.		
Hines	4 AB Shth. Beg.	4 AB Shth. Beg.	2 AB Typing Beg.	2 AB Typing Beg.		
Frost, Mr.	3 CD Photography	3 CD Photography	3 CD Photography			
Frost, Mrs.			Music (music room)	Music (social hall) Social Rec.		
Fleischman	Grade Shop	Shop			Grade Shop	
Barber	Science 14 B	Camping and Related Activities				
Jaeger	14 A Nature Study	Others Arranged				
Corkill			Home Economics 1 EF			
Gilmore	Library	Library	Library	Library		
McNary		6 EF Dramatics	Other hours may be arranged			
Pomeroy		Art 8CDEF	Art 8CDEF	Art Grades		
Gonnerman		11 EF Dramatics	Other hours may be arranged			
Kimura			First Aid			
Hunt		Camping and Related Activities				
Killerlain		To be arranged				
Pattee		Hand work to be arranged				

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

Summer Term, 1943

DAILY PROGRAM OF ELEMENTARY SCHOOLS

Interpretation

Period

HOME ROOM AND GARDENING

8:30
to
10:00

Pupils assembled in their respective home rooms at the beginning of this period. Attendance was checked. Teachers and pupils planned work to be done in the garden, each group having planted an area in vegetables.

The children usually spent the major portion of the period in their gardens. Activities consisted of watering, weeding, hoeing, thinning, transplanting, and harvesting vegetables. Insects found in the gardens afforded subjects for much first-hand and follow-up study.

Irrigation became a matter of serious consideration, and children made observations followed by participation in this program.

Flower beds planted near each school room barrack provided many worthwhile activities and the development of understandings.

10:00
to
10:15

Rest period.

10:15
to
11:30

INTEGRATED ACTIVITIES

During this period individual pupils were drawn from groups, --forming small groups, for whom developmental work was conducted.

The larger groups were directed in informal activities. In many cases these were follow-up activities directly connected with the work done in the garden during the previous period. They included the finding of information in encyclopedias, the drawing of objects found in the garden, the writing and illustration of poems.

INTEGRATED ACTIVITIES (cont'd.)

Story telling in the classrooms and at the libraries was a popular activity during this period. A few dramatizations resulted from some of the developments. Singing, also, proved to be a desirable activity for this period.

Spelling, handwriting, and English composition were indirectly emphasized in the various activities. The school paper, The Stafford Press, was an outgrowth of this period's work.

1:00
to
1:30

Relaxation

Quotations from the teachers are significant in a discussion of this period.

"Extremely worthwhile. For the kindergarten it would be well to have a rest period all year."

"I was not here long enough to make worthwhile comments on the summer program but I do feel that the relaxation period was very worthwhile and should be included in the next summer's program."

"The most successful part of our summer program was the relaxation period. At first the relaxation period was looked upon by our second graders as the activity practiced in the nursery schools, but as the days went by, I have had 100% of the class go to sleep. They claimed that they wanted to sleep more as the weeks went by."

"The pupils really did learn to relax. I felt I could see a difference in certain children's dispositions due to the added rest."

"The relaxation period was not as successful as in other rooms. Most of the pupils seemed too eager to do other things during this period. Although relaxation period of my fourth graders was not a success, I would be most willing to try it again."

"Relaxation period is one of the things most worthy of repetition in the next summer term. It was a decided success."

Period

ARTS AND CRAFTS

1:30
to
3:00

RECREATION

Handwork consisted mainly of art and of construction determined largely by materials at hand.

Children were given some voice in choosing the type of activity in which they were to engage. Teachers endeavored to provide experience in the use of a range of mediums, and directed children in the evaluation of results obtained.

The accompanying outline is indicative of types of work covered during this period.

Exhibits held in the respective schools were attended by many parents and members of the Administrative Staff.

Recreation was directed by a teacher in charge of equipment. Effort was directed toward providing a variety of games and experience in the use of various kinds of equipment.

The summer program of the elementary schools is recognized as an experimental program planned and conducted in view of the needs and purposes expressed in the outline of this report. (See p. 1)

Reactions of pupils, parents, and teachers are indicative of the following conclusions:

1. In general, the program served the purposes for which it was intended -
 - a. All children participated in a gardening program affording first-hand learnings
 - b. Integration of work and play was provided
 - c. There was a relationship of skills and subject-matter in a developmental program.
2. A wholesome means of caring for a large number of children was provided.
3. More music ^{and} more ~~&~~ directed play were needed.

Administration Policy in regard to
Work Leave for Youth Under 18

- I. No boy (or girl) under 18 years of age to be allowed to leave the project, without written parental consent and having had a conference with the high school counselor.

- II. It is recommended that any boy or girl in high school finish out the present academic year, but after consultation of the parents and student with the school officials, the student may be granted work leave if that decision is desired by everyone concerned.