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SUMMARY REPORT

THE EDUCATIONAL PROGRAM OF THE

GRANADA PROJECT

AMACHE, COLORADO



SUMMARY REPORT  
OF THE  
SCHOOL PROGRAM

INTRODUCTION

School Organization

The school organization has been the result of compromise between the factors of local influence, principally the limitations of plant and staff, and generally recommended educational practice.

Elementary education has been so organized as to include the nursery schools, kindergartens and grades one through six. This entire organization has been directed by the elementary school principal. During the year 1942-43 some supervisory assistance was given by the Supervisor of Student Teachers whose time was limited because of responsibility for similar services at the secondary level. In 1943-44 this supervisor was able to devote more time to elementary school supervision while during the year 1944-45 her entire time was given to the elementary school work.

In the first two years the nursery schools were under the direct supervision of an evacuee Supervisor. During the last year it has been possible to assign this responsibility to a member of the appointed staff who gave one-half her time to such supervision.

Anticipating the construction of adequate school facilities, plans were made for a three-year junior high school and a three-year senior high school in separate buildings under separate administrative heads. When the schools opened in 1942, however, barracks buildings were used and the seventh and eighth grades known as junior high school unit with a principal in charge. The following year, upon the completion of the high school building which could accommodate only the three upper grades, a change was made to a three-three organization. During the summer of 1944 C.C.C. barracks were assembled adjacent to the high school and the entire secondary program operated as a six-year unit under a principal and an assistant principal. This last arrangement was most satisfactory.

Though positions were authorized to employ a supervisor of adult education and a supervisor of vocational education, at no time was more than one position filled. This supervisor worked directly with the superintendent of education and coordinated his work with that of the high school principal and the teachers of vocational subjects.

The librarian, assigned to the office of the Superintendent,



worked more directly under the supervision of the elementary and secondary school principals. The Community Library was located in the high school in the same room as the high school library. It was thus natural that he should be required to work closely within the high school program but serving in a training and supervisory capacity in the Adult and elementary schools.

#### Aims and Objectives

Quite comprehensive statements of the aims and objectives of the educational program are contained in the following sections. The intent here is merely to review the factors affecting them.

The rapidity with which the entire educational venture was organized precluded all possibility of evolving carefully studied and planned programs of education. The limitations imposed by physical facilities also determined much of what could be done. A staff recruited from widely diverging experiences and educational backgrounds limited both the planning and implementation of a program. Finally, the bringing together of boys and girls representing every kind of school experience who were still undergoing the physical and psychological strains and mal-adjustments of the evacuation made it inadvisable, even if it had been possible, to strike out into new or radical directions.

As a result, the school program was a series of compromises involving staff, plant and equipment, past and present pupil needs. In most cases rather traditional patterns have been followed even though within them may have been very non-traditional emphases. In the opinion of the writer, radical changes would have been very ill advised because of the inability of teachers and the effects upon pupils within the center and in their return to schools "outside".



## SUMMARY OF THE EDUCATIONAL PROGRAM OF THE AMACHE ELEMENTARY SCHOOL

### ORGANIZATION AND GENERAL POLICIES

The Amache Elementary school was organized in the fall of 1942 with approximately 1000 pupils from different types of schools. Each pupil was placed in a grade according to the grade-placement indicated by his previous school record when such records were available. In other cases statements of the parents, chronological age, physical development, and informal examinations of the pupils served as data for preliminary placement. Intelligence tests and standardized achievement tests were administered within a few months and adjustments made according to the test data and the judgments of the teachers.

During the following years of the school's existence, the policy was to have each pupil work in the grade for which he was fitted according to his physical, mental, and social maturity. Classroom programs were adjusted to the needs of the pupils in so far as possible.

Plans for the general program for the elementary grades were worked out cooperatively by teachers, supervisors, and principal. Weekly meetings of the entire elementary staff were held with the principal to discuss general problems of the school. During the year 1944-5, other weekly meetings were held with the supervisor of elementary instruction. These meetings with teachers of the different grade levels were devoted to planning of curricular units and to the discussions of teaching techniques and instructional problems.

The COURSE OF STUDY FOR THE ELEMENTARY SCHOOLS OF COLORADO was used as a guide in working out the instructional program. Since the Amache school was to serve merely as an interim in the education of its pupils, the instructional program was planned to give the pupils experiences which would best fit them to go into different types of schools when they relocated. Each elementary grade was organized, therefore, to provide: (1) activity units cooperatively planned in the groups, (2) direct-teaching periods and practice periods in which the pupils were helped to understand new ideas and processes and were given opportunity to develop ability to follow directions, to stay on the job until it was completed, and to work quickly, accurately, and neatly, and (3) free periods in which the pupils chose activities according to interests or needs, took responsibility for planning and carrying out plans, exercised self-control, and worked in cooperation with others.



Because of the problems brought about by camp life where the pupils met conflicting cultural patterns and heard and spoke both Japanese and English, special emphasis was placed upon: (1) the training of the girls and boys for high-type living in a democratic society, and (2) developing a large speaking vocabulary of English and correct English usage.

Evaluation of pupil progress was a part of the regular teaching program at all levels. Teachers kept the following types of data through which to evaluate the progress of each pupil: (1) individual folders with dated samples of work, (2) anecdotal records, and (3) test data. Parents' meetings were held quarterly at which time mutual problems were discussed and samples of work were inspected by the parents. Written analytical reports were sent to the parents each quarter.

#### THE PRE-SCHOOL PROGRAM

Nursery schools were provided for three-year-old and four-year-old children. There was one teacher for approximately every ten children--one head teacher and one or two assistants for each nursery school. The length of the day for the pre-schools was two hours and fifteen minutes.

#### Aims

The aims of the nursery schools were:

1. To promote better physical health from a well-planned routine with balanced activity and rest, play out-of-doors, and the added nutrition from the lunch.
2. To increase the child's knowledge and social development by providing a richer environment than he had at home, varied experiences, and contacts with adults who were ready to answer his questions and to encourage him to find out things for himself.
3. To help the child learn gradually what emotional responses are acceptable to others.
4. To increase the appreciation of the home--a greater interest in toys, more varied types of play, and a happy returning to the home after school hours.
5. To increase the child's vocabulary of English words by placing him in an environment where he hears English and is given a greater opportunity to speak English.

#### Curricular Offerings

The nursery school program offered the following learning opportunities:

1. Supervised play: (a) free play to provide exercise, to develop



muscular coordination, courage, thoughtfulness, and opportunities for learning self-control; (b) organized play in which all of the children played together and had the feeling of belonging to a group.

2. Art: drawing pictures, cutting paper, modeling clay, and painting as mediums for self-expression.

3. Music: (a) singing songs appropriate to the seasons, holidays, and activities in which the pupils participated; (b) listening to music; (c) taking part in rhythmical games.

4. Story hour: many stories were read to the children to increase the English vocabulary, and to acquaint them with things which they had no opportunity to learn in their meager environment.

5. Routine training: (a) toilet training; (b) rest periods; and (c) lunch periods.

#### Plan of Work

At the opening of each session, the children were given a routine health inspection. The inspection included examination of the mouth, throat, neck, and hands.

The pre-schools were organized to give long free periods to the children in which they chose their own activities, exercised self-control, learned to respect the rights of others and to put away their own materials. Some of the materials provided were; blocks of different shapes and sizes, jungle-gyms, see-saws, sand boxes, art materials, many small toys, and a furnished playhouse. During the free periods, the teachers remained in the background and assisted the children in learning cooperative group living by making suggestions and intervening only when they were aware that the children needed guidance.

At the middle of the pre-school day the children went to the toilet, washed their hands, and then returned to the classroom for a rest period, followed by a lunch period at which crackers with milk or tomato juice were served. During the lunch period, the children were taught correct table manners.

At the story period a teacher read to a small group and encouraged the children to talk about the stories. Most of the stories read to them were stories of events which really happened or could have happened. When fanciful or imaginary tales were read, care was taken that the pupils recognized their unreality.

The teachers kept anecdotal records and notes on unusual behavior through which to evaluate the progress of each pupil. Parents'



meetings were held quarterly at which time mutual problems and topics pertinent to child development and education were discussed. Analytical reports were sent to the parents each quarter.

#### Distribution of Time

The number of minutes per day given to each type of activity was approximately as follows: free play, 55 minutes; toilet, rest, and lunch, 40 minutes; story hour, 20 minutes; and music period, 20 minutes.

#### Evaluation

Most of the accomplishments of nursery-school children cannot be measured. From observations made by the teachers, it is apparent that the children became more independent, developed greater ease in speaking English, increased in ability to take responsibility in the care of their own things and the materials of the classroom, to play in a friendly group, and to practice self-control.

#### THE PRIMARY PROGRAM

The primary department consisted of: four sections of kindergarten, three first grades, three second grades, and three third grades.

#### Aims

The major objective was the training of girls and boys for high-type living in a democratic society. In order to accomplish that major objective, the following specific aims were set up:

1. To provide opportunities for growth in ability to live happily together in a cooperative group to develop intelligent understanding and appreciation for the democratic way of life.
2. To provide opportunity for the growth and development of strong, healthy bodies.
3. To promote an ever increasing degree of emotional stability.
4. To develop understanding of the natural and social environment.
5. To provide opportunity for growth in understanding and toward mastery of those skills, habits, and attitudes needed for successful living.
6. To increase the vocabulary of English words by providing special opportunities for the use of English to off-set the extensive use of Japanese in the community.
7. To provide opportunities for the development of individual interests and aptitudes.



## THE KINDERGARTEN

### Curricular Offerings

The kindergarten program offered the following learning opportunities:

1. Supervised play: (a) free play to provide exercise, develop muscular coordination, courage, thoughtfulness, and opportunities for learning self-control; (b) organized play in which all of the children played together following directions.
2. Art: drawing pictures, cutting paper, modeling in clay, and painting to develop ability in self-expression.
3. Music: (a) singing songs appropriate to the seasons, holidays, and other activities in which the children were interested; (b) listening to music; (c) taking part in rhythmical games.
4. Reading readiness: listening to stories, telling experiences, looking at pictures, taking walks, playing games, and following directions in working in activity books to prepare for reading.

### Plan of Work

In each kindergarten there were two teachers--one head teacher and one assistant. Each teacher was in charge of approximately fifteen children.

At the opening of each session, the children were given a routine health inspection. The inspection included examination of the mouth, throat, and hands.

The kindergartens were organized to give free periods to the children at which times they chose their own activities, exercised self-control, learned to respect the rights of others and to put away their own materials. During those periods, the teachers remained in the background and assisted the children by suggestions and by intervening when there was need for teacher guidance.

About the middle of the kindergarten day, the children went to the toilet, washed their hands, and returned to the classroom for a rest period and lunch. The lunch consisted of crackers and milk, or tomato juice. During the lunch period the children were taught correct table manners.

The reading readiness program was carried on during the entire year, but special emphasis was given to that program during the last half of the school year. The children were given opportunities to tell their own experiences. Many stories were read to the groups and



the children retold stories and dramatized them. Most of the stories read to the kindergarten children were about events which really had happened or could have happened. When fanciful or imaginary tales were used, care was taken that the pupils recognized their unreality. During the last half of the year, the children were divided into small groups for short work periods. The pre-reading book used was *BEFORE WE READ* (Scott Foresman and Company). In addition to the work in the pre-reading text, the children were given an opportunity to learn to recognize the different colors, to recognize likenesses and differences in pictures and words, and to know left and right. The reading readiness program helped to train the pupils to listen to directions and to follow them.

#### Distribution of Time

The length of day for the kindergarten was two hours and fifteen minutes. The number of minutes per day given to each type of activity was approximately as follows: free play, 45 minutes; toilet, rest, and lunch, 30 minutes; directed activities, 60 minutes.

#### Evaluation

Most of the accomplishments of kindergarten pupils cannot be measured. From observations by the teachers, it was apparent that the children did become more independent, grew in ability to take responsibility for the care of their own things and the materials of the classroom, to play in a group in a friendly manner, and to take and follow directions. They developed a larger English vocabulary and gained some ease in speaking English, though difficulties were encountered in getting the children to talk freely before the group.

The most serious problems related to lack of emotional control. Each case was studied carefully and treated individually. Frequently children showed a need for more sleep. Parents reported the problems confronting them in getting the children to bed early since the family lived in one room. The kindergartens were not equipped to give long rest periods, but in individual cases longer rest periods were provided for.

#### GRADE ONE

##### Curricular Offerings

The first-grade curriculum consisted of these learning activities:

1. Units of social studies with the center of interest upon "Living in Home and School." Books and school papers utilized



in the classrooms: PETER'S FAMILY and DAVID'S FRIENDS AT SCHOOL (Scott Foresman and Co.); SCHOOL FRIENDS and DEMOCRACY READERS (MacMillan); MY WEEKLY READER (American Education Press); and numerous library books and pictures about home and school.

2. Units of science and health with activities to show: what happens to things in the different seasons; the changes in the sky, the weather, the animals, the plants; and the health habits of people.

3. Physical education: free play and organized games to provide exercise, develop muscular coordination, courage, thoughtfulness, and fairness.

4. Language arts: (a) activities to develop reading readiness and initial guidance in learning to read using the following sets of pre-primers, primers, and first readers; CURRICULUM FOUNDATION SERIES (Scott Foresman and Co.); EASY GROWTH IN READING (John C. Winston); THE GATES READERS (MacMillan); and numerous library books; (b) activities to develop ability to speak and write simple sentences in correct English, to spell common words, and to write clearly and neatly in manuscript writing; (c) dramatization of simple stories.

5. Arithmetic: (a) activities in counting, reading, and writing simple numbers; (b) solving simple problems in addition and subtraction; (c) telling time, and (d) measuring using inches and feet, pints, and quarts.

6. Art: drawing pictures, cutting paper, doing finger painting, modeling in clay to decorate the classroom, to make book covers, and to express original ideas in connection with other units of study.

7. Music: (a) singing songs appropriate to the seasons, holidays, and units being studied; (b) listening to music; (c) taking part in rhythmical games.

#### Plan of Work

The METROPOLITAN READING READINESS TEST was administered to all entering first-grade pupils. Each of the three first-grade teachers organized reading groups primarily on the basis of the test results and reports from kindergarten teachers. Pupils ready for reading began work in one of the pre-primers; while the pupils not yet ready were given informal activities to develop a better spoken vocabulary, more experiences with objects and pictures, and directed activities to train for better habits of attention. The pupils were regrouped from time to time in order that each pupil could progress according to his ability. Pupils completing one set of pre-primers went directly into the primer



and then into the first reader of the same series of readers in order that the vocabulary development would be continual and gradual. As the first reader of the first series was being completed, the pupils were introduced to a new series of readers. They read the pre-primers quickly and were ready for the second first reader by the time the first one was completed.

The first-grade pupils visited the library once each week. They selected books, checked them out, and enjoyed them together in their classrooms. They read, or had read to them, mostly stories of events which really had happened, or could have happened. When fanciful or imaginary tales were read, care was taken that the pupils recognized their unreality.

In social studies and in science and health the pupils engaged in a variety of activities to get clear ideas and to learn to work effectively with others. These activities consisted of: listening to stories, telling stories, talking about experiences, looking at pictures, watching motion-picture shows, solving simple problems, counting and measuring, going on excursions, constructing and furnishing houses, caring for pets, playing games, reading and discussing books.

In practice periods pupils learned to form the letters correctly in manuscript writing, to spell simple words, to write numbers, to solve simple problems with numbers using objects or pictures to get clear concepts of number combinations. In all such work, each child worked at his own rate and was helped with his own difficulties.

The physical education periods provided for exercise out-of-doors at the middle of each morning and afternoon period. These periods were under the supervision of the classroom teacher.

In both art and music, finding enjoyment was the chief aim. Much freedom was exercised by the groups. The pupils helped in the planning and learned to be critical of the products or performances in a friendly and helpful manner.

#### Distribution of Time

The number of minutes per week given to each type of activity was approximately as follows: reading, 200; language, 150; social studies, 100; numbers, 100; physical education, 100; science and health, 75; writing and spelling, 75; art, 75; music, 75.



## Evaluation

A summary of the accomplishments of a school must necessarily be incomplete. Certain of the accomplishments cannot be measured; neither can a brief summary take into account sufficiently the varying degrees of efficiency of the different teachers concerning those accomplishments which can be accurately measured. This summary, therefore, consists only of: (a) comments from observations made by teachers and supervisors, (b) attainments reported by teachers, and (c) results from Gates Reading Tests administered in March, 1945.

The outstanding accomplishments of the pupils observed by teachers and supervisors were; increased ease in speaking English and a larger spoken vocabulary of English words; increased ability to take responsibility in the care of their own things and the materials in the room; increased ability to give attention; increased ability to play in a friendly group and to practice self-control.

The teachers reported that approximately 50% of the pupils read two sets of pre-primers, primers, and first readers; another 25% read one complete set through a first reader; 15% read one set of pre-primers and primers; while the remaining 10% completed only one set of pre-primers.

On Gates test of Word Recognition, the abilities ranged from a reading grade of 3.25 to 0 with a median reading grade of 1.68. On the Gates test of Paragraph Reading, the abilities ranged from a reading grade of 2.90 to 0 with a median reading grade of 1.73. These scores show only slight deviations from the reading norms;  $\pm 0.03$  in word recognition, and  $\pm 0.08$  in paragraph reading.

## GRADE TWO

### Curricular Offerings

The second-grade curriculum consisted of these learning activities:

1. Units of social studies with the center of interest upon "Living in the Local Community." Books and school papers utilized; SUSAN'S NEIGHBORS, THE FIREMAN, THE POLICEMAN, THE POSTMAN, MY WEEKLY READER, and numerous library books about community life.
2. Units of science and health with activities to show: how the sun affects the earth; why it rains and snows; how animals care for their young; how living things grow; how living things find protection from the cold; how we use plants and animals; how we can grow strong bodies. Material used; CHANGES ALL AROUND US (Ginn and Company); THROUGH THE YEAR (MacMillan); and numerous



library books and pictures.

3. Physical education: free play and organized games to provide exercise, develop muscular coordination, courage, thoughtfulness, and fair play.

4. Language arts: (a) activities to develop reading skills using the following readers: FRIENDS AND NEIGHBORS and MORE FRIENDS AND NEIGHBORS (Scott Foresman and Co.); THE STORY ROAD and ALONG THE WAY (John C. Winston); WE GROW UP and ALWAYS READY (MacMillan); and numerous library books; (b) activities to develop ability to speak and write simple sentences in correct English, to spell common words, and to write clearly and neatly in manuscript writing; (c) dramatization of simple stories; (d) reading and writing poems and news articles. Textbook: LET'S TALK (Houghton Mifflin).

5. Arithmetic: (a) Reading and writing numbers to 100; (b) Solving simple addition and subtraction problems using simple facts whose sums are 10 and under; (c) Activities using simple fractions  $1/2$ ,  $1/3$ ,  $1/4$ ; (d) Using money in the classroom activities and writing one cent sign and one dollar with the dollar sign; (e) Telling time, (f) Reading the calendar; (g) Measuring using simple units of measure. Textbook: STUDY ARITHMETIC, BOOK TWO and workbook to accompany the textbook (Scott Foresman and Co.).

6. Art: drawing pictures, cutting paper, finger painting, modeling in clay to decorate the classroom, to make book covers, and to express original ideas in connection with other studies.

7. Music: (a) singing songs appropriate to the seasons, holidays, and units being studied; (b) listening to music; (c) taking part in rhythmical games.

#### Plan of Work

The Gates Reading Tests were administered to all second-grade pupils early in the fall of each term. Each of the three second-grade teachers organized reading groups on the basis of test results and reports from first-grade teachers. In second grade three reading groups were provided for: (1) a group using second readers, (2) a group using first readers, and (3) a small group using primers. The pupils were regrouped from time to time in order that each pupil could progress according to his ability.

In social studies and in science and health, the pupils engaged in a variety of activities to get clear ideas and to learn to work effectively with others in a friendly and considerate way. These activities consisted of: listening to stories, telling stories, talking about experiences, looking at pictures, watching motion-pictures, solving simple problems, counting and measuring, going on excursions, constructing and planning communities, growing plants, caring for pets, and reading and discussing books.



In practice periods the pupils learned to form the letters correctly in manuscript writing, to spell simple words, write numbers, solve simple problems with numbers using objects and pictures to get clear concepts of number combinations. In all practice work, each child was permitted to work at his own rate and upon his own difficulties.

The physical education period provided for exercise out-of-doors at the middle of each morning and afternoon session. These periods were under the supervision of the classroom teacher.

In both art and music, finding enjoyment was the chief aim. Much freedom was exercised by the groups. The pupils helped in the planning and learned to be critical of the products and performances in a friendly and helpful manner.

#### Distribution of Time

The number of minutes per week given to each type of activity was approximately as follows: reading, 200; language, 150; social studies, 150; numbers, 150; physical education, 150; science and health, 100; spelling and penmanship, 150; music and art, 150; clubs and free periods, 150.

#### Evaluation

The outstanding achievements reported by the teachers and supervisors from observations of the pupils at work were: (a) greater ease in speaking English and an increase in the spoken vocabulary; (b) ability to take responsibility in the classroom and to practice self-control; (c) increased ability to concentrate; (d) greater respect for the rights of others and a more cooperative attitude in planning activities together.

By the end of the term, approximately 25% of the pupils were able to read fluently from books of a third-grade level or above; another 50% read material of a second-grade level with ease. Fifteen per cent of the pupils were corrective cases and read from primers and first readers most of the year. Approximately 50% of the corrective cases, those who attended school regularly to the end of the term, were able to read second readers before school closed. Similar results were reported for the second grades in the school years of 1942-3 and 1943-4.

The results from the Gates Reading Tests, administered in March, 1945 to approximately 100 second-grade pupils show: (1) the range of abilities on the test of word recognition was from the reading grade of 4.6



to the reading grade of 0 with a median reading grade of 2.8, a deviation of  $\pm 0.15$  from the grade norm; (2) the range of abilities on the test of paragraph reading was from grade 5.4 to the reading grade of 1.8 with a median reading grade of 2.8, a deviation of  $\pm 0.15$  from the grade norm.

### GRADE THREE

#### Curricular Offerings

The third-grade curriculum consisted of these learning activities:

1. Units of social studies with the center of interest upon "Living in the wider community." Books and reading material used were: CENTERVILLE (Scott Foresman and Company); YOUR LAND AND MINE (MacMillan); and numerous pictures and library books.
2. Units of science and health with activities to develop an understanding of: why animals and plants live where they do; how animals are protected from the cold; the sky at night; changes in the earth's surface; how we get food; and how to build good health habits. Books used: OUR EARTH AND SKY (Ginn and Company); WONDERWORLD OF SCIENCE, BOOK III (Charles Scribner's Sons); HEALTH SECRETS (MacMillan).
3. Physical education: free play and organized games to provide exercise, develop muscular coordination, courage, thoughtfulness, and fairness.
4. Language arts: (a) Activities to develop reading skills using the following readers: STREETS AND ROADS and MORE STREETS AND ROADS (Scott Foresman and Company); WIDE WINGS and YEAR ROUND FUN (MacMillan); FARAWAY PORTS and ENCHANTED STORIES (John C. Winston and Company); and numerous library books; (b) Activities to develop ability to speak and write simple sentences in good English, to spell common words, and to write clearly and neatly, changing from manuscript to script; (c) Dramatization of simple stories; (d) Reading and writing stories, poems, and news articles. Textbook: MAKING WORDS WORK (Houghton Mifflin Company).
5. Arithmetic: Activities to provide meaningful experiences through which number concepts were developed: (a) Reading and writing numbers to 1000; (b) Solving simple problems in addition and subtraction; (c) Learning the 100 addition and the 100 subtraction facts; (d) Solving simple problems using the multiplication and division facts; (f) Introducing fractions with numerators larger than 1; (g) Measuring using money, table of time, table of liquid measure, table of weight. Textbook: STUDY ARITHMETIC, BOOK THREE, and workbook to accompany the textbook (Scott Foresman and Company).
6. Art: drawing pictures, cutting paper, doing finger painting, modeling in clay to decorate the classroom, to make book covers,



and to express original ideas in connection with other units of work.

7. Music: (a) singing of songs appropriate to the seasons, holidays, and units being studied; (b) listening to music; (c) taking part in rhythmical games.

#### Plan of Work

The Gates Reading Tests were administered to all third-grade pupils early in the fall of each term. Each of the three third-grade teachers organized reading groups on the basis of test results and reports from second-grade teachers. In each third grade, three reading groups were provided for: (1) a large group using third readers, (2) a smaller group using second readers, and (3) a small remedial group using first readers. The pupils were regrouped from time to time in order that each pupil could progress according to his ability. The third-grade pupils visited the library once each week. They read books of their own choosing, selected books to check out, and read in the classroom or at home.

In social studies and in science and health, the pupils engaged in a variety of activities to get clear ideas and to learn to work effectively with others. These activities consisted of: reading and discussing books, listening to stories, telling stories, talking together about experiences, looking at pictures, solving simple problems, counting and measuring, going on excursions, constructing, dramatizing, growing plants, caring for pets, making booklets, writing stories and poems.

In practice periods pupils learned to form the letters correctly in script, changing from manuscript to script; to spell simple words, write numbers correctly, solve simple problems with numbers using objects and pictures to get clear concepts of number combinations. In all practice work, each child worked at his own rate and was helped with his own difficulties.

The physical education period provided for exercise out-of-doors at the middle of the morning or the afternoon session. These periods were under the supervision of the classroom teacher.

In both art and music, finding enjoyment was the chief aim. Much freedom was exercised by the groups. The pupils helped in the planning and learned to be critical of the products or performances in a friendly and helpful manner.



### Distribution of Time

The number of minutes per week given to each type of activity was approximately as follows: reading, 200; language, 150; social studies, 150; numbers, 150; physical education, 150; science and health, 100; spelling and penmanship, 150; music and art, 150; clubs and free activities, 150.

### Evaluation

The outstanding achievements reported by the teachers and supervisors from observations of pupils at work were: (a) a greater ease in speaking English and an increase in the spoken vocabulary; (b) ability to take greater responsibility in the classroom and to practice self-control; (c) increased ability to concentrate; (d) greater respect for the rights of others and a more cooperative attitude in planning activities together.

At the end of the term in June, 1945, approximately 20% of the pupils were able to read fluently from books of a fourth-grade level or above; another 60% read material of a third-grade level with ease. Twenty per cent of the pupils were remedial cases and corrective cases for whom the program in reading had been adjusted. Of those cases, 50% were able to read the easiest third readers at the close of the term. Similar reading abilities were reported for third-grade pupils for the school years of 1942-3 and 1943-4.

The results from the Gates Reading Tests, administered in March, 1945 to approximately 100 third-grade pupils show: (1) the range of abilities on the test of word recognition was from the reading grade of 5.8 to the reading grade of 1.9 with a median reading grade of 3.4, a deviation of -0.25 from the norm; (2) the range of abilities on the test of paragraph reading was from the reading grade of 6.4 to the reading grade of 2.2 with a median reading grade of 3.7, a deviation of +0.05 from the norm.

### THE MIDDLE-GRADE PROGRAM

The middle-grade department consisted of: three fourth-grade, three fifth-grade, and three sixth-grade classes.

### Aims

The major objective was the training of the girls and boys for high-type living in a democratic society. In order to accomplish that objective, the following specific aims were set up:



1. To provide opportunities for growth in ability to live happily together in a cooperative group to develop intelligent understanding and appreciation for the democratic way of life.
2. To provide opportunity for the growth and development of strong, healthy bodies.
3. To promote an ever increasing degree of emotional stability.
4. To develop understanding of the natural and social environment.
5. To provide opportunity for growth in understanding and toward mastery of those skills, habits, and abilities needed for successful living.
6. To increase the vocabulary of English words by providing special opportunities for the use of English to off-set the extensive use of Japanese in the community.
7. To provide opportunities for the development of individual interests and aptitudes.

#### Plan of Work

The plans provided for definite citizenship training through room citizenship clubs and a student council composed of one representative from each room from the third grade through the sixth. In those organizations, the pupils (a) set standards for correct living together, and (b) discussed and helped to find solutions for problems coming up in the classroom and on the playground, and problems concerning the entire school, or community. A safety patrol also functioned both in directing traffic and in teaching safety and obedience to law.

In the units of social studies and in science and health, the pupils cooperated in planning many types of learning activities: reading books; studying maps and pictures; writing compositions; drawing pictures, maps, graphs, and charts; organizing material into booklets; listening to music; singing songs; dramatizing scenes; attending motion-picture shows; and so on, in order to obtain clear understandings; develop critical thinking, ability to organize materials, and to reach conclusions based upon accurate data. Much work was done in small groups, though each pupil was given opportunities to do independent study according to his own interests and at his own rate. Informal tests to determine the understandings gained were given at the end of each unit of work.

The Progressive Achievement Tests in Reading were administered to all middle-grade pupils early in the fall of each term. Each of the middle-grade classes were organized into reading groups according to the results of the tests and the judgments of previous teachers.

The pupils were given informal reading tests from time to time, and regrouped according to the results in order that each pupil could progress



according to his ability. All middle-grade pupils were given two library periods each week during which they read for enjoyment and checked out books for use in the classroom or at home.

Correct English was encouraged in all classroom work. The language schedule provided for the development of fluency and accuracy in speaking and writing.

In all practice work to secure mastery of a skill, teachers were encouraged to teach, test, analyze results, reteach according to the needs, retest, and so on, in order that the practice time would be used economically and effectively with each pupil concentrating upon his own difficulties.

The physical education periods provided for exercise out-of-doors. The periods were under the supervision of the classroom teacher.

In both art and music, finding enjoyment was the chief aim. Much freedom was exercised by the groups. The pupils helped in the planning and learned to be critical of the products or performances in a friendly way.

#### Distribution of Time

The number of minutes per week given to each type of activity in the middle-grade classes was approximately as follows: social studies, 200; reading, 200; arithmetic, 200; science and health, 150; physical education, 150; language, 150; spelling and penmanship, 150; art, 120; music, 120; citizenship clubs and free periods, 100.

#### GRADE FOUR

##### Curricular Offerings

The fourth-grade curriculum consisted of the following activities:

1. Units in social studies with the center of interest "Community Life in Other Lands"-----Switzerland, the mountainous country; the Sahara, a hot, dry country; the African Congo, and the Amazon, as hot, wet countries; the Hawaiian Islands; Alaska, Norway, Sweden, cold lands. Books and papers utilized were: HOME LIFE IN FAR LANDS (Ginn and Co.); OUR NEIGHBORS FAR AND NEAR (American Book Co.); and MY WEEKLY READER (American Education Press); and numerous library books.
2. Units of science and health with activities to show how: living things grow; some living things live and work together; the movements of the earth affect conditions on the earth; to locate the



heavenly bodies; our bodies work; rocks tell us about plants and animals of long ago. Books utilized were: THE EARTH AND LIFE UPON IT (Ginn and Co.); HEALTHFUL WAYS (MacMillan Co.); and numerous library books.

3. Physical education: organized games to provide healthful exercise; to develop ability to play as a team, to be thoughtful, fair minded, courageous, and to show good sportsmanship when losing and when winning.

4. Language arts: (A) Reading; (a) silent reading of basal reader for a variety of purposes and library books for pleasure and information; (b) oral reading of selected parts of textbooks and of library books to give pleasure or information to an audience; (c) training in the use of textbooks, dictionary, and reference books. (B) Activities to develop ability; (a) to speak good English easily and fluently; (b) to write one or two paragraphs using complete sentences, capital letters, and punctuation marks correctly; (c) practice to develop ability to spell commonly used words correctly and to use them in sentences; (d) practice in writing legibly and neatly with well-formed letters. Books and materials utilized were: EXPLORING NEW FIELDS (Houghton Mifflin & Co.); FINDING NEW TRAILS (Lyons and Carnhan); LET'S LOOK AROUND (MacMillan & Co.); MY WEEKLY READER (American Education Press); and numerous library books.

5. Arithmetic: (a) reading and writing numbers to thousands and Roman numerals to 12; (b) securing automatic responses for the 100 multiplication facts and 100 division facts; (c) performing the fundamental processes with whole numbers; (d) measuring using a variety of measures; (e) solving problems based upon common experiences.

6. Art: drawing pictures, cutting paper, painting, modeling to decorate the classroom, make book covers, and to express original ideas in connection with daily life and units of study in other subjects.

7. Music: (a) singing songs appropriate to the seasons, holidays, and units being studied; (b) listening to music.

#### Evaluation

The Progressive Achievement Tests, consisting of a battery of tests in reading, arithmetic, and language, were administered in March, 1945. The results were as follows: The combined scores for the three fourth-grade classes on the battery of tests expressed in terms of education grade shows a range from 6.7 to 3.2 with a median of 5.5, a deviation of  $\pm 0.75$  from the grade norm. The total reading scores show a range from an educational grade of 7.6 to an educational grade of 3.0 with a median reading grade of 5.2, a deviation of  $\pm 0.55$  from the grade norm. The total arithmetic scores show a range from an educational grade of 6.5 to



an educational grade of 3.6 with a median educational grade of 5.1, a deviation of  $\pm 0.45$  from the grade norm. The total scores for language show a range from an educational grade of 7.8 to an educational grade of 2.7 with a median educational grade of 4.9, a deviation of  $\pm 0.025$  from the grade norm.

Teachers reported that the pupils had made considerable gain in taking responsibility for their own progress and in exercising self-control. The greatest weakness in attainment of skills was in the field of language arts. The vocabulary tests given in 1944-5 showed that the majority of the pupils had but meager English vocabularies. Teachers' observations and comparisons with the work of the pupils when the center opened revealed the fact that the pupils had lost some of their ability to use correct English through life on the center where the Japanese language was used extensively.

#### GRADE FIVE

##### Curricular Offerings

The fifth-grade curriculum consisted of the following activities:

1. Units in social studies with the center of interest "Life in the United States." Books and papers utilized in the classroom were: THE AMERICAS (Ginn and Co.); LIFE IN EARLY AMERICA and LIFE IN MODERN AMERICA (Ginn and Co.); and MY WEEKLY READER (American Education Press); and numerous pamphlets and library books.
2. Units of science and health with activities to show how: living things are able to survive seasonal changes; living things get food; electricity helps mankind; chemical changes affect us; we care for the body during the different seasons. Books utilized were: FROM SUN TO EARTH (Ginn and Co.); LET'S BE HEALTHY (MacMillan Co.); and numerous library books.
3. Physical education; organized games to provide healthful exercise; to develop ability to play as a team, to be thoughtful, fair-minded, courageous; and to show good sportsmanship when losing and when winning.
4. Language arts: (A) Reading rapidly and thoughtfully to gain information and pleasure: (a) silent reading of basal reader for a variety of purposes and library books for pleasure and information; (b) oral reading of selected parts of textbooks and of library books to give pleasure or information to an audience; (c) training in the use of textbooks, dictionary, and reference books. (B) Activities to develop ability (a) to speak good English easily and fluently, (b) to write two or three paragraphs using complete sentences, capital letters, and punctuation marks correctly, (c) practice to develop ability to spell commonly used words correctly and to use them in sentences; (d) practice in writing legibly and neatly with well-formed letters. Books and materials utilized were: FOLLOWING THE NEW TRAILS (Ginn and Co.); LET'S TRAVEL ON (MacMillan Co.); MERRY HEARTS AND BOLD (D. C. Heath and Co.); ROAD TO SAFETY (American



Book Co.); TALES AND TRAVEL (Houghton Mifflin & Co.); SHARING EXPERIENCES (Houghton Mifflin & Co.); and numerous library books.

5. Arithmetic: (a) read and write numbers to millions (b) activities to develop skill in performing the fundamental processes with whole numbers and with common fractions; (c) solving one-step and two-step problems based upon common experiences; (d) measuring using a variety of measures; (e) reading and constructing graphs, charts, maps, and tables using proper scales of measure. Textbook: STUDY ARITHMETIC, BOOK FIVE (Scott Foresman and Company).

6. Art: drawing pictures, cutting paper, painting, modeling to decorate the classroom, make book covers, and to express original ideas in connection with other units of study.

7. Music: (a) singing songs appropriate to the seasons, holidays, and units being studied; (d) listening to music.

### Evaluation

The combined scores for the battery of Progressive Achievement Tests expressed in terms of educational grade show a range from 7.6 to 3.7 with a median of 5.9, a deviation of  $\pm 0.25$  from the grade norm. The total reading scores range from the reading grade of 8.7 to the reading grade of 3.2 with a median of 5.4, a deviation of  $-0.25$  from the grade norm. The total arithmetic scores show a range from an educational grade of 7.8 to an educational grade of 4.2 with a median educational grade of 6.0, a deviation of  $\pm 0.35$  from the grade norm. The total language scores show a range from an educational grade of 8.9 to an educational grade of 3.0 with a median of 6.0, a deviation of  $\pm 0.35$  from the grade norm.

Teachers reported that the pupils had made considerable gain in ability to work independently. They became more attentive to directions and exercised more self-control in the classrooms. The boys showed more initiative and willingness to perform before a group than the girls. The boys persisted in the Japanese attitude that boys are superior to girls and showed frequent irritation at plans requiring them to work or play with the girls. However in most of the classrooms that attitude was growing less pronounced.

The greatest weakness in attainment of skills in this grade was in the fields of oral and written English. Vocabulary tests, as well as class papers, showed that the majority of the pupils had meager English vocabularies. Teachers who worked with the Amache elementary school for three years felt that the pupils had lost in the ability to use correct English through life on the center where the Japanese language was used extensively.



## GRADE SIX

## Curricular Offerings

The sixth-grade curriculum consisted of the following activities:

1. Units in social studies with the center of interest "Our American Neighbors---Canada, Mexico, Central America and islands of the West Indies, South America, and Alaska." Books and papers utilized in the classroom were: THE AMERICAS (Ginn and Co.); OUR SOUTHERN NEIGHBORS (Folliet); and MY WEEKLY READER (American Education Press), and numerous pamphlets and library books.
2. Units of science and health with activities to show how: the natural resources are conserved; heavenly bodies affect each other; we use light; machines make work easier; sound can be produced; our community can be made a better place in which to live; we can develop strong, healthy bodies. Books utilized were: THE EARTH THEN AND NOW (Ginn and Co.); HABITS, HEALTHFUL AND SAFE (MacMillan); and numerous library books.
3. Physical education: organized games to provide healthful exercise; to develop ability to play as a team, to be thoughtful, fair minded, courageous, and to show good sportsmanship when losing and when winning.
4. Language arts: (A) Reading rapidly and thoughtfully to gain information and pleasure: (a) silent reading of basal reader for a variety of purposes and library books for pleasure and information; (b) oral reading of selected parts of textbooks and of library books to give pleasure or information to an audience; (c) training in the use of textbooks, dictionary, and reference books. (B) Activities to develop ability (a) to speak good English easily and fluently, (b) to write two or three paragraphs using complete sentences, capital letters, and punctuation marks correctly, (c) practice to develop ability to spell commonly used words correctly and to use them in sentences; (d) practice in writing legibly and neatly with well-formed letters. Books and materials utilized were: HIGHWAYS AND BYWAYS (Houghton Mifflin); LET'S GO AHEAD (MacMillan); REACHING OUR GOALS (Ginn); TRAVELING NEW TRAILS (Lyons and Carnahan); WAY OF DEMOCRACY (MacMillan); WHO TRAVELS THERE (American); COMMUNICATING IDEAS (Houghton Mifflin); and numerous library books.
5. Arithmetic: (a) Read and write numbers to billions and read Roman numerals in the thousands; (b) activities to develop skill in performing the fundamental processes with whole numbers, common fractions, and decimal fractions; (c) solving one-step and two-step problems based upon common experiences; (d) measuring using a variety of measures; (e) reading and constructing graphs, charts, maps, and tables using proper scales of measure. Textbook: STUDY ARITHMETIC (Scott Foresman).



5. Arithmetic: (a) Read and write numbers to billions and read Roman numerals in the thousands; (b) activities to develop skill in performing the fundamental processes with whole numbers, common fractions, and decimal fractions; (c) solving one-step and two-step problems based upon common experiences; (d) measuring using a variety of measures; (e) reading and constructing graphs, charts, maps, and tables using proper scales of measure. Textbook: STUDY ARITHMETIC (Scott-Foresman).

6. Art: drawing pictures, cutting paper, painting, modeling to decorate the classroom, make book covers, and to express original ideas in connection with other units of study.

7. Music: (a) singing songs appropriate to the seasons, holidays, and units being studied; (b) listening to music.

#### Evaluation

The combined scores expressed in terms of educational grade on the battery of Progressive Achievement Tests given in March, 1945 show a range from 8.6 to 4.4 with a median educational grade of 6.8, a deviation of  $\pm 0.15$  from the grade norm. The total reading scores show a range from the reading grade of 10.5 to 3.6 with a median grade of 6.3, a deviation of  $-0.35$  from the grade norm. The total arithmetic scores show a range from an educational grade of 9.5 to an educational grade of 3.5 with a median of 6.9, a deviation of  $\pm 0.25$  from the grade norm. The total language scores show a range from an education grade of 4.0 with a median of 6.8, a deviation of  $\pm 0.15$  from the grade norm.

The sixth-grade teachers reported the same observations concerning the attitudes and habits of the boys as those reported by the fifth-grade teachers. They agree, also, with the fifth-grade teachers in their conclusions concerning the lack of fluency in the use of English.

In the judgment of those who have worked with the pupils in the Amache Elementary School, the Japanese-American girls and boys will profit greatly by relocation in a typical American community in which they may have broader experiences, hear and speak more English, and have normal home life again. We believe that they go with adequate equipment to enable them to become worthy members of their new school groups.



SUMMARY OF THE EDUCATIONAL PROGRAM

AMACHE SECONDARY SCHOOLS



The Amache Secondary Schools opened on October 12, 1942 with 966 pupils enrolled of which 413 were in junior high school and 553 in senior high school. Classes were held in barrack rooms. The junior high (7th, 8th, and 9th grades) was established as a separate unit.

In the fall of 1943, the senior high division, including the 9th grade, moved into the new high school building. The following year, 1944-45, all secondary classes were housed in the new building and a unified curriculum was established. A complete program of studies from the 7th year through the 12th was offered. Provision was made to meet college requirements, a vocational program was instituted, and a general program required of all. The average enrollment was 850.

The staff included 26 certified teachers, a guidance counsellor, an assistant principal, and a principal. The entire staff was certified by the State of Colorado, and approved by the University of Colorado and the United States Civil Service Commission. The school was fully accredited by the University of Colorado in 1942.

A unit of credit was given for 5 class sessions per week, each 56 minutes in length, meeting for a period of 36 weeks. Twelve units of credit were required for graduation from the upper three grades.

The 7th, 8th, and 9th grades followed a prescribed pattern of courses. Health and physical education were required daily of all junior and senior high pupils, for which no units of credit were given. The following courses were required of all students:

Junior High  
Grades 7, 8, and 9

Minutes per week

1. English-Social Studies	616
2. Mathematics	280
3. Physical Education and Health	280
4. Science	280
5. Industrial Arts or Homemaking	112
6. Art and Music	112
Electives for the junior high school were Glee Club and Instrumental Music.	

Senior High  
Grades 10 and 11

1. English-Social Studies	560
2. Physical Education and Health	280



3. Electives	560
4. Supervised Study	280

## Grade 12

1. English-Social Studies	280
2. Physical Education and Health	280
3. Electives	840
4. Supervised Study	280

One class in instrumental music might be elected in addition

## Electives were:

Science: Biology, Advanced General Science, Chemistry

Mathematics: Algebra I, Algebra II, Plane Geometry, Trigonometry, General Mathematics

Foreign Language: Latin I, Latin II, Spanish I, Spanish II

Homemaking: Homemaking I, Homemaking II, Boys' Class in Homemaking

Industrial Arts: Mechanical Drawing I, Mechanical Drawing II, Woodworking I, Woodworking II

Commerce: Typing I, Typing II, Shorthand I, Shorthand II, Book-keeping, Office Training

Fine Arts: Art Appreciation, Arts and Crafts

Music: Girls' Glee Club, Boys' Glee Club, A Capella Choir, Orchestra, Advanced Band

Supervised study periods for the senior high pupils were spent in the library, which contained approximately 5000 volumes and had an average circulation of 5500 books per month.

## ENGLISH AND SOCIAL STUDIES

Courses in English-Social Studies were required of all secondary school pupils each year. In these classes, which also served as home rooms, students and teachers together planned units of study on topics arranged in logical sequence, centered around a different broad area of subject matter each year. The 9th and 12th grade programs were carried out as experience units. Teachers were responsible for the educational, social, and personal guidance of each pupil.

Aims

The general objectives of the English-Social Studies program were:

1. To help pupils acquire ease and fluency in speaking.
2. To teach pupils to use acceptable standards in oral and written English.
3. To present studies of other cultures and other nations.



past and present.

4. To give pupils a knowledge of present-day problems and to teach them to evaluate social, political, and economic forces.
5. To present a true picture of America and her institutions, that students might better understand their rights and privileges and perform their civic obligations.
6. To teach the difference between liberty and license and give opportunity to practice democratic processes.
7. To provide training in types of reading to meet individual needs.
8. To furnish opportunities in reading for recreation and for appreciation.
9. To integrate the study of American culture and other cultures.
10. To increase the pupil's sense of security by helping each individual secure a personal set of values.
11. To help pupils adjust themselves to camp life and to assist them in meeting their needs when they leave.
12. To assist pupils in making wise choices.
13. To furnish opportunities for the development of leadership.
14. To provide for accepted adolescent social contacts and activities.

#### Offering and Time Allotment

##### Junior High

In the 7th, 8th and 9th grades, one-half day for the entire year was spent in English-Social Studies classes. The general subject matter area in the 7th grade was called, "The Contribution of Other Lands and Other Times." In the 9th grade, the theme was "The American Way of Life," with a special study of American institutions and United States Civics.

Basic text used included;

##### Grade 7

<u>The Growth of Democracy</u> . . . . .	Mc Guire and Rogers
<u>Other Lands and Other Times</u> . . . . .	Kelty
<u>The Old World and its Gifts</u> . . . . .	Meyer, Hamer, Grisso
<u>Nations Beyond the Seas</u> . . . . .	Atwood and Thomas
<u>Junior English in Action, Bk. I</u> . . . . .	Tressler
<u>Speller</u> . . . . .	Horn-Ashbaugh
<u>Readers included</u> . . . . .	Pooley and Walcott; Herzberg; Barnes; Spencer; Neville; Johnson and Robinson
<u>My Weekly Reader</u> . . . . .	

##### Grade 8

<u>The New World and its Growth</u> . . . . .	Meyer and Hamer
<u>Working for Democracy</u> . . . . .	Bryson and Smith



<u>Junior English In Action, Bk. II.</u>	Tressler
<u>Contact</u>	Pooley
<u>Exploring New Fields.</u>	Neville
<u>Quest</u>	Herzbert
<u>Trails.</u>	Barnes
<u>Speller</u>	Horn-Ashbaugh
<u>Weekly Reader</u>	
<u>Current Events.</u>	

## Grade 9

<u>Civics in American Life</u>	Edmonson and Dondineau
<u>Calling All Citizens.</u>	Rienow and Anderson
<u>Speller</u>	Newlon-Hanna
<u>Readers included.</u>	Herzberg, Paine, Works; Pooley and Walcott; Barnes; Gates; Spencer; Johnson and Robinson
<u>Current Events.</u>	
<u>Magazines</u>	

## Senior High

English-Social Studies classes met for 2 consecutive periods throughout the year in the 10th and 11th grades for 2 units of credit each year. The theme for the 10th grade was "World History and Literature"; for the 11th, "American History and Literature". The units of credit for these courses were broken down into (1) World History and (2) English Usage in the 10th grade and (1) American History and (2) American Literature in the 11th grade. Basic texts used included;

## Grade 10

<u>Across the Ages</u>	Capen
<u>Man's Great Adventure</u>	Pahlow
<u>Adventures in Language.</u>	Tanner, Lawler, Riley
<u>World Writers</u>	Richardson
<u>Adventures in World Literature.</u>	Ingles
<u>Practice Activities in Senior English.</u>	Hatfield
<u>Practice Handbook in English.</u>	Jones
<u>Weekly Current Events</u>	

## Grade 11

<u>Development of America.</u>	Wirth
<u>American History.</u>	Muzzy
<u>American Writers.</u>	Cross, Smith Stauffer
<u>Literature and Life in America.</u>	Miles and Pooley
<u>Practice Handbook in English.</u>	Jones
<u>The American Observer</u>	



The 12th grade English-Social Studies classes met for one period daily throughout the year and received 1 unit of credit. The course was called "Pre-Relocation" and used for its theme, "Living in America". It was concerned with senior problems, based on general sociology and economics and adapted to conditions in the Relocation Center. Many books, pamphlets, magazines, newspapers, college catalogs, and government bulletins were used. Some of the basic texts were;

#### Grade 12

<u>Personal Problems and Morale</u> . . . . .	Geisel
<u>Our Changing Social Order</u> . . . . .	Gaven, Gray, Groves
<u>Everyday Problems of American Democracy</u> . . . . .	Greenan and Meridith
<u>Problems of American Democracy</u> . . . . .	Kidger
<u>People Are Important</u> . . . . .	Ruch, MacKenzie, McLean
<u>Psychology and Life</u> . . . . .	Ruch
<u>Introductory Economics</u> . . . . .	J. H. Dodd
<u>Vocabulary Building Speller</u> . . . . .	Meyer
<u>Races of Mankind</u> . . . . .	
<u>The American Observer</u> . . . . .	

#### Plan of Work

Units were selected from the area designated, and planned by both teacher and pupils. Methods used included group work, individual research, study questions and discussions, oral and written reports, frequent testing and evaluation. Each class was organized as a home room with class officers. Meetings were held regularly and parliamentary procedure was practiced. Group and class activities originated and were planned in these classes. Outside reading, related to the units studied, was encouraged and frequent book reviews were given. Drill in weaknesses discovered in English, spelling, grammar, and correct word usage, was given at all levels. Pupils kept individual folders of written work, tests, questionnaires, records of outside reading, lists of misspelled words, and notes of interest. Many individual projects grew out of special interests. In the 10th and 11th grades attention was paid to mastering facts in a chronological study of World and American History. Units of study chosen in the various grade levels were;

#### Grade 7

1. How does it happen that our life is comfortable and Safe?
2. How have large numbers of people learned to get along together?
3. What is the world we live in?
4. How did man learn to use the world?
5. What can we do to understand what early civilization was like?
6. How do civilizations spread?



7. What are the stories of other national groups--Central Europe, Britain, Scandinavia, India, China, Japan, France, Russia, and Germany?
8. What differences in these stories helped make the people different?
9. How do people in these countries live?
10. How have they influenced us?

Grade 8

1. Orientation unit in class, room, building, community.
2. What is means to be an American.
3. The economic, social, and religious sources of American civilization.
4. The development of democratic ideas--history, geography--western movement.
5. The development of Good Neighbor ideas.
6. The development of World ideas.

Grade 9

1. American Institutions--the Home, the Church, the Library, the School, etc.
2. Intensive study of Government--local, state, national.
3. The United States Constitution--how it come into being, what it covers, how it works.

Grade 10

1. Primitive man--Prehistoric days.
2. Ancient Civilizations--Near and Far East, Greece, Rome.
3. Middle Ages--Feudalism.
4. Transition period--Renaissance.
5. Revolutionary Era--political, industrial, social.
6. Emergence of modern nations--development of nationalism, imperialism, scientific invention, liberal movements.
7. World War--causes and results.
8. The Interim--spread of Communism, Fascism, Nazism, Depression, New Deal.
9. World War II--to date.

Grade 11

1. Orientation unit.
2. From the Old World to the New.
3. Beginnings of the American People and Institutions.
4. English and Colonial Period in song and story.
5. Revolutionary War.
6. How our country established a National government--origin, structure.
7. Development of American nationalism and democracy.
8. The young republic in song and story.
9. How our nation was divided in song and story.
10. How our nation was enlarged.



11. The slavery question.
12. The emergence of industrial America.
13. Literature turns from Romanticism to Realism.
14. The United States and Foreign Affairs.
15. World War II.
16. Social and Cultural forces in American Life.
17. The reign of realism in prose and poetry.

Grade 12      A Senior Problems Course

1. Personal history and background.
2. Present conditions and circumstances.
3. Anticipated future personal and group problems.
4. Vocational opportunities in different cities and parts of the country.
5. College and trade school offerings.
6. Our economic system and some of its problems.
7. Current political, social, and economic events.

Evaluation

At all levels some measure of achievement in terms of the listed objectives was noted.

It was observed that methods in the ninth and twelfth grades were somewhat more functionally selected and adapted than elsewhere. Speech training, although continuously emphasized, did not fulfill the objective. Tests showed that the majority of students did not gain above the norm in reading comprehension or in vocabulary. An increase in the use of Japanese in the community and in the home was reported by observers and pupils. Few families had radios or subscribed to periodicals. Unresponsiveness and lack of self confidence were generally observed. Teachers noted "an unnatural barrier" between the sexes which inhibited classroom discussion. These were factors in the camp situation which were felt to be contributing to the marked weaknesses in vocabulary, usage, and self-expression. Teachers felt that much had been accomplished through democratic procedures and practices to combat bitterness and uncertainty felt by some students.

The Progressive Achievement test showed over a three year testing period that all classes have remained below the normal grade placement in reading vocabulary. However, improvement was noted in most cases. In the ninth grade in 1944 the group as a whole was found to be 2 years and 1 month below the national norm for people of their chronological age. By 1945 the same group in the tenth grade on another form of the same test was found to be only 3 months retarded in reading vocabulary.



Reading comprehension scores for the 12th grade show retrogression from 4 months below national grade placement norms in 1944 to a year and 4 months below the norm in 1945. Scores in language skills were all above national norms on the Progressive achievement tests. 1945 results show that the 10th grade was 2 years and 3 months above the norm, and the twelfth eight months above. Averages for skills in the English Social Studies area show minor deviations from grade placement norms, both above and below, but the totals for the three years of operation show a deviation of less than two weeks in grade placement from the national norms.

#### SPECIAL ENGLISH CLASSES

Remedial English classes were formed for kibe students (those who were born in the United States but sent to Japan for previous education) to improve their knowledge of the English language. Practice in pronunciation, oral reading, conversation and grammatical construction were provided. Other pupils, who showed a deficiency of two or more years below grade level on the Progressive Achievement Tests, were assigned to English Review classes for a semester. In these classes an attempt was made to correct individual difficulties in English skills--pronunciation, formation of plurals, sequence of tenses, capitalization, punctuation, etc. No credit.

Remedial Reading classes were provided for those who were deficient in reading comprehension and vocabulary shown by the Progressive Achievement Tests. One-fourth unit credit was allowed those senior high pupils enrolling in the summer school but no credit was given to those assigned to the class which met from 8:00 to 8:37 a.m. during the regular term. Flying the Printways by Hovious was the Basic text. Individual records of progress were kept and a pupil was permitted to leave the class when his work reached the individual standard set up by himself and the teacher. A class which began with an enrollment of 21 finished the year with 9. No credit.

English 12 was a college preparatory course open to seniors only. Much drill on all phases of English grammar and rhetoric was given. Weekly themes were written, discussed and evaluated. College placement tests were studied. One unit of credit for 36 weeks.

English Literature was offered to seniors wishing an advanced course in literature. This was a survey course showing the development of English literature from the Anglo-Saxons to the present. Emphasis was upon modern writers. The basic text used was English Writers by Cross, Smith, Stauffer, and Collette. One unit of credit for 36 weeks.



Journalism classes were offered to all senior high pupils interested in reporting, writing, and editing. One half unit of credit was given for each semester. This class, with the assistance of the Press Club, published the senior high newspaper, "Amache It," and assisted in the preparation of the year book. Basic texts used were Journalism for High Schools, by Otto and Marye, and How to Read a Newspaper, by Dale. One unit of credit for 36 weeks.

## MATHEMATICS

### Aims

General objectives of all courses in Mathematics were:

1. To increase and maintain necessary habits and skills in computation.
2. To develop the ability to think clearly in situations involving quantitative concepts and relationships.
3. To develop experimentally an understanding of the concepts, principles, processes, and applications of mathematics which are essential to modern life.
4. To create appreciation for the values of mathematics.
5. To promote the habit of evaluating results of mathematical processes by scientific thinking.

### Offering and Time Allotment

#### Junior High School

Seventh Grade The mathematics in this grade was concerned with activities related to the home. Emphasis was placed upon increase of skill in the use of fundamental processes, development of problem analysis, and the introduction of simple geometry. The basic text was Mathematics and Life, Book I, by Ruch, Knight and Studebaker.

Eighth Grade The program was developed around the activities and interests of the community. Materials from the fields of arithmetic, geometry and algebra were developed with their use in the community emphasized. Mathematics and Life, Book II and Mathematics for Today, by Douglass and Kinney, were the basic texts.

Ninth Grade On the basis of scores on the Orleans Prognosis Algebra Tests, and on individual needs and interests of pupils, classes were selected for the study of General Mathematics or Algebra I.



General Mathematics continued the work of the preceding two years and included information about the use of mathematics in national economics and national life. By means of this information the processes of arithmetic, algebra, geometry and trigonometry which were considered important for everyone to know were developed in a practical way. Mathematics and Life, Book III, by Ruch, Knight, and Hawkins, and Mathematics for Today, Book II, by Douglass and Kinney, were used as basal texts in this course.

Algebra I Classes in ninth grade algebra studied such topics as graphs, linear equations, fundamental operation with signed numbers, simultaneous equations, factoring, quadratics, fundamental operations, and equations with fractions. Hart's Essentials of Algebra was used as the text in this course.

#### Senior High School

Algebra I This course was essentially the same as ninth grade algebra. It was offered to high school students who did not have the course in the ninth grade. One unit of credit was given for 36 weeks.

Algebra II Included in the course was a review and extension of the topics of Algebra I, and a study of quadratic equations, imaginary numbers, radicals, systems of quadratics, exponents, logarithms, binomial theorem, progressions, and determinants. Second Year Algebra by Hawks, Luby, and Teuton was the text.

Plane Geometry This course included fundamental constructions, construction, parallels, parallelograms, quadrilaterals, circles and their line--angle measurements, locus, and similar polygons. New Plane Geometry by Stone and Mallory, and Text and Tests in Plane Geometry were used as the basis of this course. One unit of credit.

Trigonometry The functions of an angle, use of tables, logarithms, solution of right and oblique triangles, function of obtuse angles, graphs, negative and double angles, half angles, sums and differences of functions and identities in equations were studied in this course. Essentials of Trigonometry by Smith, Rowe and Longworth was used as the basic text. One-half unit of credit.

Solid Geometry This offering contained the study of the relationships of lines and planes, the properties of polyhedrons, cylinders, cones, and spheres. Solid Geometry by Hawkes, Luby and Teuton was used as the text. One-half unit of credit.

Review Mathematics Pupils who were discovered to need additional work in mathematical skills as revealed by scores on the Progressive Achievement Test were enrolled in this course each semester. Offering



within the course was determined by individual needs as shown on Compass Diagnostic Test, and the Clark--Lee Arithmetic Fundamentals Test. Usually offered for these individuals were fundamental processes with whole numbers, fractions, decimals, percentage, forms, and business methods. A number of texts, and much supplementary materials was used. No credit was given during regular sessions. In summer sessions, one-fourth unit of credit was given.

#### Plan of Work

##### Junior High School

Mathematics was required of all junior high school students each year. Classes were not grouped according to ability, with the exceptions of ninth grade algebra, general mathematics, and review mathematics. A majority of individuals showed weaknesses in the fundamental operations. Drill work was determined by discovered weaknesses, and usually individualized. In most cases classes studied new topics as a class or in groups, with superior pupils being given additional related topics for study. Whenever possible, work was correlated with activities such as War Bond drives, Red Cross, Co-op sales, etc.

##### Senior High School

Since all senior high school courses were elective, it was noted that advanced mathematics classes were chosen by superior students. Slower pupils did only the required minimum, while gifted students were encouraged to do specialized and advanced work. All classes met five days per week for one-half credit per semester. Retarded students were encouraged and in some instances required to spend time before and after school in receiving special instruction.

Class records and the results of achievement tests indicated progress in accuracy, speed and understanding; and improvement in the processes of logical thinking. Twelfth grade pupils who were below established norms on the Progressive Achievement Test six months in grade placement in 1943 were one year and three months above the norm in 1945. The tenth grade had made gains above the norm in mathematical reasoning from one month above the norm in 1943 to two years and six months above the norm for 1945. The same grade, in fundamentals, showed a gain above the norm from two months below to two years and six months above. Similar gains were recorded for all classes in mathematical reasoning and mastery of fundamentals.

## SCIENCE

#### Aims

The general objectives of the science program were to promote pupil growth in:



1. The making of wise choices based on a general knowledge of cause and effect relationships, and on many specific understandings of such relationships.
2. The skilful use and proper care of equipment.
3. The ability to work cooperatively with a group, respecting the rights of others, and accepting responsibility for making contributions to group activity.
4. The development of a functional scientific vocabulary.
5. The desire and ability to read scientific materials.
6. An understanding and appreciation of man and his relationship to his environment such as will assist him to live an integrated, purposeful life.
7. The ability to think scientifically.
8. The ability to apply appropriate mathematical techniques to the solution of scientific problems.
9. An understanding of, and an interest in, the instruments and processes developed by science.

#### Offering and Time Allotment

The science offering included three years of general science which were required of all junior high school pupils, and a year each of biology, chemistry, physics, and advanced science, which were elective on the senior high school level. Classes met for five 56 minute periods each week. One unit of credit was given for each 36 weeks course.

General Science In the seventh grade Science Problems, Book I, by Beauchamp-Mayfield-West, was used as a text. Topics studied included heat, chemical changes, magnetism, fire, ways in which plants and animals are alike, and the balance of nature.

In the eighth grade Science Problems, Book II, by Beauchamp-Mayfield-West, was used as a text. Some of the major topics covered were: how the earth's surface changes, flotation, control of heat and cold, weather, reproduction of plants and animals, the human body, and fighting disease.

In the ninth grade, Science Problems, Book III, by Beauchamp-Mayfield-West, was used as the text. Some of the topics studied were: classification of plants and animals, how living things adapt to their environment, simple machines, electricity, sound, light, energy, heredity, and evolution of life.

Advanced Science Two texts were used in this course. The following units were studied in Senior Science, by Busch-Ptacek-Kovats: water, fire, fuels, weather and air, foods and medicine, textiles, building materials, home equipment, transportation, and safety.



From Basic Electricity by Beauchamp and Mayfield, the following topics were covered: the electric circuit, the electric current, resistance, E. M. F. by chemical action, E. M. F. by induction, magnets, electromagnetism, and E. M. F. by mechanical action.

Biology In Biology the following topics were taught using Everyday Biology by Curtis-Caldwell-Sherman as a text: how living things obtain food, grow, reproduce, and adjust to their environment; how man cares for and improves plants and animals; how human life is conserved.

Chemistry In Chemistry the text used was Living Chemistry by Ahrens-Bush-Easley. The units covered were: fundamental principles of chemistry, how chemistry is related to the individual, to the home, to the community, to industry, and to modern warfare.

Physics In Physics the text used was Modern Physics, by Dull. The course covered the usual pattern of content with first semester emphasis given to matter, energy, sound, and light. The second semester topics were color, magnetism, electricity, electronics, and some applied aeronautics and navigation.

#### Plan of Work

The science work, as taught by most teachers made use of the following procedures:

1. Study and discussion of textbook material.
2. Special assignments and readings from other sources.
3. Oral reports.
4. Notebook or other project work.
5. Experimental demonstrations, either by the teacher or by groups of students.
6. Motion pictures and other visual aids used to supplement laboratory and classwork.

#### Evaluation

Standardized tests were not used systematically in the science program, so no objective evidence as to pupil achievement is available. Teacher prepared objective tests, however, indicated good mastery of textbook material. The science committee of the North Central Evaluation Committee, reported that a better than average job of textbook teaching was being done.

The science program could probably have been strengthened if more use had been made of community resources for studying the application of science principles. The lack of laboratory space and equipment made individual laboratory work impossible. Adequate equipment was available, however, for laboratory demonstrations, and much use



was made of this procedure. That community resources were not more used probably grew out of the fact that the local environment was quite different from that with which science teachers are generally familiar, and that few science teachers were on the project long enough to become aware of the possibilities in this field.

## FOREIGN LANGUAGES

### Aims

The foreign language courses were designed:

1. To teach the fundamentals of grammar, declensions, conjugations, and sentence construction.
2. To provide an adequate reading and writing vocabulary.
3. To furnish opportunities for wide and varied reading.
4. To supply a cultural background of the history, geography, life, and customs of the people using the language.
5. To meet college requirements.

### Offering and Time Allotment

Languages offered were Spanish I and II, open to all senior high pupils; Latin I and II, open to 11th and 12th grade pupils. A short exploratory course in General Language was offered for 9 weeks of the summer session; one-fourth unit of credit was given. Basic texts used were: Spanish Book I, by Friedman, Arjona, and Carvajal; Spain and America (Spt. II) by the same author; De Todo Un Poco, by Castillo and Sparkman; Adventuras de Gil Blas; Latin Books I and II the Language, Literature, and Life series by Scott; Adventures in Language, by Tanner, Lawler, and Riley; General Language, by Bugbee, Clark, Parsons and Scott. One unit of credit was given for 36 weeks in these courses.

### Plan of Work

Language classes followed planned progressive grammar units as provided by the texts, with daily translations and questions to be answered orally or in writing. These units were supplemented by translations of simple stories and of classics, a study of the geography, history and general culture of the Romans and of the Spanish in Europe and America. In the exploratory course, a short survey of Latin, French, Spanish, and German was undertaken. Selected material from the texts, lectures by the teacher, and recordings were used. Something of the cultural background of the Indo-European nations, a number of simple phrases and common words, and English derivatives were taught.



### Evaluation

College preparatory standards were maintained. Students completing the 2-year course in Spanish acquired a vocabulary of approximately 1000 words and became proficient in reading Spanish aloud with correct pronunciation and fairly proficient in taking dictation in Spanish. They were able to write short original compositions with few errors and to use common phrases in conversation. They were able to read Spanish newspapers understandingly and to translate freely. A number of these students acquired better pronunciation in Spanish than they had in English. Students completing the 2-year course in Latin acquired a vocabulary of 500 words, a knowledge of all declensions and conjugations, the ablative absolute, the subjunctive mood, and other grammatical constructions. They were able to read simplified classics and selections from Caesar's Commentaries and acquired a knowledge of the contributions of the Latin language to English.

Those who took the short course in General Language acquired a "feel" for languages, a few simple phrases often met in reading, a comparison of the likenesses and differences of family language groups, and a basis upon which they might build in choosing a foreign language for further study.

### ARTS AND CRAFTS

#### Aims

The aims of the Arts and Crafts Department were:

1. To help pupils to become aware of the beauty of the world in which we live.
2. To develop principles of harmony, proportion, balance, rhythm, and emphasis, both in observation and in creative work.
3. To help pupils arrange and select various materials, sensing color and beauty in arrangement and design.
4. To enable them to grow in the facility to use the tools of modern art--charcoal, paper, crayon, water color, tempera, linoleum block, plaster, paper mache, clay, etc.--and to learn the care and conservation of materials.
5. To give opportunity for creative work in these fields.
6. To discover unusual talent, to provide for its development, and to stimulate interest for further study in special fields.

#### Offering and Time Allotment

In the junior high school, arts and crafts were related to courses in English-Social Studies. Special instruction was given by an art teacher one period each week.



Senior Art courses offered included Art Appreciation, Commercial Art I and II, and a general course of Arts and Crafts. One-half unit of credit was allowed for each semester's work. Art courses were open to all pupils.

### Plan of Work

Junior high art and craft work consisted of projects growing out of pupil needs. Projects selected individually and by groups involved the study of block printing, design, lettering, pencil sketching, study of the color chart, experiments with water color, simple perspective and still life sketches, crayon murals, paper mache animals, puppets, clay modeling, silhouettes and stencils.

Art Appreciation included a short unit of orientation with discussion, experimentation, and demonstration, to develop the understanding of beauty and to survey the fields of sculpture, architecture, painting, etc. Types of art through the ages were studied. Modern American art in all fields, and its application in every day living was surveyed. Each student was encouraged to find and collect designs in any field in which he was interested; for example, clothes, color, textiles, were some selections made.

Art I included a study of Commercial Art with special attention given to window display, photography, illustration, lettering, poster designing, layouts, and pamphlet making. Fundamentals of design, perspective, and composition were studied and applied in original projects.

Art II continued the study of commercial art and surveyed the fields of fashion designing, stage craft, and cartooning. Further work in composition, still life, and life studies were included. Wherever possible, local materials were used--sunflowers, barracks, Amache landscapes.

Projects of the Crafts classes depended upon the material available. Paper craft, woodcarving, clay modeling, applied design in block printing, stenciling, and some leather tooling were taught.

### Evaluation

The pupils acquired dexterity in the use of different media--water color, charcoal, pen and ink, tempera, and crayon. They learned to apply principles of composition, perspective, and design in creative work. The art classes designed and made stage scenery for school plays, posters for school purposes, murals for the Senior banquet, games for the recreation department, and gave two art exhibits. The school annual furnished an opportunity for practice in illustration, photography and layout.



Many pupils had aptitude for art and it was the endeavor of the department to develop creative talent rather than copy work. Since there were many teachers who assisted, most of whom were evacuees who later relocated, it was difficult to plan and carry out a progressive, comprehensive program. Inability to use neighboring art museums or exhibits was a disadvantage.

## MUSIC

### Aims

Major objectives of the Music Department were;

1. To increase interest, understanding, and appreciation of music through participation.
2. To develop an understanding of other cultures and peoples through music.
3. To teach pupils to play and sing correctly according to their ability.
4. To provide an outlet for emotion and expression and to foster the worthy use of leisure time.
5. To develop an increasing desire to serve others in the school and community.
6. To help in forming pleasant relationships with others of similar tastes and ambitions, both in the Center and after relocation.

### Offering and Time Allotment

Courses were offered in Class Piano, A Capella Choir, Boys' Glee Club, Girls' Glee Club, small Vocal Ensembles (trios, quartettes, sextettes), Beginning Band, Intermediate Band, Advanced Band, Beginning Strings, Orchestra, Tonette Band, and Dance Orchestra.

Government-owned instruments and other musical equipment were available for students. The equipment included about \$6,400 worth of band and orchestra instruments, 8 practice pianos, phonographs, recording and public address system, a library of piano, instrumental and choral music valued at \$750, and approximately \$225 worth of phonograph records.

Students who enrolled in music classes for 5 full-time periods per week received one-half unit of credit a semester. Those who attended classes for one or two periods a week or who came from other classes received no credit.

### Plan of Work

All musical instruction was planned as group work. Teaching included a study of the technical problems involved; music notation,



form, and terminology, with emphasis on sight reading; the production of good tone quality; the study of musicians and musical organizations by listening to worth-while contemporary recordings. Music was used in English-Social Studies classes to correlate with units or historical periods, nationalities, areas, etc. Group singing, radio skits, and recordings were used in these classes. The average enrollment in instrumental and vocal groups for junior and senior high was about 200 students in all. There were 25 pupils in the piano class.

### Evaluation

Ensemble groups of the concert band participated in two Colorado Musical Competition Festivals held at Pueblo and Hugo. It provided music for basketball games, concerts, pep rallies, and assemblies. Pupils learned sight reading, how to produce good tone quality, how to follow a director and how to direct. The orchestra furnished music for Baccalaureates, Commencement programs, and school plays and concerts. Difficulty in both band and orchestra was experienced in interesting pupils in the study of double reed instruments and strings. A Christmas and a Spring Concert was prepared and presented each year. Class piano students gave six recitals. Pupils also performed during school assemblies and for block programs. Glee Club groups attended the music festival in Pueblo in 1942-43 and in 1943-44. The Senior Trio group was awarded a second division rating and the Junior Trio received a first division rating in 1942-43. No ratings were given the next year but groups were highly commended by the judges. Lack of transportation prevented attendance at festivals in 1944-45. The Boys' Glee Club made two appearances during the summer of 1944. Vocal groups appeared on many programs throughout the year including the Christmas program, Spring Concert, Baccalaureate and assembly programs.

Students participating in vocal groups showed improvement in the development of pitch sense and tone quality. They could do fairly good sight reading. Interest in music was stimulated, as shown by the increased demand for good recorded music on the part of students in the music program.

The Seashore Measure of Musical Talents test given in May of 1945 showed that students of these classes ranked considerably higher than students of corresponding age levels throughout the school.

### INDUSTRIAL ARTS

The Industrial Arts department was instituted in a barrack recreation hall with all equipment in one room, few tools, and one circular power saw. In the new high school building by the fall of 1944, a separate power room with 8 woodworking machines, a lumber room,



paint room, store room, and bench stations for 24 pupils had been provided. Most of the construction of these facilities was done by the students. Classes ranged from 11 to 28 in number.

### Aims

The junior high course in Industrial Arts was largely exploratory and aimed:

1. To help pupils acquire information that would aid in educational and vocational selection.
2. To provide knowledge of materials used in industrial occupations.
3. To teach names and care of hand tools and to provide opportunities for their use.
4. To teach shop theory and practice.
5. To teach fundamentals of mechanical drawing and ability to interpret diagrams and prints.
6. To help pupils appreciate and strive for good workmanship.

Additional objectives of senior high courses were to provide:

1. Opportunities to learn the fundamental principles of industrial processes and power tool operations used in the trade.
2. Opportunities to acquire skill in the use of both hand and power machines.
3. A maximum amount of on-the-job work experience.

### Offering and Time Allotment

Junior high classes met for one double period a week taken from scheduled English-Social Studies time. Senior high courses were Woodworking I and II--daily double periods with one unit of credit a year; Mechanical Drawing I and II--single periods daily with one unit of credit each year. First year courses were pre-requisites of second year, and were open to all high school pupils. Basic texts were: Text Instruction and Information Units for Hand Woodworking, by Douglass, used in Woodworking I, and Instruction Sheets in Mechanical Drawing, by Elmer Rotmans. References were used in Woodworking II as needed.

### Plan of Work

Junior high classes developed progressive units in mechanical drawing; studied types of lines, lettering, reading and making diagrams, charts, and maps; did problems in orthographic drawings; studied theory and did some practice in shop work; made such simple projects in woodworking, as geta (wooden sandals), tie racks, puzzles, book ends, coat hangers, shoe racks, bread boards, desk sets, model airplanes, and shelves.



Senior high courses in Mechanical Drawing included free hand lettering, making and reading blue prints, 2-view projections, working drawings and sketches, inking, and problems in geometric construction.

Woodworking units included classification, operation, and care of essential tools; measuring and gauging; layout and testing; jointing and shaping; wood preservation and kinds of lumber; abrasives and their uses; study of glue and fasteners; and cabinet making.

Advanced Woodworking classes studied the structure of wood, the composition and manufacture of various structural materials; studied problems relating to industry; learned blue print reading; studied shop mathematics, designs and styles of furniture, characteristics of "period design," and carving. Emphasis in these classes was upon vocational training and involved much miscellaneous work for the school. Each pupil advanced at his own rate and worked out projects suited to his ability.

#### Evaluation

The woodworking classes made 100 baby beds for the Center, music cabinets for the music department, bookcases for classrooms, filing cases, office counters, benches and all shop fixtures, gym equipment and lockers, speakers' desks, portable blackboards, shelves for home-making department, typing tables, etc. They also repaired school typewriters, locks, windows, doors, and built scenery for school plays. That the work in the Industrial Arts department was worthwhile and of practical value was shown by the fact that several boys who relocated secured shop jobs immediately at \$1.10 an hour. Three boys were accepted as workers in the drafting department of the Center. Boys who went into the army were assigned to mechanical divisions in their camps and several who entered college enrolled in advanced courses in mechanical drawing and drafting.

Generally, Amache students worked slowly but were better than average in precision and exactness. They showed a greater degree of patience in finishing work than many high school students.

### COMMERCE

#### Aims

The general objectives of the commercial program were:

1. To provide basic training in business principles, methods, and skills for personal use or for use in an official capacity in an organization or community (secretary, treasurer, councilman, etc.).



2. To teach those basic principles, methods, skills, and their application for vocational use.
3. To develop those habits, attitudes, appreciations, and ideals which should help pupils to make proper adjustments on the outside.

#### Offering and Time Allotment

Typewriting I, open to all senior high pupils, taught students to master the keyboard by the touch system, to become acquainted with the mechanical parts of the typewriter, to set up all types of business forms, and the techniques involved in duplicating processes. The basic text used was 20th Century Typewriting by D. D. Lessenbury.

Typewriting II, open to juniors and seniors who had completed the first year course, carried on advanced typing techniques, practice in duplicating processes, setting up legal and business forms, drills, and practical office work. The text used was 20th Century Typewriting by Lessenbury.

Shorthand I was a one-year course open to all senior high school students who had taken or were taking Typewriting I. Both the Gregg and Pitman systems were taught. The basic texts were Anniversary Manual by Gregg and Functional Methods Books I and II by Leslie.

Office Practice and Transcription was a one-year course which required a double period daily and was open to seniors (commercial majors) only. Typewriting I and Shorthand were pre-requisites. Stenographic skills were developed, office procedures were taught in life situations, and the acquisition of desirable personality traits was emphasized. Students were given opportunity to work as stenographers for teachers or in the offices. The basic text used was Secretary Training by Turner.

Bookkeeping I was open to all 10th, 11th, and 12th grade pupils. Basic methods of keeping records for simple organizations were taught through the use of the journal, ledger, cashbook, sales book, etc. Attention was given to Social Security, Federal Old Age Insurance, State and Federal taxes. The text used was 20th Century Bookkeeping I by Carlson, Prickett, and Forkner.

Bookkeeping II was an advanced course open to those who had completed Bookkeeping I. Partnership and corporation principles in bookkeeping and records used in more complex organizations were taught. The text used was Bookkeeping II by Carlson, Prickett, and Forkner.



Other commercial courses taught at various times were Business Mathematics, Junior Business Training (9th grade exploratory course), and Pre-induction Business Training.

#### Plan of Work

Explanations, demonstrations, drills, and tests were used in teaching all commercial subjects. Outside readings, visual aids, charts, and individual problem work supplemented the teaching and practice. Real life situations were provided through work in the school offices, in the school co-op, and in part-time jobs throughout the Center.

#### Evaluation

Students completing one year of typing gained enough knowledge and skill for personal use and were able to write from 30 to 40 words a minute. Those completing the second year in typewriting were able to write from 50 to 60 words a minute with a high degree of accuracy. Shorthand students were able to take dictation at 60 to 80 words per minute and to transcribe accurately at the rate of 15 to 20 words a minute. Bookkeeping students were able to apply their knowledge to set up or keep records of personal affairs and to interpret and analyze financial statements and accounts. Advanced bookkeeping students were able to use their knowledge vocationally. Students in Office Practice and Transcription could take dictation at a speed of 80 to 100 words and transcribe accurately at a speed of 30 words per minute. They acquired a working knowledge of business English, mathematics, business law, filing, office procedure, and duplicating devices.

Many commercial students were placed in typing and stenographic positions in the Center. Several who relocated went directly into office work or secured Civil Service positions. Some were able to help pay college expenses through their knowledge of typing. Students in the commercial classes did typing, "ditto" and mimeograph work for the principal, the teachers, school publications, and the high school offices.

The department was fortunate in having an adequate supply of typewriters, paper, ribbons, tests, and other essential material. The bookkeeping division suffered from lack of proper equipment and space because of the temporary nature of the school.

### HOMEMAKING

#### Aims

1. To develop understanding of the fundamentals of social relationships.



2. To provide the opportunity to practice acceptable social courtesies.
3. To teach the skills involved in successful homemaking.
4. To adapt the homemaking program to conditions in this community.
5. To explore the vocational aspects of homemaking.

#### Offering and Time Allotment

Classes were offered in Junior High School homemaking, General Homemaking, Advanced Homemaking, Vocational Homemaking, and General Clothing Construction. In addition, during 1944-45, a class was offered in Homemaking for Boys. During 1942-43 and 1943-44, senior high school classes met for two periods, five days a week for 36 weeks for two units of credit. During 1944-45 classes met for one 56 minute period, 5 days a week, for one-half unit of credit. In addition, much work was required outside of class time on home improvement projects. Junior high school classes met for 120 minutes a week.

#### Plan of Work

General Homemaking The following topics were studied each year; planning, buying, and care of clothing; weaving; selection of styles and materials; clothing construction; care of sewing equipment; menu planning; buying and care of food; use and care of kitchen equipment; preparation and serving of food; table setting and table manners; child care and guidance; observation of children in nursery schools; resurfacing of furniture; redecorating; furniture arrangement; and individual home improvement projects.

Advanced Homemaking Topics which were studied in advanced homemaking included; the drafting and practical use of patterns; design of clothing; family clothing budgets; remodeling of clothes; mending; pressing, and altering; house-hold mathematics; food preservation; dinner and meals for special occasions; mass feeding projects; development of children to 5 years old; child problems and their solutions; and assisting in nursery schools.

Vocational Homemaking Girls enrolled in vocational homemaking studied these topics during the year; food preparation; table setting; care and cleaning of homes; applying for positions; menu planning; actual preparation and serving; planning, buying, producing and serving dinners for the family and for special occasions.

General Clothing Construction Girls enrolled in this course were taught the following topics: consumer buying; textile identification; textile characteristics; how to plan a garment; how to



shrink and press different fabrics; how to take body measurements; how to lay out patterns and cut material; how to sew, fit, and finish a garment; basting methods; seams; finishes; and button holes.

Boys' Homemaking Boys enrolled in homemaking were instructed in the following topics; making of cooking aprons; cutting; hand sewing; machine sewing; mending; basic nutritional facts; menu planning; buying of food; care of food; the preparation of meals; the use and care of kitchen equipment; table setting and manners; ordering food in restaurants; qualities girls like in boys; qualities boys like in girls; dating; how to ask for a date; where to go; what to do on a date, and gifts appropriate to give girls.

### Evaluation

General Homemaking Girls planned and constructed simple garments and learned to do simple weaving. Several breakfasts and lunches were prepared. Girls built chairs, tables, and book shelves; and they made slip covers, draperies and other articles. They practiced simple clothing construction in making garments for themselves, planning a wardrobe on a limited budget. They assisted in the nursery schools. They were able to prepare and serve simple meals.

Advanced Homemaking In addition to skills learned in general homemaking, girls drafted and sewed one garment, and remodeled and altered others. Some degree of skill was demonstrated. Dinners were planned, prepared and served for groups, in addition to the many meals which were planned and served to the class. Several girls went each week to Holly to purchase food for use in Foods classes.

Vocational Homemaking Girls learned to buy and care for food purchased. They made menus and prepared and served dinners. They learned the principles of good kitchen management. A visit to the home of each girl was conducted and a particular effort made to create situations which gave the girls experiences they need for poise and assurance on the job.

Boys' Homemaking Boys made butcher aprons for use in the foods laboratory. They learned simple hand stitching and how to operate the sewing machine. They were taught to mend their own clothing; and to prepare and serve simple meals.

Junior High School Homemaking In the junior high school units, much work was done one self-development, and the understanding of the girl by herself. Foods, clothing, and home improvement were stressed. Care of clothing was an important part of this course. A party was given for 140 nursery school children. Trips were made to nursery schools and kindergartens to observe children at work and play. Personal appearance and grooming improved during the year.



Clothing Construction Each girl completed the construction of three garments during each semester. Sewing notebooks were made which contained examples of basting, seams, finishes, and button holes. Appropriate pamphlets and charts were maintained by the girls, who collected, in addition, card files containing 50 types of the more common fabrics.

## VOCATIONAL AGRICULTURE

Amache High School provided a program of vocational and pre-vocational agricultural training. The Project farm, located in the Arkansas River valley, offered much opportunity for work and study.

### Aims

Chief objectives of the Vocational Agriculture program were:

1. To assist boys in understanding the agricultural possibilities of the community.
2. To develop the necessary skills to carry out the farming enterprises of the community.
3. To give opportunity to practice the skills developed.
4. To prepare students for further specialized study in an
5. To prepare students for further specialized study in an agricultural college.

### Offering and Time Allotment

Vocational Classes for 1942-44 were divided into three sections, namely, I, II, and III, with different units of work for each. Units of study for Agriculture I included fundamentals of woodwork, selection of tools, lumber, etc. for a farm shop poultry and swine production; vegetable raising; and auto mechanics.

Agriculture II offered more advanced work in farm shop; poultry production, breeding stock, culling, incubation; swine production, breeding, diseases, exhibiting, castrating, dairy production, its possibilities, breeds, feeding, judging, housing, field crops, soil fertilization, cultivation, irrigation, harvesting, and marketing.

Agriculture III offered as much advanced work as possible in farm shop construction, poultry, swine, cattle, and dairy production, and in field crops.

Class periods were one-half day in length and received two units of credit per year.



Texts used included U. S. Department of Agriculture Yearbook 1940, Farmers in a Changing World, Practical Agriculture for High School by McIntosh and Orr, and United States Farm Bulletins.

### Plan of Work

The Vocational Agriculture department took over an extensive farm project of 550 acres  $\frac{1}{2}$  mile north of the camp site. Previously the boys had helped with emergency work on the main farm section. Classes alternated weekly with theory study and farm practice. All work on the school project was done by students, who planned, prepared, planted, harvested, operated and maintained it; using machinery and equipment furnished by the Center farm section. The assignment of jobs was such that boys received a variety of training with different types of equipment and were responsible for the care and operation of various farm machinery. In their work on the farm project, boys carried out in practice what they studied in classroom theory.

Trips taken outside by the students included a work trip to Mancos Colorado where the boys assisted in dismantling a CCC camp; to Rocky Ford Experiment Station of the Colorado Agricultural College; and to the National Western Live Stock Show at Denver.

During the school year of 1944-45, because of decreased enrollment due to relocation and the eventual closing of the Center, a one-year course was planned and the farm project reduced to 175 acres. This was divided into small plots of from 10 to 15 acres and cared for by one or two boys who chose their own crops and worked out their own plans of planting, cultivating, irrigating, and harvesting. A study of scientific farm methods was carried on. Such units as keeping farm accounts, care and breeding of live stock, maintenance and repair of machinery, commercial gardening, modern methods of slaughtering, dressing, and packing meats were studied.

### Evaluation

That the Vocational Agriculture program helped farm production for Center use is proved by the following item in a local publication:

"Special merit goes to the vocational agriculture boys. They had full charge of farming the vocational agriculture farm project, producing 400 tons of alfalfa hay, 10,000 bushels of corn, 800 tons of corn-fodder, 200,000 lbs. of potatoes, 20,000 ears of sweet corn, and 25,000 lbs. of tomatoes. They are now feeding 100 head of cattle and are establishing a hog-breeding project."



At the Amache Fair in September, 1944, the vocational agriculture classes won the grand prize for the booth display, while individual crop entries won cash prizes totaling \$26.50. The students gained experience in their trips outside through meeting other American boys with similar interests. They gained practical knowledge and experience in gardening, dairying, stock and poultry raising that enables them to perform the usual jobs on farms, to become farm managers or operators of private farms, or to serve as a foundation for further study in an Agricultural College.

### AUTO MECHANICS

Auto Mechanics was offered for one semester in 1944-1945. Difficulty in securing properly qualified instructors caused the abandonment of the program.

#### Aims

1. To teach fundamental principles of general mechanics.
2. To develop skill and understanding in the use of common tools.
3. To learn and practice the proper care of machines.
4. To develop interests and skills which have prevocational and vocational value.

#### Offering and Time Allotment

Demonstrations, charts, lectures, film strips, notebooks, and discussions were methods commonly used. Disassembly and reassembly of automotive parts and motors were required of each boy. Safety in the use and handling of equipment was stressed. The use of levers, bearings, and gears, was demonstrated and explained. Cut-aways were used for demonstration purposes. The principles of the gasoline engine were explained and discussed.

#### Evaluation

Changes in staff caused this class to be less effective than had been hoped. Three teachers were used in the single semester it was offered. Only one of these instructors was fully qualified and he taught for less than a month. Interest lagged as instructors changed. Boys learned the use of some common tools, and became acquainted with some simple mechanical principles.



## PHYSICAL EDUCATION AND HEALTH

### Aims

General objectives of the program were:

1. To furnish opportunities for boys and girls to have the joy of physical activity and, at the same time, acquire qualities of co-operation and leadership.
2. To provide co-educational and co-recreational activities in order to bring about healthier boy-and-girl participation in athletic and social activities.
3. To aid pupils in acquiring better health, health knowledge, and health habits through physical activities and group discussions.
4. To help pupils gain muscular power and co-ordination through physical skills.
5. To provide opportunities for developing good sportsmanship, honesty, and initiative.
6. To engage in seasonal sports.

### Offering and Time Allotment

All students in the secondary schools were required to take courses in Physical Education and Health unless excused because of part-time work or for physical reasons. Credit was given for participation in the program but no units allowed toward graduation. Classes met daily for one period throughout the year, about half the time being spent in physical activity and half in the study of health. Health books used included: Being Alive, (basic text) by Brownell; Your Health Dramatized, by Bauer & Edgley; Be Healthy, by Crisp; Health and Physical Fitness, by Goldberger & Hallock; Your Digestive System, by Kohn; The Fundamentals of Personal Hygiene, by Kreuger; Physical Fitness for Boys, by Miller, Bookwalter & Schlafer; Functional Health Teacher, by Weber; Corrective Physical Education for Groups, by Lowman, Colestock, Cooper; and Everyday First Aid, by Cobb.

### Plan of Work

In the school year 1942-43, Physical Education classes met outside, with the exception of Saturday afternoons when the Granada gyms were made available to senior high pupils. Health lessons were based on camp health problems, the danger of fire and contagion, and sound mental health under camp conditions. Classes were large and equipment and supervision was limited. Seasonal sports were emphasized and all classes were organized by students into teams of their own choice. In addition, boxing, tumbling, and calisthenics were stressed.



In 1943 the new gym was available and its facilities equally divided between the boys and girls. In addition to seasonal sports, attention was given to correct posture exercises, based upon results of a comprehensive health examination. Health work included physiology, mental health, personal health rules, and the need for physical fitness. The average class size was 75.

Activities engaged in by girls included the following sports; soccer, basketball, volleyball, softball, folk dancing, social dancing, flash ball, tumbling, shuffle hockey and square dancing. Health units studied were; muscles, respiratory system, contagious diseases, personal grooming, sex education, home medicine. Height and weight were recorded each year and in 1945, an orthopedic examination was given.

In 1944-45 students organized in small groups to do research work and to present plays, or quiz programs. Students were allowed to choose small units within larger units from which to work. After presentation of materials to the class, questions, discussions and reviews were held. The unit on sex education was presented through lectures, charts and individual reading. The path of this unit was guided by questions asked by students. During the entire 3 years, the question box was used for more personal questions to be asked and answered.

Intra-murals Boys: The intra-mural program began on the first day of school in 1942. During the first few months equipment was almost non-existent, while no gym space was available. The junior high played in the Granada gym each Saturday morning and the senior high each Saturday afternoon. In camp softball and touch football leagues played on Sunday--before and after school hours. Approximately 95% of all boys participated. Approximately 75 softball games were scheduled and played the first school year, as were some 135 basketball games.

In response to popular demand, Varsity basketball teams were chosen. The first year the varsity "A" team played 11 games and won them all. During 1943-44, the new gym made possible the extending of the basket-ball intra-mural program. More than 200 games were played, counting a summer program for recreation. Again a school varsity was chosen and participated in some 9 games with outside schools of which it won 8. During 1944-45 outside games became impossible because of war conditions, but 4 leagues were formed, including 28 teams of approximately 250 players, and over 150 games were played.

All intra-mural teams were chosen by student captains who were elected by popular vote. Sports rules were agreed upon and enforced



by a board consisting of teachers and students. Games were managed by student officials and all proceeds went to the common athletic fund. One track and field day was held each year.

Girls: Tournaments in two major sports were set up and played on Saturdays. Teams were organized by the girls. A small group formed the Officials' Club and officiated at games, and other girls volunteered as score keepers and time keepers. All girls were eligible to become members of the Girls' Athletic Association, whose purpose was to stimulate interest in sports activities among girls.

#### Evaluation

Despite camp living conditions, sickness and absenteeism were held to minimum. There were very few major injuries, and juvenile delinquency was never serious in proportion. Nearly every boy in school participated every year in at least one elective intramural program.

Students gained an understanding of the body, its functions, and the necessity for good health. Boys classes were well acquainted with skills in major sports. Girls were able to play volleyball and softball well, and did folk dancing and social dancing fairly well. Working with both girls and boys on posture correction and remedial physical activity was an important part of the program. Indoor facilities and equipment were excellent, but there was little fixed equipment outside. In 1944 and 1945, classes were too large for much individual work to be accomplished.

#### GENERAL EVALUATION

Quoted below are excerpts from the Summary Report of the Committee on Curriculum and Courses of Study of the North Central Association Evaluating Committee, which conducted an evaluation of Amache Secondary Schools in January of 1945.

"It is the opinion of the committee that both the principles of curriculum development and actual practice in curriculum development discovered in the evaluation of the Amache High School places the school among the relatively small group of secondary schools that have assumed leadership in the functionalizing of American Secondary education. Actual studies by the staff and the utilization of studies made by other project services, of social and economic community life, and youth and adult problems and needs can be equalled only in very few curriculum development programs."

"The administrative and supervisory staff is to be commended upon its good judgement in adjusting its long term program to the



peculiarities and limitations of the immediate situation. Inadequacies in the curriculum may be accounted for in practically every instance by limiting factors which have been referred to rather than any short-sightedness on the part of the staff."

"Further improvement might be achieved by the substitution of general courses in place of specialized courses now offered or indicated as needed, such as general business education for business law and third year bookkeeping. The granting of half credit for full period home arts enrollment with outside study and projects should be investigated. Even though opposed by the academic inclinations of the population, continued effort should be exercised to stimulate a recognition of greater importance of more functional learning experience, such as work experience as a part of the school program, salesmanship, dramatics, speech and consumer education."



SUMMARY OF THE PROGRAM OF  
ADULT EDUCATION



## ADULT EDUCATION

### AIMS

The primary task of the adult educational program was to promote understanding of American ideals and loyalty to American institutions which would enable the individual to become a more effective and functional worker and citizen.

The general aims may be stated as follows: (1) to assist in the program of relocation by teaching those skills in which possible future employment seemed most promising, and (2) collecting and disseminating information on all phases of relocation; (3) assist in the Americanization of the residents through the teaching of English, history of the United States, and our folklore; (4) build community morale through worthwhile leisure-time activities; and (5) provide opportunity for democratic discussion of current problems.

### THE OFFERING

In the beginning most of the course offerings were varied and designed to attract both old and young. There were many well-trained teachers and the younger out-of-school adults. As the adult school grew older in years and the age of the enrollees increased, certain changes were made in the courses offered. Most academic classes disappeared. Japanese language courses appeared as a result of the military need for training of teachers for the naval intelligence schools or for boys who would go into military service in the Pacific area. Through pressure from certain Japanese elements in the center these classes were opened to other students until it became necessary to curtail such instruction as a matter of general policy.

The avocational classes dwindled down to sewing, woodcarving, woodshop, art, knitting, crocheting, and flower making. This change was natural as the age of the students increased. There was less demand for vocational and academic courses and more for basic everyday English and the avocational or leisure-time activities.

As the program was charted it seemed logical to develop the work along six broad general lines of adult education: (1) instruction in the foundation fields of English, arithmetic, spelling,



and grammar; (2) vocational improvement including the beginning and advanced commercial subjects, shop work, auto mechanics, electricity, etc.; (3) community understanding to familiarize the student with concepts of local, state, national, and international living based upon the democratic ideals and their successful defense in the present war; (4) creative activities giving opportunity for the individual to express himself and secure emotional satisfaction through such media as art, handicrafts, music, drama, writing, etc.; (5) homemaking providing for fuller living in the immediate and future family circle and for furthering the vocational potentialities of class members either in their own homes or as employees in the various forms of home service; and (6) extension opportunities through which it was hoped that those evacuees who had completed high school might be given a chance to do some school work that would be helpful to them when they were ready to enroll in universities, colleges or other institutions of learning beyond the secondary level.

The following courses were offered at some time during the adult school program:

#### Adult English

Beginning English--For those who had very little knowledge of spoken or written English.

Intermediate English--For those who could read and write English but who spoke it poorly.

Advanced English--For those who wanted to improve their reading, writing, and speaking ability.

Conversational English--Practice in oral sentence structure, and vocabulary.

Letter Writing--The writing of letters to sons in service and to friends.

Review of High School English--A review of the English work required in high school.

Literature--A study of the appreciation of literature with emphasis upon current writings.

#### Mathematics and Drawing

General Mathematics--A review of elementary skills and understandings of the most common mathematical operations.

Algebra, Trigonometry, and Analytical Geometry--Regular courses of high school mathematics.

Mechanical Drawing--A course in elementary drawing.



## Languages

### Japanese

Cultural Japanese--A formal course in beginning and intermediate Japanese.

Vocational Japanese--A course designed by the U. S. Military Intelligence Service, Camp Savage.

Japanese Writing--Designed for Japanese speaking people who wanted to learn to write the language with pen and fude.

Japanese Poetry and Literature--Cultural courses in the writing of poetry and the study of the literature.

German--A course in elementary German.

### Avocational Courses

Art--Courses in Painting figures and still life in oils and water colors. Sketching with pencil and charcoal.

Clothing--Courses in the construction, design, sewing-drafting, and garment remodeling for home consumption.

Colorado--A course in the geography and history of the State with the possibilities of relocation in various sections.

Dramatics--A course in the fundamentals of drama and acting.

Flower Making--Traditional Japanese artificial flower making - formal and informal corsages and cut flowers for all occasions.

Flower Arranging--Formalized ways of arranging flowers based on religion and custom taught in connection with the preparation of exhibits for church and festive occasions.

Handicrafts--A course in the making of articles for use in school and home activities - toys, puppets, teaching devices, aprons, smocks, curtains, book cases, etc.

Manners--A study of the various forms of etiquette of everyday life.

Music--Piano and other instrumental music.

Needlework--Courses in crocheting, embroidery, and knitting.

Oriental Culture--A study of the history and culture of oriental peoples.



Shigin--The singing of Chinese poetry.

Samesin and Biwa--Study of oriental instruments.

Textile Art and Interior Decorating--A course in weaving, using inexpensive materials in interior decorating, Batik, tie-and-dye, hand painting, tapestry, and rejuvenating materials.

Wood Carving--Reproduction in wood of artistic designs and pictures.

Wood Work--A course in the use of common hand tools and power machinery in the making of useful articles of wood for home and community use.

#### Community Understanding

Backgrounds of Today--A foundation course in the history of the United States taught for its value in Americanization.

Current Events and Current Topics--Discussions and forums on events of the day.

Public Affairs--Forums on topics of value to the evacuee in his relocation planning.

Social Investigation--The methods and practical applications of making investigations of social problems of value to case workers.

#### PLAN OF WORK

The plan followed in the different adult classes varied with the type of activity. The academic classes such as algebra, trigonometry, high school English, etc., followed the more formal plan as used in high school since they were preparatory courses for those interested in going to educational institutions above the secondary level.

English was taught from an informal point-of-view with emphasis on common usage in reading and conversation. Except in the advanced courses and the review of high school English, formal grammar was only an incidental part of the work.

In the teaching of Japanese the plan used at Camp Savage in training boys for Military Intelligence Service was followed at first but later the work was opened to others and changed over



to the usual "foreign language" course as it is found in high school or college.

Art stressed individual freedom of activity. Much emphasis was placed on figure and still life painting in oils and watercolors.

The fields of sewing and drafting stressed the planning and production of clothing for the family. Drafting was the making of patterns of all kinds for direct use in sewing. Clothing design, construction and remodeling stressed commercial sewing as well as production for family use.

Crocheting, needlework, embroidery, knitting, and wood carving were leisure time activities in which the individual worked on the material in which he was interested. There was little formal teaching.

Flower making emphasized seasonal flowers for special occasions such as church services, funerals, weddings, festivals, and commemorative exercises. Apparently, this activity developed into commercial production of flowers for use in special services in the community as well as for sub rosa distribution to retail outlets elsewhere.

The Japanese poetry and music classes were without supervision by the adult division but the adult supervisor cooperated with them by giving them rooms in which to meet.

Piano was taught as an individual activity. Instrumental music and appreciation were taught in groups.

Woodwork, shorthand, and typing were taught in the usual manner of high school classes.

In problems of community understanding and current events various forums and lectures were carried on both in English and Japanese. Community wide forums as well as smaller group meetings were held in the discussion of current events and affairs of the day. Many appointed personnel conducted these for the purpose of educating the evacuees to the problems of relocation. The forums or discussions in Japanese of current events became very popular but because of too much opportunity for biased presentation had to be curtailed.

Flower arranging was taught as a group activity.

#### DISTRIBUTION OF TIME

Both day and night classes were provided wherever there was a demand. Forums and lectures were provided in the early days of the program. Special block group meetings were held as part of



the teaching in community understanding, discussions of current events, problems of relocation, and in the teaching of English. The amount of time given to forums and lectures varied according to need. There was no set time schedule - some were two hours long, others one hour.

The regular day classes met two or more times each week in two-hour sessions. The English classes met for five days each week; art classes were in session six days; flowermaking was in session five days; woodcarving, crocheting, knitting, and other individual instruction classes met in session the entire day for five days but the individuals attended as long as they wanted since the instruction was very informal and they could work as many hours as they desired.

The night, academic, and other classes taught by appointed personnel, as well as by evacuee instructors, met one or two nights each week usually for two hour sessions. In this group were English, mathematics, woodworking, sewing, cooking, and commerce.

#### EVALUATION

How much the adult school contributed to Americanization of the residents in the center would be hard to determine. It has been said that more "Japanization" than Americanization went on in the centers. The avocational classes did very little to help the people speak English since more Japanese was used in these classes than English in spite of every effort to the contrary. These classes were, however, very effective outlets for hundreds of adults.

Since Japanese was spoken in the homes many English students admitted that they were reluctant to speak English with their friends and neighbors because they would become objects of criticism and ridicule. As relocation took more of the younger group from the center the older group, the issei, became stronger in their influence over center activities and thinking. This change made the job of promoting Americanization programs more difficult. There was little cooperation from the older men in building either classes or forums for the purpose of helping the people learn more of American ways. Many adults, especially women did gain facility and confidence in the use of a language which they had never before had an opportunity to learn.

There is some tangible evidence that the adult education program did help in relocation. Through the integration of history and geography with English people were given a better idea of other parts of the United States. Those who learned to read and write English were also able to increase their knowledge of this country, the possibilities of relocation in various localities, and thus be in a better position to plan for relocation.



Those who learned to read the newspaper's were in a position to keep abreast of the news. This probably helped to overcome much of the propaganda against relocation and the progress of the war.

The people who learned to speak English lost much of their fear of the "outside". Several, from time to time, wrote back to tell how much help their English had been to them after relocating. This stimulated those who were still in class to plan for a change in their location.

The food and clothing classes helped groups of young women learn something of food purchasing, meal planning, and the making of modern clothing. This course was one of the most popular in adult education, but had to be discontinued when all teachers relocated.

The public forum was encouraged, and became quite popular at first, when attended by large numbers of Nisei. The problem of language was discouraging, for when interpreters were used the discussion gave too much opportunity for biased presentation of current events.

The motion picture was made use of to some extent and proved valuable but often the evacuees took the attitude that the pictures were for propaganda purposes and avoided them.

The results in the avocational fields were valuable in that the morale of the people was raised and worthy use of leisure time was emphasized. Many used the semi-skilled activities to assist them in making a living when they relocated as there was a demand for skilled flower makers, carpenters, dress makers, and even artists. Many individuals learned to write letters to their boys in service and to their friends in other parts of the United States. This helped to maintain relationships between members of families and motivated relocation.

As many activities as would be of value to the adults of the center were organized at one time or another. Many of them failed to get the cooperation of the evacuees and had to be suspended. This evident lack of cooperation was a deterrent to the efficiency of the adult program as well as to relocation.

The traditional ways of acting and thinking made it extremely difficult to secure the support of many adults. Usually, success in a new venture could be more nearly assured if requests for new activities could be secured from the residents. It was often necessary to approach the stimulation of interest through the support of interested residents. It was seldom possible to recognize the need for services and then follow this recognition with announcements of class openings. At all times it was necessary to avoid any semblance of authority or imposition.



The appointed personnel was not always in sympathy with the adult program since it was felt that such activities kept the evacuees in the center.

Every effort was put forth to bring about a better knowledge of English but through lack of cooperation from leaders among the evacuees most efforts were fruitless. The Co-op leaders were approached time and again to request the use of English of the clerks but they refused. They also refused to put up posters asking the people to use English although they admitted that it was a good thing.

The better equipped evacuee teachers and the more ambitious adults, usually the younger ones, soon availed themselves of the opportunities of relocation. This left the older group of adults who were less flexible and more willing to just sit and wait. As a consequence the adult program dwindled down to just a few activities, most of them avocational rather than vocational in nature.



## ADULT VOCATIONAL EDUCATION

## AIMS

The primary task of the adult vocational education program was to develop skills, knowledges, habits, and attitudes which would contribute directly to the efficient maintenance of the project and eventually expedite successful employment after relocation.

The general aims may be stated as follows: to give training (1) that would lead toward employment in center activities and (2) toward relocation through employment in new skills.

## THE OFFERING

In the beginning there were great hopes for a comprehensive vocational program for adults. Many courses were offered and at that time there were many young people interested but relocation soon took away the more ambitious and the hopes for such a program did not fully materialize.

The facilities for vocational education for out-of-school adults in the Granada project were as complete as could be found in a town of much larger population. These facilities consisted of a farm of three thousand acres, complete with machinery, tools, livestock, and crops of a greater variety than produced on the average farm in this locality; a project garage equipped to do all the repair and maintenance jobs required of a garage; carpenter, plumbing, electric, blacksmith, refrigerator repair, and silk screen shops; a newspaper; a slaughter house; offices employing all types of clerks and stenographers; a shoe repair shop; a high school vocational department available for night school work consisting of well-equipped auto mechanics shop, wood shop; a commercial department; and a homemaking department.

In this situation, it was possible to make full use of all the sections and departments of the project for the training of vocational students. Since all the work in these departments was done by evacuee help under appointed personnel supervision it was expedient to use the total project as a training school.

Emphasis was placed on occupations needed in the war effort. It was recognized that such occupations as the metal trades, agriculture, maintenance of the health, and clerical work should be stressed and, where it was possible, such training was given.



The following work was offered at some time during the life of the center:

### Agriculture

Agriculture was one of the most important vocational subjects. This section of the country is devoted solely to agricultural pursuits and many of the residents of the center had some experience in that occupation. The needs of the center and the war effort stressed the importance of giving as much emphasis as possible to food production.

The use and care of farm machinery, the problems of farm and ranch management, the best practices of running a modern farm were offered in the educational program.

### Office Training

The business training given to adults was an important contribution. There was a need for many employees in all administrative offices in the center. Many workers needed refresher and training courses so all phases of business were taught.

Probably the most important course offered was the Business Refresher Course. Its purpose was to improve the efficiency of clerical workers on the project by correcting weaknesses discovered by the supervisors, to supplement the training previously received in order to enhance their opportunities for work in offices outside the project, to train those who did not previously have an opportunity to learn commercial work, to encourage and develop skills beyond the level required in present employment, and to provide the students with a good working knowledge of general business fields and of business English.

The refresher course consisted of filing, office practice, Business English, shorthand, typing, duplicating, business arithmetic, bookkeeping, and office courtesy.

Other business courses offered consisted of stenography, secretarial training, beginning, intermediate, and advanced typing and shorthand, and bookkeeping.

### Hospital

The need for nurses' aides and various types of helpers in the hospital provided worthwhile in-service-training. Most of this was done by the hospital administration and not through the adult education division but some cooperation was given.



### Maintenance Division

There were a number of very good opportunities for in-service training available in the maintenance division including blacksmithing, carpentry, electrical repair, plumbing, refrigeration repair, wood shop, and welding.

### Mess Halls

The Mess Division required evacuee helpers and many of them received some training in butchering, mass feeding, as baker helpers, and kitchen helpers.

### Motor Pool

In the maintenance of the large number of trucks, tractors, and automobiles needed in the center there were many opportunities for the training of auto mechanics, operators, of autos and trucks, and tractors, repair work of all kinds, and welding.

### Miscellaneous

#### Craft Production

It was the purpose of this work to provide either full or part-time employment to otherwise unemployable men and women, to provide needed articles of equipment, teaching aids for use in the educational section, and to produce new skills and develop old and partial skills in this group of "unemployables", within the limits of the projects.

### NYA

An NYA program was set up and at least 275 youths had been recruited to take training. About 215 had been sent to NYA centers for this purpose when the entire program was cancelled for all evacuees located in relocation centers. This was done after agreement for the training had been reached through the NYA administration in Washinton. No reasons were available at the time but it was a great disappointment, particularly in view of the enthusiasm among the youth at the project.

### OSYA

Several courses under the Out-of-School-Youth-Administration were planned: auto and truck repair, blacksmithing and welding, tractor repair, and training of farm workers. As was true with all work partially or wholly subsidized by state and federal funds the program was cancelled.



### Pre-Induction Training

In the winter of 1943 when young men became subject to conscription several attempts were made to provide them with some training that would be helpful to them. This was to consist of courses and lectures on various possibilities of service and other information valuable to inductees. The attempts were doomed to failure but the boys would not take the work. The reason for such a refusal was probably pressure at that time from the elders who were embittered because of evacuation.

### College Courses

Work on the college level was offered and credit was to be given by colleges and the University of Colorado. A course in Methods of Social Research was conducted for seven months but the interest in the course was not enough to justify its being continued. This course was of considerable value in such related fields and office management, interviewing, business and market research, teaching, writing, and ability to meet the public easily and efficiently.

Analytical geometry, calculus, and other courses were offered but too few desired the work and it had to be dropped.

### Silk Screen

The silk screen was primarily a production unit within the center but many young people received training in valuable vocational skills which contributed to their receiving jobs when relocated. Those who were interested in photography studied the photographic process of silk screen, developing and printing. As in the case of the hospital, the Adult Education Section only cooperated in this activity.

### Commercial Art

Class work was carried on in commercial art where the students learned to make lay-outs and do lettering.

### Formal Classes

Formal class work was carried on in electricity, homemaking, radio, and auto mechanics in the high school departments as part of the night school work. There were elementary courses designed to meet the needs of the enrollees.

### Miscellaneous In-Service-Training

In-Service-Training was carried on in beauty shop operation, training of nursery school teachers, power-sewing-machines operation, clerks, and domestic service.



## PLAN OF WORK

The vocational training activities can be divided into two types: (1) trade classes and (2) in-service-training.

### Trade Classes

A great variety of these classes were opened in the beginning of the center including autommechanics, welding, sewing, wood shop, commercial, electrical repair and maintenance, radio repair, and agriculture. These classes followed more or less the formal high school method and the results were satisfactory because the shops and departments were well equipped.

The general plan for the organization and administration of adult trade classes included the following: a unit of work consisting of twenty-four lessons, a minimum of ten students, a maximum of two hours per class session, instruction in English, and weekly reports by the instructor on progress record sheets.

### In-Service-Training

The vocational retraining program was to serve two main goals: (1) provide such employment skills for the evacuees as would aid them in securing employment out of the centers and (2) prepare workers necessary for the day-to-day operation of activities in the center.

This on-the-job-training provided a definite method for discovering what each worker knew and did not know about the job he was doing or the job he was to do. It was developed wherever there were needs for training workers for the project or wherever there were supervisors interested in contributing to the vocational opportunities for center residents. The area of learnership training included farm machinery, maintenance and operation, auto and tractor repair and maintenance, blacksmithing, truck operation, welding, butchering, electrical repair and maintenance, hospital workers, cooking, beauty shop operation, filing work, bookkeeping, and domestic service.

The best way of doing the particular job was worked out by the section head in consultation with his foremen. Once all the steps in the best possible way to perform a skill had been determined, all new workers could easily be led to follow the approved pattern of procedure.



## DISTRIBUTION OF TIME

The regular trade classes were organized, in the main, as night classes under the direction of qualified appointed or evacuee personnel. These classes usually met twice each week for a period of two hours, and the maximum length of the courses was six months.

In-Service-Training required more time on the part of the student. Too often this type of training became full time activity with production stressed instead of well-planned instruction.

## EVALUATION

It would be difficult to tell just how valuable the adult vocational education program has been. Some members of the personnel staff opposed the training on the grounds that it held people on the project and prolonged relocation. Other members of the supervisory staff were reluctant to assume responsibility for the training of new workers. Many disliked to do the necessary recording of progress and the laying out of courses of work. Some did not want to be bothered with the job of handling trainees.

Many of the younger men and women learned new skills from the program that enabled them to go outside to jobs away from the center and from the influences of older Japanese groups. This training did much to help scatter the relocatees to many parts of the country and helped prove that people of Japanese ancestry could do something besides grow vegetables.

## In-Service-Training

In-Service-Training certainly presented the ideal type of vocational training. It required individual contact and the possibilities are quite evicent. Plans for training included course breakdowns, job analysis, job instruction methods, and keeping records for each individual. Since this type of training required planning on the part of the supervisors it too often was not well planned. Too many supervisors were interested only in production and had not interest at all in the instructional phase of the program. Consequently the job became a full time production activity. However, all in all, there was much more in-service-training done by supervisors in the several departments than has been recorded.

Staff members of the garage, the electric shop, the blacksmith shop, the motor pool, the plumbing shop, various administrative offices, the beauty shop, the silk screen, and the project hospital cooperated at times in giving the kind of training that provided them with helpers able to do the work.



In evaluating the vocational training program it must be recognized that all training was not carried on by the Education Section or under its supervision. In a broad sense every job in which an evacuee engaged offered opportunities for learning which had vocational value. The extent of such incidental learnings varied directly with the ability, interest, and effort of the supervisor. In many cases employers were fortunate in this respect. Far too often, however, supervisors were incapable of being more than gang bosses. In such cases, the learnings and attitudes of workers became negative rather than positive factors.

It was most unfortunate that training opportunities requiring the approval and support of state officials and departments did not materialize. After trainees had been recruited it was difficult for them to understand or accept the apparent discrimination shown when these programs were dropped.

The project staff was, in large measure, responsible for the dearth of organized training programs. It must be admitted that staff members who argued that training programs were not necessary because of the wide variety of opportunities "outside" had a valid argument. There was little evidence which could be used to show that vocational training accelerated the process of relocation and there were numerous opportunities for trainees in every region of the United States which also offered wage earning possibilities.

The selective process of relocation worked rapidly. Within a few months after the program began many ambitious, adaptable people moved to outside jobs. As this process continued a residue of elderly, unskilled aliens remained. These people were at the same time less educable and more fixed in their vocational patterns. It was difficult to convince a man of 55 or 60 who had been a farmer that he could retrain himself for a new job in a new community. His whole pattern of living and working rebelled at such a suggestion.