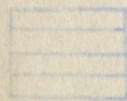


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DEAR PARENTS:  
YOU ARE CORDIALLY INVITED  
TO ATTEND A PARENT—

TEACHER MEETING ON THURSDAY  
JUNE 24, 1943 FROM 1:30 ~ 3:30 IN  
HOSPITALITY HOUSE REC. HALL 6 G.

父兄諸君： 来ル木曜日二十四日午後一時三十分ヨリ  
二時半迄 6 G レクリエーション堂ニテ 教師及ビ父兄會ヲ  
開シマス。ドウゾ皆様ノ御出席ヲ御願ヒ致シマス。

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Education



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A PARENT-SCHOOL RELATIONS PROGRAM

by Enoch Dumas  
Principal, Amache Elementary School  
Amache, Colorado

1329



We principals seldom have a chance to work out a complete parent-school relations program from "scratch." Such, though, has been the good fortune of the writer since he has participated in the organization of a system in a newly built community established as a result of the war emergency. One finds that even when starting from "scratch", there are still limiting factors which influence the procedures one follows. Among these limiting factors are those of tradition established in the minds of pupils, teachers, parents and boards of education. However, in the writer's situation the diversity of school experiences and backgrounds among the aforementioned groups made possible a number of innovations and compromises. While the resulting program certainly has its limitations and imperfections, it does represent some steps forward in the matter of school and home relations.

The point of view maintained by the principal was that school is not a secret society but an important educational factor added to the child's home and community education and that the more parents were aware of school matters, the better they could supplement the educational attempts of teachers, and, vice versa, the more teachers were aware of what was going on in home and community with regard to a child's development, the better the school could be adapted to the needs of the child.

In organizing the parent-school relations program, the topic was discussed with the following groups: the faculty, a committee of teachers, a representative group of parents, the school board and interested individuals.

For the purpose of clarity the following presentation of the phases of the program developed will be broken into a number of topics; this does not mean that each topic stands alone but rather that each supplements the others.

#### PUPIL REPORTING

An agreement was reached in a faculty meeting that the major importance of pupil reporting was for the benefit of parents and that reports should be so arranged that they provided the maximum possible information to parents within the limitations of teachers' time and ability. Fundamentally, reports were not to be considered as rewards or punishments for children. The next step was therefore evident, namely, contacting parents for their opinions with regard to pupil reporting. Since many children were involved, difficulties of arranging meeting time and place wherein all parents could be brought together for discussion made that procedure impossible. Instead, parent representatives of each home room group were selected by teachers to meet in council with the principal. At this meeting the parents were asked what they wished to know about their children's school experiences, how frequently the reports should be made and what methods of distribution should



be planned. A suggestion was made that the teacher's time should be conserved as much as possible while still providing satisfactory reports. In order that the discussion might be influenced as little as possible by past experiences with pupil reporting, very little reference was made to traditional reporting systems. The parents reached the conclusion that, in general, they were concerned about two major matters; (1) what principal features of each curricular area dominated the school work of each report period, (2) how the child reacted to the material presented. The parents also agreed that they wished to know as nearly as possible the child's progress in terms of his own ability and would like to have as much specific information as possible; for example, if a child worked in the field of addition and subtraction in arithmetic, parents would like to know how well the child was succeeding in each of these basic processes. The parents also agreed that reports given quarterly during the school year were adequate in number; this meant that a report would be submitted at the end of each nine weeks. Parents were also in agreement that teachers should not spend so much time at reporting that they have little time left for improving teaching. It was therefore suggested that a small space on the card be provided for the report in each area, thus discouraging teachers from spending too much time in reporting. In cases where more information should be given, teachers were asked to request conferences with parents. Parents also asked that teachers make suggestions from time to time as to how the child could be helped at home, thus supplementing the work of the school. The decision was reached that the distribution of the cards should be provided by asking the children to take the reports from school to their parents.

Following the parents' discussions, the teachers again attacked the problem in faculty meetings and committees. The resulting tentative plans called for a one-page report in which the areas would be designated and a small space provided for writing or typing comments about the work of the quarter and the child's reaction to the work. The form was to be made in duplicate so that one copy could be retained in the child's folder as a school record and the other copy could be sent home and left there. A space was provided for requesting conferences with parents.

Accordingly forms were mimeographed for the first reporting period. Only enough for the immediate needs were made so that changes could be provided without waste if such changes seemed necessary. The report blanks were made on paper 8½ by 11 inches.

Following the issuing of the first report cards, another meeting of parents was held in which the cards were again discussed. The members of the council had been instructed to contact other parents regarding the cards before coming to the meeting. The reactions were strongly in favor of the report plan adopted. Parents whose children previously had been marked according to the five-point grading system (A, B, C, D, F) or the "satisfactory, unsatisfactory" method were particularly active in commenting that for once they knew something about what their children were studying and what progress was being made.

Teachers reported that they found it necessary to revise their system



of record keeping in order that their statements might be more accurate. A survey showed that the teachers spent on an average thirty minutes per report. It was agreed that there was no need to wait until a day or two before the cards were due to start work on them; rather, one could begin two or three weeks before the end of the report period. Teachers found that they needed to be especially careful in writing their cards to avoid errors in grammar or typing. The latter was particularly true with those teachers who used typists from the high school typing classes. Proof reading was found to be desirable whether the writing was typing or script.

Teachers further agreed that it would be helpful to have some other person read the reports before they were sent home in order that the clarity of statements could be assured. The completed reports were therefore sent to the office for reading by the principal who made constructive suggestions wherever they seemed necessary.

Following is a copy of the instructions given teachers and examples of reports made by teachers at kindergarten, primary and intermediate levels. The reader will notice that areas reported differ somewhat at each of these levels.

Suggestions to Teachers Regarding the Use  
of Report Cards

1. Make out in duplicate by using a carbon paper. File duplicate in child's folder.
2. Start making out cards at end of four or five weeks of each nine-week period. Leave blank for further observation those items for which you have insufficient information.
3. Write clear, concise statements which give parents information as to (1) what the child has been studying or what phase of his development is being considered and (2) what his progress is in terms of his ability. Give preference to positive rather than negative statements. Be sure items are accurate and really informative.
4. Since a statement may be clear to the writer but not clear to a reader, it is suggested that cards be turned in to the principal for critical reading. He will do his best to adequately sample each teacher's cards and make constructive suggestions wherever they seem advisable.
5. Ask for a conference with parents in any case in which you feel the situation regarding a child cannot be adequately explained or discussed on the card.
6. Get attendance record from attendance office.
7. The success or failure of this type of report depends on what you do with it. Try to put yourself in the parent's place. Ask yourself if the report you have written will answer questions you would like to know about



your child's school experience.

Copies of Report Made by Teachers

KINDERGARTEN

Social Relations John is improving in his play with other children. He is quite assertive. He does not always cooperate.

Intellectual Habits He can tell the difference between objects. He is much interested in insects.

Responsibility He likes to do what he wants to do and is thus not so helpful as he might be; however, he is improving.

Emotional Behavior He has had temper tantrums but they are becoming fewer in number.

Motor Development He can do the various rhythms such as skipping, hopping, and galloping. He can use a hammer and a saw.

Language John still use quite a bit of Japanese, but can use English when he tries.

Music He can carry a tune. He knows the kindergarten songs.

Art He does neat and careful handwork as a rule.

Health He is always neat and clean.

Days Due 42 Days Present 36 Times Tardy 0

FIRST GRADE

Art We have been learning to draw animals and we have been studying color and space arrangement. Dick chooses his colors well, but his drawing is not accurate and he does not draw large enough.

Language Dick does well in language activities. He always seems to know the right thing to say and is able to speak with poise in front of the group.

Music He is able to match tones very well and is a good singer.

Numbers He has an unusual ability to understand and use numbers and words indicating size, quantity, and measurement. He can count, add, and subtract small numbers and can read and write some numbers. He sometimes writes 7 and 2 backwards as 7 and 2.

Physical Education He is very alert and quick in the games. He sometimes finds it hard to keep in line and wait for his turn.



### Reading

Understanding He seems to understand the material quite well.

Word Recognition He has learned many words used in the first pre-primer.

Oral He is beginning to learn to read well orally.

Writing He needs a great deal of practice in making small letters one space high and large letters two spaces high. He should try to be more careful in his writing.

Social Relations He should try to stay in his own place in line and not push in ahead of others. He is able to talk very well in explaining to others what he wants to do in work and play and usually gets along well with others. He knows the polite thing to say and uses such expressions as "Excuse me" and "Thank you."

Additional Comments He is improving in getting to school at the right time. He should try always to come at just the right time--not too late and not too early.

Days Due 41½ Days Present 33½ Times Tardy 0

### SECOND GRADE

Art We have been learning to draw animals and studying color arrangements. Jack should draw larger and fill the page.

Language We have been having language talks and also written work on capital letters and periods. Jack takes part freely in our oral language. He does quite well in his written work.

Music We have been reviewing songs of last year and working for smooth group singing. We have learned new autumn songs, play songs, and Halloween songs.

Numbers We have spent most of our time on addition and subtraction to 10. Jack does very good work in both addition and subtraction.

Physical Education We have been playing games in a group and have been learning to catch, throw, and roll a ball. Jack enjoys our games and is considerate of the rights of others.

### Reading

Understanding Jack can tell what he reads.

Word Recognition He does well in recognizing words independently.

Oral Jack reads nicely aloud but reads rather slowly at times.



Science We have been studying things around us including butterflies, moths, caterpillars, grasshoppers, turtles, fog, and rain. Jack takes part in these activities.

Spelling In spelling we learn ten new words each week. Jack has done very good work in spelling. He missed three words one week, the other weeks having perfect spelling papers.

Writing We have been working mostly on the size and forms of the letters. Jack makes his letters the right size but they are not well formed. However, his writing has improved some.

Social Relations Jack is friendly and gets along well with the other children.

Additional Comments Jack is doing good work in school.

Days Due 45 Days Present 43 Times Tardy 3

#### FOURTH GRADE

Arithmetic Alice knows the addition and subtraction facts that we have been reviewing. She does very well on thought problems.

Art Alice does very good work in art. She has many interesting ideas. She could improve on drawing. She colors nicely.

Language She expresses herself better in written than in oral conversation. She does average work in language.

Music We have reviewed some of the songs learned last year and have been learning new songs such as fun songs, marching songs, folk songs, and patriotic songs. We have listened to recordings of cowboy music. Alice has a strong, clear voice and seems to enjoy singing.

Physical Education She does average work in physical education. Due to asthma, she cannot take a very active part in games and exercises.

Reading Her comprehension is good. She needs to increase her vocabulary. In oral reading she needs to express herself clearly and more distinctly.

Science We have been studying about the earth's surface. Alice takes part in class discussion and seems to understand the lessons.

Social Studies Alice made a nice booklet on "Transportation." She does good work in social studies.

Writing Her writing is average. In making the letter "d" which we have been studying, she could do much better.

Social Relations Alice gets along well with the group and is well liked. She has a nice reserved manner.



Days Due 45 Days Present 44 Times Tardy 0

SIXTH GRADE

Arithmetic We have reviewed some of last year's work and have learned to multiply fractions and find area and perimeter. Judy can do most of the problems skillfully. She needs practice on thought problems.

Art We have been making pictures with special attention to perspective and the use of contrasting color values. Her work is neat, shows originality and good designs.

Language We have been learning to carry on discussions and prepare reports. Judy prepared well-organized and neat report. She has handed in book reports regularly.

Music We have reviewed some of the songs learned last year and have been learning new songs for choir singing. We have also worked on two-part music and have learned some new patriotic songs. We have listened to recordings of cowboy and folk music. Judy sings alto quite well but is timid about singing out strongly.

Physical Education She is an energetic, fair, and skillful player in outdoor games.

Reading She reads rapidly, comprehends what she reads and can find and retain facts.

Science We have been studying the solar system and how the earth changes. She is interested and adds much to class discussions.

Spelling We have twenty new words and five review words each week. Judy has made a perfect score on each of the weekly tests.

Social Studies We have been studying several of the South American countries. Her map of South America was neat. She does good work.

Writing She writes well-formed and -spaced letters. Her papers are neat.

Social Relations Judy is congenial, pleasant, and responsible. She is well liked.

Days Due 41½ Days Present 41½ Times Tardy 0

Among criticisms which might be made of the sample reports written by teachers are these:

1. The description of objectives in each area is often left out. Sometimes it is obscure due to its being included in a statement of progress. (In some cases this inclusion is quite satisfactory.)



2. Statements which include such terms as "well", "good", or "nice" do not always include the items compared. For example, the statement "Jack does very good work in both addition and subtraction" may mean very good in terms of his ability, in terms of the class average, or in terms of second grade standards.
3. More suggestions to parents as to how they might assist in their children's development might well have been included.
4. While teachers are expected to make only brief statements, the brevity of some is either such that wrong interpretations may easily be made or such that the meaning intended is much too vague. Illustrative examples of children's reactions might often be included.
5. Some grammatical constructions might well be improved. (Note the sentence from the sample of second grade reports, "We have been learning to draw animals and studying color arrangements.")

The only change made on the report forms since their adoption was the enlargement of the cards from  $8\frac{1}{2}$  by 11 inches to  $8\frac{1}{2}$  by 14 inches.

#### PARENTS COUNCIL

The parents' groups, selected for discussion of report cards, proved so helpful that a decision was reached to continue this group as a permanent school council to meet on call with the principal to discuss any matters on which the parents might offer helpful suggestions. Persistent effort was made to give parents an opportunity to criticize or make suggestions or ask questions with regard to any school matters.

The parents' group felt that there was no need for a complicated organization but rather that time would be better spent if the principal acted as the chairman, called the meeting, and set the time and place. If parents had special problems they wished to present to the group, they were to feel free to present them to the principal and ask that a meeting be called. The name of the organization was designated as the Parents Council.

Teacher took advantage of the fact that a representative of the room had been selected and called on that parent to assist with room meetings, children's parties, and other matters. During the past year the Parents Council has proved a very effective and useful group through which the principal gained valuable information as to parents' reactions to school procedures and also made use of capable parents in cooperative planning for children's education.

#### PARENTS' MEETINGS

Since the best work of education must include the work of both school



and home, there seems every reason to believe that there should be as complete understanding as possible between parents and teachers as to what each is doing so that each may supplement the work of the other. Parents and teachers agreed that one of the most effective ways in which the exchange of information could be accomplished would be through parents' meetings by classroom groups, where it would be possible for teachers to be specific about the work in a particular room. It was of course desirable to bend every effort to gain a large attendance. Various methods of informing parents about the time and the place of the meeting were used, such as making announcements through the local newspaper, sending home notices with children, calling at homes by teachers and parents, and urging children to bring their parents. Best results were achieved when children carried home meeting announcements and insisted on attendance by some member of their family.

Persistent attempts were made by teachers to keep the meetings relatively informal, thus encouraging participation of parents. To do this, most of the teachers opened their meetings with introductions followed by a discussion of some of the things that had been attempted in the room in recent weeks, a few statements as to what was being planned, and some suggestions to parents as to what they might do to supplement the work of the school. Often examples of the children's work were displayed. At each step parents were encouraged to ask questions and to make comments.

Many teachers served tea following the discussions. Often this was done through the help of the parent committees, thus relieving the teachers of both the expense and the time involved. The serving of refreshments seemed to accentuate the informality of the meetings and often brought forth discussions which might otherwise not have been had.

Some of the parents' meetings were set at a time in which school was still in session, thus permitting children to take part in a portion of the program. Teachers carefully avoided, however, having pupils' participation consist of pure entertainment; rather, they tried to show children at work in situations as normal as possible.

The following is an account of the meeting of the parents of a second-grade group. When the parents came, each child took to his mother or father a folder of written work which had been done from day to day during several weeks. In looking over this material, the parents could see what sort of subject matter had been studied and how accurately, completely, and neatly his own child had accomplished the study material. Then the teacher gave to each parent a copy of the basic reading text to look over. While the parents examined the books, the teacher made some suggestions about the home reading practice of the children, stressing that they should read groups of words at a time. She mentioned making flash cards of unfamiliar words in cases of low word recognition and of groups of words in cases of slow or word-by-word reading. It was briefly mentioned that manuscript writing would be used until the last month of the school year. The phraseology used in the classroom with addition and subtraction number work was given. These parents joined parents from two other second-grade rooms for tea and cookies and a short, simple program. Each child carried refreshments to his parents. One pupil acted as



master of ceremonies, announcing the parts of the program. Several from one room read by turns a Christmas story from their reading text. Children of another room read brief articles about animals and insects which had been written in nature study class. A girl gave a poem she had read, liked, and memorized. After visiting among themselves and with teachers, parents went home with their children.

In similar meetings special attention was called to vocabulary and phraseology used in school as well as to methods employed. The reason for this was that a change in phraseology or methods by parents trying to help their children might result in confusion rather than help.

Sometimes the teachers invited the principal, school nurse, superintendent, a child specialist, or welfare worker to take part in the discussions, thus bringing to the attention of the parents important matters which concerned the children. The selection of the topics to be discussed was always guided by the rule that such topics must be those important to the parents present.

Interpreters were used in groups involving non-English speaking people. The interest of these people seemed to be maintained best if the interpreter spoke frequently during the presentation of a topic instead of waiting until a complete English discussion had been held.

An outline of some of the major topics was often duplicated and placed in the hands of each parent present. This could be taken home and referred to later if the parents desired. For instance, a meeting was held with kindergarten parents on the topic of concept building. The following outline was furnished for each parent to keep:

### Building Concepts

#### A. Actual Experiences

##### 1. Excursions

- a. Plants: sage, cactus, yucca, flowers, grass, seeds
- b. Animals: snakes, kangaroo rats, prairie dogs, tortoises, dogs
- c. Birds
- d. Post office, fire department stores, newspaper, hospital, schools, library
- e. Construction of buildings
- f. Visits to other people's home

##### 2. Social life: "company", parties, church school

##### 3. Helping other: cleaning rooms, caring for baby, making beds, bringing in coal.

##### 4. Caring for pets: dogs, cats, birds, rabbits

##### 5. Construction: making toys, gardens



## B. Vicarious Experiences

### 1. Stories

- a. Picture books and scrap books. (Example: Allen, Animals on the Farm)
- b. Fanciful and factual stories to be read or told
  - (1) Factual stories (Example: Beskow, Pelle's New Suit)
  - (2) Fanciful stories (Example: Evers, Copy-Kitten)

### 2. Informational movies: travelogues, factories, farms, etc.

### 3. Songs, singing games, and poems

- a. Examples of songs: Gently, Gently, Gently; Train Song
  - b. Examples of singing games: Have You Ever Seen a Lassie? How Do You Do, My Partner
  - c. Examples of nursery rhymes or poems: Twinkle, Twinkle, Little Star, Collected poems such as Stevenson's Child's Garden of Verses
- ### 4. Answering children's questions and giving explanations.

## BULLETINS AND NOTES

From time to time bulletins were sent home to parents informing them about important matters such as changes in the school organization, school hours, policies, child health, play suggestions, delinquency, or other matters. While bulletins were not considered substitutes for discussions, they did have several advantages. For example, they did reach more parents than could be reached through a meeting. They also could be sent home on very short notice, thus providing parents immediately with important information. Sometimes a space was provided for parents' comments which could be returned to the school. Other bulletins presented a school problem and contained a questionnaire through which parents' opinions could be sampled and used in determining a new school policy. Such a bulletin was used when the innovation of a summer school was decided upon. A list was made of activities which the teachers felt qualified to sponsor, and parents and children together were asked to choose those in which they were most interested. By this means, the curriculum of the summer activities program became the cooperative product of teachers, parents, and pupils. In some cases translations were provided for the non-English speaking people.

Occasionally bulletins which dealt with matters of the child's development in the home were sent to parents. One of this type was called "What



Toys Should Santa Bring?" and was sent home about the time Christmas shopping began. The educational effect of play materials was discussed as were the types that constitute a well-balanced "diet" for most effective results. Then followed a list of suitable toys of each type for all age levels.

At each meeting of a series for parents of pre-school children, a bulletin was provided. These contained suggestions for the emotional intellectual, physical and social guidance which would give children the most desirable background for school success.

Individual notes were often used to help clarify issues involving only one or a few children. Notes were not sent unless the writer was reasonably certain that parents would be able to understand the situation. When in doubt, a conference was called.

#### CONFERENCES

Conferences with parents were conducted either at school or at home and as often as it seemed necessary. To save the teacher's time, most of the conferences were held at school. Other reasons for wanting a conference at school were that records were more easily available and that additional persons could be called in if needed. However, there were times when a teacher or the principal felt it would be more desirable to call at the child's home. Topics for discussion at conferences were those which could not be satisfactorily clarified by report cards, notices, bulletins, general meetings, or newspaper items.

#### HOME VISITS

In many cases, teachers found they were able to understand children better if home conditions were known. This called for a visit to children's homes by teachers after school hours or on Saturdays. Some have had experience in situations in which home calls were required by the superintendent and in which such calls had to be completed by a specified date. These teachers were irked by such a plan and reported that parents soon classified them as "snoopers." No such requirement was set up in this case. A general principle was established to the effect that home calls should be made because a problem is involved. It was found that parents welcomed visits made in behalf of the child's welfare.

#### SCHOOL NEWSPAPER

School newspapers serve a double purpose. First, they provide children with a stimulus for doing writing of various kinds. Second, they provide an avenue through which information may be circulated among both children and parents. The second purpose is of concern to us here.

Since each child received a copy of the newspaper to take home, parents were urged to read children's editorials and news articles. This was another



by which parents could be informed with regard to activities at school.

(Sample articles from the school newspaper)

### Keeping Papers and Rubbish in Place

You can help clean around the school or your house. When you see the papers around the school, you should pick them up. You can keep the school room clean by not throwing paper on the floor and by picking papers off the floor. Don't throw paper around. Keep it until you come to a garbage can or a waste paper box. When you see paper lying around pick it up and help beautify our town. Keep the town looking good. Don't spoil it by throwing paper around.

By Henry 6A

### Health Report

The school nurse is in her office ready to serve the Amache school pupils from 8:15 a.m. to 4:15 p.m. each school day. Her office is called "The First-Aid Station."

By Edith 6C

### Fire Prevention

The first week of October was Fire Prevention Week. On Wednesday Mr. Campbell spoke to the elementary school children on the importance of preventing fire. He gave us some large figures on the damage caused by fires every twenty-four hours.

After Mr. Campbell spoke, the members of the fire department demonstrated how firemen fight fires. They showed us the Church Steeple Ladder. This is used when there is no place to lean the ladder. Four men hold up the ladder by tying four ropes to the ladder. They also showed us how to bring down a man from a two-story building. The most interesting part was when the firemen turned on the water and demonstrated how the fire hose worked. They had three fire hoses working at the same time.

By Paul 5C

### Scout Handicraft

We, the boys that are in scout handicraft during fourth period, are making solid airplanes, models, and breast pins. We have made several breast pins and solid airplanes. We are making use of every minute in that class. At present, Henry Jones is making a two-foot solid "P-40" model. All the other boys are making solid model planes out of lug boxes. With the shortage of tools and things, I think that we are doing fine. We are going to make



good use of the remaining two weeks of school.

By Peter 5A

### SCHOOL HANDBOOK

Many details of organization in school can be communicated to parents through the use of a handbook published before the start of the school year and sent home the first day of school. A copy may be sent home with each new pupil at the time of enrolling. Topics which were included in the handbook distributed were the school calendar; names of school board members and other officials of the school system; names and assignments of faculty members; school hours; health regulations; the plan for pupil reporting; a brief statement regarding plans for parental participation in children's education; school library information; brief discussions of such school activities as the student council, school newspaper, school store, and safety patrol; instrumental instruction plans, and a map of school district boundaries. The handbook was mimeographed and bound in colored paper on which was an attractive design. It was found that the handbook answered many questions which parents might otherwise have needed to ask and prevented considerable confusion throughout the year.

### LOCAL NEWSPAPER ITEMS

Notices in the local newspaper were often helpful in acquainting parents and other interested persons with the work of the school. Care was taken to avoid items of very limited interest. Topics included were announcements of programs, special activities, physical changes in the school and new policies. The following are a few examples of items which appeared in the local newspaper.

#### Students Donate "V" Garden Crops

Students of the Amache Elementary School are contributing vegetables harvested from their Victory Garden every week to various departments. This week they donated two bags of beans and one box of cucumbers to the center hospital, and two baskets of Italian squash to the mess division.

#### Parents Discuss Vacation Plans

The elementary school Parents' Council discussed plans for summer vacation activities for the elementary school students yesterday at 8E-11A. Principal Enoch Dumas led the discussion.

#### Books Listed for Children

In response to a request from some of the parents of the children in the nursery school, Martha T., supervisor of the pre-school department, has prepared a book list for children two to



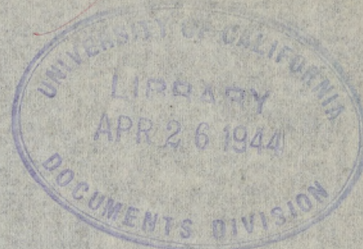
six years of age.

The list contains titles of poems and verses, titles of stories, and titles of books for parents.

The parents are urged to take out the recommended books from the elementary school library which is open from 8:00 a.m. to 4:00 p.m. during school days, and from 8:00 a.m. to 11:45 a.m. Saturdays.

This program of relations between home and school, parents and teachers, described in the preceding paragraphs is based upon the assumption that each of these institutions, each of these groups has an important part in the education of the community's children, and that each will perform its part better by working with the other. While the program described undoubtedly can be improved in many ways, the writer has been delighted with the effectiveness of the system as it has thus far operated.





*document*

## I. Organization

The center is divided into five sections or areas, depending on the population of pre-school age children. The ages of children attending nursery schools are three and four years.

There is one school in each of the five areas. The children are registered prior to their entrance in the nursery school.

## II. The Pre-school

The school room used is in the recreation building. It is 20 feet by 80 feet. Recently a few trees were planted around the building. Toilet facilities are in the community wash room of the block.

## III. Play Equipment

All large equipment has been built by teachers and janitors. This equipment includes swings, teeters, climbing bars, sand tables, and sand boxes. Planks and large packing boxes are also used. The sand box and the swing are the only permanent outdoor equipment. Packing boxes, planks, and the teeter may be taken outdoors.

Small equipment such as doll beds, tables, blocks, peg boards, Trucks, tractors, and puzzles were handmade by teachers.

Many old toys have been donated by service organizations.

## IV. Nursery School Staff

Two teachers for each school and one supervisor complete the staff. The nursery supervisor has had previous training in nursery school work, and the others have been trained in the Center. The teacher training program will be discussed later.

## V. The Daily Program

Attendance - About 175 daily

Enrollment - 201

Hours of school

Summer and Fall program

8:00 a.m. to 9:45 a.m. Group I

9:45 a.m. to 11:45 a.m. Group II

2:00 p.m. to 4:00 p.m. Open for both groups as the summer afternoon attendance is low.

Winter program

9:00 a.m. to 11:00 a.m. Group I

2:00 p.m. to 4:00 p.m. " II

In the summer and fall Group I is composed of children living nearest to the school. In the winter the children who are younger and who are in the habit of taking afternoon naps are those in Group I.



#### VI. Records and Reports (enclosed)

Entrance cards	Observation Blank for
Report Cards	Teacher Training
Accumulative Record Cards	Observation Sheets for
Initial adjustment Records	Record Use
Records of Routines	Language Development
Toilet	Music
Eating	Interests
Hand washing	Social Development
Resting	Emotional Disturbance
Care of Wraps	Record
	Discipline Record

#### VII. Special Emphasis on Language

English is being stressed in the pre-schools because of the outstanding difficulty which evacuees both adults and children in this center have with the language. In addition to songs, verses, stories, and conversation, a picture file is kept in each pre-school to use in developing language and concepts through visual education.

#### VIII. Parent Education

A parent-teachers' meeting is held once in two months. In the fall an attempt will be made to hold the meetings once a month. There are three mothers' groups with a chairman for each group. The elementary school principal, members of the education staff, and the public health nurse have been speakers. Topics discussed were:

##### Objectives of a Nursery School

- A. Physical Development
  - Health
  - Safety
  - Motor Development
  - Nutrition
  - Rest
  - Cleanliness
- B. Intellectual Development
  - Stimulating environment
  - Language and Concept Development
  - Experiences
- C. Emotional and Social Development
  - Emotional stability and emotional control
  - Cooperation
  - Proper attitudes



### Proper Clothing for children in Winter Weather

Clothes worn for health, comfort, convenience, and pleasure.

Points for consideration

1. Simple, encouraging self-help
2. Easily cleaned
3. Warm
4. Light in weight
5. No tight bands

Underwear

Stockings

Shoes

Overshoes

Snow Garments

Cape

Important: To adjust clothing to temperature.  
When indoors, remove overshoes and dress lightly.

### Building a Foundation for Elementary School Work

1. Variety of meaningful ideas
2. Vocabulary
3. Good pronunciation and clear speech
4. Enjoyable experiences with books
5. Use of simple English sentences
6. Have accurate ideas for good thinking
7. Learn to follow directions and keep things in mind
8. Practice in seeing how things are alike and how things are different
9. Hear sounds that are alike and sounds that are different.
10. "Don'ts" for parents
  - a. Do not teach children to say the alphabet
  - b. Do not try to teach children to read at home.
  - c. Do not teach children to count without always having things to count.

### Building Concepts

#### A. Actual Experiences

1. Excursions
2. Construction of buildings
3. Visits, parties, company, Church school, etc.
4. Gardens
5. Helping others
6. Caring for pets

#### B. Vicarious Experiences

1. Stories
2. Movies
3. Songs, singing games, poetry
4. Conversation



### Proper Nutrition in the Center

#### A. Formation of Good Eating Habits

1. Example by adults
2. Regular hours for meals. Avoid snacks before meals.
3. Teach child to eat a mixed diet.
4. Techniques in handling food problems.

#### B. A Well-nourished Child

1. Healthy
2. Happy
3. Alert

#### C. Food Elements and the Children's Needs

- |                  |             |
|------------------|-------------|
| 1. Proteins      | 4. Vitamins |
| 2. Carbohydrates | 5. Minerals |
| 3. Fats          |             |

### Good Books for Children in Amache

See enclosed pamphlet, "Books for Children Two to Six Years."  
From time to time bulletins and pamphlets have been distributed to parents. Some of these were:

The Child from One to Six - Children's Bureau Publication  
No. 30

Child Management - Children's Bureau Publication No. 143.

Health Bulletins - Metropolitan Life Insurance Co.

Books for Children two to Six Years - Amache Pre-School Department

Road to Good Nutrition  
No. 270

The head teachers have parent conference at the end of each quarter with the parents of children who need special attention.

#### In-service Training for High School students

Provision is made for high school students enrolled in courses in homemaking when they are studying child care to observe in the nursery schools. This observation work is followed by several weeks of in-service training. The students work under the direction of the nursery school supervisor and the head teachers, practicing the principles and theories that have been discussed in their class in Child Care. They have made studies of the food served to the young children in the mess halls, and by their work have shown parents the importance of seeing that children eat those foods which will provide a more adequate diet.



### Teacher Training Program

With the scarcity of trained nursery workers, the teachers were selected on the basis of experience, interest, personality, techniques of nursery school procedure, with discussions of problems and solutions after each school period. When the schools were organized and the children well adjusted, a course in Child Psychology was given by an appointed member of the education staff who had a Master's Degree in Child Psychology. College credit was given to those wishing it. The text used was Practice in Pre-School by Ruth Updegraph, New York: McGraw-Hill Book Company, Inc. 1938. Attendance was compulsory for all teachers. A weekly staff meeting was and is still held at which time the problems arising in the nursery schools are discussed.

After the course in Child Psychology was completed, Growth and Development of the Young Child by Rand, Sweeney and Vincent; basic text for weekly discussions. This discussion is being led by the evacuee supervisor.

In conjunction with the discussions, upon the request of the teachers, a general psychology course is offered by one of the appointed personnel who is on the elementary school staff.

New teachers begin their training by making written observations, followed with a discussion of the report with the supervisor. Beginning teachers are encouraged to attend the other classes and discussion groups.

In addition to classes and meetings, many outstanding books on child development and nursery school procedure are available to the teachers. A large collection of pamphlets have been gathered from W. P. A. offices, college extension departments, State offices, and other organizations. A list of some of the publications and books is enclosed.

In summarizing the procedure followed in the teacher training program for nursery school teachers at Amache, emphasis is given to observation, experience, classes, and discussions to stimulate teachers to study for themselves.



BOOKS USED IN THE AMACHE PRE-SCHOOL DEPARTMENT

- Bailey, Edna. Studying Children in School New York:  
McGraw-Hill Book Company, Inc., 1939
- Baruch, Dorothy. Parents and Children Go to School. Chicago:  
Scott, Foresman and Company, 1939
- Chaney, Margaret S. and Ahlborn, Margaret. Nutrition. Boston:  
Houghton Mifflin Company, 1939
- Curti, Margaret Wooster. Child Psychology New York:  
Longmans, Green and Company, 1938. (Second Edition)
- Faegre and Anderson. Child Care and Training. Minneapolis:  
University of Minnesota Press, 1940 (Revised Edition)
- Foster and Mattson. Nursery School Education. New York:  
D. Appleton-Century Co., Inc., 1939
- Goodspeed and Johnson. Care and Guidance of Children. Chicago:  
J. B. Lippincott Company, 1938
- Grabbe, Paul and Murphy, Gardner. We Call it Human Nature.  
New York: Harper and Brother, 1939
- Landreth, Catherine. Education of the Young Child. John Wiley and Sons,  
1942
- Rand, Sweeney, and Vincent. Growth and Development of the Young Child  
Philadelphia: W. B. Saunders Company, 1942
- Stoddard and Wellman. Child Psychology. New York:  
The MacMillan Company, 1934
- Stuart, Harold C. Healthy Childhood. New York:  
D. Appleton Century Company, Inc., 1933.
- Updegraff, Ruth. Practice in Pre-School. New York:  
McGraw-Hill Book Company, Inc., 1938.



PAMPHLETS USED IN THE ANACHE PRE-SCHOOL DEPARTMENT

Applying Nursery School Methods of Child Guidance in the Home  
Kansas State College Bulletin

Are You Training Your Child to be Happy?  
Children's Bureau Publication No. 202

The Child from One to Six. Children's Bureau Publication No. 30

Child Management. Children's Bureau Publication No. 143

Emergency Nursery Schools. United States Office of Education.

Guides for Establishing Nursery Schools and Child Care and Development Centers.  
Bulletin No. 11, New York State Education Department.

Home Play and Play Equipment for the Preschool Child.  
Children's Bureau Publication No. 238

How to Feed Children in Nursery Schools by Sweeny and Buck  
Merrill-Palmer School

Infant Care. Children's Bureau Publication No. 8  
Nursery School?

Inservice Training for Nursery School Teachers. Oregon State WPA.

Nursery School Observation. California State WPA

Nursery School Program WPA, Colorado State Department of Education.

Parent Education. Bulletin 86, Department of Public Instruction,  
Pennsylvania

Play Equipment and Furniture for Nursery School Children. Colorado WPA  
State Department of Public Instruction.

Preschool Equipment. University of Iowa Extension Bulletin.

Toys You Can Make. University of Nebraska Agriculture College  
Extension Service

What is a Nursery School? Association for Childhood Education.

The Wholesome Child by E. Faith Strayer. Oklahoma State Department of  
Parent Education.

The Wholesome Child's Home by E. Faith Strayer.

The Road to Good Nutrition. Children's Bureau Publication No. 270



Observation Sheets Used in the Nursery School

DISCIPLINE RECORD

Name:            Date:  
Time of day:  
Immediate Situation:  
Behavior Necessitating Discipline:

Form of Discipline:  
Isolation  
Waiting  
Adult takes through Routine  
Reconstruct Damage

Reaction to Discipline:

Duration of Treatment:

EMOTIONAL EPISODE

Name of Child:  
Time of Day:            Date:  
Apparent Cause:

Behavior:

Crying, Screaming, Biting,  
Hitting, slapping, pushing,  
Stamping, kicking, slumping  
running away, hiding, verbal  
refusal

Treatment: By whom \_\_\_\_\_

Reaction to treatment:

Duration:

SOCIAL PARTICIPATION

Name of Child:

Age:            Date:            Time:

Alone:

Watching:  
Children  
Adults

Parallel Activity:

Playing with:  
1. child  
2. children  
3. more than two children

Speaks to adult:  
Follows adults:  
Other activity

(for \_\_\_\_\_ minutes)



Observation Sheets Used in the Nursery School

ART

Drawing

Claywork

Scissors

Manipulation of Materials

Ideas expressed

Observer \_\_\_\_\_

MUSIC

1. Voice

2. Rhythm

3. Melody

4. Songs remembered

Observer \_\_\_\_\_

RANGE AND DEPTH OF INTEREST

Name \_\_\_\_\_

Age \_\_\_\_\_ Date \_\_\_\_\_

Time: From \_\_\_\_\_ to \_\_\_\_\_

Observation: \_\_\_\_\_

Observer \_\_\_\_\_

10 min. period 3 successive days.

LANGUAGE DEVELOPMENT

1. Understands English Commands.

2. Talks in English with Playmates

3. Talks in English with Teachers

4. Articulates correctly

5. Complexity and Speech

6.       a. uses simple words  
          b. uses phrases  
          c. uses sentences

6. Speech in organized group

- a. refuses to talk  
b. answer questions  
c. simple words  
   sentences  
d. volunteers ideas  
   simple words

Observer \_\_\_\_\_



Amache Elementary School  
Amache, Colorado  
January 10, 1945

L3, 22

Dear Parents:

You and your family are undoubtedly making plans to move from the center in the near future. The purpose of this letter is to urge you to move at the earliest possible date. Do not let the problem of transferring your child to a new school keep you here.

We respectfully request you to move at the earliest possible date for these reasons:

1. If you move soon your child will have an opportunity to find a place in a new school and become adjusted in time to do good work before the end of the school year. If you move soon, your child can adjust more easily than if you move later.
2. Our schools have kept a complete record of your child's work. This record is available for the new school so that teachers there may have complete information to make the adjustment easier. Be sure that you call for a transfer report a few days before you leave and that the new school writes to us for complete information.
3. Though every effort will be made to keep our schools operating in a normal way, we expect that the loss of pupils through relocation will make it necessary to reduce our teaching staff and our services. Our schools will not be as good as they have been. We do not expect to plan for, or to operate, a summer program.

Please feel free to talk to the elementary school principal, or to teachers, if you have any questions or problems concerning the removal of your child.

Before you leave the Center, look about your apartment for any school or library books. All school books should be returned for use by other children. We cannot purchase additional books or supplies during the remainder of the year.

We have appreciated your cooperation and support. In return, we have sincerely tried to provide a real educational opportunity for your child. As the time approaches for closing, we assure you of our continued interest, but urge you to move soon.

Sincerely yours,

Enoch Dumas  
Principal



## 父兄各位

此の手紙の目的は多数の家族が近き将来に外部轉往を考慮せしめ、あるものと思惟し一日も早く再転往せしめん事をお勵めすると同時に児童の転校を憂慮せしめる爲再転往を躊躇せしめる方々の参考とするものであります。

何故に学校當局が早急の再転往を勧告するかは左の理由に基いて居ります。

一、若し早く転往せしめば児童の新学校に於ける今学期末までの学科は訓調に進む。

二、児童の学科記録は学校當局に保存してあり而して右記録は転校先に参考資料として提出せしめる。

三、當校は運営上總ゆる方面に萬全を期して来たが今後外部轉往に伴ふ児童の漸減は必然的に教師の削減を余儀なくせしめる。従前通りの運営は困難となり従って夏季学校は中止せしめる。

右の事情を考慮に入れ児童転校に關する諸問題は小學校長又は受持教師に相談せしめる様懇懇致します。

学校當局としては今日まで児童教育上萬全を期して来ましたが館内閉鎖も一日と近づきつゝある折極一日も早く再転往なさうな事をお勵めすると同時に過去に於ける各位の全般的な支持協力に對し衷心より感謝の意を表する次第であります。

校長 エノク デューマス



MAY DAY FESTIVAL

\*\*\*\*\*

Apache Elementary School

May 3, 1945

Two o'clock

High School Auditorium





MAY DAY FESTIVAL

KINDERGARTEN-PRIMARY DEPARTMENT

ANACHE ELEMENTARY SCHOOL

Piano Selections.....Special Music Students  
Greeting.....8H Kindergarten  
Spring's Awakening of Flowers and Vegetables  
Song, "Welcome Sweet Springtime".....Third Grade  
Choral Reading by Flowers.....Second Grade  
Choral Reading by Vegetables.....Second Grade  
Songs  
"Scare Crow".....First Grade  
"Seed Time".....First Grade  
Song, "The Farmer".....Second Grade  
Dance by the Farmers and Farmerettes.....Second Grades  
Tumbling Acts by Clowns.....Third Grade  
Song, "May's Coming".....Third Grade  
Song, "May Baskets".....9E Kindergarten  
Song, "Springtime".....8H Kindergarten  
"Victory Parade" Rhythm Band.....8H Kindergarten  
Tumbling Acts.....Third Grade  
May Pole Dance.....First Grade



We gratefully acknowledge the assistance of the following:

Mr. Frank Shigeta and Mrs. Torano Sakurai, who helped with designing and making of costumes.

Parents who helped with costume making.

The High School staff members who made available the auditorium and its facilities.

Miss Betty Watanabe who played the piano at practices and final performance.



The Japanese Americans  
A Primary Unit in Democracy

By Jean Fraker  
Amache Elementary School  
Amache, Colorado

I. Objectives of the Unit

- A. To develop greater appreciation of the democratic ideals that all men are created equal, and should have the right to life, liberty and the pursuit of happiness.
- B. To develop desirable attitudes toward minority groups.
- C. To promote the ability to work and play in a friendly way with all children.
- D. To improve the ability to use the tool subjects to solve problems.
- E. To help children to appreciate the Japanese Americans.

II. Suggested Outline of Organization

- A. Before Evacuation (Evacuation is a term used here to mean the removal of people of Japanese descent from the defense area).

Problem I. Why did the Japanese come to this country?

Problem II. Where did the Japanese and the Japanese Americans live in this country?

Problem III. In what ways did they make a living?

Problem IV. In what ways did they show that they were becoming Americanized?

B. Evacuation

Problem I. What were the reasons for the evacuation?

Problem II. What were the methods by which the evacuation was brought about?

C. Life after the Evacuation

Problem I. To what places were the evacuees (an evacuee is a person who has been removed from his home) sent?



Problem II. In what kind of buildings do the evacuees live?

Problem III. Where do the evacuees eat?

Problem IV. What kind of home life is there in the center?

Problem V. To what kind of schools do the children go?

Problem VI. What religious activities are there in the camps?

Problem VII. What languages are spoken?

Problem VIII. What is the appearance of the Nisei (a Nisei is an American born person of Japanese descent) children?

Problem IX. What play activities are there for the children?

Problem X. Why is it desirable for the evacuees to relocate (to relocate means to find a new home)?

Problem XI. What problems do relocating evacuees meet?

#### D. Being an American

Problem I. What citizenship laws apply to the persons of Japanese ancestry?

Problem II. What are the things that a good American believes?

### III. Information for the teacher

#### A. Before evacuation

##### Problem I.

Immigration from the Oriental countries occurred much later than the immigration from the European countries. The Caucasians were already well established; so there was a tendency to resent the new-comers.

"The Japanese came to the United States for practically the same reasons which stimulated other immigrants--namely, to better themselves economically, to search for education or adventure, or to escape military service for the Japanese



Government, as required by the conscription acts."

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Reference 2, p. 480.

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Problem II.

It was natural for the Japanese immigrants to settle on the West Coast, where they first landed. "Sixty per cent of them lived in the three states of Washington, Oregon, and California in 1870, and since that time the proportion has increased to 86.6 per cent in 1930."

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Reference 2, p. 480

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Because of the racial antagonism, the Japanese tended to settle together in communities. These were sometimes within cities and sometimes in rural communities. The Japanese Americans have been criticized for this, but it must be remembered that, to a large extent, it was a condition forced upon them by the Americans of older stock.

Problem III.

In the cities the Japanese Americans worked at whatever jobs were open to them. These were mostly as day laborers, household servants, or small shopkeepers. The professions were practically closed to them except for a few persons to serve the other Japanese Americans.

Truck farming or gardening attracted many of the Japanese Americans, and it was in these that they made their most important contributions. "Because of the efficiency of the



Japanese in producing fresh fruits and vegetables, and because of the efficient shipping organization established partly by their cooperative efforts, a continuous supply of fresh fruits and vegetables reaches all the important markets of the nation throughout the year." This, of course, was before the evacuation.

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Reference 2, p. 484.

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#### Problem IV.

The Japanese Americans were quick to adopt the thought-patterns of American culture as well as the material features. "Mentally, American-born Japanese are American, and whatever mental characteristics they are supposed to inherit seem to have succumbed to the influences of environment. Moreover, after carefully balancing all the available evidence as regards their mental capacity, we have concluded that they possess practically the same capacity as white American children."

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Reference 10, p. 342

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Some of the characteristics of the Japanese culture have been turned to desirable American behavior. "The Japanese have an enviable record for law observance and community control, chiefly because of their cultural background of respect for officials and for law and order, impressed by family and community moral training."

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Reference 2, p. 490.

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Even the physical characteristics of the Japanese Americans have been changed by life in America. "The American-raised children of Japanese parents are taller, rounder of face, narrower of nose, freer in expression, and different in many behavior characteristics from their Japan-raised parents and relatives."

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Reference 2, p. 472.

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In spite of the segregation of the Japanese in this country, they have become definitely American. "The typical behavior of the second-generation Japanese Americans is clearly much more characteristic of American culture than it is of Japanese culture."

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Reference 10, p. 489.

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## B. The Evacuation

### Problem I.

The two reasons usually given for the evacuation of the Japanese and the Japanese Americans from the West Coast are military necessity and the protection of the Japanese Americans themselves. Probably another important cause was the flaming up of racial prejudice which had existed in California since the earliest days.

"Briefly, the justification of the evacuation as a military necessity is as follows: The Pacific Coast Congressional delegation on February 13, 1942, recommended to the President 'the immediate evacuation of all persons of



Japanese lineage, and all others, aliens or citizens alike, whose presence shall be deemed dangerous or inimical to the defense of the United States, from all strategic areas.' The wording is significant, suggesting immediate removal of those of Japanese lineage as a racial group, but asking treatment of others on the basis of danger. Six days later the President authorized military commanders designated by the secretary of war to establish military areas 'from which any or all persons may be excluded.' The result of the Executive Order was group exclusion of Americans of Japanese ancestry and, subsequently, a few Caucasian-American citizens, but the latter have been given individual hearings and have not been interned."

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Reference 5, p. 3

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During the time between Pearl Harbor and the evacuation there were a few incidents of violence to those of Japanese ancestry, but the San Francisco newspapers carried stories of only seven such incidents. Moreover, as has been pointed out in connection with the idea of protection to the Japanese Americans, "How could it accord with American justice that if a man were dangerous to his neighbors they should be put into custody rather than he."

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Reference 5, p. 6.

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Problem II.

When the evacuation order came, it was necessary for the Japanese Americans to sell or rent their property and store



their belongings. The time was brief and in being forced to liquidate their businesses immediately, many suffered tremendous losses estimated at at least one-half of their resources on the Coast.

The evacuation was carried out by the army. From their homes, people were taken, in the spring of 1942, to temporary assembly centers and later to the relocation centers. The latter was completed by the late fall of 1942.

The advisability or inadvisability of the evacuation is a fruitless discussion since it has been done and cannot be undone. It is best forgotten except as it is necessary to an understanding of relocation.

#### Problem I.

The relocation centers to which the evacuees were taken were located upon government land. The ten centers are as follows: Colorado River (Poston) in Arizona, Tule Lake in California, Manzanar in California, Gila River in Arizona, Minidoka in Idaho, Heart Mountain in Wyoming, Granada (Amache) in Colorado, Central Utah (Topaz) in Utah, Rohwer in Arkansas, and Jerome in Arkansas.

#### Problem II.

The buildings in the relocation centers are barracks constructed by the army. Each barrack contains six one-room units. Ordinarily one family is assigned to one room. The rooms are of varying sizes to accommodate families of different



numbers, but in all cases they are extremely small and crowded. Frequently, grandparents or aunts or uncles are included in the family, making the crowding even worse.

Each room is equipped by the government with one army stove; one light in the center of the ceiling; and canvas cots, mattresses and army blankets for each person. Anything else which is needed must be supplied by the evacuees. Many of them have shown much ability in the construction of furniture, and in the transforming of the barrack rooms into attractive quarters. In most cases, however, it is impossible to hide the fact that the rooms are overcrowded.

There is little room inside for children to play, and almost no place for them to put their possessions. Mostly they play outside around the barracks, or during bad weather they swarm into the laundry or lavatories.

### Problem III.

The barracks are arranged in blocks, each block having a central mess hall, laundry, lavatories, and recreation hall. The block forms both an administrative and a social unit centering around the mess hall.

The mess hall workers are employed from among the evacuees. They are paid the same as other evacuee government workers, twelve, sixteen, or nineteen dollars a month.

The government allows that 45 cents be spent per day for each person for meals. This allowance of 45 cents a day includes



the money spent for food produced at the center, which, although grown by the evacuees, is bought from the government. Most families find it necessary to buy additional food to meet particular tastes.

At meal times gongs are rung in the blocks to summon the people to meals. The persons stand in line to go past the counter, where they receive a plate containing their rations. They then sit at long tables which have benches attached to the sides. Some attempt is made to have families sit together, but people more often sit together according to age groups.

The cooks do well with what they have, and the meals are not exactly bad. Sometimes there is a rather good meal, but people soon cease to consider whether they like things or not. The spirit in the mess hall is definitely, "Eat fast so we can get out."

Children learn the mess hall routine rapidly. They reach for bread which is put on the table in the wrapper, and they call to the waitress if they want more rice. All around them there is confusion, noise, and talking, and they hurry to get outside to play. Many even take food outside and eat as they walk along.

#### Problem IV.

The lack of home life is the worst feature of the camp as far as the children are concerned. The rooms are overcrowded and lack privacy. As has been said before, there is no place



for the children to play. It is even difficult for a child to have adequate sleep in a room in which all the older members of the family must spend their time. Moreover, meals and most of the recreation must be supplied away from the home, which greatly weakens the family as a functioning unit.

Many of the children see very little of their parents. In many cases, their fathers are out of camp on leaves preparatory to the relocation of the family, and many others are in the army. Many of the mothers work in the mess halls or at other jobs within the center, which means they are unable to supervise their children properly.

One of the teachers was impressed by the lack of home life when she sent a note home with one of her sixth-grade children. The child came back several days in succession with the note unanswered. When questioned, his answer was, "I didn't see my mother today."

#### Problem V.

Schools for all ages are provided by the government. Most of the classes are held in the same type of barrack-room in which the evacuees live. Some of these have been remodeled to make them larger, but they are still small. In spite of the somewhat unfavorable physical characteristics, the instruction compares favorably with schools outside the centers. Materials and methods are similar to those used in other schools. In most respects the schools are typically American schools with typically American children.



The primary children find their school life interesting just as other children enjoy school. They enjoy drawing pictures, painting, using clay, and other forms of art work. Most of them like to read and the library is always a popular place.

Education in the centers extends from the cradle to the grave. Children start to school in the nursery school at three years of age. In addition to the elementary and secondary schools, there are adult education classes open to all adults. The school rooms and recreation halls assigned to the schools are used day and night, every day of the week, and every week of the year.

Because the center life offers little amusement or work for children, the schools, assisted by the churches, have a summer school or summer activities program for the children. At this time there is some remedial work done, but the primary emphasis is upon activities.

#### Problem VI.

The evacuees are, of course, free to worship as they please. The church groups include Protestant, Catholic, Seicho-No-Iye, and Buddhist. These are led by evacuees who were ministers before the evacuation. Ministers from neighboring towns have been interested and cooperative.

Recreation halls<sup>often</sup> have been assigned to the church groups. These are used as meeting places; meetings are also held in certain mess halls.

Protestant Sunday school classes are held in the school rooms. Many children attend and are considerably influenced by the churches.



Problem VII.

Japanese is spoken in many of the homes, but English is used entirely at school. Most of the children understand both, although some do not speak either well. Some of the children show special language difficulties because of translation from the Japanese, such as omitting articles and prepositions, but by the time they reach the elementary school, they can make themselves understood in English.

Problem VIII.

In appearance, the nisei children at first may seem different from other types of Americans, but, as has been stated before, they are different physically from the children born in Japan. Of course, they all have dark hair and eyes, but there are shades of dark brown or red-brown hair, and there is much variety of facial characteristics. Their behavior and expressions mark them definitely as American children. Their clothes are exactly the same as any other American children would wear.

Problem IX.

Because of the crowded homes, much of the recreation is provided by the school or the blocks. Old movies are shown periodically in the blocks. The blocks also sponsor parties at times, but these usually are for the older children. The camp also has clubs, such as Scouts, and Girl Reserves, but these also are for older children. There is little for primary



children to do except play in the sand around the barracks.

The school has playground equipment and some of the blocks have constructed swings or teeter-totters. The children enjoy using such equipment. They also like to play the same games as other children--dodge ball, pom-pom-pullaway, cat and mouse, and all the others that children all over the United States know.

#### Problem X.

The camp life is an abnormal one, which, even under the best of administration, cannot be very desirable. As far as the small children are concerned, relocation is vitally important in order to provide a natural home life. There are other reasons, too. Camp life with its dependence upon the government develops warped attitudes, and there is no outlet for abilities or ambitions.

Moreover, the Japanese Americans have much to contribute to America. They are capable and hard working so that those who have already relocated are contributing much in defense factories, in essential industries, and on farms. It is not only an expense for our government to provide for them in the centers, but it is a great waste to have these people in such a situation that they can contribute nothing to the country that they love and to which they are loyal.

It is of utmost importance that the Japanese Americans be able to find a satisfactory life in which they can again be average Americans contributing to the country's welfare.



#### Problem XI.

Persons relocating have to face a financial problem. Most of them lost their savings at the time of the evacuation, so they have no money of their own with which to begin again. W.R.A. pays transportation to a new job, plus \$25, but even so they face a definite problem about money.

Adults will be concerned with housing shortages and rationing, but the small children too face problems. Coming from the restricted life of the center they lack the concepts which children ordinarily form naturally. They are accustomed to showers, but not to bathtubs, and the only steps they know are the artificial ones in the kindergarten. They even must learn all the aspects of living in a home.

Social adjustments are the greatest problem. Unfortunate as it is, every community seems to have persons who are insufficiently educated in democracy to be willing to accept the Japanese Americans. The overcoming of prejudice is the biggest problem of the Nisei, both children and adults, but therein lies a challenge too.

#### D. Being an American

##### Problem I.

Our naturalization laws make it impossible for the Japanese immigrants to become citizens of the United States. However, all children born in this country are citizens, so the nisei, second generation Americans of Japanese ancestry, are citizens by birth.



## Problem II.

The beliefs of a good American include these:

- a. All people should be free and have equal opportunities.
- b. The worth of a person is not based upon race or ancestry.
- c. Decisions of the majority should be followed, but there should be consideration of the rights of the minority.
- d. All people have the right to life, liberty, and the pursuit of happiness.
- e. Everyone has the right to worship as he pleases.
- f. Everyone has the right and the obligation to participate in the government of the country and to work for its welfare.

## IV. Development of the Unit

### A. Suggested methods of approach

1. Tell the children that they are to have a new member of their class. Suggest that this person has had some unusual experiences which might be interesting to study.
2. Use bulletin board exhibits of Japanese Americans.
3. Show films of Japanese Americans.
4. Read stories about Japanese American children.

### B. Organization of Pre-questions.

1. What do the Japanese American children look like?
2. Where do they eat?
3. Where do they live?
4. What kinds of homes do they have?
5. What do they like to play?
6. What kind of schools do they have?



7. How do they talk?
8. What kind of churches do they have?
9. How do they dress?
10. Why do they live in relocation centers?
11. How can they get out of the centers?

C. Assemblage of Materials

1. Collect pictures from magazines and newspapers.
2. Collect books from school and public libraries.
3. Write letters for pamphlets (see bibliography).

D. Suggested Excursions

1. Visit a relocation center.
2. Visit places where Japanese Americans are working.

E. Suggested correlations

1. Language, written.

- a. Write letters to children in relocation centers.

(Address to Dr. Enoch Dumas, Elementary School Principal,  
Amache, Colorado).

- b. Letters of thanks to persons who helped to make excursions possible.

- c. News items for the school paper about class activities.

- d. Write creative stories or poems about the Japanese Americans.

- e. Write stories or articles for the class scrapbook.

- f. Make a list of new vocabulary words and their meanings.

- g. Write articles on what it means to be an American.

2. Language, oral.

- a. Organization of the pre-questions for the unit.



- b. Class discussions about problems.
  - c. Reports to the class.
  - d. Dramatization of life in relocation centers.
  - e. Dramatization of ways the Japanese Americans are helping our country.
  - f. Dictation of experience stories or group stories.
  - g. Talks about what it means to be an American.
3. Reading.
- a. Reading chart stories.
  - b. Reading articles and stories from the class scrapbook.
  - c. Reading for information in material prepared by the teacher.
  - d. Practice with the list of new vocabulary words.
  - e. Reading signs that accompany pictures on the bulletin board.
  - f. Reading letters from children in the relocation centers.
4. Arithmetic
- a. Measuring for construction activities.
  - b. Study simple graphs showing immigration and population distribution before and after the war.
  - c. Compare population figures for the different camps.
5. History and Geography
- a. Study causes of immigration.
  - b. Contributions of the Japanese Americans to American life.
  - c. Geographic location of the Japanese Americans before and after the war.
6. Penmanship.
- a. Writing letters and thank-you notes.



b. Writing stories and articles for scrapbook and school paper.

c. Lettering signs and charts.

7. Art

a. Make illustrations for stories.

b. Make a scroll or child-made movie of the contributions of the Japanese Americans.

c. Try making wood carvings as the Japanese Americans do.

d. Experiment with making paper flowers.

F. Culminating activity.

1. Plan activities for welcoming Japanese Americans into the school and community.

2. Invite parents to school for a program showing what has been learned.

3. Give an assembly to show other classes the interesting things about the Japanese Americans.

V. Outcome of the Unit

A. A sympathetic understanding of the problems of the Japanese Americans.

B. An increased appreciation of democratic ideals.

C. A better understanding of the responsibility of each person to behave in a democratic way.

D. Respect for the rights of minority groups.

E. Greater ability to work and play together.



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For a more extensive bibliography see Bibliography on War Relocation Authority, Japanese and Japanese Americans, War Relocation Authority, Washington, 1944.



### Pictures for the Unit

- G-135 The Amache school block during the winter.
- G-184 The student safety patrol members receive badges from the chief of internal security.
- E-470- Children in the elementary school library.
- E-762 An exhibit prepared by the elementary school for the arts and crafts festival which was sponsored by the education division and the "Pioneer," Amache center newspaper.
- E-862 Landscaping around the school buildings. (not a coop picture).
- B-856 Amache Elementary School Victory Garden Exhibit, Amache Agricultural Fair, September 11 and 12.
- E-758 The wood carvings on this exhibit panel at the Arts and Crafts Festival were made by students in adult education classes.
- E-87 Young evacuees carrying their personal belongings into their new quarters at the relocation center.
- E-90 Inside one of the barrack rooms after the evacuees have made it as comfortable as possible.
- E-473 A story hour in Miss Sumi Kashiwagi's kindergarten.
- B-581 Flag salute in the school block.
- E-498 A young nisei family, Howard Uno, his wife and baby. Howard, a former San Francisco vegetable broker, has volunteered in the Intelligence Division of the U.S. Army.
- E-507 Play ground games during the winter call for a lot of action to keep warm. This fourth grader makes the most of the physical education period.
- E-511 A general view of a relocation center.



- E-526 The youngest of the Unos. This young fellow's father was a produce man before evacuation. On the day this photo was made, he had volunteered in the United States Army.
- E-531 It is a long time between meals at the mess hall for a hungry man, so the cracker box at the Kobayashi barracks gets a frequent raiding.
- B-593 At work on the project farm.
- B-621 A typical scene of the barracks and the landscaping done by the evacuees.
- E-71 First evacuees to arrive at the Granada railroad station boarding buses to be transported to the relocation center.
- E-86 Meal time in the mess hall.



13.29

## THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY

NATIONAL EDUCATION ASSOCIATION, EDUCATIONAL POLICIES COMMISSION, THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY, THE COMMISSION, WASHINGTON, D. C., 1938.

### THE OBJECTIVES OF SELF-REALIZATION

THE INQUIRING MIND. THE EDUCATED PERSON HAS AN APPETITE FOR LEARNING.  
SPEECH. THE EDUCATED PERSON CAN SPEAK THE MOTHER TONGUE CLEARLY.  
READING. THE EDUCATED PERSON READS THE MOTHER TONGUE EFFICIENTLY.  
WRITING. THE EDUCATED PERSON WRITES THE MOTHER TONGUE EFFECTIVELY.  
NUMBER. THE EDUCATED PERSON SOLVES HIS PROBLEMS OF COUNTING AND CALCULATING.  
SIGHT AND HEARING. THE EDUCATED PERSON IS SKILLED IN LISTENING AND OBSERVING.  
HEALTH KNOWLEDGE. THE EDUCATED PERSON UNDERSTANDS THE BASIC FACTS CONCERNING HEALTH AND DISEASE.  
PUBLIC HEALTH. THE EDUCATED PERSON WORKS TO IMPROVE THE HEALTH OF THE COMMUNITY.  
RECREATION. THE EDUCATED PERSON IS PARTICIPANT AND SPECTATOR IN MANY SPORTS AND OTHER  
INTELLECTUAL INTERESTS. THE EDUCATED PERSON HAS MENTAL RESOURCES FOR THE USE OF LEISURE.  
ESTHETIC INTERESTS. THE EDUCATED PERSON APPRECIATES BEAUTY.  
CHARACTER. THE EDUCATED PERSON GIVES RESPONSIBLE DIRECTION TO HIS OWN LIFE.

### THE OBJECTIVES OF HUMAN RELATIONSHIP

RESPECT FOR HUMANITY. THE EDUCATED PERSON PUTS HUMAN RELATIONSHIPS FIRST.  
FRIENDSHIPS. THE EDUCATED PERSON ENJOYS A RICH, SINCERE, AND VARIED SOCIAL LIFE.  
COOPERATION. THE EDUCATED PERSON CAN WORK AND PLAY WITH OTHERS.  
COURTESY. THE EDUCATED PERSON OBSERVES THE AMENITIES OF SOCIAL BEHAVIOR.  
APPRECIATION OF THE HOME. THE EDUCATED PERSON APPRECIATES THE FAMILY AS A SOCIAL  
CONSERVATION OF THE HOME. THE EDUCATED PERSON CONSERVES FAMILY IDEALS.  
HOMEMAKING. THE EDUCATED PERSON IS SKILLED IN HOMEMAKING.  
DEMOCRACY IN THE HOME. THE EDUCATED PERSON MAINTAINS DEMOCRATIC FAMILY RELATIONSHIPS.

### THE OBJECTIVES OF ECONOMIC EFFICIENCY

WORK. THE EDUCATED PRODUCER KNOWS THE SATISFACTION OF GOOD WORKMANSHIP.  
OCCUPATIONAL INFORMATION. THE EDUCATED PRODUCER UNDERSTANDS THE REQUIREMENTS AND OPPORTUNITIES FOR VARIOUS JOBS.  
OCCUPATIONAL CHOICE. THE EDUCATED PRODUCER HAS SELECTED HIS OCCUPATION.  
OCCUPATIONAL EFFICIENCY. THE EDUCATED PRODUCER SUCCEEDS IN HIS CHOSEN VOCATION.  
OCCUPATIONAL ADJUSTMENT. THE EDUCATED PRODUCER MAINTAINS AND IMPROVES HIS EFFICIENCY.  
OCCUPATIONAL APPRECIATION. THE EDUCATED PRODUCER APPRECIATES THE SOCIAL VALUE OF HIS WORK.  
PERSONAL ECONOMICS. THE EDUCATED CONSUMER PLANS THE ECONOMICS OF HIS OWN LIFE.  
CONSUMER JUDGMENT. THE EDUCATED CONSUMER DEVELOPS STANDARDS FOR GUIDING HIS EXPENDITURES.  
EFFICIENCY IN BUYING. THE EDUCATED CONSUMER IS AN INFORMED AND SKILLFUL BUYER.  
CONSUMER PROTECTION. THE EDUCATED CONSUMER TAKES APPROPRIATE MEASURES TO SAFEGUARD HIS INTERESTS.

### THE OBJECTIVES OF CIVIC RESPONSIBILITY

SOCIAL JUSTICE. THE EDUCATED CITIZEN IS SENSITIVE TO THE DISPARITIES OF HUMAN CIRCUM-  
STANCE.  
SOCIAL ACTIVITY. THE EDUCATED CITIZEN ACTS TO CORRECT UNSATISFACTORY CONDITIONS.  
SOCIAL UNDERSTANDING. THE EDUCATED CITIZEN SEEKS TO UNDERSTAND SOCIAL STRUCTURES AND  
SOCIAL PROCESSES.  
CRITICAL JUDGMENT. THE EDUCATED CITIZEN HAS DEFENSES AGAINST PROPAGANDA.  
TOLERANCE. THE EDUCATED CITIZEN RESPECTS HONEST DIFFERENCES OF OPINION.  
CONSERVATION. THE EDUCATED CITIZEN HAS A REGARD FOR THE NATION'S RESOURCES.  
SOCIAL APPLICATIONS OF SCIENCE. THE EDUCATED CITIZEN MEASURES SCIENTIFIC ADVANCE BY  
ITS CONTRIBUTION TO THE GENERAL WELFARE.  
WORLD CITIZENSHIP. THE EDUCATED CITIZEN IS A COOPERATING MEMBER OF THE WORLD COMMUNITY.  
LAW OBSERVANCE. THE EDUCATED CITIZEN RESPECTS THE LAW.  
ECONOMIC LITERACY. THE EDUCATED CITIZEN IS ECONOMICALLY LITERATE.  
POLITICAL CITIZENSHIP. THE EDUCATED CITIZEN ACCEPTS HIS CIVIC DUTIES.  
DEVOTION TO DEMOCRACY. THE EDUCATED CITIZEN ACTS UPON AN UNSWERVING LOYALTY TO  
DEMOCRATIC IDEALS.



B/

MAY DAY FESTIVAL

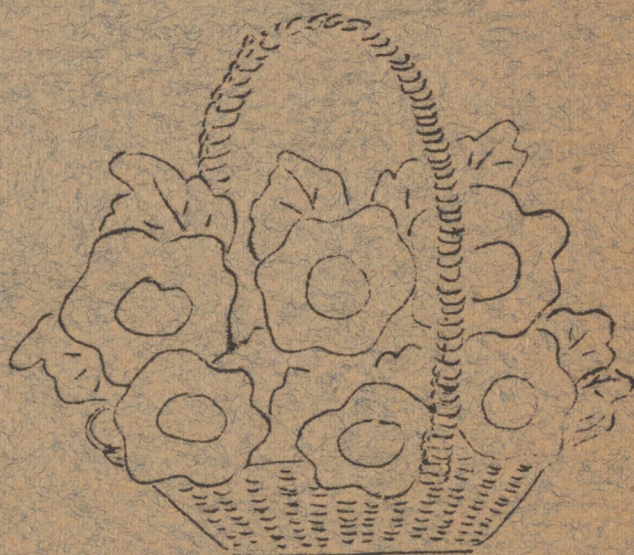
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Amache Elementary School

May 3, 1945

Two o'clock

High School Auditorium





MAY DAY FESTIVAL  
KINDERGARTEN-PRIMARY DEPARTMENT  
AMACHE ELEMENTARY SCHOOL

Piano Selections.....Special Music Students  
Greeting.....8H Kindergarten  
Spring's Awakening of Flowers and Vegetables  
Song, "Welcome Sweet Springtime".....Third Grade  
Choral Reading by Flowers.....Second Grade  
Choral Reading by Vegetables.....Second Grade  
Songs  
"Scare Crow".....First Grade  
"Seed Time".....First Grade  
Song, "The Farmer".....Second Grade  
Dance by the Farmers and Farmerettes.....Second Grades  
Tumbling Acts by Clowns.....Third Grade  
Song, "May's Coming".....Third Grade  
Song, "May Baskets".....9E Kindergarten  
Song, "Springtime".....8H Kindergarten  
"Victory Parade" Rhythm Band.....8H Kindergarten  
Tumbling Acts.....Third Grade  
May Pole Dance.....First Grade



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