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A R E P O R T O F D E M O C R A T I C P R O C E D U R E S
D E V E L O P E D I N T H E C O R E C L A S S

of

POSTON SECONDARY SCHOOLS

Reported by George J. Peavey

To prepare a brief statement of some of the procedures and activities followed by the English Department (within the Core Studies Department) which illustrate how democracy works in Poston seemed, at first consideration, a simple assignment. However, when the working data for the report were compiled, they seemed overwhelming. Democracy is working in Poston; it began working when the first evacuees arrived in the relocation center, and its "working conditions" were enhanced with, and have steadily improved since, the opening of the Poston schools.

To give a detailed resumé of how democracy is working in the Core Studies Classes is not within the province of this paper; but the listing of certain activities and evaluations, as they were observed in process in seventh through twelfth grade groups in the three units of Poston will demonstrate the development, fluidity, practicability, and value of democratic cooperative habits within a typical community school.

Seventh Grade Observations:

1. A "teacher-constructed" program of studies gradually gave way to a cooperatively-constructed, pupil-teacher program as units, suggested by students, met the needs and desires of the group.
2. The will of the majority prevailed in seating arrangements, and pupils who did not conform were deprived, by vote of the class, of the privilege of sitting with their respective work groups until they appreciated group participation.
3. The class cooperated in making arrow weed (gathered on a trip to the desert) sun shades for the classroom windows, and stools (before furniture arrived); in taking inventories of books and supplies; in sharing books, tools, and janitorial duties; and in planning class parties.
4. The group exercised parliamentary procedure techniques in the election of their class offices and delegate to the Student Representative Assembly.
5. Students kept their own records in subject-matter tests and suggested their individual grades for respective quarters.
6. Groups within the class developed such a feeling of unity that their conduct justified their going to the library or outside to study.
7. The class voluntarily gave a day to cotton picking in the Parker valley fields to help save the crop and to swell the class treasury, subscribed 100 per cent to the Red Cross Drive, and contributed to the Red Cross Album.

Eighth Grade Observations:

1. The class was encouraged to indicate the phases of the program wherein teaching and subject matter excelled or fell down, to suggest revisions, and to devise their own curriculum.

2. The stronger students helped the weaker in work requiring memorization.
3. The students of low mentality, having been given duties commensurate with their abilities, made definite contributions to, and their worth was appreciated by, the class.
4. The class, evincing dissatisfaction with the subject matter of a unit of work, was entrusted with the complete revision and reconstruction of the unit, and the results were especially commendable.
5. During a class election the ballot box was "stuffed;" the teacher pointed out the fact that the class might operate under a dictatorship or a democracy, whichever it wished; the class was unanimous in favoring a democratic form of government, and there was no more "stuffing" of the ballot box.
6. No "absolute quiet" periods were required; the class during work periods chose to observe "comparative quiet" as a boon to group study and a kindness to members studying independently.
7. The group worked cooperatively on notebooks for their various units, producing a few excellent rather than many mediocre books, and grew in group consciousness.
8. All student discipline problems were solved, to the satisfaction of the class and the teacher, through group "court action."
9. Students, realizing that Poston will not endure for them after the war, elected to study transportation, manpower, manufacturing, agriculture, and salvage as they will contribute to victory in the war and show democracy in action.
10. Class officers held office for short periods only so that each member of the group might have experience in presiding, performing secretarial duties, and auditing class funds.

Ninth Grade Observations:

1. The pupils told the teacher what they expected of her (in regard to her appearance, conduct in the community, etc.), and she in turn told them what she anticipated from them (cooperation, good will, etc.), with the result that a fine democratic spirit of give and take was engendered.
2. One unit of work on Personal Adjustments was built around the fact that, early in the year, school equipment was woefully lacking.
3. Group loyalty was admirably demonstrated by the class when, despite the exigencies of the "strike" in Poston, students resolved to keep their absences at a minimum.
4. A few students willing volunteered to make the mile-and-a-half trip to the school library in order

to carry books back to the classroom for use by all of the students.

5. The class decided the problems of discipline, ignoring the uncooperative pupils until they recognized their errors and were willing to participate wholeheartedly in the group's activities.
6. During the long period when books, supplies, and equipment were conspicuous by their absence, the democratic ideal of sharing books and of cooperative work necessary in caring for books, apportioning janitorial tasks, and making furniture for school community use was paramount; the ideal has endured.
7. Members of the class served on a school-community committee on school part rules and regulations (after a school social had been broken up by a gang of post-high school age), with the result that subsequent parties have been unmolested.
8. The class chose to work at the adobe brick factory, subscribed to the Red Cross Drive, and volunteered for cotton picking.

Tenth Grade Observations:

1. As part of one unit of work, pupils wrote letters to students throughout the nation in order to obtain information on the geography of the United States, and, when replies were received, they were, irrespective of recipients, used by whatever groups needed the information for completing their phases of the unit.
2. Many outside speakers were scheduled by students while projects were in progress, and the democratic concept of courteous give and take was encouraged.
3. A stutterer, shy at first, was made to feel that he was a contributing member of the class when the members of his unit committee found work for him which would enrich the final results of the project, without causing him any embarrassment.
4. The class contributed to the Red Cross Drive, elected to go cotton picking in the interest of community, national, and international implications, and took a turn at making adobe bricks.

Eleventh Grade Observations:

1. Students contributed ideas regarding units which should be covered during the year and assumed responsibility for specific phases of respective units.
2. Outside speakers were invited to address the class, and oral (rather than written) reports on the speeches were judged by student-constructed evaluation sheets.
3. The democratic processes of majority rule were evidenced in core class organization, choosing of class officers, electing of delegate to Student Representative Assembly, and selecting of student body officers.

4. Students demonstrated enthusiasm in club activities when discussion brought out the fact that one who is apathetic about school clubs will probably be apathetic in community participation.
5. The Poston unit linked the school with the community, the region, the nation, and the world.
6. Letters of thanks were written to students of one indigenous high school (McKinley High School, Honolulu, T. H.) from another (Poston High) in thanks for a Christmas gift of athletic equipment sent students here, and letters of appreciation were addressed to persons outside who sent Christmas gifts to the people of Poston.
7. The unit work of the class was shared with other classes when forums, debates, and speeches were presented for groups on other grade levels.
8. Colleges which would accept evacuee students were ascertained, studied, and contacted with a view to student resettlement.
9. Cooperative endeavor resulted in curtains, shelves, and chairs being made for the classroom and in an orderly accounting for books, supplies, and file folders.
10. The class "published" an occasional "newspaper" in which the spirit of democracy permeated editorial comment.
11. A "Special Award" was presented to the class at the Camp II New Year's Festival on January 1, 2, and 3 because of the excellence of exhibited class notebooks on Arizona.
12. Members of the class volunteered to take the tuberculin tests to further the study of tuberculosis prevention and cure in Poston.
13. The class voluntarily picked cotton, appeared before groups in the interest of, and contributed to, the Red Cross Drive, and participated in adobe brick making for the schools.

Twelfth Grade Observations:

1. Class units of work were cooperatively determined by students and teacher after twelfth grade core teachers had compiled lists of units and students had done the same.
2. Numerous outside speakers were invited by students to address the class in order that the true meaning of a community school might be made clear, valuable ideas might be shared, and an attitude of tolerant, critical listening might be developed.
3. The dignity of labor and of the academic life was appreciated as the result of student investigations regarding colleges which they hope to attend and industries and professions which they hope to enter.

4. The democratic concept in student government was achieved; its beginnings were in the core studies class, and the principles of parliamentary procedure and organization were eventually applied to the senior class, the Student Representative Assembly, and the Student Association.
5. No unit was entirely lost sight of; students grew in appreciation of the past and realized that things learned are to be recalled and contributed to the public good in a democratic concept of "life-long learning."
6. The program of units of work was constantly revised in the light of current national and international developments and Poston's educational aims, previously determined and studied by students.
7. A fine spirit of democratic sharing was demonstrated when social studies reference books were reviewed by individual members of the class so that each member of the group might be familiar with source materials without carrying on exhaustive research. Early in the second semester, when class adjustments were made, new students were given all materials and references in the current unit in a spirit which contributed to a more satisfying, complete final evaluation.
8. The class evaluated its own accomplishments for the report on "Outstanding Work" requested from each teacher by the Director of Education.
9. The class profited from classroom use of encyclopaedias, books, and current publications lent by students, teachers, the principal, and the Director of Education.
10. Many students followed the part-time, school-work program, and some entered full-time employment, under school administration supervision, during their eighth semester.
11. The class picked cotton in Parker valley, having recognized the local, national, and international significance of such work at this time, were active in the Red Cross Drive, and contributed materials for the Red Cross Album.

It is apparent from the foregoing account of democratic procedures observed in the Poston schools that all activities listed under each grade level did not take place in each section of each grade, and that the list is not exhaustive. There is some duplication of activities on various grade levels. The duplication was intentionally recorded to illustrate the extent to which democratic cooperative habits have developed throughout the entire secondary school system--grades seven to twelve, inclusive.

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EXAMPLE OF DEMOCRATIC PROCEDURES IN DEVELOPMENT OF REPORT CARDS

Report cards for the elementary school were drafted by a committee of teachers appointed by the principals of the three camps.

The rough draft was presented to all the teachers and principals of each camp for suggestions and changes.

When the "progressive" group clashed with the "reactionary" group, a compromise card was adopted.

DEMOCRATIC PROCEDURES OF THE JUNIOR RED CROSS
IN POSTON, ARIZONA

J2.41C

ORGANIZATION

- I. Junior Red Cross Student Councils (one in each of three local high schools and Poston I Elementary School.)

Each High School JRC Council is composed of three representatives from each class (7th grade, 8th grade, Senior high freshman class, sophomore class, etc.) and a teacher-sponsor appointed by the principal of the respective school and a local Red Cross Chapter representative-both acting as advisors.

Poston I Elementary School JRC Council is composed of one representative from each classroom (28 classrooms), and two teacher-sponsors (one for primary grades and one for elementary grades), elected by a teacher's meeting specially devoted for the Junior Red Cross.

- II. Junior Red Cross Central Council:

There is one in Poston. It is composed of 4 representatives from each of the 4 Junior Red Cross Student Councils, and Director of Education, 4 principals, 5 teacher-sponsors, Junior Red Cross Chairman and Vice Chairman.

PROCEDURES

- I. The JRC Central Council meets once a month at each of the 3 camps in Poston successively. The high school JRC Council of the camp in which the JRC Central Council meeting is held acts as sponsor of that particular meeting. Thus it is responsible for making all preliminary arrangements, conducting the meeting, etc. As a rule the President of the JRC Student Council (student) acts as chairman for the meeting. All the members, students and adults, participate in discussion and voting on equal terms.

The Chief functions of the Central Council are to formulate overall policy and uniform program of JRC activities for all participating schools, and to exchange reports of activities of each school.

- II. Each Junior Red Cross Council meets at least once a month. At such meetings:

(a) Report on the previous meeting of the Central Council is made, and details of the means of carrying out its decisions and recommendations are discussed and worked out.

- (b) Other desired activities are discussed and planned.
- (c) Sub-committees for various activities, such as correspondence album making, bazaar preparation, etc., are appointed.

Also, the JRC Council assumes responsibility of reporting to the student body the progress of the JRC activities and making appeals for the participation of a greater number of students.

ACTIVITIES (Nov. 1942 to March 1943)

- I. Enrollment Campaign:
1943 membership drive was conducted during November, 1942. (National Enrollment Campaign Month)
Results:
 - (a) 100% enrollment of all 6 schools with a total of 4640 students.
 - (b) Total enrollment contribution of \$173.87.
- II. Organization of JRC bodies as explained above.
- III. Meetings:
 - (a) Enrollment Campaign Committee, Central Council, Council, and Committee Meetings --- 30 times in all.
- IV. Gifts to hospital patients at Halloween, Thanksgiving, Christmas and Valentine's Day.
- V. Accident Prevention Campaign.
- VI. Junior Red Cross Displays at Poston II and Poston III's Community Fairs. (Special Award Ribbon.)
- VII. Distribution of Christmas gifts (585 pounds) from the Red Cross Headquarters.
- VIII. Distribution of First Aid Supplies among schools.
- IX. Correspondence Albums -- being prepared in three high schools.
- X. Donation to the National Children's Fund.
- XI. Bazaar -- preparations are being made, to be held on April 30, May 1st and May 2nd jointly with the public school exhibits.
- XII. Junior First Aid Training:
 - (a) Classes are being organized outside of schools.

By
Paul C. Takeda
J.R.C. Chairman,
Poston, Ariz.

Dr. Cary

Statement on Democratic Procedures in Preschool
Education of Boston II:

From: Marion Lind

The structure of preschool education is intrinsically democratic. The children are all offered the same opportunities for play and development, with special attention to individual needs. The rudiments of social responsibility are developed as much as possible by permitting the children a great deal of freedom of choice in their activities with the provision that they do not interfere with nor injure another person or the group.

The evanee teachers are working on the theory that the responsibilities of the schools rest on each of them. They are all sharing in the work, and each success or failure should be equally felt by all. There are no head teachers in the schools. A system of weekly rotation of chairmen has proved successful in keeping alive the idea that there are no subordinate positions, but the initiative of every teacher is necessary.

DEMOCRATIC PROCEDURE IN THE PRE-SCHOOL DEPARTMENT

The teachers in the Nursery Schools and Kindergartens have spent three hours a week, throughout the school year, attending lectures, conferences, discussions and workshops.

After hearing Dr. Carey's first lecture at the beginning of the school year, the teachers wrote briefly on the objectives of education in Poston. A composite report of these papers was made and discussed with the teachers. This was followed by discussions on the specific objectives of early childhood education. We also discussed standards of good nursery schools and kindergartens.

Early in the semester the teachers made out a list of subjects which they wanted to study during the term. This list, with my observations of the work of the teachers served as my guide in planning the in-service training course for the term. Experts on such subjects as health and art were brought in for lectures and discussions from time to time. Every week some time was given to a discussion of everyday practical problems as met by the teachers in their work.

At the close of the semester the teachers discussed the program and wrote briefly on the subjects which they found most helpful. They were then asked to indicate the subjects in which they felt the need of more help. These lists were a guide in the planning for the following semester.

A small library of bulletins and books on child development and early childhood education has been built up and used freely by the teachers.

A teachers club, organized and conducted by themselves has held monthly meetings. These meetings are for business, social and educational purposes. The supervisor of this department has served as consultant in the planning of the programs.

In addition to the above, all teachers have been urged to attend the Saturday Morning Training classes at Camp II.

Anne R. Peary

MEMORANDUM

TO: Dr. Miles E. Cary, Director of Education
From: Elmer de Silva
Date: March 29, 1943
Subject: Democratic Action in Poston Schools

This is a response to your request for examples of democratic action in Poston Schools.

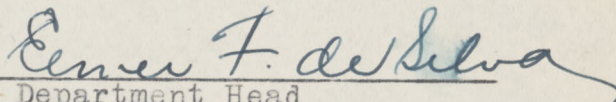
The Physical Education program at Poston II Secondary School was non-existent during the first semester because of many factors some of which, stated briefly, were the lack of teachers, facilities, equipment and supplies. Finally, two weeks before the opening of the third quarter it seemed as though we would be able at last to offer physical education to boys.

With the cooperation of the Mechanical Drawing classes a plan for a school athletic field was drawn. This was submitted to Mr. Crawford, Administrator in Camp II, who heartily approved and promised his full cooperation in the development of this field.

Classes were scheduled and during the first day the problem of getting the field ready for use was presented to the boys. Since it was due to their request that classes in Physical Education were begun, they offered to do their bit.

By this time other departments, both in the school and community, had become interested in our Project. The Woodshop classes offered to build backstops; Agriculture classes went to the river to get large cottonwood trees to serve as posts; the Recreation department secured certain Block Basketball courts for school use until such time as our courts were ready; the Camp II Agriculture Department brought tractors to grade the field and the Fire Department loaned equipment for flooding the courts.

Our field is far from complete but we feel that we have made great headway towards the completion of a field which will be used jointly by the school and community.


Department Head
Health and Physical Education

DEMOCRATIC PROCEDURES IN THE POSTON I

Elementary School

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In planning with teachers for the improvement of our Poston I elementary school, I have tried at all times to let the group decide upon the plans to be followed rather than sending out such as edicts from the school office. This procedure has been followed with reference to the allocation and distribution of supplies and equipment; attendance reporting; deciding whether they wish to use apprentice teachers; weighing of children; selecting and submitting material for the Accident Prevention booklet, getting ready for the Junior Red Cross Bazaar and school Exhibit, etc. In our meetings, I have tried to stress the importance of carrying over such procedures into classrooms if we are to put democracy into action in our school.

It is very difficult to report specific and concrete examples of democratic procedures apart from the classroom setting for the very "feeling tone" and "atmosphere" of a classroom indicates whether democracy or autocracy is dominant there.

There are many little evidences of democratic procedures in our classrooms each in itself seemingly not so important but when seen as a part of the total picture it is very significant.

In discussing their classroom work with the teachers, this statement is much in evidence: "The children decided....."

A few days ago I was in a first grade room at the "appreciation period." One of the children asked to tell stories and the group immediately decided that was the thing they wished to do. They did that - one calling upon another - until some one suggested that they "act" a story. The whole procedure was directed so unobtrusively by the teacher in the background that the entire situation seemed to be in the hands of the children.

Another first grade group selected the block manager as the "best citizen" of their block because he came over and cleaned their shoes for them without being asked to do so one morning after a heavy rain which had made the walks very muddy.

A certain second grade group decided that airplanes must be put above the barracks in making a frieze of Poston. Even though this was not the teacher's idea, she let the group carry out the wishes of the majority.

A committee from a third grade goes a postal clerk to find out about the handling of mail in and out of Poston in getting ready to set up their "Post Office" in their school room.

A little fourth grade girl was being somewhat ostracized by the rest of the class. The teacher through private conferences with several of these girls gets them to accept her as a friend.

In this manner the attitude of the entire group changed and the child is much happier.

A fifth grade teacher discussed with her children one day the possibilities of improving their classroom. The next day the children brought saws, hammers and nails from home so they might begin on the actual work.

After completing a "model" adobe brick house for a farm home in the southwest in connection with their project, some of the members of this sixth grade class suggested that they should landscape the surroundings. Consequently, yard, garden, pastures fields, etc. came into being.

Practically all of the elementary classrooms have "housekeeping committees", persons responsible for this and that, one phase of an activity carried on by one group while another is working at something else, and various other groupings where children are learning to work together. A few weeks ago while groups in a second grade room were busily engaged in setting up a "library", a "dime store," a "market" and a post office, one of the groups decided to eliminate a certain member because he was not contributing enough "ideas" to the construction in progress.

In the case of the apprentice teachers we have tried through our meetings and discussions to establish a cooperative relationship between these and the regular classroom teacher. In one case where the regular teacher tried to be especially cooperative, the apprentice seemed to feel that it was an opportunity to "take over" to some extent at least and dominate procedures in the room. This, however, was the exception rather than the rule.

In their bi-weekly reports, apprentice teachers are asked to give examples from their observations of "voluntary cooperation", initiative on the part of students, etc. It is very hard, however, for some of these young untrained people to understand that children should participate in planning of their program.

Retha E. Brezge

Exhibit 1

Elementary School
Circular # 1

APPRENTICE TEACHERS

Poston I Elementary School

Apprentice teachers should understand that they are being employed in order to be ready to take over, after a reasonable amount of preparation, the full responsibilities of a regular classroom teacher. In other words, they are not to be "assistants" permanently, but during their apprentice period they will assist the regular teacher in all the duties of the classroom as a part of their training.

An apprentice teacher is expected to put in the same number of hours each week as a regular teacher. This minimum is ~~44~~ hours. The apprentice teacher will report at the school room at the same time each morning as the regular teacher. This should be at least 30 minutes before school opens. During this period the teacher should plan with the apprentice teacher, their respective duties for the morning session.

Both regular and apprentice teachers should remain at the school room at least thirty minutes following the dismissal of school in the afternoon unless they are expected to attend some meeting. During this time the apprentice teacher could supervise the cleaning of the classroom while the regular teacher gets ready to discuss plans with the apprentice teacher for the next afternoon. This should be done the preceding day so that the apprentice teacher can make necessary preparations during the evening. Then, too, it is likely that there would not be adequate time to do this during the noon intermission the next day.

Apprentice teachers as well as regular teachers must check in at the elementary school office when they return to duty after any illness so that the timekeeper may keep her records correct.

At all times the apprentice teacher is to work cooperatively under the direction of the regular classroom teacher. When not actively engaged in instructional activities and no other duties have been assigned by the regular teacher, the apprentice teacher is to observe very carefully the work of the regular teacher.

During the first few days that an apprentice teacher is assigned to a classroom, the major portion of his or her time should be spent in observation, but gradually the regular classroom teacher should plan and assign instructional activities to the apprentice.

It is unfortunate that apprentice teachers cannot be notified in advance when they are going to have to do substitute teaching but usually this is occasioned by illness of the regular teacher and is not anticipated in advance. Substitute teaching gives the apprentice an opportunity to try out procedures and techniques she has observed under a regular teacher and to understand more fully

the duties of a regular teacher.

The apprentice who has done a substitute teaching assignment, should remain on for the first half-day session after the regular teacher returns so as to acquaint the latter with the work she has been doing.

Each apprentice teacher should decide during his period of apprenticeship whether or not he wishes to become a regular teacher. It is unfortunate for both the individual and the school, if he finds that he does not care to engage in the work for which he is training and yet continues on in it.

Hereafter, each apprentice teacher will be asked to submit bi-weekly reports to the elementary school principal's office.

Apprentices will be expected to do considerable professional reading and study during their period of apprenticeship.

It is planned that each apprentice teacher will work one-half day each on two different grade levels for a period of time to be determined by the elementary school supervisor and principal. He will then be shifted to one different grade level and continue on in the one of his choice in which he is already working.

In some cases it may be necessary to assign the apprentice to a regular teaching position before he has completed his first assignment. It is impossible in a situation like Boston to set up definite and fixed periods of apprenticeship. Much will depend upon the individual's progress and the need of the school for regular teachers.

Apprentice teachers should feel free to come to the school office at any time and discuss their problems with either the elementary school supervisor or principal.

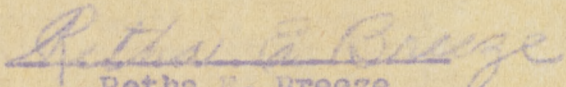

Retha E. Breeze
Elementary School Principal
Boston I

Exhibit 2

APPRENTICE TEACHERS' BI-WEEKLY REPORT

Weston I Elementary School

(Note: First report due Monday, February 1, and each two weeks thereafter.)

Date Name of teacher

Assignment:

A.M. _____
Grade Room Teacher

P.M. _____
Grade Room Teacher

Number of days you have been in full charge of a classroom to date

_____.

Room _____	Grade _____	Date _____
Room _____	Grade _____	Date _____
Room _____	Grade _____	Date _____

Professional reading (books or magazine articles dealing with education, methods, psychology, mental hygiene, etc.) done during this period:

<u>Author</u>	<u>Title</u>	<u>pp. read</u>
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(over)

Please answer the following questions briefly but generously:

I. In your observations thus far, what new ideas have you gained with reference to the work of a teacher?

II. In addition to the teaching of skills in the use of the tool subjects such as reading, arithmetic, language, etc., what other essentials in the pupils' training do the teachers that you have observed seem to be stressing such as encouraging the practice of health habits, developing cooperation, interests, social attitudes, etc.?

III. After the experience you have had thus far, do you feel that you command the respect from the students that a successful teacher should have? (See Miss Morrison's check sheet.)

IV. What field of subject matter e.g. mathematics, social science (history and geography), natural science, language, reading, etc. do you feel best prepared to teach?

V. What subjects do you feel will be the hardest for you to teach?

VI. Give a concrete example from your observation of any one of the following:

- A. A "behavior" problem well handled in your estimation
- B. Initiative on the part of some student with reference to classroom activities
- C. Voluntary cooperation on the part of one or more students
- D. Loyalty to the group or to some good friend
- E. Lack of self-confidence on part of a student

My example of _____:

Briefly report on this page the ways in which you have assisted the regular teachers with whom you are working:

A.M.	P.M.

Exhibit 3-4 PUPIL'S PROGRESS REPORT

Check mark (✓) in the "S" column means Improving Satisfactorily
 Check mark (✓) in the "N" column means Needs to Improve

Report by Quarters

	1st		2nd		3rd		4th	
	S	N	S	N	S	N	S	N
RESPONSIBILITY--is learning to assume responsibility as a member of the group								
FAIRNESS--is learning to make decisions fairly and unselfishly								
OBEDIENCE--is learning to follow directions								
INDUSTRY--is learning to work well alone								
PUNCTUALITY--is learning to be punctual								
SPORTSMANSHIP--is learning to display good sportsmanship in work and play								
COURTESY--is learning to be sincerely courteous in work and play situations								
ORAL ENGLISH--is learning to express ideas in good oral English								
WRITTEN ENGLISH--is learning to express ideas in good written English								
ORAL READING--is learning to read orally well enough to hold the interest of the group								
SILENT READING--is learning to read silently with reasonable speed and understanding								
SPELLING--is learning to spell correctly in all written work								
WRITING--is learning to write plainly in all written work								
ARITHMETIC--is learning to add, subtract, multiply and divide whole numbers and fractions								
ARITHMETIC PROBLEMS--is learning to use the necessary operations in problem solving								
SCIENCE--is learning to understand simple science facts and to recognize common superstitions								
HEALTH--is learning to apply rules of health in daily living								
ART AND MUSIC--is learning to express original ideas (without copying) in art and music								
INTERESTS--is developing a variety of vigorous interests as shown in his reading, art, hobbies								
ATTENDANCE RECORD:								
Days Absent								
Times Tardy								

Signature of Parent or Guardian

Pupil's Progress Report

for the

1st Quarter

School Year, 1942-3

2nd Quarter

(Name of Pupil)

3rd Quarter

(School)

(Room)

(Grade)

4th Quarter

(Teacher)

Poston Schools
Director of Education
Hilmes E. Cary

I do not need to remind you that our schools have been working under great handicaps. Nevertheless I can report that each teacher has done his or her best to help your children. They are working in general along two lines:

1. To develop a sense of poise and a hopeful outlook to the future.
2. To develop those abilities, attitudes, and skills that are needed in present-day democratic-American life.

Teachers can do their best work when they and parents are cooperating in providing the best possible educational environment for children. Please feel free to call on your child's teacher at any time.

Comments by Teachers:

1st Quarter:

2nd Quarter:

3rd Quarter:

4th Quarter:

Note to Parents:

Exhibit 3-13

TO PARENTS OF ELEMENTARY SCHOOL PUPILS IN POSTON I:

The second quarter of our school year ended February 19, 1943. We are sending again to parents the Progress Report of each student. The aim of this report is to inform you whether or not the teacher feels that your child is making as much improvement as he should in relation to his ability.

Our National Resources Planning Board has stated our fundamental national objective in education as follows: "to provide for every child and youth education and training of the kinds best adapted to his abilities and in the amount calculated to develop his maximum usefulness to himself, his community, and society."

Education today emphasizes the development of the WHOLE child. It means more than learning from books. It means training the child to practice rules of health; it means developing in him right attitudes and habits; it means training him to work with other children; it means training him to feel himself a part of the community in which he lives.

I trust that you will consider fully these aims and objectives. Do they propose to do for your child that which you desire? After you have considered carefully these statements, then will you re-examine this report on your child's progress. You will note that nineteen items are listed in this Progress Report. The first seven are not learned directly from books, but I am sure you will agree that they are very essential if the child is going "to develop his maximum usefulness to himself, his community, and society." I am sure you are training your children in the home to assume certain responsibilities, to be fair, to obey, to be industrious, to be punctual, to display good sportsmanship and to be courteous. We want to help you in such training by continuing it in the school room. This report attempts to indicate to you the progress your child is making along these lines in the school.

The next nine items are those commonly found on any report-to-parent form. They include reading, writing, arithmetic, spelling, science and English. We are anxious that each child acquire as much skill in these "tool" subjects as his ability will permit. His progress report is based upon his ability to achieve certain results.

Instruction in health education must be put into practice if it has any value to the student, and we feel that this item is of enough importance to merit a place in the child's progress report.

I am sure the last two items are self-explanatory. If we are to develop the "whole" child, such subjects as art, music, recreational reading, hobbies, etc. must have a place in his educational program.

We shall appreciate any suggestions you may have as to how we might improve this report form.

Approved

Miles E. Cary
Miles E. Cary
Director of Education

Very sincerely,

Retha E. Breeze
Retha E. Breeze
Elementary Principal
Poston I

Attendance Record:

	Quarters			
	1st	2nd	3rd	4th
Days Absent				
Times Tardy				

_____ is promoted to the
_____ grade for the year 194__ to 194__

General Comments:

Signature of Parent or Guardian:

1st Quarter: _____

2nd Quarter: _____

3rd Quarter: _____

4th Quarter: _____

POSTON ELEMENTARY SCHOOL

Pupil's Progress Report for the School Year, 194__ to 194__

_____ (Name of Pupil)

_____ (School) _____ (Room) _____ (Grade)

_____ (Teacher)

_____ (Principal)

Note to Parents:

I do not need to remind you that our schools have been working under great handicaps. Nevertheless, I can report that each teacher has done his or her best to help your children. They are working in general along two lines:

1. To develop a sense of poise and a hopeful outlook to the future.
2. To develop those abilities, attitudes, and skills that are needed in present-day democratic-American life.

Teachers can do their best work when they and parents are cooperating in providing the best possible educational environment for children. Please feel free to call on your child's teacher at any time.

Wiles E. Gory
Director of Education
Poston Schools

PUPIL'S PROGRESS REPORT

Exhibit 4

Pupil's Name _____

	Score	1st Quarter Comments	2nd Quarter Comments	3rd Quarter Comments	4th Quarter Comments
Responsibility					
Sportmanship					
Obedience					
Work Habits					
Care of Property					
Courtesy					
Punctuality					
Oral Language					
Written Language					
Reading					
Spelling					
Writing					
Social Studies					
Science					
Health					
Arithmetic Processes					
Arithmetic Problems					
Arts & Crafts					
Music					

"3" - Improving satisfactorily in comparison with his ability.

"2" - Capable of doing better work.

"1" - No improvement shown.

Exhibit 5-

TO: Elementary School Teachers

DATE: MAY 23, 1948

FROM: Retha E. Breeze

When we planned our "Report-to-Parents" form last fall, if you will recall, we considered the one we finally adopted for use this year as only very tentative. You were requested to think of ways in which it could be improved as you used it the past year.

Now we are concerned with a pupil's cumulative permanent record form on which the child's complete elementary school record will appear. On the report card we are using we have been rating the children on seven social traits which appear as the first seven in the list below. I have been examining a number of permanent record forms from other schools, and I find the 30 different social traits listed below appear on these various forms. I am anxious to have you study this list of traits and decide which ones you believe should appear on the pupil's permanent record. What social traits are most important in the child's growth toward a well adjusted individual in a democratic society? How many of these traits should the elementary school pupils be rated on?

Place one check mark after all of those that you think should appear on the Report-to Parent form and the permanent cumulative record. Place two check marks after the five traits that you consider the very most important.

Social Traits:

Responsibility

Fairness

Obedience

Industry

Punctuality

Sportsmanship

Courtesy

Accuracy

Initiative

Dependability

Co-operation

Physical Vitality

Sympathy

Unselfishness

Gregariousness

Leadership

Self-confidence

Perseverance

Truthfulness

Sensitiveness

Honesty

Self Respect

Loyalty

Popularity

Behavior

Care of Property

Social Attitude

Respect for Authority

Ambition

Tact

Do you consider that our present system of marking ("S" and "N") is satisfactory?

Do you think we should have at least one more mark to indicate those who are doing exceptionally good work?

What suggestions would you make for improving our present marking system? (Use reverse side of this sheet for suggestions)

PUPIL'S PROGRESS REPORT

<u>S</u> Satisfactory <u>N</u> Needs to Improve	Report by Quarters							
	1st		2nd		3rd		4th	
	S	N	S	N	S	N	S	N
RESPONSIBILITY								
FAIRNESS								
OBEDIENCE								
INDUSTRY								
PUNCTUALITY								
SPORTSMANSHIP								
COURTESY								
ORAL ENGLISH								
WRITTEN ENGLISH								
SPELLING								
ORAL READING								
WRITING								
ARITH. (Fund. Oper.)								
ARITH. REASONING								
SCIENCE								
HEALTH								
ART AND MUSIC								
INTERESTS								
ATTENDANCE RECORD:								
	Days Absent							
	Times Tardy							

Exhibit 6

(Name of Student)

(Local Address)

(Date of Birth)

(Former Address)

(Grade)

(Room)

(Teacher)

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
Oct.																									
Nov.																									
Dec.																									
Jan.																									
Feb.																									
Mar.																									
Apr.																									
May																									
June																									

See reverse side for Progress Report of this Student

(1346)

CUMULATIVE RECORD OF

POSTON ELEMENTARY SCHOOLS
(Grades 1 - 6)

Key: S = Student is improving satisfactorily in comparison with his ability
C = Capable of doing better work
N = No improvement shown

GRADE and YEAR	ATTENDANCE REC.				SOCIAL TRAITS		ELE. SCHOOL SUBJECTS												Teacher	STANDARDIZED TEST DATA										
	Days Taught	Days Present	Days Absent	Times Tardy	Responsibility	Sportsmanship	Obedience	Work Habits	Care of Property	Courtesy	Punctuality	Oral English	Written English	Reading	Spelling	Writing	Social Studies	Science		Health	Arith. Processes	Arith. Problems	Arts and Crafts	Music	NAME OF TEST and Form Used	DATE TEST was GIVEN	SCORE	GRADE EQUIV.	CHRON. AGE	MENTAL AGE
I 19__ 19__																														
II 19__ 19__																														
III 19__ 19__																														
IV 19__ 19__																														
V 19__ 19__																														
VI 19__ 19__																														

PUPIL'S CUMULATIVE RECORD

NAME _____

Last

First

POSTON JUNIOR HIGH SCHOOL

School				School				School					
GRADE 7				GRADE 8				GRADE 9					
194 - 194				194 - 194				194 - 194					
SUBJECT		Semester		SUBJECT		Semester		SUBJECT		Semester		Cr.	Teacher
		1st	2nd			1st	2nd			1st	2nd		
Days Taught				Days Taught				Days Taught				Cr. Cum. Tot.	
Days Absent				Days Absent				Days Absent					
Days Present				Days Present				Days Present					
Times Tardy				Times Tardy				Times Tardy					
NOTES:				NOTES:				NOTES:					

POSTON SENIOR HIGH SCHOOL

School _____					School _____					School _____				
GRADE 10 194 - 194					GRADE 11 194 - 194					GRADE 12 194 - 194				
		Semester					Semester					Semester		
SUBJECT	1st	2nd	Cr.	Teacher	SUBJECT	1st	2nd	Cr.	Teacher	SUBJECT	1st	2nd	Cr.	Teacher
Days Taught				Cr. Cum. Tot.	Days Taught				Cr. Cum. Tot.	Days Taught				Cr. Cum. Tot.
Days Absent					Days Absent					Days Absent				
Days Present					Days Present					Days Present				
Times Tardy					Times Tardy					Times Tardy				
NOTES:					NOTES:					NOTES:				

(3120)

(3120)

FAMILY AND PERSONAL INFORMATION

Exhibit 8

Name of Pupil _____ Sex _____ Date of Birth _____ Place of Birth _____

Schools attended before coming to Poston: _____

Poston Address _____
Grade Entered _____
(Poston) _____

Grades _____ From _____ To _____
Grades _____ From _____ To _____
Grades _____ From _____ To _____

PARENTS:

Father

Mother

Name _____

Place of Birth _____

Occupations: _____

Before coming to Poston: _____

Since coming to Poston: _____

Use of English: (Check one)

None

Some

Well

None

Some

Well

Understands _____

Speaks _____

Reads _____

Writes _____

BROTHERS:

Name

Date of Birth

SISTERS:

Name

Date of Birth

Names of Other Members of Household: _____

Relationship

Sex

Date Dropped:

Reason:

(3101)

Normal = ☒ (Check)
Defective or Disease = D

Normal = ☒ (Check)

Defective or Disease = D

Date of Examination	19__	19__	19__	19__	19__	19__
Grade						
Height						
Weight						
Ears & Hearing						
Eyes & Vision						
Teeth						
Throat						
Lungs						
Heart						
Others:						

Constructive work on defects:

IMMUNIZATIONS

Type	Dates
Diphtheria	
Smallpox	
Typhoid	
Tuberculin Test	
Whooping Cough	

HISTORY OF DISEASES

[illegible]

Exhibit 1

TEACHERS' RECOMMENDATION for the ACCELERATION or RETENTION of

Name of Student _____ Grade _____ Room _____
Chron. Age: _____ Mental Age: _____

Physical maturity:

Social maturity:

Subjects in which this student does his best work:
her

Subjects in which this student does his poorest work:
her

Specific reasons for this recommendation:

Date

Signature of Teacher

See reverse side of this sheet for comments by supervisor and principal and final action taken with reference to this case. This final action is to be agreed upon in a joint conference of the teacher, the supervisor and the principal.

MEMO TO: Miss Morrison

MEMO FROM: Dr. Harris

DATE: April 1, 1943

Attached are copies of some materials which reveal the emphasis on democratic procedures in the secondary school program.

[I think it is relevant to remark that the casual observer in the Poston schools since October 5th might conclude that democratic procedures have been conspicuous by their absence in many school situations. However, young people of adolescent age were affected by evacuation in a way which resulted in complete disintegration of group morale and a tendency toward anarchy in several groups. In their former school situations most of them had little opportunity to experience democratic participation and leadership. Survival for the whole Japanese group in California was contingent upon a sort of "anonymity" in community social life. To re-establish a sense of security for these young people it was necessary first to parallel the type of school situation in which they had achieved that sense of security in the past. From that type, marked by order and unanimity of group activity, it has been possible to work toward participation in planning, in the selection of materials, in determination of methods, in the formulation & presentation of results, and in evaluation. Thus the factor of intelligence in cooperative & individual activity will become dynamic.]

I have conferred with Mr. Peavey, and the report which he is preparing will add specific examples which should be helpful in the compilation of your report.

A. L. Harris
A. L. Harris

cc. Dr. Cary

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DATE: April 1, 1943

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A. L. Harris
A. L. Harris *m-y*

cc. Dr. Cary

30.3

J2.41A

FIRST SEMESTER

OBJECTIVES

1. An appreciation that; the society of America is based on an ideal that is fundamentally sound; America is the product of various peoples and regions all contributing to that ideal; the American ideal has offered youth greater opportunities for the future than other societies.
2. Attitudes; that the Ideal is still to be attained and that it is our privilege to help attain it; that everyone has a contribution to make to that Ideal and that this is an obligation.

SUBJECT MATTER

1. The search for an Ideal: American frontier; its history, literature and characteristics. Its effect on American politics and government.
2. A government guarantees that Ideal through: colonial backgrounds, revolutions, and constitutional government.

SECOND SEMESTER.

1. The Ideal is strengthened through: a strengthening of the Federal government; Jeffersonian and Jacksonian Democracy.
2. The Ideal is threatened: Slavery Issue and the Civil War.
3. Trials and fortunes of an Ideal: Reconstruction, Rise of big business, the trials of labor and agriculture, the "little man" progressive movement, the "New Deal".

Procedure and Activities.

1. Reading from the following texts.
Literature and life in America
Adventures in American Literature
History of the United States
United States in the Making
Changing Currents in Historic America
Development of America
2. Class projects on the West; trail, life, natural resources and scenery, Indians, historical and literary maps.
3. research and reports on American Colonial life.
4. outlines on various topics covered.

5. Study questions
6. charts on historical developments
7. biographical study of great Americans.
8. research and project on contemporary America

WHAT ARE SOME OF OUR MAJOR PROBLEMS OF TO-MORROW?
52.41A

- I. This is the theme I have chosen for this coming year's work. The objective is a personal one: to have each student tie up his life with a perspective job, one vital to earning a living and giving him joy, satisfaction and appreciation in so doing.
- II. Here is a list of changes in pupil attitudes, understanding and behavior desired:
 1. Confidence in the student's mind that he is able to make a contribution towards the solution of post-war economic problems.
 2. A feeling of personal obligation so he can become an intelligent voter.
 3. Ability to criticize constructively.
 4. Sensing danger in forming too hasty opinions or swallowing inadequate information.
 5. Appreciation of democratic principles.
 6. A feeling of responsibility as a potential contributor.
 7. A development within himself of the right attitudes towards others students as well as the problems studied.
 8. A confidence in the teacher.
- III. Four major units which I think might be made interesting for the year's work are:
 1. Man's Basic Needs: food, clothing, shelter, recreation, with the greater share of the time placed on food. Teacher and students desire to learn something of the history of these four needs and how they will effect each after the war.
 2. The Business of Government: what it is and why necessary? Earlier and later forms of government can be compared. Write editorials, draw cartoons, make a picture collection of government buildings of the United States and Great Britain. Use panel discussions. Observe Bill of Rights Week--December 12-18.
 3. Transportation: How distances have been conquered, over landways and waterways. The biographies of men and women connected with transportation--Reading of We, Little America, North to the Orient, Listen, the Wind!, The Clipper Ship Era, American Railroads, The

Story of the Pony Express, Sailing the Seas, The Covered Wagon, The Travels of Marco Polo, Historic Airships, Industrial Explorers, The Wright Brothers, Around the World in Eight Days, Flying the Arctic, The Story of the Automobile, Alone, etc., etc., etc. There is a large wealth of material here.

4. Natural Resources and Industry. Environment gives a direct challenge to human effort. What are the basic industries, products of the soil? Look up the story of trade, counting, weights, measures, money, guilds, Industrial Revolution, early loom, steam, mining -- the machine age--youth faces the future and needs vocational guidance. Among the books for reading are: Glass and Glass Manufacture, The Great American Industries, South America, History of Industry, Book of Metals.

OUTLINE OF UNIT I

IV. Man's Basic Needs (Food, Clothing, Shelter, Recreation) Introductory--Shelter, Clothing, Recreation

A. Shelter

1. First permanent homes
2. Modern homes--1934 Fair

B. Clothing

1. Fundamental Fabrics
2. Styles: ancient, middle ages, modern

C. Recreation

1. Amusements of man in Egypt, Persia, Greece, Rome
2. Recreation during the Middle Ages, Colonial American days, modern times.
3. Making of pottery
4. Personal interests

Read: Amusements and Sports in American Life--Weaver
A History of Movies--Hampton

Man's Basic Needs--Main Unit I The most important is Food.

Food

1. It has always been essential. Man's early struggle was for food. Fire and grinding grain became important developments of food. There is always a pioneering period in the history of food.
2. Foods of different countries, in ancient times, today.
3. Post-war food and agricultural policies.
4. Hot Springs Food Conference.

5. Import ant requirements.
6. Exportable surpluses.
7. Problems that face consumer.
8. Things that affect prices.
9. Need for world economy.
10. Increase in food production.
11. Is there plenty of food for all the people in the world?
12. Is food dependent upon various incomes earned?
13. Vocations connected with foods.

V. Plans for Presentation-- I shall lead up to the above points gradually by means of an article..i.e. from Harper's August 1943 Food-and the Hot Springs Conference: Faith, Hope, and Charity by C. Hartley Grattan, and other timely articles. I shall find some point of contact vital to the lives of the students.

These thirteen points given under the outline on Food are my major ideas at the present time.

VI. Suggested Activities are as follows:

1. Keep a bulletin board and have a committee responsible for it.
2. Place thought stimulations on the blackboard i.e.
 - a. After the war What?
 - b. Must we have another depression?
 - c. Youth--Wanted for _____
3. Have a borrowing table. Place on it books, magazines, clippings, pictures, pamphlets, post cards.
4. Have suitable motion pictures.
5. Use a pre-test.
6. Have a discussion in order to lead class to realize the inadequacy of information on topics.
7. Have a radio speech in the classroom.
8. In literature read some of the following: Food
 - a. Prologue to Canterbury Tales
 - b. Old English Ballads (particularly Robin Hood) which have much to do with eating and drinking.
 - c. Ben Jonson's -- To Celia (perhaps far-fetched)
 - d. Chapters from Defoe's Robinson Crusoe.
 - e. Chapters from Swift's Gulliver's Travels.
 - f. Samuel Pepy's Diary.
 - g. Charles Samlis--Dissertation on a Roast Pig.
 - h. ElizabethBarrett Browning's The Cry of the Children.
9. In Creative Writing try to write a poem on the importance of wheat, sugar or some other kind of food.
10. Have personal contacts through talks and lectures.
11. Throw pictures on the screen.
12. Write outside for material.
13. Search through magazines and newspapers for articles.
14. Here are four more modern works to read.
 - a. The Story of Textiles, Walton
 - b. Amusements and Sports in American Life--Weaver
 - c. A History of Movies--Hampton
 - d. Basketball--Mather and Mitchell

VII. Bibliography

Books

1. Capen, Louise I.--Across The Ages, American Book Company, New York, 1943, pp. 142-202
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3. Fairchild, Fred Rogers; Furniss, Edgar Stevenson; Buck, Norman Sydney--Elementary Economics, The Macmillan Company, New York, 1937, pp. 127-151 and 186-212 in Vol. I; pp. 275-301 and 615-639 in Vol. II
4. Grattan, C. Hartley--Food and the Hot Springs Conference, Harper and Brothers, New York, August 1943, pp. 227-235
5. Janeway, Eliot--The Midwest's Mood, Part II Life, New York, September 20, 1943

Pamphlets and Magazines

1. Bromfield, Louis--We Aren't Going to Have Enough to Eat, The Reader's Digest, Pleasantville, New York, August 1943, pp. 111-117
2. de Kruif, Paul--Saboteur in the Kitchen, The Reader's Digest, Pleasantville, New York, July 1943, pp. 93-94
3. Hanson, Alvin H. and Leamer-Lawrence E.--Economic Problems of The Post-War World, National Educational Association, Washington, D. C. 1942, pp. 47-50
4. National Resources Planning Board--Post-War Planning, N. R. P. S., Washington, D. C. 1942

VIII. Evaluation

I shall try to determine whether or not the unit has accomplished the objectives laid out at the beginning by talking with individuals about their future plans. Much learned must be of a helpful, practical nature.

In the oral and written work, answers to questions asked will reveal to me quite often whether or not the objective has been successful. A healthful outcome would show interest in subject matter and a joy or zest in working.