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NOTED FROM THE RECORDS OF THE
THE 11th ANNUAL MEETING OF THE
NATIONAL BOARD OF HEALTH
HOLDING THE 10th ANNUAL
(213) 1911-1912

WAR RELOCATION AUTHORITY
GILA RIVER PROJECT
RIVERS, ARIZONA

K4-30

Report on the Teacher-Training Program to date.

January 7, 1943

On September 16, 1942, the Teacher-Training Program for Butte and Canal Communities was started. Those evacuee teachers who were to assume partial or full control of classrooms, were enrolled in a "pre-service" class which met regularly until Saturday, October 3.

The purposes of this class were to:

1. Acquaint the prospective teachers with the philosophy and objectives of education in general and their own assignments in particular.
2. Familiarize them with materials, supplies, and equipment used in teaching.
3. Give actual guidance and supervision in planning their units of work, organizing the year's program, methods of evaluation, planning, discipline, etc.
4. Assist in making class schedules with the idea in mind of doing as much correlating as possible.

A great many items of general interest in opening school, keeping of records, making reports, care of room, were discussed briefly.

Many of the present staff did not benefit from these meetings but have, through the extension class, made up for the loss.

Starting October 5, all evacuee teachers who were not excused by the Superintendent of Education, enrolled in a composite six-semester hour course in "Elementary and Secondary Curriculum and Techniques". This course includes such items as Philosophy, History of Education, Psychology, Measurements, Curriculum, Techniques, etc. A copy of the outline in some detail is attached. The work does not follow the outline as presented. Instead the class is more or less a "workshop round table" where points needing most immediate help are discussed.

Since no single text covers all the material, many books have been borrowed from individual teachers and the Matthews Library at Arizona State Teachers College at Tempe.

Since it will be necessary to turn in letter grades to the college, tests from time to time are given covering reading, class discussion, and lectures. Other projects as well as plans are considered as part of the grade.

GILA RIVER PROJECT
RIVERS, ARIZONA

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NOV 29 1944

Mr. Dillon S. Myer, Director
War Relocation Authority
Barr Building
Washington, D. C.

Attn: Dr. Lester K. Ade, Director of Education

Dear Dr. Ade:

Long ages past, in fact about August 12,
you wrote suggesting that we collect commencement
talks, valedictory, salutatory, etc., made during
this past year and send them on to your office.
Finally we have these assembled and are trans-
mitting them to you herewith.

With our apologies for this delay,

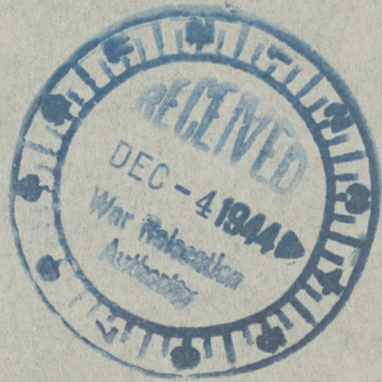
Sincerely,

W. C. "Tom" Sawyer
Supt. of Education



38-121

NOV 6 1944



BUTTE-CANAL HIGH SCHOOL
Rivers, Arizona

Instructions For Students

ADMISSION - Pupils will be admitted to Freshman standing in the high school on presentation of a certificate of promotion from the eighth grade. Pupils having attended high school elsewhere must have an official transcript of their former school.

REQUIREMENTS FOR GRADUATION - The general requirement for the completion of a high school course are:

Core Course (English & Social Science)	8 units
Mathematics	1 unit
Science	1 unit
Health and Physical Education	1 unit
Required	11 units
Electives	6 units
Total required for graduation	17 units

A Unit consists of the successful completion of a year's work in a subject in which the class meets five days a week.

COLLEGE ENTRANCE REQUIREMENTS are changing. If you are looking forward to entering a certain school, you should make inquiry and consult with your home room adviser who will assist you in making out your high school program to meet the entrance requirements.

GRADE OF WORK done in high school is often considered in admitting to college. Many institutions of higher learning will not accept below average grades - "D" in this high school - as valid toward meeting their entrance requirements. A high percentage of above average grades - "B" or better - indicates the ability to do college work.

IN SELECTING YOUR COURSE AND ELECTIVES you should study well your previous work and your ability to do school work. Do not select a course or subject merely because a friend has done so. Make your own selection after careful study of your needs and interests and consultation with your parents and faculty adviser.

CHANGE OF COURSE OR SUBJECT must be made during the first two weeks of the semester and must be approved by the principal and sanctioned by the parent.

FOUR UNITS of academic work make up a complete program. Each student is required to carry a full program unless by special arrangement between the parent and principal a part time program is approved. Students must continue to the end of the semester. At the discretion of the principal an extra subject may be taken.

PHYSICAL AND HEALTH EDUCATION is required by the State, and the school is held responsible for carrying out a successful program. The students take up a study of health, prevention of disease, first aid, sanitation, etc. Also, the instructors in charge will make careful studies of the physical needs of each student, and in cooperation with the health authorities, carry out a program of exercise best suited to the student. In case rest rather than physical exercise is needed, the student will be assigned to a rest period.

ELECTIVE SUBJECT may not be taught unless at least twenty students select it.

SCHOOL DAY - The regular hours of the school day are from 8:45 a.m. to 11:45 and from 1:00 to 4:00 p.m. All students are required to attend the full day and longer if necessary to make up work lost through absence or failure in class.

SPECIAL ACTIVITY PARTICIPATION, athletics, dramatics, holding class office, representing the school in inter-school contests, etc., is restricted by Arizona Interscholastic Association rulings to those students who are in good standing and doing satisfactory work in at least three subjects.

EXCUSES for absence or tardiness are necessary and must be obtained from the office before re-entering classes. Absence caused by illness of the student or illness in the family or other urgent reasons rendering attendance impossible, is excused. Students must make up for all work missed before credit for advanced work will be given. Excessive unexcused absence or tardiness and failure to report for detention period shall be just cause for suspension from the school.

CARE OF SCHOOL PROPERTY - The buildings, grounds, and equipment of this high school are furnished for educational purposes. Students who deface school property by writing, cutting, scratching, or in any other manner injure the buildings or the furniture will be (1) required to pay for the damage they have done and (2) expelled from the school for repeated offenses.

CUTTING CLASSES, forging excuses, using profane language, hazing, or in any way interfering with the work of the school, will not be tolerated. Gentlemanly conduct and a right attitude toward the entire group are expected from all students.

LIBRARY REGULATIONS will be explained and posted for all students to read. The combined study hall and library offers the best possible opportunity for good study in case all students comply with the regulations concerning the use of this room. The study hall regulations are made for one purpose - to prevent unthinking students from interfering with the work of others and to offer the best possible situation for study.

CLASSIFICATION OF STUDENTS - Students are classified according to the number of units of credit earned. Entering students are Freshmen. To be classified as a Sophomore, one must have completed $3\frac{1}{2}$ units; Junior, $7\frac{1}{2}$ units; Seniors, 12 units. Each class is organized under the direction of a faculty adviser. Class officers are elected and the class meetings are conducted by the student officers.

BUTTE HIGH SCHOOL
Rivers, Arizona
Outline of Subjects

The following outlines have been arranged to fit the needs of students attending the high school. A careful study of this paper will permit the student to elect that course of study which best suits his needs and his abilities. Faculty advisers will assist the students in making wise and proper selections. Parents are urged to assist.

ENGLISH and the SOCIAL SCIENCES are integrated and required for four years in Butte High School. This core course constitutes one half of the work done in the high school and will be broad and inclusive. It will include a thorough study of English literature, reading, speaking and writing. The Social Studies will cover the fields of community civics, World History, American History, Problems of Democracy, and the required study of the Federal and State Constitutions.

LABORATORY SCIENCE, either Biology, Chemistry, or Physics, must be elected in all courses to meet graduation requirements.

COLLEGE PREPARATORY COURSE--SCIENCE MAJOR is intended for those students who are preparing to enter a college of engineering; also scientific type of work such as mechanical work of any kind, aviation, etc. Spanish I and II may be carried in the third and fourth years as a fifth subject by the better students.

First Year	Second Year	Third Year	Fourth Year
(Social Science (English General Science General Math	(Social Science (English Biology Algebra I	(Social Science (English Chemistry Pl. Geometry	(Social Science (English Physics (Algebra II (Solid Geometry

COLLEGE PREPARATORY COURSE--LIBERAL ARTS is intended to prepare for entrance to college of Liberal Arts.

First Year	Second Year	Third Year	Fourth Year
(Social Science (English General Math Elective	(Social Science (English Algebra I Elective	(Social Science (English Spanish I Pl. Geometry	(Social Science (English Spanish II Elective

STENOGRAPHY COURSE offers training to those who desire to fit themselves for secretarial work. Those students who complete this course of study with superior grades should be able to do the work of a stenographer in most offices. Special emphasis is placed on shorthand and the writing of business letters.

First Year	Second Year	Third Year	Fourth Year
(Social Science (English Intro. to Bus. General Math	(Social Science (English Typing I Elective	(Social Science (English Shorthand I Bookkeeping I	(Social Science (English Shorthand II Elective

BUSINESS COURSE is designed for those students who desire to take a general business course but do not intend to go into stenography.

First Year	Second Year	Third Year	Fourth Year
(Social Science (English Intro. to Bus. General Math	(Social Science (English Typing I Elective	(Social Science (English Bookkeeping I Typing II	(Social Science (English Elective Elective

AGRICULTURE COURSE is for boys who are interested in preparing themselves for work in the various fields of agriculture.

ART COURSE is for those boys and girls who desire to prepare for work in the fine or applied arts.

HOME ECONOMICS COURSE is for girls. It is intended to offer subjects that will be of value to girls, regardless of what type of work or activity is to be followed after graduation from high school.

INDUSTRIAL ARTS COURSE is intended for boys who are looking forward to work in the building trades. It includes a three year course in woodworking and mechanical and architectural drafting.

Enroll for *Agriculture I, **II, ***III, or *Art I, **II, ***III, or *Home Economics I, **II, ***III, or *Industrial Arts I, **II, ***III, during the first three years in high school to major in any one of the courses listed, as follows:

First Year	Second Year	Third Year	Fourth Year
(Social Science (English * General Math	(Social Science (English ** Elective	(Social Science (English *** Elective	(Social Science (English Elective Elective

JOB EXPERIENCE COURSE is designed for students who desire to get work experience while attending school. A coordinator will work with the community divisions where students will be placed for this experience and will assist students in proper placement. Work experience will earn credit toward graduation.

First Year	Second Year	Third Year	Fourth Year
(Social Science (English General Math Elective	(Social Science (English Elective Elective	(Social Science (English Employment Problems Work Experience	(Social Science (English Employment Problems Work Experience

BUTTE HIGH SCHOOL

PROGRAM OF STUDIES 1943-1944

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
*Social Studies (English, Soc. Sci.)	*Social Studies (English, Soc. Sci.)	*Social Studies (English, Soc. Sci.)	*Social Studies (English, Soc. Sci.)
*General Math	Algebra	Plane Geometry	Solid Geometry (1 semester)
General Science	Biology	Spanish I	Adv. Algebra (1 semester)
Shop I	Typing I	Chemistry or Physics (Algebra is a pre-requi- site)	Trigonometry (1 semester)
Art I	Shop II	**Employment Problems Work Experience	Spanish II
Art Crafts I	Art II	Typing I	Chemistry or Physics (Algebra is a pre-requi- site)
Homemaking I	Art Crafts II	Typing II (only if registered for Secretarial course)	**Employment Problems, Work Experience
Agriculture I	Homemaking II	Bookkeeping I	Typing I
Introduction to Business	Agriculture II	Shorthand I	Typing II (only if registered for Secretarial course)
*Health & Physical Education	*Health & Physical Education	Homemaking III	Bookkeeping II
Band	Band	Agriculture II	Shorthand II
Orchestra	Orchestra	Shop (Advanced)	Homemaking III
Choral	Choral	Bookbinding (Both Boys & Girls)	Agriculture II
		Mechanical Drawing	Shop
		*Health & Physical Education	Bookbinding (Both Boys & Girls)
		Art or Art Crafts	Mechanical Drawing
		Band	Art or Art Crafts
		Orchestra	Band, Orchestra, Choral
		Choral	

*Starred courses are required of all students.

**Employment Problems and Job Experience - one hour in class and 1/2 day on a job. Carries 2 units credit.

BUTTE HIGH SCHOOL

EXTRA CURRICULAR ACTIVITIES

Fine Arts Club

Scribbler Scroll

Brush and Palette

Music Club

Royal Thespians

Charm Club

El Circulo de Acoustad

Dash'n Circle

Senior Girls' League

Junior Girls' League

Forensic Club

A.B.C. Club

Associated Student Body Council

Boys' Athletic Association

Girls' Athletic Association

Dramatics

Choral

QUILL & SCROLL

K 4-30

CLASSES IN SPECIAL ACTIVITIES will be offered in a special period. Students electing these classes will be required to be in regular attendance. These subjects will earn 1/8 unit of credit per semester. Classes will meet twice a week, Monday and Thursday or Tuesday and Friday.

EDUCATIONAL WORKSHOP
Saturday, October 3, 1942
Morning Session

Japanese Relocation Papers
Bancroft Library

PROBLEMS

1. Place of assistant teachers and student teachers
- 2.
- 3.

STUDENT TEACHERS

Those already having college degrees
Will do some practice teaching
Will take one or two professional courses with college (undergrad)
credit (possibly from U. of Idaho) toward teacher's certificate
Student teacher will be assigned to regular teacher
When student teaching will work under direction of both
regular teacher and Kleinkopf. Length of practice teaching
period will depend on university - probably not over six
hours per semester.
Possibly some qualified student teachers may be given full
responsibility for some class

TEACHER'S ASSISTANTS

Legally unable to give these people full responsibility for a
class or teaching a class
Might be allowed to take professional courses for college credit

STUDENT ATTITUDES

Japanese tend to feel Japanese teachers won't be qualified
Pupils' experiences in Japanese school unfavorable - poorer
discipline
Some feel Caucasian teachers wouldn't be here if they were any
good
Older Japanese, especially rural, are encouraging Japanese
teachers
Japanese schools are not a fair comparison: they were conducted
after regular school hours or Saturdays while other children
were playing
Unfavorable comparison between Japanese and Caucasian teachers'
salaries
In Puyallup Japanese teachers had to function without texts and
program was so different from public schools that students
and parents concluded Japanese teachers are no good

PROBLEMS TO BE MET

Texts would be reassuring to students
Blackboards would be limited - one to a room
Textbooks will be delayed
Rex-o-graph materials can be used
Emphasis can be placed on writing and speaking
Community resources (speakers and observations)
Preliminary counseling sessions can't be effective until teachers
know what rest of staff will offer and what work experiences
will be available.

-2-

We should have some agreement on grade placements of subjects
Teacher should acquaint himself with student's interests and
background before making tentative selection of subjects
Teachers should plan offerings in areas and discuss them

ANALYSIS OF COUNSELORS' JOB

What must be done in counseling period

Registration of students and advice on courses

Must know offering of school program, student's educational
background, fields of interest

MECHANICS OF INTERVIEWS

Ask for school report cards to be brought to interview if
possible

Provision for notes on conferences

College requirements

Skeleton courses?

Required courses for vocations

Available work experiences

Discussion of counseling methods

Graduation requirements

Schedule counseling interviews

Classification policy

November 23, 1943
By Tek Sakurai

K 4.26

Canal Community Council

The meeting was originally scheduled for 1:30 p.m. However, the meeting did not get under way until about twenty minutes later. At the starting time only a few Councilmen had appeared. The Chairman had misplaced some memorandum and had gone out in search of it.

As soon as the meeting was called to order, Messrs. Wolter, Reynolds, and Black interrupted the meeting and Mr. Black was introduced as the man in charge of all Internal Employment.

Following his introduction the body began work upon the selection of a Judicial Commission. A list of persons were presented to the Council with a very brief sketch regarding their personal history. Each of the persons had been presented to the Council by a member as in his estimation he was qualified to be on the Judicial commission. When the chairman asked whether there were any questions no response.

The names of two persons were added to the list. Two of the Councilmen who work in the Canal Administration Building were late.

The chairman asked if the Council was ready to vote upon the 3 members of the Judiciary. An Issei stated that more time would be necessary to further investigate the qualifications of the candidates. A Nisei remarked that altho the candidates personal histories were given we should know more about their moral background. Another Issei who had not participated in any of the discussion was asked for his opinion. Surprisingly, he stated that he knew none of the ten suggested candidates. It was decided that a committee of 5 investigate and make recommendations to the Council as to which person would be preferable.

Mr. Wolter made an explanation of the Heave Clearance hearings in brief. He believed that the hearings were as fair as possible. He invited anyone of the Councilmen to listen in on the hearings if the so desired. Any criticisms or suggestions would be welcome. The meeting adjourned when no more new business was brought up.

The smaller body which governs Canal's Community makes for greater understanding between members and for informality. When some thing was voted upon, there seemed to be a greater feeling of agreement than the Butte Temporary Council. Much of the meeting was held in Japanese. On the whole the group was quiet. Only 4 or 5 members voiced their opinions. One man stated that he was merely there as a substitute for his block and felt that he had no voice what ever in the proceedings.

NARRATIVE REPORT

May, 1944

K 4-24

ALL SCHOOLS:

All schools participated in Boys and Girls Week, April 29-May 6. Tuesday, May 2, Community Government Day, high school students occupied positions of various members of the appointed personnel. Monday, May 1, Open House in all schools, and each school P.T.A. had programs and meetings which drew parents to the schools.

BUTTE HIGH SCHOOL:

On May 15 Butte High School was hostess to a group of senior students from Arizona State Teachers College at Tempe. On May 19, ten students from Phoenix Junior College, accompanied by Dean Syman, visited the high school and elementary school in Butte.

During this month a concrete platform for use in informal assemblies was completed in the area-way between barracks in the high school block and saw frequent use for high school assemblies.

May 18, Butte High School held student body elections after a spirited campaign.

May 19, High School declamation contest was held. Seventeen contestants in the following three divisions: declamation, dramatic, and humorous. The audience overflowed Chapel 40.

Plans are well underway for customary closing activities: junior-senior banquet and prom, honor assemblies, baccalaureate service, and commencement.

CANAL HIGH SCHOOL:

The week of April 29 was Boys and Girls Week. The following activities took place in Canal High School during this week:

Monday: OPEN HOUSE. Invitations were posted on all mess halls, written both in English and Japanese. A copy of this invitation is attached. Monday night, May 1, a May Festival Program was provided through the cooperation of the C.A.S. This program was held under the lights in the outdoor basketball court. A copy of the program is attached herewith.

Tuesday: COMMUNITY GOVERNMENT DAY. Approximately 100 high school students were assigned to various community offices including Education, Internal Security, Welfare, Health, Mess Operations, Motor Transport, Fire Protection and Industry Section.

Wednesday: SAFETY AND HEALTH DAY. A special assembly was held at which time Dr. Suda of the Dental Clinic showed a motion picture on "Dental Hygiene" and Assistant Chief of Internal Security Stringer gave a talk on "Safety."

Saturday: FIELD DAY. A girls' softball and boys' hardball games were played in the morning. The afternoon was devoted to a track meet.

On May 5, Principal accompanied the Asst. Superintendent to Tucson to attend the Arizona Education Association Administrators' meeting where they were joined by the Supt. of Education, returning to the project on Saturday afternoon.

May 11. Primary election of the Student Body officers was held.

May 13. Canal High School completed moving into its new laboratory buildings.

Plans are well underway for customary closing activities.

BUTTE ELEMENTARY SCHOOL:

Assisted in entertainment of visitors from Phoenix Junior College on May 19.

Butte Elementary School is working toward perfection of summer school plans.

On May 18, Butte Elementary School P.T.A. had a farewell party for their P.T.A. president, Elmer Tanaka who relocated. P.T.A. scheduled a meeting for election of new officers on June 6. P.T.A. membership at present is:

Butte Elementary School teachers have held two or three meetings, planning for summer program on an informal activity basis. This program will be coordinated with the C.A.S. program. Some of the teachers have volunteered their services for part-time work in the summer time church school program.

CANAL ELEMENTARY SCHOOL:

Recently, Canal Elementary faculty were hosts to the faculty of Eloy Elementary School. We had an informal meeting at which we reviewed the history of the Japanese-American's odyssey. Then we toured the school and camp, and they were our guests at the personnel mess hall. Our visiting educators seemed favorably impressed and made many good suggestions. I believe visitations of this kind, by either adults or children, are of utmost value where public relations are concerned.

On May 15 Canal Elementary School had an assembly program at the outdoor stage, participated in by most of the grades. The same program was presented to the P.T.A. meeting on Tuesday evening, May 16.

The Canal Elementary School intends to keep the P.T.A. operative and active through the summer months. At present there is a membership approximating 600.

ADULT EDUCATION:

During the past month an increased emphasis has been placed on informal activities both in class and out. Several parties have been held. At these parties such activities as community singing, party games, short skits and dramatizations, stunts, and individual performances have been carried out. Short talks by students in English classes have given them a practical opportunity to use their English.

All these activities are in line with relocation in that they offer a typical type of experience found in normal American communities.

A study is being made in all but English classes to determine what language experiences and vocabulary is needed for the particular class. Units of work are to be written up to fortify and strengthen the English work done in such classes as auto mechanics, sewing, drafting, commerce, etc. These units will be used in the regular English classes.

INVITATION FOR VISITORS' DAY:

PARENTS AND FRIENDS OF CANAL HIGH SCHOOL STUDENTS:

On Monday, May 1st, Canal High School is having a visitor's day. All parents and friends are cordially invited.

Regular work will be carried on in all classes both morning and afternoon. School starts at 7:50 in the morning and closes at 3 in the afternoon.

In cooperation with Canal C.A.S., May Day Festival will be held Monday evening starting 8 p.m. at the basketball court in front of the high school. The feature of the evening will be a colorful May pole dance put on by the Freshmen girls, and the crowning of the May Queen. A musical program will be followed by a dance at Mess 13. The entire community is cordially invited.

MAY DAY FESTIVAL
SPONSORED BY THE C.A.S. AND THE CANAL HIGH SCHOOL
MAY 1ST--HIGH SCHOOL BASKETBALL COURT 8:00 P.M.

PROGRAM

1. 7:30--8:30.....Recordings.
2. 8:30--8:35.....Opening Address by the M.C.
Mr. Chick Yamaguchi,
Director of Comm. Events, C.A.S.
3. 8:35--8:40.....Address (Japanese) Mr. George Kawahara,
President of the Canal Hi. Sch. P.T.A.
4. 8:40--8:55.....High School Glee Club
Directed by Mr. W. Higgins and Miss
Alice Sasaki
5. 8:55--9:05.....Trumpet Fanfare
S. Yamada, Y. Yamada, E. Nishi
6. 9:05--9:15.....Queen's Processional
(Music: Blue Danube)
7. 9:15--9:20.....Crowning of the May Day Queen
By Mr. Handy Matsuda, Student Body
President, Canal High School
8. 9:20--9:25.....Presentation of the flowers to the
May Day Queen and her cortage
9. 9:25--9:35.....May Pole Dance--High School Girls
Directed by Miss Maxine Hagan and
Miss Yas Takano, Pianist.
10. 9:35--9:40.....Vocal Solo - Miss Alice Kawada
11. 9:40--9:45.....Speech by Principal J. P. McVey
12. 9:45--9:55.....Baton Twirling by Miss Nadine Fukagawa
13. 9:55-10:05.....Trebles--Selections
Miss Yas Takano, Pianist
14. 10:05-10:20.....Bull Fight (Spanish Music)
15. 10:20-12:00.....Dance at Mess Hall 13
Free Dance open to the public.

--NARRATIVE REPORT ON VOCATIONAL EDUCATION--

In Vocational Education, probably the most significant developments this month are: the receipt of 40 standard typewriters, and a good quantity of auto mechanics tools and equipment.

The Office Practice classes are going ahead nicely in Canal Community. 26 persons there took the Civil Service Examination for Junior Typists and Junior Stenographers. Organization of Office Practice classes in Butte Community is now under way. In Butte 22 persons took the Civil Service Examination for Junior Typists and Junior Stenographers.

In auto mechanics training, staff cars are providing excellent and practical opportunity for practice and experience.

The Vocational Training Committee has called in Section and Unit Heads for discussion of the trainee program and after very satisfactory discussions, have allocated the following positions for training purposes: mechanics, Office Practice, Farm (Livestock), plant nursery, wood and metal industry, drafting, carpentry, electricians, plumbers, and painters. At the present moment the Vocational Advisor is supervising the Apprentice Trainee Program.

My philosophy then is to develop in the adult and child alike skills and attitudes which will be of benefit to them in their future environment. They will have to learn how to adapt themselves in new communities and to contribute toward the betterment of those communities. If the adult and child can master such skills and attitudes, America will accept them. IN THIS, I HAVE THE GREATEST CONFIDENCE.

SKILLS, HABITS, ATTITUDES, AND APPRECIATIONS

SKILLS

1. Mastery of ability to read and understand what is read.
2. Complete mastery of other tool subjects, considering each child as an individual problem.
3. Ability to recognize right from wrong.
4. Ability to use source of reference.
5. Ability to think for one's self.
6. Develop skills in art and music.
7. Develop skills in speech and expression of thought.

HABITS.

1. Health habits.
2. Courtesy.
3. Orderliness.
4. Character building habits--honesty, industriousness, cheerfulness, etc.
5. Encourage religious reverence.

ATTITUDES.

1. Sportsmanship and fair play.
2. Feeling of satisfaction in helping others.
3. Feeling of joy in successful accomplishments of others and own self.
4. Pleasure in all things pertaining to schools.
5. Respect for others.
6. Respect and admiration for our flag and country.

APPRECIATIONS.

1. Appreciate the fine arts.
2. Develop appreciations in hobbies.
3. Appreciate the various organizations and institutions of a community.
4. Appreciate what has been accomplished so as to further greater progress.
5. Appreciate the works of nature.
6. Appreciate the "good things" in life through continual education.
7. Develop vocational appreciation.

OBJECTIVES

1. The child can contribute toward meeting labor shortages in the community.
2. The child should be made to realize his future lies in America.
3. The school should coordinate its "Americanization program" with that of the adult school.
4. To teach the child that whatever field he may pursue, that he is a vital part of his community.
5. To develop leadership--hold public speaking contests, debate teams, athletic contests, clubs and student organizations, and Boy's Week.
6. Organizing an active P.T.A.
7. School should conduct frequent open house and exhibition programs to inform parents what and how pupils are accomplishing.
8. The community should invite school to various community projects to enlighten the children and to activate interests in various occupations.
9. The child should be given definite community responsibilities----Junior Patrol and caring for school grounds.
10. Enlarge library facilities---develop mutual interests between community and school for leisure reading.
11. The school and the community should formulate plans for the betterment of each.

A. L. Griswald

WAR RELOCATION AUTHORITY
INTEROFFICE MEMORANDUM
GILA RIVER PROJECT
RIVERS, ARIZONA

K4.26

May 21, 1945

TO: DIVISION, SECTION & UNIT HEADS
RE: ACTING SUPERINTENDENT OF EDUCATION

Effective May 22, 1945, W. Fred Miller
will be Acting Superintendent of Education.

James L. Shelly
James L. Shelly
Acting Project Director

RIVERS PROJECT

Gila

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HOMEMAKING COURSES

7th and 8th Grades

High School 9th to 12th Grades

Mrs. Clyde Cardwell	-- Supervisor
Mrs. Viola Loucks	-- Teacher
Miss Susie Oda	-- Assistants Teacher
Miss Alice Kimura	-- Assistants Teacher
Miss Sumiye Ota	-- Teacher

HOMEMAKING I

Aims:

1. To develop an appreciation of problems involved in Homemaking and methods of solving these problems.
2. To develop an appreciation of the place of the home makes in maintaining a satisfactory home life.
3. To develop an appreciation of the possibility of setting up a home under adverse conditions.

Suggested Outline

Unit I DEVELOPING YOUR PERSONALITY

A. Improving yourself

1. Being a good member of the family

a. Character traits

1. Effect of individuals personality influence in the home

a. Improving and evaluating of one thought.

b. Analysis of individuals contribution to the family group.

c. Discussion os ways brother and sister can have a good time together.

Parties

Sharing

Hobbies

Activities:

1. We gave party at school Halloween.

One class entertained other
Planned, paid for, entertained
other Freshman H. M. class

2. Other Freshman class decorated hall for Elementary school teacher's dance

B. Grooming

1. Health

2. Posture

3. Complexion

a. Care of face, hair, hands and nails

4. Hair styling

a. Had picture of different shape faces

1. Girls drew pictures of various types of faces and drew properly arranged hair

Activities:

Had demonstration of shampoo, hair set
by cosmetologist.

C. Manners

1. Eating
2. Entertaining
3. Introductions
4. Invitations
5. Going out
 - a. movies
 - b. dances
6. Telephoning

D. Making and keeping friends

1. Value of friendship
2. What makes a good friend
3. Making friends with older people

II SELECTIONS OF CLOTHING (2weeks)

A. Appropriateness

1. dress
2. shoes
3. accessories

B. How to buy

1. plan a trip:
what to buy? etc.

III CLOTHING CONSTRUCTION (9 weeks)

- A. Selection of equipment and care
- B. Sewing machines
- C. How to take measurements
- D. Selection of pattern
- E. Selection of material

IV CLOTHING MANAGEMENT (2 weeks)

- A. Care of clothing
- (daily
weekly
seasonal)

Second Semester

V CHILD GUIDANCE (3 weeks)

1. How to play with children
2. How to entertain children

VI NUTRITION (3 weeks)

VII FOOD SELECTION AND PREPARATION (6 weeks)

VIII MEAL PLANNING, PREPARATION AND MANAGEMENT (3 weeks)

IX CHILDREN'S CLOTHES (3 weeks)

HOMEMAKING II

Aims:

1. To develop an appreciation of a convenient home under adverse conditions.
2. To develop an appreciation of the applied principle of design for clothing and home.
3. To develop an appreciation maintaining a satisfactory home life.
4. To develop ability to select and clothes for the family for various occasions.

A. HOME FURNISHINGS

1. Livable home--Arrangement
 - Made floor of apartments as was--changed in some cases drawn to scale.
2. Conveniences and Arrangement
 - Storage space
 - Made pieces of furniture from scrap lumber and boxes.
 - Examples: Dressing tables, night stands, wall shelves, tables, shoe racks, stools, book racks, magazine stands
3. Color
 - Use -- applied to arrangement
4. Principles of Design
 - Applied by--
 - Example: Drawn and found in magazines
5. Flower arrangement
 - Had real and artificial
 - Demonstration by Japanese teacher
6. Curtains
7. Made various furniture -- arrangements in Honeymoon Cottage
 - Made notebooks with original covers
 - Home Projects
 - Rearrangement of Honeymoon Cottage
 - Had display of homemade furniture
8. Furniture
9. Pictures
10. Accessories
11. Outside arranging

B. CLOTHING DESIGN (3 weeks)

C. TAILORED CLOTHING (6 weeks)

D. HUMAN RELATIONS (3 weeks)

Second Semester

- E. CONSUMER BUYING (3 weeks)
- F. HOME CARE OF THE SICK (3 weeks)
- G. MEETING THE FAMILY FOOD NEEDS (6)
- H. HOME MANAGEMENT (3)
 - 1. Laundering
- I. CHILD DEVELOPMENT (3)

HOMEMAKING III

Aims:

1. To develop an appreciation for the development of the child from birth to school age.
2. To develop an appreciation of Foods and Nutritions for the family.
3. To develop leisure time activities.
4. To develop an appreciation for housing the family.
5. To develop an appreciation for revamping the wardrobe through pattern making.
6. To develop an appreciation of the desirable qualities, of a life partner.

A. CHILD DEVELOPMENT

1. Nursery School

Direct observation

Took part with stories, fingerplays, games

Party for children in Nursery School

Made small toys such as; bean bags presented to Nursery School

2. How Children Learn

a. Habit formation

b. Value of play in the child life

3. Social Development of Children

a. Independence

b. Obedience

c. Truthfulness and honesty

d. Cooperations

e. The unsocial child

4. Emotional Development

a. Emotion

b. Fear

c. Anger

5. Physical Welfare of the Child

a. Foods

b. Sleep

c. Clothing

B. PRENATAL CARE

1. Importance of right diet for mothers: Its influence upon the unborn child.

2. Importance of family cooperation.

C. CARE OF THE BABY

1. Bathing baby

2. Clothing of the baby

3. Food for the baby

4. Disease common to children: Proper care of child during illness

D. LEISURE ACTIVITIES

1. Knitting caps, sweaters, rugs
2. crocheting
3. Cut work, embroidery. Italian drawn work
Maderia fagoting
4. Hobbies
5. Sports

E. CHILD IN THE HOME

Second Semester

F. RELATED ARTS (4 weeks)

G. COURTSHIP AND MARRIAGE (3 weeks)

H. FOODS (7 weeks)

I. VOCATIONS FOR WOMEN (2 weeks)

J. HOUSING (2 weeks)

HOMEMAKING - SEVENTH GRADE

First Semester

Looking our best - grooming	(2 weeks)
Learning essentials for good health	(7 weeks)
Choosing our food for health	(4 weeks)
Helping Mother in the Home	(4 weeks)
Getting ready for Christmas	(1 week)

Secnd Semester

Fun in the Home	(4 weeks)
Getting ready to sew	(1 week)
Learning to use the sewing machine	(1 week)
Making containers to better care for our clothing--bags, boxes, holders	(6 weeks)
Making a useful and attractive apron or smock to protect clothing.	(6 weeks)

Skirts -- dirndls

HOMEMAKING FOR EIGHT GRADE

First Semester

A Good Personal Appearance and How to Secure it	(2 weeks)
My Part in Making the Home	(4 weeks)
Helping with Young Children	(4 weeks)
Clothing Selection and Construction	(8 weeks)

Second Semester

Getting Acquainted with the Kitchen and its Equipment	(1 week)
Foods that must be eaten daily to develop healthy bodies	(2 weeks)
Securing the daily milk needs	(1 week)
Learning to prepare and serve fruits	(2 weeks)
Learning to prepare and serve vegetables	(2 weeks)
Learning to make cereals attractive at all meals	(2 weeks)
What shall we have for Desserts	(2 weeks)
Supplying our Body Building Foods	(2 weeks)
Planning Foods for the Day	(4 weeks)

~~K4-28~~

FUNDAMENTALS OF ART

OUTLINE OF COURSE

SUBJECT OR SKILL

PROJECTS

- | | |
|---|---|
| 1. Lettering | A. Apply lettering to wood block, make school signs, addresses for homes.
B. Posters - School Events, Community Events, (the fair Nov. 28).
? C. Illuminated Lettering. A page of lettering, mottoes, poems, etc. |
| 2. Design | A. Nature design. Use nature as a basis for a design, such as cactus buds, seed pods, leaves, Arizona animals.
B. Pure design, based upon nature design.
C. Design applied to some useful object. |
| 3. Modeling | A. Model a familiar animal in clay.
B. A carved group of animals or human figures.
C. Model a useful object from clay, decorate and bake. |
| 4. Painting | A. Water color technique in landscape, figure, and architecture paint. (Relation of painting to architecture).
B. Tempera |
| 5. Architecture | A. Dividing barrack, apartment into rooms.
B. Grouped blocks to study mass, and form elements for some particular building. |
| 6. Interior Decoration | A. Plan arrangement of room at home.
B. Draw elevation plan for art room. |
| 7. Choice of one subject for further study completes first year course. | |

ART APPRECIATION

K4.26

Robert Slate
Art Instructor, Canal High School, 1942

OBJECTIVES--

--To increase the understanding
and appreciation of Man's Creative Expression.

--To trace the evolution of the
plastic Arts and to place that evolution in its proper place in Man's
social and political development.

--To gain a sympathetic under-
standing of different peoples - and finally to add to our enjoyment
of life.

METHODS

1. Visual Education - discussion of reproductions of examples
of the Fine Arts, Architecture and the Minor Arts.
2. Make models and copies of paintings and architecture.
3. Write stories based upon deductions made from painting? etc.
4. Increase Reproduction Collections by searching for material
in magazines, old books, etc., cut-out and mount some.
5. Start School Museum.
6. Write own "text-book" note book.
7. Integrate course with "World History".

BROAD OUTLINE OF COURSE

- I. Civilization Starts In The East
- II. Civilization Moves Westward
- III. Dark Ages
- IV. Re-Birth
- V. The Age Of Experiment
- VI. Modern Men Of Art