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War Relocation Authority

HEART MOUNTAIN RELOCATION CENTER

Heart Mountain, Wyoming

COMMUNITY MANAGEMENT DIVISION

EDUCATION SECTION

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SUMMARY REPORT

OF THE SCHOOL PROGRAM

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## INTRODUCTION

The first school at the Heart Mountain Relocation Center opened on September 30, 1942. Elementary pupils were enrolled first and the high school classes began on October 6, 1942. Classes for adults were also started in October. This report is concerned with the educational curriculum developed and used from the time the schools began to the closing of the center, a period of three full school terms and two summer sessions.

The major aims and purposes of the Heart Mountain schools were first, to establish an educational program providing for the well-rounded development of boys and girls which would be accredited to the State Department of Education of the State of Wyoming and accepted as an approved program by the North Central Association of Colleges and Secondary Schools; and second, to provide adults with opportunities to participate in vocational training in the fields of their interests, to overcome their language difficulties, and to direct their thinking to democratic ways. These aims were accomplished, and it follows, naturally, that by so establishing such an accredited program, it included all the purposes and aims recognized as typically American in an educational program. Due to the fact that the center schools were only temporary, the challenge was ever present to the faculty to equip the pupils for their return to normal community life on the outside. This is evident in the brief statement of their Philosophy of Education for the Heart Mountain schools. Being conscious of the fact that adjustments to new locations upon leaving the center and assimilation into community life would depend upon command of the English language and the manifestation of American ideals, the schools conducted their activities in English, providing special training for difficulties, and re-emphasized American ways of life and cultural values.

Our center schools were organized as community schools providing opportunity for participation of all ages from the preschool child to adults. Accordingly nursery schools, elementary and secondary schools, adult day and night classes in academic and vocational subjects were set up.

In the beginning when the schools were being started, a faculty planning committee worked out a correlation between the Wyoming State Course of Study and the anticipated needs for this center. All possible sources and materials available were utilized in planning. This committee also made recommendations from time to time after the school program was initiated and functioning for improvements in both school and out-of-school activities for the youth in the center. There was continual revision of the curriculum with participation by all members of the education staff. Constructive suggestions made through the Educational Committees from the Community Council and the Parent-Teachers Association were considered and incorporated into the school program. The State Advisory Board and the State Department of Education gave advice and approval to changes and additions in the program.



As soon as the evacuees began to arrive at the center it was apparent that there was an immediate need for providing wholesome activities for the young people. Schools were started as soon as space was available and some supplies could be obtained, even though facilities were inadequate. Ingenuity on the part of both teachers and pupils was necessary to meet the situation.

Considerable attention was given to adjustment problems and guidance in reconstructing attitudes. Because evacuation of the west coast area had taken place in the middle of a school term, many placement problems arose and the plan of work had to provide for making up part of that year's work. Further adjustments had to be made to take care of students who left the center on seasonal leaves for work during harvest. Since the relocation center was not a normal community, activities were extended and training was carried on by means of a diversified summer program for all age levels.

An extensive testing program was initiated the first year of operation and carried on during all three years to aid in discovering needs and planning the instruction and guidance to be given. Better than average results in training were obtained in special classes established for atypical children. Heart Mountain was fortunate in having a high school building with space for a school library, plus the available facilities of the community library and the personnel to give adequate library service.

The assistant teachers were valuable in carrying on the entire program. They were used exclusively in the preschool and adult sections, and assisted in various departments of the elementary and secondary schools. At first there were several who had had training and experience and could be certified, but as relocation took place, these were among the early ones to leave the center, and it became necessary to employ untrained young people, carrying on the in-service training program with them.

#### PHILOSOPHY OF EDUCATION

Relocation is the primary objective of the War Relocation Authority. As a result the school system at the Heart Mountain Center must be considered a temporary system and should participate in a type of public relations which will lead to the willing acceptance of the pupils by outside communities.

We believe that education is a social and an intellectual agency, with the teacher serving as guide and counselor in both school and community. The function of education is to so guide the development of people that they can live effectively in this changing world. Through education, experiences and situations shall be provided for well-rounded individual growth and development which will fit the individual for understanding and participation in home and community activities now and after relocation. Education at Heart Mountain shall recognize, develop, and direct vocational potentialities with emphasis on relocation. There shall be continuous appraisal of the outcomes and the effectiveness of the educational program.



## ELEMENTARY SCHOOLS

### PREFACE

In the preparation of the accompanying reports the wholehearted cooperation of the staff of the Elementary Schools at Heart Mountain has been given. Teachers in the various areas had several meetings among themselves to plan their part of the report and at a final meeting the individual reports were summarized and turned over to the principal.

In a closing report of this type, because of a limit on allotted space, there has been much left out that would be of interest to many readers, such as the results of the standardized testing program, the physical education program, the summer school program, a report on art activities, penmanship and music. However a definite program of standardized tests was administered and results showed that we had reached a median which was more near the national norm during the last year than the pupils showed at the beginning of their education experience here.

A well balanced physical education program was offered which was aimed to develop leadership and cooperation and to aid in good physical training and to better pupil health.

A complete program in music, penmanship and art was offered. In these fields the usual methods, offerings and aims were maintained. In these fields our pupils excelled probably better than in the normal schools as the pupils of Japanese ancestry do have a natural artistic sense. Neatness, accuracy, originality, and appreciation of the beautiful were inculcated into these programs. Tests and equipment were of the latest in these fields of education.

Texts have not been mentioned in the reports because of a desire to conserve space; however, the latest texts of the best known publishers were supplied to the pupils in all fields of study.

Few of the teachers who were on the staff at the closing of the center were on the project at the beginning. Many have been on the project for the period included in only the last year. This latter group has seen conditions only at the best. The pioneers on the job really had to use a great deal of ingenuity--not detracting from the splendid job done by the group who saw the end of education in Heart Mountain.

A debt of gratitude for the success of the program and for these reports is humbly acknowledged to all teachers and administrators who have worked in the schools at any time during the three years of operation.

The early teachers worked on curriculum during the year 1942-43, which curriculum has been a guide, to a considerable extent, throughout the school history. Other people came in and worked on the summer school program only. To all our thanks are due.



#### SPECIAL SCHOOL FOR ATYPICAL CHILDREN

The general aims were to study children referred to the special school; to plan the life goals which might be attainable for them and to help them start working toward these tentative goals. The more immediate goal was to fit them for "outside" regular public schools or for special institutions. To do this, an individual record was kept on each child. A six page summary case blank was filled in with the aid of the parents. Special physical examinations was given by the hospital. A trained psychologist gave individual intelligence tests in a number of cases. The special school teacher gave diagnostic reading tests and performance tests. Results of the tests and recommendations were sent to teachers. Parents and teachers were given reports on each child's progress from time to time. The cooperation and understanding of the parents was increased by the teacher's visits to the children's homes and by the parents' participation in school entertainments. Special problems and future plans for the children were discussed with Social Welfare and with the Medical Social Worker.

The school teaching program was conducted through individual study, individual tutoring when necessary, and small group work. The child's own interests were followed and developed, and his progress in drill work was stimulated by concrete evidence of the individual's improvement and his subsequent feeling of success. The children enjoyed helping each other and realized that some children could do certain types of things well, while others had entirely different abilities. The closing enrollment was 25 (with an age range of 7-15). Of these, 20 attended part-time spending the rest of the day in regular classes. Children with the following types of problems were attending: one spastic, one emotionally maladjusted, two hard of hearing, one completely deaf, two with speech defects, five mentally retarded, fourteen academically retarded, mostly in reading and spelling. During 1943-44 three children confined to bed in the hospital were tutored. The teaching staff consisted of one head teacher and one evacuee assistant. The summer of 1944 there were three teachers and one assistant. At that time most of the children came full-time and a more unified all-round program for the whole group was developed.

For those attending only the special school, an attempt was made to give a full school program with special emphasis on language development. Listening to stories, trips to the farm, caring for pets, planning parties and dramatizing stories, gave opportunities for discussion and group story writing. The children were helped in developing other abilities necessary in reading readiness, (such as visual discrimination) and in widening their number concepts. The children were offered the following handicrafts: loop-loom weaving, sewing curtains, simple wood-working, large easel painting, clay modeling, Lincoln Logs, block building and other kindergarten work. To develop physical coordination, the children enjoyed the school punching bag and ball games. Rhythms and singing games provided excellent opportunities for growth and physical coordination and



speech. Remedial arithmetic was given in a few cases, in both drill on the fundamental combinations and in problem solving.

For improvement in reading, the Gates, Gray and O'Donnel books and workbooks were used. For most of the children, who were not able to learn to read and spell by the usual methods of teaching reading and spelling, the Fernald-Keller-kinesthetic-auditory-visual methods was also used. The children wrote their own stories, tracing and learning the words as they went along, and then read the typed stories to the group. Quick visual recognition of basic words and phrases was taught with flash-cards, to help the children rapidly gain confidence in their ability to read with ease. Certain workbooks and games were used to teach phonetic techniques of word recognition. The following additional materials and techniques were used for developing an increasing interest in reading and comprehension, upon which the main emphasis in reading was placed: lotto-games, group reading and stories, group story writing, games and competition among equals, following directions printed on phrase cards, and preparing and reading stories to the pre-reading children. Cowboy songs were displayed on large paper. One child followed the words on the paper while the others sang. The school library contained a large variety of easy books. The children were helped in selecting books which they could read successfully and enjoyed taking them home.

In teaching language, reading, lip-reading, and speech to our deaf girl, methods approved by books recommended by the Volta Bureau were followed closely. With no special training before entering the center, the 14-year old deaf girl can now make most sounds and speak a few things coherently. She can communicate at length with others by writing and reading. It was necessary to devise some special materials because of the great discrepancy between her age and her academic level.

Books, games, and other materials (other than those supplied by the WRA) were provided by the children of the Riverside Church in New York, who selected this class as their special project, and have corresponded with some of the students.

#### NURSERY SCHOOL

The nursery schools at the center were established in May, 1943, after the kindergartens for 5 year old children were organized. Prior to the opening of nurseries, play-schools had been operating under the direction of the education section, established in blocks which had a large number of young children and the need was urgent, and where the blocks provided their own facilities. With the establishment of nursery schools, these play-schools were discontinued.

The nursery schools, five in number, were housed in half of the buildings used for kindergartens, and when it was necessary to relinquish part of these buildings to Community Activities for recreational facilities, the nursery schools were also combined, making one preschool unit for each elementary school unit. The equipment was made at the project--cupboards, tables and chairs, clothes racks, and sleeping pads, since cots



were not available. Provisions could not be made for toilets in the buildings, so the block latrines had to be used. Under the existing home conditions, these arrangements did not cause too much difficulty, since the children were accustomed to the conditions.

Nursery schools provided an all-day program designed originally for those children whose parents were both working and half-day sessions for other children needing care. As fathers left the center to accept employment, it became increasingly necessary to include more children in the groups to assist the mothers left alone with their families. Enrollment was limited to 3 and 4 year olds because of lack of space and other facilities for caring for younger children. Since there were no facilities for providing the noon meal, parents were responsible for taking their own children to lunch, and also responsible for taking them to and from school. Milk, crackers, and occasionally fruit, were provided through arrangements made with the mess supply section for mid-morning and mid-afternoon refreshment. Regular attendance was encouraged.

Teachers were selected from interested center residents and were given a continuous in-service training program of study, conferences, and demonstrations. Special emphasis was placed on the physical care of the children. The entire program was conducted in English. The preschools were directed and supervised by the Supervisor of Student Teachers, in cooperation with the Elementary Principal.

**Aims:** The aim of nursery school education is the same as all educational devices: to preserve the biological integrity of the individual and the social integrity of the group. In the attainment of this aim, however, it must be emphasized that the nursery school does not set up a specific standard of social organization, but, rather, prepares the child to fit into acceptable standards of the group as they grew together. The nursery school organizes children at an age when social living begins. In these nursery schools, learning the English language, to speak and understand, was an important aspect of nursery education.

**Offering and Plan of Work:** The child's day centers around play and the major activities of eating, sleeping, and toileting. The daily program in the nursery school followed the rhythm of the child's need to eat and sleep. Children live most freely, happily, and creatively if sleeping, eating, toilet procedure and play follow one another in orderly sequence. The definite rhythm may be varied occasionally but the child is given the sense that the rhythm is there for it helps to give him a sense of security. Time was allowed for adjustment to the school environment when the child arrived in the morning. Outdoor and indoor free play were provided for, and a short period of organized play, together with rest, toileting, and refreshment. The afternoon program began with a period for sleep, followed by toileting, refreshment, and play. Since the number of children who attended all day was considerably smaller than the number who came for the short-sessions, it was found desirable to include in both the morning and afternoon sessions



time for organized play, stories, games, painting, rhythms and songs, so that all children would have the opportunity of increasing language ability through these mediums. The 4 year old group attended in the morning; the younger children attended in the afternoon. Adjustments were made to accommodate individual cases. Records were kept of each child's adjustments over each month's period.

**Time Allotments:** The program was intended to indicate the approximate time divisions for each type of activity in which the child engages, and was flexible enough to respond to children's needs as they vary day by day. It was necessary to include these experiences consistently so that the physical, emotional, and intellectual growth of children were all fostered during the school day and so that particular needs of each level were adequately met. In establishing routines the child was trained in habits for the purpose of furthering his development as an independent and self-sufficient being. The nursery school was in operation from 8 A.M. to 5 P.M.

The program for nursery school children continued through the summers of 1943 and 1944 with more time allotted to outdoor activities.

**Accomplishments:** Children learned definite routine skills in toileting, eating, sleeping, dressing, and social contacts; they learned self-control (accepting the routines, conforming to them, and assuming responsibility for their performance); understanding and cooperation between the parents and the teachers who had charge of the child; sufficient time was allowed so that the child understood and neither the adults nor the child were pressed or hurried; children's interest and cooperation were secured; children were happy; much progress was evident in language development and abilities to understand and speak English.

#### KINDERGARTEN

Five kindergartens were established as part of the elementary schools at the center in February, 1943. Since the barracks housing the elementary schools could not accommodate the children of kindergarten age, too, other places had to be used. One recreational hall in each block where an elementary school was located was designated as a pre-school building for kindergarten and nursery. Tables and chairs, cupboards, clothes racks, and shelving were built by the carpenter shop on the project to provide adequate facilities. Play equipment was distributed. The Community Activities section contributed toys and picture books. Gift books were received from various church organizations outside the center. The block managers cooperated in making a survey of the young children of kindergarten age.

The teachers were selected from those evacuee residents who were interested in working with young children and were given intensive preparation in training young children. Various members of the entire WRA staff cooperated in giving these teachers instruction for child care. The kindergartens were under the direct supervision of the Curriculum



Adviser and the Supervisor of Student Teachers in cooperation with the Elementary Principal. Each kindergarten was opened on different days in order that members of the appointed personnel might assist in getting the program started. A continuous in-service training program of study, conferences, and demonstrations was carried on with the teachers.

It was necessary to combine the kindergartens in the summer of 1943 in order to release space to the Community Activities section for recreational purposes, so when the elementary schools were consolidated into two units, one kindergarten was retained for each unit. Since the school laws of the State of Wyoming provide that a child shall be 6 years old by November 1 in order to enter the first grade, the entrance age for kindergarten children was established at 5 years old by November 1.

**Aims:** The kindergarten program was intended to promote the physical, mental, emotional, and social development of the child, preparing him for activities to which he would be introduced in first grade. To do this and to prepare these children for schools upon relocation, it was necessary to emphasize learning the English language. A prime factor in the kindergarten program was to keep the children happy.

**Offering and Plan of Work:** The program varied according to the needs of the children and the discretion of the teachers, but included time for conversation, planning, group work, organized and free play, midsession refreshment, music, dramatics, stories, emphasis on learning English and language development, and readiness activities for reading and numbers. Special attention was given to health activities. Teachers were interested in the growth and development of the children and in helping them prepare for relocation. The program was coordinated with the homemaking classes in high school in order to allow them to observe children in all their activities and to plan and participate in group activities with them as part of their Child Care Unit. Junior high school groups also planned surprises and parties for the children in the groups.

The children participated wholeheartedly in making their rooms attractive and in performing the tasks assigned to them. They took part in the planning and carried out individual and group activities. They took part in programs planned for their parents and for the Parent Teachers Association. They were proud of their accomplishments. They adjusted very well to new teachers. Because teachers were relocating from time to time and had to be replaced, this problem in the preschool was a large one.

Reading Readiness tests were administered to these children at the close of each summer term. The results were used to aid the teacher's judgment in the placement of children in groups for their next year's work. Records kept included comments made by teachers at various times during the year showing progress in the various phases of development.

**Time Allotments:** Children attended half-day sessions, the younger group in the mornings, and the older in the afternoons. Each session was for a period of two hours and fifteen minutes.



During the summers of 1943 and 1944 the regular program was carried on for the kindergartens, with more time given for outdoor activities. The first summer it was necessary to continue the regular program, emphasizing English and readiness so that the children would be ready to begin first grade work in the fall, since the groups were not organized until the second half of the regular school term. The second summer it was felt that the enlarged kindergarten program would provide desirable environment and activities for this age group, and that the additional time spent in language development and building concepts was to the advantage of all the children.

Accomplishments: Growth in ability of the children to speak and understand the English language; good health habits established; good work habits begun; concepts developed; social adjustments made and self-control fostered; pleasant experiences for the children.

#### FIRST GRADE

##### Reading

Aims: To develop comprehension, good thinking habits, good judgment; to increase speaking vocabulary; to follow thought sequence; to understand English in all activities; to develop interest in reading and desire to read.

Offering: Material in texts, stories and pictures.

Plan of Work: Followed Teacher's manual, Scott Foresman New Basic Readers.

Accomplishments: Pupils learned correct speech and carried on all work and play in English. Comprehension thinking and judgment were well developed. Pupils developed an interest in and enjoyment for reading.

Time Allotment: 120 minutes per day.

##### Language

Aims: To teach and understand good English; to increase English vocabulary.

Offering and Accomplishments: Children took part in class discussions; told personal experiences; told simple original stories; retold short stories; learned simple introductions; used capital letter to begin sentence; used period and question mark; capitalized "I" and one's name; class compositions of simple notes, letters and invitations; found dates on calendar and wrote; wrote names and addresses; knew days of week and months of year; appreciation of poems.

Plan of Work: Correlated with other subjects; story telling periods.

Time Allotment: 25 minutes per day.

##### Social Studies

Aims: To develop good citizenship; to acquaint with normal community activities; to acquaint with normal community responsibilities; develop respect for rights of others.

Plan of Work: Class discussions, stories, relating experiences. Correlated with language program; seasonal activities.



Accomplishments: Pupils learned cooperation and developed a respect for property and rights of others.

Time Allotment: Approximately 25 minutes per day.

#### Arithmetic

Aims: To develop number concepts and establish habits of neatness and accuracy.

Offering: Presented quantitative situations to develop concepts of time, big, little, more, few, less, large, small, tall, short. Use of money, penny, nickel, and dime.

Plan of Work: Presentation of work, discussion, explanation, use of objects.

Accomplishments: First grade concepts well developed.

Time Allotment: 15 minutes per day.

#### Health

Aims: To establish good health habits; to establish consciousness to take safety precautions; to conserve and improve children's own health.

Offering: Material from text and supplementary material from "Health Stories" Book I.

Plan of Work: Daily health inspection and discussion of health conditions; great deal of physical activity. Some activities correlated with social studies.

Accomplishments: Desirable health habits were formed.

Time Allotment: 15-20 minutes per day.

#### Science

Aims: To create an interest in environment; to develop habits of observation.

Offering: Material in text--acquainted with physical phenomena.

Plan of Work: Class presentation and experimentation; observation; utilized local situations as much as possible; some correlation with social studies.

Accomplishments: As much as could be expected was accomplished. Children showed considerable interest in environment and facts.

Time Allotment: 15-20 minutes per day.

#### Art

Aims: To develop art appreciation, color harmony, coordination of muscles.

Plan of Work: Through simple tracing and coloring and individual expression.

Accomplishments: As good as could be expected of grade. Many became proficient in coloring and expressing selves through art activity; appreciation developed.

Time Allotment: 10-15 minutes per day.



### Music

Aims: To develop rhythm and appreciation; create and foster love for beauty in song, and pleasure in expression through song; develop proper singing voice; reduce number of non-singers; sing individually.

Offering: Seasonal songs commensurate with age and ability; simple and easy songs of various appropriate types.

Plan of Work: Taught by example and individual and group practice.

Accomplishments: Learned to sing quite well and to appreciate songs; liked to sing.

Time Allotment: 15 minutes per day.

### Penmanship

Aims: To develop skill in forming letters.

Offering: Recognition of letters; formation of letters.

Plan of Work: Manuscript as presented in manual. Correlated with other subjects.

Accomplishments: Learned to form letters, write names and assignments legibly.

Time Allotment: 20 minutes per day.

### Difficulties

The greatest difficulty in first grade was the language handicap resulting from Japanese being spoken in the home. All through the first grade program the teachers stressed the use of English, translating into English any Japanese that the children may have used so they would know the proper English words to use, and tried to improve the speech and English of those who could speak English already. Assistant teachers were valuable in this area.

## SECOND GRADE

### Reading

Aims: To develop intrinsic interest in reading; to provide a rich variety of reading experiences; to establish desirable reading habits; to further develop fluency, comprehension, expression and interpretation; to provide for individual differences.

Plan of Work and Offering: Correlated with other subjects as health, social studies, science and arithmetic. The reading classes usually began with presentation of the new vocabulary and arousing interest in the story. Some oral reading was done each day to bring out the style and rhythmic patterns, to develop a pleasant voice, to give child the pleasure of sharing story with an audience, to give practice in correct speech. Some activities associated with the teaching of reading were dramatization of adaptable stories, reading parts for different characters, drawing freehand illustrations, modeling characters from clay, cutting pictures from magazines for booklets, and bringing stories and



books from home and the library to read and discuss in class. The classes were divided into groups according to their ability so that individual differences were provided for.

Accomplishments: Children developed a liking to read; increased reading abilities.

Time Allotment: 75 minutes per day.

#### Language

Aims: To overcome handicaps of living in non-English speaking homes and because of associating with people who had the same speech difficulties and defects; to develop habits of speaking in complete sentences; to tell complete orderly stories; to correct speech idioms; to insist upon clear enunciation and pronunciation; to develop appreciation of rhythm, rhyme, and word sounds.

Offering: Written work in form of short compositions, letter writing, study of capitals and elementary punctuation and verb forms.

Plan of Work: Discussion of things of interest; telling stories; writing stories.

Accomplishments: Children enjoyed reading, learning short poems and work in choral reading--the latter was valuable in overcoming hesitancy and timidity at the beginning of the year. The study of opposite words, words of similar meaning, choosing the best word and learning different verb endings helped them build a bigger vocabulary. The use of correct speech was stressed in all classes through each day.

Time Allotment: 35 minutes per day.

#### Social Studies

Aims: To understand and to participate in community life.

Offering: Current events, community workers, life in cities and on farms, ways of travel. Emphasis on responsibilities of citizenship.

Plan of Work: Correlated more or less with art and science.

Accomplishments: Aims were accomplished to a large extent.

Time Allotment: 30 minutes per day.

#### Arithmetic

Aims: To develop accuracy and neatness; to establish good thinking habits; to establish good number concepts.

Offering: Use of money; practical measurements; telling time; counting; reading and writing numbers; basic addition and subtraction facts.

Plan of Work: More or less formal, individualized work for remedial groups. Various activities were most vital to overcome individual difficulties.

Accomplishments: Number concepts were established. Other aims accomplished to a large degree.

Time Allotment: 25-30 minutes per day.



## Health

Aims: To show value of good health; to learn how to attain good health.  
Offering: Items especially stressed were interest in personal cleanliness, establishing good health habits, observing safety rules when crossing streets and participating in games on the playground and ice ponds.  
Plan of Work: Class discussions and correlated activities, poster making, daily health inspection.  
Accomplishments: Daily health inspection helped promote good, sound health habits.  
Time Allotment: 20 minutes per day.

## Spelling

Aims: To correct spelling consciousness; to develop thorough understanding of words used; to establish good thinking habits; to teach importance of legible writing.  
Plan of Work: Plan as outlined in teacher's manual of text plus much individual help and requiring good spelling in all work.  
Accomplishments: Spelling consciousness realized.  
Time Allotment: 15-20 minutes per day in formal spelling.

## THIRD GRADE

### Reading

Aims: To instill desirable attitudes toward reading; to develop economic and effective reading habits and skills; to increase rate and accuracy in both oral and silent reading.  
Offering: Extensive reading experiences in various fields commensurate with maturity of group.  
Plan of Work: Library work stressed, free reading period once a week; classes divided into groups for individual differences; differentiated assignments part of the time; some classes bought own workbooks, in others seat work was duplicated and in others put on blackboard. Correlated with language and art. Some work formal. Teacher's manual for basic reader followed so far as possible.  
Chief Problems: Lip movement; inability to comprehend easily what was read; meager vocabulary due to (1) Japanese language used in homes, (2) life in camp did not provide normal background of experiences.  
Accomplishments: Children learned to enjoy reading. Many library books read. Overcame many difficulties. Accuracy, comprehension and speed increased.  
Time Allotment: 80-85 minutes per day.

### Language

Aims: To develop correct speech and good English consciousness; to enable child to take part in most important language activities of his every day life; to develop habits of safety; to develop good manners.



Offering: Oral conversation and discussion; reports, oral and written; letter writing; giving reviews; story telling; announcements; creative writing. Main emphasis on correct speech, good English and good sentence structure.

Plan of Work: Correlated with reading, spelling and composition (written and oral)

Accomplishments: Pupils learned to use good sentence structure in both written and oral work. Correct speech habits were developed.

Time Allotment: 30 minutes per day.

#### Social Studies

Aims: To understand basic needs of all mankind; to foster a better understanding of all people.

Offering: Units on Pioneers, Indians, South American ways and customs; coal; wood; cotton; transportation; food; clothing; shelter.

Plan of Work: Formal and discussions and research; reports on trip to fire station; trip to farm; trip to water plant.

Accomplishments: An improvement in pupils' interest in other people. Reading comprehension improvement also noted.

Time Allotment: 20-30 minutes per day.

#### Arithmetic

Aims: To develop number concepts and background; to increase ability in addition and subtraction; to introduce and gain skill in simple multiplication and division; to gain knowledge of elementary liquid, length, weight and counting measure.

Offering: Read, write and count to 10,000. Value of 1's, 10's, 100's, and 1000's, emphasis on addition and subtraction facts, carrying in addition, borrowing in subtraction; multiplication facts of 2's, 3's, 4's, and 5's and corresponding division facts. Time, liquid measure, lineal measure and money.

Plan of Work: More or less formal with children's participation and supervised study; number situations provided through life situation problems.

Accomplishments: Aims were realized to a large extent.

Time Allotment: 60 minutes per day.

#### Health

Aims: To develop consciousness for need of personal and environmental cleanliness and appearance; to develop correct habits of neatness, cleanliness, rest exercises; to emphasize safety and good manners.

Offering: Material covered in text and supplementary materials as occasions arose.

Plan of Work: Some formal class work, discussion daily; health inspections; weekly health records kept; notebooks kept; health plays sometimes given.



Accomplishments: Aims were realized to large extent. Good personal appearance and environmental cleanliness became a part of the children's thinking and desires. Habit of safety were developed.  
Time Allotment: 60 minutes per week on average.

#### Science

Aims: To develop desire to find out the why of things; to develop scientific attitude; to help children acquire some scientific knowledge related to every day living; to help children acquire scientific vocabulary; to create interest in experimentation; to understand and enjoy story of our changing world.

Offering: Study of moon, stars, sun, origin of earth, prehistoric plants and animals, light and heat, water, air, and magnetism.

Plan of Work: Formal, plus collections; observation of local insects, animals, and plants; experiments.

Accomplishments: It is felt that this study helped the pupils overcome many of their superstitions and fears. Habits of observations were formed; inquiring habits formed.

Time Allotment: 15-25 minutes per day.

#### Spelling

Aims: To develop spelling consciousness and thorough understanding of words used; to develop good thinking habits; to show importance of legible writing.

Offering: Words studied of pupils' grade level.

Plan of Work: Formal class work. Good spelling in all subjects required. Individual help where needed.

Accomplishments: Aims were attained to a fair degree.

Time Allotment: 15-20 minutes per day class work; as much individual work as possible.

#### FOURTH GRADE

##### Reading

Aims: To increase understanding of English; to develop further interest in good English; to extend their limited experiences; to supplement and enlarge vocabulary.

Offering: Material from text plus great deal of supplementary material as conditions demanded and suggested.

Plan of Work: Stress on pronunciation, enunciation and diction. Used blackboard illustration of word meaning for visual minded, story illustration for auditory minded, bodily expression for motor minded. Dramatization to emphasize thought content. Correlated with other subjects.

Accomplishments: We inculcated in pupils an appreciation of humor, a sense of reading rhythm; a joy from poetry; a real enthusiasm for dictionary research. Pupils were taught to translate written directions into action, to solve the mysteries of "contents" and "glossary", and to correlate experiences and ideas.

Time Allotment: 45 minutes per day.



### Language

**Aims:** To increase ability in written composition; further attainment in correct speech and good English; develop habits of courtesy; promote ability of speaking in front of a group; develop dictionary habit.

**Offering:** Unit I--Conversation. Unit II--Letter writing, both friendly and business, using words and punctuation in all forms of writing, use of singular and plural. Stress on proper word usage. Unit III--Reports--using good sentences and interesting topics. The appreciation of fine literature through story hour.

**Plan of Work:** Stressed speaking clearly and exactly. Topics to talk and write about; correct usage. Persistent review and practice. Individual needs and differences considered and cared for. Test and further practice. Correlation with other school activities. Good sentence structure emphasized in daily work.

**Accomplishments:** Improvement in speaking and writing noted. The knowledge of punctuation used in composition and letter writing.

**Time Allotment:** 120 minutes per week approximately.

### Social Studies

**Aims:** To help child form desirable social attitudes; to train for good citizenship; to develop a concept of the globe; to orient knowledge of surrounding region with that of the state, nation and world.

**Offering:** Food, clothing, shelter, communication, transportation, and citizenship; rich and varied materials were provided which would help child develop such fundamental social characteristics as tolerance, loyalty, cooperation, critical judgment, responsibility, respect, temperance, honesty, and in general a wholesome personality that would enable him to lead a useful and happy life. Due to the abnormal situation in which the children of the centers were living, it was necessary to re-emphasize again and again the American ways of life and social backgrounds of our cultural heritage which bear so strongly upon our present day living.

**Plan of Work:** In general, the conversational introduction to each unit provided an understanding of the significance of the material to be studied. The pupils participated with oral and silent reading followed by discussions; activities such as wider reading, making booklets, posters, and panels of subjects studied, taking excursions; collecting all types of pictures and materials, and working out specific projects such as the construction of an Indian Village; a farm; a scene in Holland; cooking; making stuffed dolls and animals; entertaining guests at parties and participation in well organized citizenship clubs.

**Accomplishments:** Children became better citizens; local, state, national and world concepts were developed; pupils learned to do reference work.

**Time Allotment:** 30 minutes per day.

### Arithmetic

**Aims:** To further enlarge number concepts; to further develop accuracy in addition and subtraction, multiplication and division; to develop ability to reason in number situations; to increase vocabulary and terminology.



**Offering:** A thorough review of the basic addition and subtraction facts offered at the beginning of the year. Reading and writing Arabic numbers and practical Roman numbers. Material offered in addition and subtraction included problems using four digits, borrowing and carrying. Review of multiplication facts previously learned was followed by the harder multiplication tables and constant drill until mastered. Then multiplication using two figure multipliers and three figure or more multiplicand. Same procedure used in division. Work was given frequently on thought problems, when to add, subtract, multiply or divide. All terms and signs were learned to develop vocabulary and terminology.

**Plan of Work:** New types of examples explained carefully then practical and meaningful problem situations were presented. Workbooks following text used for additional review and progress tests.

**Accomplishments:** The ability to analyze simple one and two step problems taken from practical life situations by steps as: note what is given; what is required; what to do; find the result.

**Time Allotment:** Minimum 45 minutes per day.

### Health

**Aims:** To develop desire for personal cleanliness and good appearance; to develop good eating habits; to develop safety consciousness.

**Offering:** A safety program was limited in practice but extensive in theory. For instance, in the comparative safety of an area almost devoid of traffic, we have guided them theoretically through a maze of traffic with attendant signals and sirens.

The fundamentals of protection against disease, proper conduct in case of fire, first aid, care of hair, teeth, eyes and ears, proper recreational exercise, and the harmful effects of intemperance in eating and drinking have been emphasized.

**Plan of Work:** Through posters, contemporary reading, story-telling, and plays fundamentals of health-for-growth were taught; and safety-for-survival. These lessons were adjusted to the rhythms of institutional life in a Relocation Center. Prohibited by circumstance from visiting modern markets, dairies, and mother's kitchen, we have substituted picture cut-out markets, paper dairies with cardboard cows, and visits to the business end of a mess hall. We stressed personal habits of cleanliness and health, and the rudimentary essentials of safe living.

**Accomplishments:** We feel that these pupils have received a foundation in the basic principles of community health and safety which will fit them to become responsible American citizens.

**Time Allotment:** 15-25 minutes per day.

### Science

**Aims:** To develop further interest in science; to develop understanding of natural phenomena; to extend scientific vocabulary; to further develop scientific attitudes; to further develop ability to observe.

**Offering:** Study of earth, its changes, air, dependence of man on plants, animals, other planets in relation to earth.



Plan of Work: Correlated with other studies to show how man is dependent on all forces of nature for food, clothing and shelter. Plan was to orient child to earth and to show some of social implications of man's use of resources and conservation of them. Formal presentation, class discussions; comparisons made.

Accomplishments: Interest developed further in science; vocabulary of scientific terms increased; understanding of nature realized; power of observation increased.

Time Allotment: 20-25 minutes per day.

### Spelling

Aims: To further develop correct spelling habits; increase vocabulary and increase understanding of word meanings; to teach child how to find out pronunciation for himself.

Offering: Work of text plus drill in accenting and divided words into syllables; antonyms, synonyms, homonyms; diacritical markings. Much dictionary practice.

Plan of Work: Procedure as outlined in text.

Accomplishments: Vocabulary increased; better English pronunciation and use resulted.

Time Allotment: 30 minutes per day.

### FIFTH GRADE

#### Reading

Aims: To develop comprehension; enlarge vocabulary; increase desire to read.

Offering: Pupils read from two to four reading books depending on ability group.

Plan of Work: Followed teacher's manual, Scott Foresman & Co. Readers.

Accomplishments: Interest increased in "reading to know". Reading for entertainment greatly encouraged, guided and the field broadened to help provide for leisure time.

Time Allotment: 45 minutes per day.

#### Language

Aims: To overcome use of Japanese expressions; to provide rich and varied English experiences; to develop instinctive courtesy habits; to correct English errors.

Offering: Material found in text and workbooks accompanying. Dictionary work, written reports, letter writing, oral reports, giving directions, stories, poetry.

Plan of Work: Manual procedure--test, check, discuss. Stressed oral presentation and interpretation. Much correlation with other subjects.

Accomplishments: Pupils developed considerably in use of good English.

Time Allotment: 45 minutes per day.



### Social Studies

Aims: To develop good citizens; to increase interest in people of other countries; to broaden knowledge of state, country, and world.  
Offering: Map and globe study, reference work. Material in texts plus study of Wyoming State flag and flower.  
Plan of Work: Class discussion, research, reports, trips.  
Accomplishments: Knowledge and attitudes broadened and greater appreciation of American way of living attained.  
Time Allotment: 45 minutes per day.

### Arithmetic

Aims: To further develop accuracy in fundamentals; to further develop ability to solve thought problems.  
Offering: Review combinations in fundamentals; addition and subtraction of fractions. Emphasis on solving meaningful problems.  
Plan of Work: More or less formal. Teacher carefully explained new work on board. Aids for individual difficulties. Special individual help.  
Accomplishments: Greater skill attained; reasoning powers broadened.  
Time Allotment: 40 minutes per day.

### Health

Aims: To reinforce the establishment of good health habits previously emphasized by means of checking and repetition which develops into practice rather than knowledge of habits taught; to firmly establish pride in good manners and habits of conduct; to make safety conscious; to create good health attitudes.  
Offering: Text material. Supplementary material of all kinds suited to elementary physiology.  
Plan of Work: Text work; class discussion; organized play; daily check of cleanliness; improvement charts; health bulletins. Insistence on good manners.  
Accomplishments: Better health attitudes developed; became conscious of cleanliness; manners improved.  
Time Allotment: 15 minutes per day.

### Science

Aims: To stimulate interest in environment; to further increase ability to observe; to further develop scientific attitude; to increase scientific knowledge; to increase scientific vocabulary.  
Offering: Material from fifth grade text plus collections; study of local plants and animals by observation. Materials from "Unitext" program by Row, Peterson and Company.  
Plan of Work: Class discussions, directed class study, observation of natural phenomena, local plants and animals observed, experimentation and illustration.  
Accomplishments: Genuine interest in science aroused.  
Time Allotment: 15-30 minutes per day.



### Spelling

Aims: To further arouse interest in good spelling; to further establish spelling consciousness; to increase vocabulary; to firmly establish the dictionary habit.

Offering: Words used in grade level in subjects taught; library reading; diacritical markings; types of words.

Plan of Work: Formal presentation of words, words misspelled in class work in other subjects; test, study, retest; used dictionary; discussed words and origin. Used in sentences correctly.

Accomplishments: Great improvement shown.

Time Allotment: 45 minutes per day.

### SIXTH GRADE

#### Reading

Aims: To develop good reading habits, the habit of using the dictionary, choosing books wisely, using ideas secured through reading; to develop the ability to locate material quickly; to organize what is read; to select and evaluate materials needed.

Plan of Work: Systematic instruction was provided in the economy and skillful use of books; in the privileges and opportunities which libraries afford by having them give reports. Once a week the reading class was devoted to "My Weekly Reader" which was excellent for current world and national news. Once every six weeks each child was required to read and report on at least one library book.

Accomplishments: Satisfactory results were noticed in the desire of the children to do outside reading of books and magazines and to read for pleasure as well as for information.

Time Allotment: 60 minutes per day for reading and library period.

#### Language

Aims: To provide instruction which any child needs in order to take part effectively in the most important language activities of his everyday life, both in and out of school.

Plan of Work and Offering: The work was divided into ten units. Great stress was placed on teaching the pupil to put his ideas into language that was clear and exact enough for other people to understand what was meant, both written and oral work. Formal grammar covering the parts of speech, correct usage of words, and definite lessons in sentence structure and gaining control of the so-called mechanics of language. English was stressed throughout the entire curriculum. Apparent language handicaps exist particularly because of the bilingual practice throughout the center.

Accomplishments: Good speech and good English became more pronounced; courtesy and good manners became more apparent; better comprehension was developed; vocabularies were increased. Pupil did extensive work with library books as references and for reports and outside reading.



Time Allotment: 150 minutes per week.

### Social Studies

Aims: To give each child an understanding of the evolution of man's ideals; an appreciation of life's struggles through the ages toward democracy and brotherhood.

Offering: The course began with the study, correlated with science, of the earth man found, and how he made himself at home on it. Ancient civilizations were intensively explored, examining the geography, governments, and social cultures; the Medieval era, the Renaissance, the discovery and gradual ascendancy of the New World were all studied in the light of the problem of how our America came to be. Much time was spent reading allied materials from other sources. An earnest effort was made to achieve appreciation of man's constant striving toward "the true, the beautiful, the good." Lessons in social studies, an account of man in all his varied activities, inevitably correlated themselves with every other subject in the curriculum.

Accomplishments: Considerable insight was gained as to how our way of life came about.

Time Allotment: 40 minutes per day.

### Arithmetic

Aims: To instill a fundamental knowledge of a workable system of arithmetic problems that are likely to be encountered in practical everyday living; to create a sustaining interest and self-reliance in the mechanics of arithmetic that would carry over into the home, into the office, and into every other place of occupation.

Offering: Review and individual work, complete mastery of our fundamental processes; multiplication and division of fractions; increase in skills; introduction to decimals; expansion of experience in meaning.

Plan of Work: New problems were first studied in the text, then explained on the blackboard, and then each pupil worked at his seat. Followed procedure outlined in teacher's manual.

Accomplishments: In any group, no matter how homogeneous it may be, the degree of comprehension will vary. However, it is gratifying to know that after a period of intensive and repetitive study, the majority of the pupils mastered the mechanics of the pertinent problems.

Time Allotment: 45 minutes per day.

### Health

Aims: To emphasize the fact that a strong body and healthy mind are vital to the maintenance of good health, and to enjoy good health it is essential to observe certain rules and regulations in the prevention of diseases; that among other things, cleanliness is synonymous with health, cleanliness of hands, hair, teeth; that hygiene and healthful living, including proper sportsmanship and habits of conduct, are conducive to sound health.



Offering: Foods and their value, community hygiene and sanitation, the body as a whole, study of alcohol and narcotics, safety, first aid.

Plan of Work: Class discussion and individual research and reports.

The approach to each lesson consisted of oral reading, the defining and explaining of unfamiliar terms or phrases, and then each pupil read the same assignment to himself. A short test followed the review.

Accomplishments: Pupils' personal and environmental health habits were improved; knowledge of foods and their values became more exclusive; pupils were more safety conscious and became more conscious of proper community hygiene and sanitation. Gained knowledge of alcohol and narcotics. Proper attitudes toward physical activities and habits of conduct and social relationships were developed.

Time Allotment: 30 minutes per day.

### Science

Aims: The development of an inquiring attitude of mind, with an appreciation of the continuous changes in things animate and inanimate from their dim beginnings to the present.

Plan of Work and Offering: The Unit Plan was used, taking up in chronological order the Solar System, Origin of the Earth, Prehistoric Life, The Coming of Man, Man's Use of Things on the Earth, and Man's Knowledge of Himself. The course was intervened by the study of actual specimens of rocks, minerals, and fossils collected by the class. Close correlation was maintained throughout with social studies, art, reading, language, and spelling.

Accomplishments: Scientific attitudes were developed; a certain power of scientific method of thinking was attained; scientific vocabularies were increased and a genuine interest in science was developed.

Time Allotment: 90 minutes per week.

### Spelling

Aims: To arouse interest in good spelling and teach children to use practical words accurately in all written work.

Plan of Work: Method of text followed closely, which consisted of introduction of new words, dictionary drill, study of rules of spelling necessary with each lesson on spelling of words used by the child.

Accomplishments: Pupils became more "correct Spelling" conscious; pupils learned to use words correctly that they were taught in spelling. The dictionary habit was well established. Many simple rules and combinations were learned and applied.

Time Allotment: 75 minutes per week for formal spelling.



## SECONDARY SCHOOL

### PREFACE:

This summary report of the secondary school program at the Heart Mountain War Relocation Center at Heart Mountain, Wyoming, prepared by the entire present staff at the Heart Mountain High School is designed to give a brief but comprehensive description of all phases of the program.

Conciseness and brevity have been stressed in its preparation and have necessitated the elimination of much interesting if not pertinent information in all departments. Some general information and regulations and reports from each instructional department are included.

### General Information:

The secondary school program consisting of grades 7 to 12 was in operation from October 6, 1942, to May 25, 1945, including three regular school terms of approximately 180 days each, and which were divided into two semesters each. These were the school years 1942-43, 1943-44, and 1944-45. In addition, summer sessions were conducted in 1943 and 1944. The first summer session was devoted almost entirely to a program in remedial English and a program which allowed all students to complete work in which they had been given incomplete grades because of evacuation from west coast schools. This latter program was quite varied, but was taken advantage of by a large number of students.

While there was an unlimited freedom of opportunity to develop new methods and progressive educational procedure on the secondary level, care was taken to establish a sound basis for the program. In general, the secondary school was made to conform to all standards prescribed by the North Central Association of Secondary Schools and Colleges, and a self evaluation was made using the evaluative criteria prepared by the Cooperative Study of Secondary Schools Standards. With the exception of the fact that the pupil teacher ratio was high (36.0) the results of this evaluation were favorable. As students relocated, the pupil teacher ratio was reduced. This tended to assure possibility of students transferring to other "outside" schools with a minimum amount of readjustment.

The physical plant and equipment compared favorably with other schools. Textbooks were by recognized authors and publishers, and were the latest copyright. Laboratory and other equipment has been of the best quality, and limited only by such restrictions that affected the purchase of this type of material in a war period.

The Superintendent of Education and other members of the administrative staff of the schools assisted the curriculum adviser organize the entire staff for the planning and development of the curriculum and courses of study which were based on a carefully developed philosophy of education for our relocation center schools. This was done before school



opened in the fall of 1942 and has been used, with its revisions, as a criteria for the relative few changes which have been made in the curriculum and courses of study since that time.

The fact that students entering this school, from some of the best and most progressive schools on the west coast, brought with them a wide range of ideas regarding pupil activity programs was helpful in the development of that phase of the program at Heart Mountain High School. A well rounded program has been developed with adequate supervision. The fact that the community activity section sponsored a fairly complete program of purely recreational and social activities was helpful, but required close cooperation between that section and the education section.

#### Offerings:

Chart 1 shows the complete offerings for the time the High School has been in existence; however, a condensed list is as follows: Arts and Crafts 4 units, Commerce 9 1/2 units, English 7 units, Language 5 units, Industrial Arts 7 units, Music 6 units, Natural Science 12 units, Social Science 6 units, Agriculture 6 units, Home Making 11 units, Mathematics 5 units, Health 2 units. Credit was not given for seventh and eighth grade courses. They were as follows: English, Mathematics, Social Studies, Physical Education, Home Making or Shop, Music, Art, Penmanship and Spelling, and General Science.

#### Requirements:

Candidates for graduation shall have completed at least 16 units of credit in either of the three curricula, namely: general, commercial and college preparatory. Each of these curricula provides that the candidate shall have completed at least three units in English, one unit in mathematics, one unit in social science, and one unit in natural science. It was also required that each student complete a major consisting of three units of work in one of the following fields: Art, commerce, industrial arts, mathematics, agriculture, home making, natural science, and social science, in addition to the three units required in English. All students were required to take two years of physical education, unless excused by a doctor.

#### Credits:

One unit of credit was given for regular courses in which the classes met 5 times per week for 36 weeks for periods of at least 55 minutes duration. 1/2 unit was given for such courses that met for 18 weeks.

#### English:

Aims: To stimulate an interest in American and English literature; to acquaint the student with the heritage and culture of the English speaking nations; to broaden the emotional and mental scope of the



students; to learn to evaluate creative literary effort; to use idiomatic English both in written and oral expression; to develop pride in clear and forceful expression of ideas; to give wide variety and interest in reading matter; to teach the ideals of democracy; to develop skills, habits, knowledges, and abilities related to the mechanics of the language. We recognized a dual language problem and devoted our attention to teaching the best English usage.

**The Offering:** Language and Literature were offered to all grades from the 7th to the 12th inclusive during all three years of the W.R.A. program. The literature presented to grades 7 through 10 was general literature. Grade 11 was offered a course in American Literature and grade 12 could take a course in English Literature as an elective. Journalism and Business English were given for the 11th and 12th grades all three years. Public Speaking and Dramatics were presented the first two years only. A course in Advanced Grammar was open two years for Seniors only. In 1944-1945, a special Remedial English course was given to the 7-4 group. Remedial English in all grades was offered during the summer terms.

**Plan of Work:** Covered the material outlined in the textbooks; used supplementary textbooks and materials available in the library; used such devices as class discussion, oral reading, language projects, standard tests, written compositions, etc.

**Accomplishments:** Raised the standard of appreciation in reading; learned the American heritage; made use of all the library facilities; encouraged independent thinking towards American ideals; taught correct enunciation, pronunciation, and phonics; developed critical attitudes towards spoken and written English Grammar; stimulated the creative impulse; increased vocabulary through drill and dictionary work; gained poise.

**Texts Used:**

**7th Grade:**

Relating Experiences--Tressler, Heath & Co., 1940

Setting the Sails--Neville & Payne, Rand McNally & Co., 1942

**8th Grade:**

Building Language Skills--Tressler, Heath & Co., 1940

Democracy in Action--McGuire & Rogers, Macmillan Co., 1941

Exploring New Fields--Neville & Payne, Rand McNally & Co., 1942

**9th Grade:**

English in Action--Tressler, Heath and Co., 1940

Literature and Life--Miles & Keck, Scott & Foresman Co., 1940

**10th Grade:**

English in Action II--Tressler, Heath & Co., 1940

Interesting Friends--Payne, Neville & Chapman, Rand McNally, 1936

**11th Grade:**

The American Scene--Barnes & Bessey, American Book Co., 1940

Essentials in English--Smith & McNulty, Mathers Co., 1941



12th Grade:

The English Scene--Barnes & Bessey, American Book Co., 1940  
Handbook of English Usage--Canby & Opdycke, Macmillan Co., 1942

SOCIAL SCIENCE:

Aims: To foster and preserve the democratic ideal so the student may have helpful concepts to assist him in his struggle to live in a constantly changing society; to create an understanding of and appreciation for the cultural heritage of the world; to discover the relation of physical factors and economic conditions to world political, social and cultural developments; to indicate that many social problems originate in economic change and may be partially solved by political action; to increase the student's ability to make the best use of his physical surroundings and to adapt himself to them; to develop personal and social attitudes in harmony with our American ideals and ways of life; to increase interest and assist in evaluation of current affairs; to encourage critical, constructive thinking in all fields of human interest; to create in the student a desire to be active, intelligent participants in the social and political programs of their respective communities, accepting and fulfilling all responsibilities as well as enjoying the privileges of citizens; to promote relocation by re-establishing faith in American people and evaluating the desirability of specific communities in relation to individual abilities or desires.

Plan of Work: The unit method of study was used. There was a basic text for each student which was used as a guide, but all other available materials--magazines, newspapers, books (source, fiction, other texts) maps, graphs and commercial pamphlets--were used to supplement the text. All classes had current events discussions when interest and importance dictated, and some classes had one period each week devoted entirely to current events, discussions based partially on Scholastic Magazine to which the students subscribed. Students contributed original materials--murals, pictures, compositions, graphs,--made book reports, research reports and notebooks; collected and arranged bulletin board materials.

Junior High School Social Studies:

Gave the basic developments of American history, with more emphasis on political, economic and cultural development in the 8th grade. Texts: America's Progress in Civilization--Freeland & Adams; Scribner's Sons, 1942; America and the New Frontier--Freeland & Adams, Scribner's Sons, 1942.

Civics:

Meaning and value of Civics; development of good citizenship; political parties and the national election; organization, operation and services of local, state and national governments; social problems (inserted



unit on Prejudice); relocation. Text: Civics in American Life--Edmunson & Dondineou, Macmillan Co., 1942. This course was open to 9th graders and required for graduation.

#### General History:

The Physical World, past and present; development of agriculture, industry, science, transportation, communication, education, religion and art; study of law, different types of governmental organizations and the development of our present national states. Text: Across The Ages--Capen, American Book Co., 1942. (Because of limited texts, a class called World History, following more approximately the chronological development of history, was given in 1943-44 using World History by Moon, Wayland, Hayes.)

#### American History:

European Background of American History; explanation, discovery and colonization; American Revolution; development of a nation; Civil War and Reconstruction; Industrial and Economic Expansion; World War I and Post World War; World War II. Text: History Of Our Country--Muzzey, Ginn & Co., 1942. Open to Juniors and Seniors.

#### Social Problems:

A study of the conditions and problems of American society according to our four basic social institutions: home, school, church, government. More time was spent on problems concerned with home and the family life since basically almost all problems revert to home conditions. The most outstanding units not included in the text were Prejudice and the United Nations. Text: Problems in American Democracy--Patterson, Little & Burch, Macmillan Co., 1942. Open only to Seniors.

#### Economic Geography:

Our Physical World--an extensive study of physical structure, climatic regions, basic elements of weather and climate, and the influence of all upon man. Economics enterprise--a specific and relative picture of industries in all countries with more emphasis on the Americas. Text: The Nations Today--Packard, Leovard & Sinnott, Charles & Overton, Bruce, Macmillan Co., 1943. Open to seniors only 1944-45; previously to juniors and seniors.

#### Economics:

Production and business organizations; exchange and financial organization; wise consumption and fair distribution, industrial progress and labor policies, economic reorganization. Text: American Economic Problems, Patterson, Little & Burch, Macmillan Co., 1941. Given only one year (1943-44). Opened to seniors only.



Accomplishments: Use of the democratic procedure in class; observation and interest in current material which relates to the field; integration of art, literature, drama and music with the social studies field. Reports, discussion, tests, current events tests, individual contributions of original or related material, and cooperation on group work. The Emporia, Kansas, Social Science test was given to the junior high school students.

#### MATHEMATICS:

Aims: To develop speed and accuracy in manipulation of numbers; to teach practical mathematics to function in every day life; to prepare students for those vocations requiring mathematics; to provide for leisure time activities of students naturally interested in mathematics; to increase the pupil's ability to reason and think logically; to broaden the pupil's concept of space.

Offerings: Seventh grade arithmetic; eighth grade arithmetic; general mathematics; beginning and advanced algebra through four semesters of work; plane geometry; solid geometry and trigonometry for one semester each. General mathematics was offered generally for ninth and tenth grade students who were not majoring in mathematics.

#### Seventh Grade Arithmetic:

The first semester's work covered largely the review of the four fundamentals in computations of whole numbers, fractions and decimals. The second semester's work covered an intensive study of the three types of per cent problems, reading and construction of graphs, measurements and formulae, interest, budgets and thrift in buying, and arithmetic of business. Their accomplishment according to Emporia scholarship tests was slightly below the general standard. Text: Mathematics for Seventh Grade--Brueckner, Anderson & Banting, Winston Co., 1931.

#### Eighth Grade Arithmetic:

The first semester's work covered review of fundamental computations, simple Algebraic expressions, formulae and measurement including intuitive geometry and drawing to scale. Second semester--fundamentals of banking, stocks, interest, promissary notes, simple and compound interest, insurances, and taxes. The accomplishments according to Emporia, Kansas, scholarship tests were slightly below the standard. Text: Mathematics for Eighth Grade--Brueckner, Anderson & Banting, Winston Co., 1931.

#### General Mathematics:

Consisted of a restudy of elementary mathematics, studying whole numbers and decimals; common fractions; simple equations; simple applications of percentage; short cuts; graphs; measuring; cost of owning a car and a house; household equipment; a farm; insurance; taxes; miscellaneous home problems; installment buying; buying, preparing and serving foods;



household accounting; construction work problem; useful geometric figures; shop problems; measuring distance; farm problems; graphs. Text: New Practical Mathematics, Lennes, Macmillan Co., 1939.

#### Algebra I:

The following topics were studied: Use, processes and ideas of Algebra; formulae; equations and problems; graphs; signed numbers; fundamental operations; equations of the first degree in one and two unknown, and related problems; important applications of algebra in business, shop and science; special factoring and products; fractional equations; study of relationships; indirect measurement, similar triangles and a few trigonometric ratios; square roots and radicals; equations of the second degree in one unknown and the solving of complete and incomplete quadratic equations. Text: Algebra for Today--Betz, Ginn & Co., 1941.

#### Advanced Algebra:

In Advanced Algebra after a brief review of the first year of Algebra the following topics were taken up for study: Development of mathematics as a key to science; study of relationship; operation of the number system of Algebra; fundamental laws and operations; equations of the first degree in one, two or three unknowns; linear functions, factoring special products; fractions; fractional equations; ratio and proportions; powers and roots; quadratic equations; graphs of equations of the second degree in two variables; graphic solutions of pairs of equations involving quadratics; series, including arithmetic, geometric and binomials; changing quantities and laws of dependence. Text: Algebra for Today (second year)--Betz, Ginn & Co., 1938.

#### Plane Geometry:

The materials covered were basic concepts in geometry, and explanation of terms; introductions to formal geometry, axioms, postulates and preliminary theorems; construction, proper use of compass and ruler and proving constructions correct; perpendiculars and parallels, various relationship indirect method; parallelograms and trapezoids, proving characteristics of special quadrilaterals; angle sums and related propositions; circles, theorems and terms; measurements of angles in a circle, intersection of chords, radii, tangents and secants; loci and construction, concurrence of altitudes, medians, angle bisectors and perpendicular bisectors; proportional line segments, fundamental properties and transformations; similar polygons, right triangles with special characteristics, chords and tangents, numerical trigonometry, relationship of sine, cosine and tangents; area of rectangles, parallelograms, triangles and trapezoids; regular polygons, related positions with circles, perimeters and areas; measurement of circles, theory of limits. (Time about 2 to 3 weeks per unit) Text: Plane Geometry--Seymour & Smith, Macmillan, 1941.

#### Solid Geometry:

Review of axioms, postulates, theorems and facts in plane



geometry. Lines and planes in space; dihedral angles, projections, loci, and polyhedron angles. (Time about 6 weeks) Polyhedrons, cylinders and cones; sections, areas and volumes of prisms, parallelopipeds and pyramids, and the five regular polyhedrons; sections, limits, areas and volumes of cylinders, cones and similiar polyhedrons. (Time about 6 weeks) Spheres, spherical polygons; poles, great and small circles, inscribed and circumscribed spheres, areas and volumes, spherical polygons and triangles, and polar triangles, lunes and spherical degrees. (Time about 6 weeks) Text: Solid Geometry--Hyberg, American Book Co., 1929.

#### Plane Trigonometry:

Trigonometric functions of acute angles; trigonometric ratios, and application in algebraic form; solving for parts of a right triangle. Logarithms; use of logarithms of numbers including interpolations and antilogarithms; cologarithms, logarithms and antilogarithms of trigonometric functions. (Time about 6 weeks) Trigonometric functions of any sized angle; algebraic signs of trigonometric functions in each quadrant, changes in size of sine, cosine and tangent for angles from 0 to 360 degrees, and reductions of functions from second quadrant to first quadrant. Oblique triangles; law of sines (development and application), solving triangles, areas of triangles. (Time about 6 weeks) Trigonometric identities; ratios, reciprocals and other related functions, development of formulae for sine, cosine and tangent of the sum and difference of the angles, and solution of identities. Trigonometric equations; contrast with identities, reduction of functions of simple angles, factoring by interchanging of functions. Text: Plane Trigonometry And Tables--Wentworth & Smith, Ginn & Co., 1938.

#### AGRICULTURE:

Aims: To create an interest in rural living; to develop a spirit of co-operation; to develop ability to assume responsibilities for group or individual activities; to encourage intelligent choice of farming occupations; to impart scientific knowledge and skills which will improve the efficiency of the future farmer; to develop an interest and pride in doing a good piece of work; to develop character, train for useful citizenship, and foster patriotism.

Offerings: The program consisted of Agriculture I, II, III and the summer course. Farm mechanics was included in each of these courses.

#### Agriculture I:

Livestock enterprises, consisting of dairy, beef cattle, sheep, swine, horse and poultry production. In each of these enterprises job analysis covered the selection, management, feeding, housing, marketing, controlling diseases and pests, management of pastures and ranges, and breeds and types of livestock.



## Agriculture II:

Farm Crops and Vegetable Production, Basic Text. Farm Crop Enterprises--additional reference books and Government bulletins used. This course consisted of corn, small grains, alfalfa, clover, field bean, potato, sugar beet, tomato, cabbage, cucumber, melon, green bean, sweet corn, peas, root crops, onion and lettuce enterprises, and soil and its relationship to plant life. In these enterprises and analysis covered type and varieties, soil requirements, soil improvement crop rotations, obtaining and testing seed, soil preparation, planting, cultivating, irrigating, disease and insect control, harvesting, storage and marketing.

## Agriculture III:

Soil Erosion and Soil Conservation Practices. (No basic text. Reference books and Government bulletins used) This consisted of jobs covering soil classification, wind and water erosion, terracing, contour farming, strip cropping, wind breaks, gully control, rotation grazing, pasture contouring, water spreading, reservoirs, crop rotations, and soil conserving crops.

## Summer Program:

It being advisable to have a summer program of practical agriculture, a farm program was set up consisting of 50 acres to be planted to field crops and vegetable. Fourteen boys participated in the program receiving 1/2 credit in addition to receiving \$12.00 per month through the Student Training Program. The boys received actual experience in farm planning, laying out and constructing irrigation ditches, operation of farm equipment, planting, cultivating, and harvesting the crops. Daily records were kept on all operations. Farm mechanics program was included in both the winter and summer programs of work. It consisted primarily of making articles useable in the home and in the agricultural operations of the school farm. Farm machinery repair was stressed during the spring, summer and fall months.

**Time Allotments:** Class periods were of two hour duration. Approximately 15 weeks of the school term was devoted to theory, 9 weeks to farm shop, and 12 weeks to field work. A full 8 hour day for the entire summer was spent in operating the school farm.

**Accomplishments:** The boys learned how to plan and work together. Boys who had never lived on farms developed a desire for farming and learned to perform farming operations in skillful manner. They learned to recognize the plant diseases common to this locality and how to combat them. They were able to take the responsibility of the farming operations and did a good piece of work as shown in one way through the records kept, of which the financial summary is shown.



Expense	
Labor	346.06
Tractor and Implement	140.21
Supplies	387.10
Total Expenditures	<u>773.37</u>
Receipts	1245.13
Net Profit	<u><u>471.76</u></u>

## ARTS AND CRAFTS

**Aims:** To provide opportunity for individual expression through the familiar mediums and those characteristic of this community; to develop keener observation and appreciation of natural and created beauty; to develop good taste in all things relating to the individual, the home and the Heart Mountain community; to provide specific or technical training for those interested in the application of Fine Arts to industry, both in our community and in communities where relocation is likely.

### Junior High Art:

Art in the seventh and eighth grade consisted of freehand drawing, perspective, color, theory, lettering, watercolor, figure portrait, and designing.

In freehand drawing, the eighth grade drew from memory while the seventh drew from the object. Still life (vases and fruit), figure and portrait proportions were the objects used here. Facial expressions, profile and front view for the face; sitting, standing and bending for the figure were included in this section. Charcoal, pencil, and watercolor were the mediums used.

For perspective, landscape, simple buildings and tables were used. In the seventh grade the mediums used were the crayon and pencil. In the eighth, pencil, watercolor, and pastels were used with more stress placed on details.

Color theory was considered one of the most important subjects. Several color wheels were made and such terms as complimentary, triadic, analogous, and monochromatic were worked out in designs. Stencilling and scenery were two of the other uses for this theory.

Along with color theory went watercolor. The uses for various brushes and their care were taught. Mixing of colors up to the 4th degree or the quaternaries was also used.

Design was another strong point brought out in these grades. The basic principles and their applications were absorbed into this subject. The objects used first were leaves, plants, vases, pitchers, and salt shakers in the seventh grade. In the eighth, the objects were animals, figures, plants or still life depending on the taste or preference of the individual. Various spaces were used to apply balance, rhythm, emphasis, proportion and repetition. Paint, crayon, and cut paper were the mediums used. Holiday exercises were absorbed in this field.

Lettering was brought in as a correlation with poster and book-making for history and science classes. Three to four types were made: roman, gothic, filled-in and stencilled.



Careful use of materials, neatness in work and care of room, along with time saving system of collecting, storing, and displaying of work were taught as part of the pupils' responsibilities.

During the summer craft work was stressed with the use of paper, leather, cloth, felt, wood and string. Pupils were encouraged to make objects they wished to use outside of school.

There was a special 8th grade group of mentally handicapped and those with language difficulties. All the above fundamentals were taught but by the use of visual step-by-step demonstration charts, four to six times larger than their actual work.

The average time allotted to art was 180 minutes a week. This varied according to their other school activities.

The type and amount of work accomplished warranted holding two art exhibits, one at the end of each semester.

#### Senior High School Arts And Crafts:

##### General Art:

This was the fundamental course which included color theory, use of pencil and charcoal in sketching and shading, contour drawing, figure drawing, beginning perspective, finger painting, block printing, beginning lettering and poster, and water color. Work was usually done by projects preceded by instruction and teacher demonstration.

Design was offered the second semester which gave further work in color theory and its application, the principles of design and their application in naturalistic, conventional, geometric and abstract designs which were applied in work on paper, textiles, wood, etc.

##### Drawing and Painting:

Drawing and Painting included instruction in the techniques of pencil, charcoal, pastel, pen and ink, and water color. Projects in color, figure and portrait drawing, perspective, still life, illustration, and scenery formed the basis of instruction. The class helped out the English and History departments in story illustration and planning stage backgrounds.

##### Lettering and Poster:

The Lettering and Poster class was first given practice in lettering in Roman, Gothic and Modern alphabets. This was followed by problems in color and poster layout. Then most of the work was planned so that it was actually used in the school, administration or the community. This included posters for fire prevention, signs and posters for business and social functions for the schools and the community, keeping up the honor roll, making of invitations, greeting cards, etc. For quantities of things stencilling and silkscreen were used. This work was done in groups or as individual problems as the need demanded. The fact that all things were to be used proved a high motivation for good work.



### Ceramics:

The equipment in this class included a potters wheel, a jigger wheel, a kiln, and appropriate tools for each. Heart Mountain clay was used. The work was given by projects preceded by instruction and teacher demonstration. These projects were first, orientation which included the history of pottery, explanation of equipment (use and care) and the processing of Heart Mountain Clay; second, making of pottery by coil method; third, making of pottery by slab; fourth, correct use of the potter's wheel by each student; fifth, making of a plaster of paris model on the jigger wheel and the mold for it; sixth, slip casting; seventh, jiggering plates and saucers on the wheel. Each student stocked the kiln once for biscuit firing and once for glaze firing. Each helped once with actual firing of the kiln. Text used: Ceramic Arts.

### Crafts:

This was taught by projects, beginning with instruction and demonstration, and followed by students planning their own problems within assignment limits. These problems included: woodcarving (name plates, book ends, figurines, lapel pins, etc.), block printing on paper and textiles, stencilling on textiles (handkerchiefs, luncheon sets, aprons, etc.), leather work (belts, wallets, mittens, moccasins), weaving, and silkscreen. Each person could choose an extra problem and these included buckles made of copper with etched design, rings made of plastic and pottery.

(Note: The first year, due to large enrollment, classes were divided and held two and three days per week for which 1/4 credit was given.)

### MUSIC:

Aims: To give all children an equal opportunity to like music and to enjoy participation in musical activities; to develop appreciation through observing, listening, and participating in both instrumental and vocal music.

#### Junior High School Music:

##### 7th Grade:

The following were stressed: notes, rests, time signatures, intervals, musical symbols and terms, piano keyboard, scales written and played, key signatures, original melodies in first three sharp and flat keys, transposition, sight reading (two and three part), unison songs for pleasure and tone development.

##### 8th Grade:

The content of this course was as follows: major and minor scales written and played; major, minor and augmented triads written, played and sung; sight reading (three part); six three part choruses memorized.



The 7th and 8th grade also had Music Theory and Music Appreciation. In Music Theory the following were taught: major and minor scales, notes, rests, time signatures, musical terms, four types of triads, intervals, melodic and rhythmic dictation. In Music Appreciation they had a memory contest, 24 records, and heard classics now heard most frequently on radio programs.

Students have met requirements of standardized tests including Kwalwasser-Ruch and Seashore.

#### High School Glee Club:

The content of this course was: three part choruses suitable for public performance memorized; producing good tone thru correct thinking, breathing, and acting.

#### Beginners' Voice:

The content of this course was as follows: knowledge of piano keyboard; scales--major and minor; rhythm, musical symbols and terms; breathing exercises; posture; unison songs for pitch; simple art songs memorized and sung as solos; sight reading. Quality and not quantity was stressed. They have developed good quality unison and three part singing, ability to sight read, and sing solos before class.

#### Advanced Voice:

The following were stressed: breath control, free forward tones, clear enunciation, and posture. For individual work they memorized four solos; and for group singing they memorized and sang in public performance classics and semi-popular songs. Class met three times a week.

#### Beginners' Band And Orchestra:

Class instruction was offered on all instruments of band and orchestra. This included training in proper tone production, tonguing, breathing, fingering, interpretation and phrasing. Great effort was made to develop organizations quickly and thoroughly. When the students had finished this course they were ready to play easy and medium grade band and orchestra music. Students of unusual ability were given an opportunity to play solos, duets, etc. Open to students from the seventh to tenth grades. No previous training necessary. Class met three times a week.

#### Advanced Band:

A continuation and application of the above training only more advanced was given. Medium and different grade music was studied. Many opportunities were given to play in public--both individually and as a group. Open to students who could read and play music of easy and medium grade. Class met three times a week.



### Advanced Orchestra:

Open to all students who could read and play medium and advanced orchestral music. Class met three times a week.

### LANGUAGES:

#### Latin:

Aims: Since Latin is a derivative language, the following aims were adopted: Better understanding of English grammar; an increased English vocabulary; to learn to guess intelligently on meaning of unfamiliar English words from knowledge of Latin vocabulary; to study Roman ideals as an aid to understanding democratic American ideals.

#### Latin I:

The course was offered to all four years of high school.

Each class period was divided into three parts. First new material was introduced, then a supervised study period, followed by a period in which a short drill was given and a translation or derivative discussion was carried on. The teaching of English grammar along with Latin took about one-third of the time. The translation work was very good because the pupils learned "A good Latin sentence is a good English sentence" and not just a collection of words. The first year completed all of the first year book and knew the following: (a) Five declensions of nouns, (b) Three declensions of adjectives, (c) Four conjugations of verbs, (d) All the grammar rules in syntax, (e) Vocabulary and derivatives for all word lists.

This course was offered all three years. Text: Latin For Today--First Year Course--Gray & Jenkins, Ginn & Co., 1933.

#### Latin II:

This course was offered to all students above the ninth grade who had had the prerequisite Latin I course. The time allotment was the same as for Latin I. The first six weeks were spent in the review of Latin I. Advanced work included: (a) Irregular verbs and deponents, (b) All participles and infinitives, (c) Additional uses of all cases, (d) Subjunctive mood.

Some time was spent on Roman mythology. Due to language handicap and time spent in review of English grammar for a background, about two-thirds of the second year book was covered. The Latin magazine was used as supplementary reading. This course was offered all three years. Text: Latin For Today Second Year Course--Gray & Jenkins, Ginn & Co., 1934; Latin Magazine: Latinum Auxilium--Elizabeth, New Jersey, 1945.

#### Latin III:

The course was offered to all students who had had Latin I and II. Greek and Roman writings were studied as world literature. Students read for appreciation. The class, which was small, was taught for one year.



1943-44. Text: Cicero And Other Prose Writers--Harrington & McDuffee, Ginn & Co., 1933.

Spanish:

Aims: Since Spanish is a living language, the following aims were set up: To provide pupils with a background for using Spanish as a means of expression; to give students a knowledge of the history, culture, and customs of Spanish speaking people; to provide students with information concerning the practical use of Spanish in occupations.

Spanish I:

The first year Spanish course was offered to all four years of high school. It aimed to provide pupils with a background for using Spanish. This was done by providing practice in pronunciation, accentuation, vocabulary drill, and simple reading and composition. It also gave the students a knowledge of the customs and culture of Spanish speaking people.

Part of the time each day was devoted to vocabulary drill and translating, both from Spanish to English and from English to Spanish. The elementary rules of grammar were used in classroom conversation and in simple games and stories. Usually the last fifteen or twenty minutes of the hour were used for supervised study.

Students learned the conjugations of all the verb forms and their use in sentences. They learned the different parts of speech and their use in a sentence, as well as other elementary rules of grammar. A good Spanish vocabulary, including many common idioms, was learned. This course was offered all three years. Text: Spanish Book One--Friedman, Arjona, and Caravajal, Scott, Foresman, & Co., 1936.

Spanish II:

This course was offered to all students above the ninth grade who had completed Spanish I.

In this class students were given more advanced training in grammatical construction and additional vocabulary used in reading, writing, and speaking Spanish. Part of the time each day was devoted to translating and to Spanish conversation and reading, and about fifteen minutes were used for supervised study.

Students learned more about the cultural background of Latin America by reading both Spanish and English selections. Many of the stories translated from Spanish were about Mexico and the South American countries. Current magazines also provided pictures and additional information. A few Spanish songs were learned. A knowledge of Latin American customs, expressions of courtesy, foods, and road signs were stressed as an aid to students who might work or travel in Spanish speaking countries.

Work in grammar included a review of the parts of speech, their various forms and uses in a sentence; conjugations of all the verb forms and their uses; idiomatic expressions; ordinal and cardinal numbers; and



rules of grammar. This course was offered all three years. Text: Spain and America--Arjona, Friedman, and Carvajal, Scott, Foresman & Co., 1940.

#### SCIENCE:

Aims: To give the student an appreciation and an understanding of the scientific method and its contributions to modern life; to satisfy the student's curiosity about his environment; to make the student a better citizen, whatever his life work may be, by improving his understanding of those scientific aspects of his environment which influence his everyday life; to suggest vocational opportunities; to prepare the more able student for college work; to give the boy technical information which will improve his adaptability if he should be inducted into the armed forces.

#### Eighth Grade Science:

This course had as its general objective the development of the student's understanding of the way in which his life is influenced by his environment and how that environment is controlled and altered by man for his own benefit. The class period was devoted to study, class discussion, and laboratory demonstrations by the instructor. Text: Science In Our Social Life--Hunter & Whitman, Macmillan Co., 1935.

#### High School General Science:

This was an elementary course in science. It gave the student a brief introduction to the various fields of science such as biology, physiology, chemistry, physics, geology, and astronomy. There were demonstration experiments by the teacher and practical exercises worked out by the students in which application was made of scientific principles. An effort was made to prepare students for more advanced high school science courses. Text: Problems In General Science--Hunter & Whitman, American Book Co., 1939.

#### Biology:

In this course the following topics were covered during lecture periods: classification of living things, structure and functions of the human body, application of biology consumer problems, reproduction, heredity, evolution, botany, and general zoology. Two periods per week were devoted to laboratory. During the first semester the following topics were covered: insect collection and dissection of the earthworms, grasshopper, and crayfish. During the second semester an extensive dissection of the frog was done. Comparison was made of the frog's structure and that of man. Considerable microscope work was done in the laboratory. Demonstrations were also used. Text: Life Science--Hunter, American Book Co., 1941.



### Physiology:

Physiology was offered during the school years 1942-43 and 1943-44. During the first semester the digestive, excretory, respiratory and vascular systems were studied. The second semester the endocrine glands, skeletal, muscular, nervous, and reproductive systems were studied. Heredity was emphasized in connection with the reproductive system. Physiology or the functions of the various systems were stressed in connection with personal hygiene and health. Demonstrations, reports, charts, diagrams and dissection work were also part of the course. The course was open to juniors and seniors only. Text: Textbook of Anatomy and Physiology--Kimber, Gray & Stockpole, Macmillan Co., 1937.

### Chemistry:

A course in general high school chemistry covering the common chemistry elements and compounds with chemical theory and mathematics. (Offered in 1942-43 and 1943-44. Designated as Chemistry X in 1943-44.) Two laboratory periods per week. A special section (designated as Chem Y) designed especially for pupils expecting to study college chemistry was offered in 1943-44 and 1944-45. Text: New Practical Chemistry--Black and Conant, Macmillan Co., 1942.

### Chemistry Z:

This was primarily an experimental course. Four periods per week were spent in the laboratory. Time was spent in testing foods, drinks, household cleaners, toilet preparations, dyes, and antiseptics. Not recommended to college preparatory students or to others whose interests and abilities called for the type of work given in Chemistry X and Chemistry Y. This course was given only in 1943-44. Text: Laboratory Manual: Test It Yourself--Tuleen, Muehl, & Poster, Scott, Foresman & Co., 1941.

### Chemistry, Advanced:

This was a course in elementary qualitative analysis. It was given only in the spring semester, 1944.

### Electricity I:

This course covered the basic laws of electricity, batteries, Ohm's Law, direct current, power, electrical heat, magnetism and general wiring, electro magnetism, vectors, principles of alternating current circuits and simple calculation. Two hours per week of laboratory were given. Text: Fundamentals of Electricity--Carnegie-Illinois Steel Co., American Book Co., 1943.

### Electricity 2:

The first semester's work in this course covered principles of generators, motors, resonant circuit, electron tubes and rectifiers,



while the following were studied in the second semester: audio-frequency amplifiers, modulation, demodulation, different receiving methods, motion picture and disk recording the reproduction. Two hours a week were given to laboratory work. Texts: Radio I and Radio II--Williams & Scarlott, American Book Co., 1943.

#### Electronics:

This course covered review of electron tubes, audio and radio frequency amplifiers. Also simple methods of designing Class A, Class AB, Class AB<sub>2</sub>, Class B amplifiers and construction, measurements. Theory and laboratory practice of Cathode Ray Oscilloscope A.F. and R.F. oscillators. Design, construction, and measurements of T.R.F. superheterodyne, band pass circuits, demodulators, and A.V.C. circuits. Theory, construction and measurements of antenna. Given: 1944-45 only.

#### Pre-Induction Electricity:

This course was designed by the Army and Navy for students who wish to serve in the special branches of the Army and Navy. It was an introductory course in the field of practical electricity and communication. Two hours per week of laboratory work were given. This course was given only in the spring semester, 1944. Text: Basic Electricity--Beachamp & Mayfield, Scott Foresman & Co., 1943.

#### Physics:

This course covered the fundamentals of elementary physics: mechanics, heat, light, sound, and electricity. An effort was made both to promote understanding of everyday phenomena and to prepare students for college work. Two periods per week were devoted to laboratory work. Text: New Practical Physics--Black & Davis, Macmillan Co., 1941.

#### Pre-Flight Aeronautics:

This course was designed to give students interested in aviation, either as prospective pilots or as interested laymen, an introduction to the material given pilots in ground school courses. Topics covered included aerodynamics, meteorology, navigation, power plants, and instruments. The course was of one semester's duration. It was given in the fall semester, 1943, only. Text: Elements of Pre-Flight Aeronautics For High Schools--Aviation Education Research Group, Teachers' College, University of Nebraska, Macmillan Co., 1942.

#### HEALTH

Aims: To recognize and correct postural defects; to develop skill, poise, and rhythm in such activities as walking, running, dancing, etc.; to train a better functioning human being--one who is physically strong, organically sound and mentally alert, and well balanced; to train a more serviceable member of society by developing



more tolerant attitudes, ideals, and habits through play; to develop interest in attaining a high degree of physical efficiency and interest in participation in healthful and wholesome leisuretime activities; to encourage good personal and community health habits.

Offering:

A. Boys--Touch and tackle football, volleyball, basketball, softball, baseball, track, wrestling, boxing, horse-shoe pitching, swimming, golf, and formal exercise.

B. Girls--Volleyball, soccer, basketball, softball, dance fundamentals, folk and social dancing, ping-pong, stunts, gymnastics, and corrective exercises.

C. Both--Lectures, classroom discussions and activities in personal and public health.

Plan of Work:

A. Boys

Fall--Fundamentals of football: passing, punting, etc; plays and then the game. The boys who did not qualify for tackle football played touch football.

Winter--Concentrated on basketball intramurals and gym classes.

Spring--Track and field sports, softball, horse-shoe pitching, volleyball, boxing, and wrestling.

B. Girls

Fall--Volleyball, badminton, stunts. All team games followed this procedure: techniques, lead up games, the game, intersquad tournaments. Formal and corrective exercises at beginning of periods.

Winter--Basketball, dancing--studies in rhythm and motion, folk and square dancing, including the waltz, the fox trot, the rhumba, etc.

Spring--Softball, stunts, track and field events.

C. Both

seventh grade--public health, water supply, foods, removal of waste material, housing, safety, etc.

eighth grade--personal hygiene, circulatory, respiratory, digestive, and nervous systems, etc.

Time Allotment:

Fifty minute classes three times a week; ten minute warm up drills consisting of formal and corrective exercises.



#### Standards and Accomplishments:

Knowledge and understanding of rules and improvement of skills learned through stress of individual attainment; cooperation through team games--Iowa-Brace classification tests used. Grades depended on improvement according to ability. In hygiene--mastery of facts and conceptions in texts. Extra credit was given for newspaper and magazine articles, outside readings, and reports.

Introduced new fields of interest and participation; improved skill in team games; improved rhythm and form in dancing; initiated correction of postural defects, encouraged fair play and good sportsmanship; help to build better health of students and community by emphasizing the theories of health practices.

#### COMMERCE:

Aims: To guide a person in choosing a vocation that is suitable to his physical capacities, intellectual grasp, and taste; to build a foundation for work in college and to receive a well-rounded business education; to provide for every boy or girl an equal opportunity for self-development and self realization in a vocational training in order to earn a living; to provide for cultural and social efficiency as well as for vocational efficiency; to help many pupils to obtain part-time jobs while continuing their vocational education; to give the pupil information and build attitudes that will be of value to him in everyday life both during and after his school days; to develop in the pupil efficient planning and management of any business which depends upon a satisfactory system; to teach the pupil the most effective method of performance; to stimulate the pupils' minds to greater alertness and efficiency through the thorough knowledge of present-day business practices by the utilization of analytical and comparative business methods; to develop in the pupils the correct habits and skills in the commercial fields.

#### Junior Business Training:

This was offered in the first semester of the ninth grade to provide prevocational training and vocational guidance for the pupils. The course offered business training for personal use and devoted sections to choosing a vocation and seeking a position, business ownership, and special business services. Text: New Junior Business Training--Nichols, American Book Co., 1930.

#### General Business Mathematics:

This course followed the above during the second semester of the ninth grade. The main objective was to develop skill in business problems relating to everyday business life. The work was divided into Business Arithmetic for personal use (transactions with a bank, buying, personal finance, travel and transportation, public utilities, taxes) and



arithmetic for business use (purchasing dept., sales dept., production dept., finance dept., problems in business ownership, finance, agriculture and weights and measures). Text: Applied Business Arithmetic, 4th Edition--Rice, South-Western Publishing Co., 1940.

#### General Business Training:

This subject, a one-year course, was offered to the tenth grade. Prerequisites: Junior Business Training and General Business Mathematics. The objectives of the course were to acquire a basic background for the further study of business and to foster an understanding of the relationship between business and society. Topics covered were Money and Credit, Communication and Travel, Thrift and Investments, Business and the Community, Buying and Selling, Business Methods, and Planning for the Future. Text: General Business--Crab & Slinker, South-Western Publishing Co., 1936.

#### Commercial Law:

This subject, a one-semester course, was offered both the first and second semesters. The primary purposes of the course were to give the pupil a knowledge of law so that he will know his own rights and will not infringe on the rights of the others, and to show the importance of consulting a lawyer when undertaking important business transactions. Topics covered were contracts; relations between principal and agent, between employer and employee, between buyer and seller, between bailor and bailee, between carrier and shipper; negotiable instruments; partnership; corporation and stockholders; insurer and insured; property taxes; public wrongs; and administration of the law. Text: Commercial Law--Peters & Pomeroy, South-Western Publishing Co., 1938.

In the four above subjects, the classes met every day and the time was divided between discussion and laboratory work. The textbook and workbook were completed in each course and standardized achievement tests were administered in each course.

#### Business English:

This subject, a one-semester course, was offered both the first and second semesters in the eleventh and twelfth grades, with the purpose of acquainting the students with the principles underlying effective letter writing. Subject matter included the study of the sentence, diction, the paragraph, the different kinds of business letters, telegram and cablegrams, official and social letters and reports. The class worked out exercises and wrote business letters. The class period was divided between recitation or discussion and study. The textbook was completed. Text: New Business English--Hotchkiss & Drew, American Book Co., 1932.

#### Bookkeeping I:

This one-year course was offered to juniors and seniors to guide



the pupil in understanding the business values that will aid in making investments, and an understanding of business which will be of assistance in completing all types of business transactions as an employee, a professional man, or the owner of a business. The bookkeeping cycle was repeated many times and each time it was repeated it was expanded. The valuation of asset accounts, income and expense accounts, credits and collections were included. The class completed the textbook, workbook, Walker Practice Set and the Spencer Retail Hardware Set. Standardized achievement tests were administered. Text: 20th Century Bookkeeping and Accounting, 18 Edition, Carlson, Prickett & Forkner, South-Western Publishing Co., 1940.

#### Bookkeeping II:

This one-year course was offered to seniors to further the development of abilities for those who desire a thorough knowledge of bookkeeping in order to secure and hold a business position. Special journals, controlling accounts, partnership accounting, corporation accounting, accounting for purchases and sales, manufacturing accounting, and analyses of reports were the topics studied. The textbook, workbook, Ramsey, Griswold, and Kane Practice Set, and the Better Homes Corporation Practice Set were completed. Standardized achievement tests were given. The class period was divided between discussion and study. Text: 20th Century Bookkeeping And Accounting, 18th Edition, Second Year Course, Carlson, Prickett, & Forkner, South-Western Publishing Co., 1941.

#### Typing I:

This subject, a one-year course, was offered to juniors and seniors to enable students to use the typewriter as a writing instrument and to acquaint them with business correspondence. After the keyboard was learned, students were taught to tabulate, center, type menus, carbons, programs, personal and business letters, envelopes, rough drafts, simple monthly statements and invoices, table of contents, manuscripts, and topic outlines. Students were expected to type between 30-50 words per minute with not more than one error per minute at the end of the year. About 92 per cent reached this goal. The class period was broken down to 10 or 15 minutes of drill, 5 or 10 minute speed tests, and the remaining time for exercises. Parts One and Two of the textbook were completed. Text: Stuart Typing, Complete Course--Stuart, Heath & Co., 1939.

#### Typing II:

This one-year course was offered to juniors and seniors who had completed Typing I and were able to type at least 35 words per minute, and who wished to become proficient in typing business correspondence. Exercises included business letters, advanced tabulations and statistical matter, manuscripts and reports, composition at the machine, carbon copies, rough drafts, business instruments, card index, legal and business documents, and filing. At the end of the year students were expected to type between 50-70 words per minute with not more than one-half error per



minute. About 92 per cent attained this goal. The class periods were divided into 10 minutes of drill, 5, 10, or 15 minute speed tests, and 20 to 35 minutes for exercises. Parts Three and Four of the textbook were completed. Text: Stuart Typing, Complete Course, Stuart, Heath & Co., 1939.

#### Shorthand I:

This subject, a one-year course, was offered to juniors and seniors who were interested in secretarial work as a vocation, and to those who wished to use it as an aid when going to college. Students were expected to take new material dictation at 60 words per minute and pass the Gregg Complete Theory Test with a grade of 90 per cent at the end of the year. About 90 per cent passed the 60-word speed test and about 25 per cent passed the 80-word speed test (Monthly Gregg News Letter Tests). The class period was devoted to reading and writing of practice dictation (10 minutes). The Gregg Shorthand Manual and the Gregg Speed Studies, Units 1 to 36, were completed.

#### Shorthand II:

This subject, a one-year course, was offered to seniors who passed the Complete Theory Test and 60-word Dictation Test in Shorthand I, and who wished to become secretaries. At the end of the year, students were expected to pass the Gregg News Letter 100-word Shorthand Speed Test, and turn out mailable transcripts with a transcription rate of 25-30 words per minute. Because of their language handicap, some of the students had difficulty in turning out mailable transcripts. About 83 per cent of the students were able to do acceptable office work in a normal situation. The Gregg Manual and Gregg Speed Studies were reviewed the first semester, and Correlated Dictation and Transcription, Forkner, Osborne, O'Brien, Heath & Co., 1940, was used the second semester. During the second semester two days a week were devoted to building up speed, two days to transcription, and one day to discussing office problems, practices and procedures as presented in Secretarial Office Practice, Lisco-Agnew, South-Western Publishing Co.

#### HOME ECONOMICS:

Aims: Some ability to recognize individual needs and problems and to think through each scientifically, without prejudice, for the greatest personal satisfaction and welfare of society; a recognition of the influence the family and individuals have on community and national welfare and a growing interest in becoming an effective, participating citizen; development toward emotional maturity or adulthood; development toward a worthwhile, workable philosophy of life; interest in management of time, money and energy, and a growing ability to manage efficiently; desire and ability to have wholesome relations with others--members of both sexes and individuals of various age levels; appreciation of beauty in all phases of home living and some ability to make surroundings more beautiful; a growing ability to participate



in making home life effective for all members; attainment of homemaking abilities in proportion to pupil and family needs and pupil interests and capacities; desire for cleanliness and order in all things; desire and ability to use leisure time so that it brings the greatest satisfaction to individual, family, and community; an interest in and some understanding of current social and economic developments in society which have a bearing on family life; a recognition of the need for changes in society and growing ability to adjust to these as they occur; an appreciation of homemaking as a vocation requiring constant study; an interest in developing temporary wage earning skills or vocations in this field; a knowledge of available sources of help with homemaking problems and some ability to evaluate authenticity of published materials.

**Plan of Work and Time Allotments:**

**Junior High School: Theme--The Girl, a Home Helper**

**7th Grade:**

Pupil-Teacher Planning of Course--1 week  
The Attractive, Healthy Girl--5 weeks  
Helping With My Fall Clothes--13 weeks  
Helping Others Enjoy Christmas--2 weeks  
Good Nutrition and Helping With Family Breakfasts--12 weeks  
Assisting With Care and Guiding Play of Little Children--3 weeks

**8th Grade:**

Pupil-Teacher Planning Course--1 week  
Helping With the Housework--4 weeks  
Helping With My Clothes--12 weeks  
Helping Others Enjoy Christmas--2 weeks  
Good Nutrition and Helping With Family Meals--10 weeks  
My Part In Living With Family and Friends--4 weeks  
Simple Hospitality--3 weeks

**Senior High School:**

**Homemaking I: Theme--The Girl's Personal Development**

Pupil-Teacher Planning--1 week  
The Attractive, Well-Groomed Girl--3 weeks  
The Girl and Her Spending Money--1 week  
The Girl's Fall Wardrobe--4 weeks  
Adequate Meals for the High School Girl--9 weeks  
The Giving of Gifts--1 week  
Art in the Home--5 weeks  
The Girl's Spring Wardrobe--6 weeks  
The Girl Developing Personally and Socially 6 weeks

**Homemaking II: Theme--Living In the Family**

Pupil-Teacher Planning--1 week  
Food Storage and Preservation--3 weeks  
The Family's Clothing--7 weeks  
Living Together in the Family 3 weeks



Management of Family's Money--5 weeks  
The Family's Health--3 weeks  
Three Meals A Day for the Family--6 weeks  
The Child In the Home--4 weeks  
Home Improvement--4 weeks

Homemaking III: Theme--The Girl - A Potential Homemaker

Pupil-Teacher Planning--1 week  
Looking Ahead to the Future--6 weeks  
Meals for Two - The Left Over Problem--12 weeks  
Clothing Problems for A Girl Going To School and A Working Girl--10 weeks  
Housing Problems - With Home Decoration--8 weeks

Homemaking IV: Theme--The Girl - A Potential Homemaker

Pupil-Teacher Planning--1 week  
Interdependence of Home and Community--5 weeks  
Child Care and Development Including Prenatal Care--12 weeks  
Clothing Problems of A Girl Who is Going to go to College or Working  
Away From Home--10 weeks  
Home Management--8 weeks

Boys' Home Economics:

Pupil-Teacher Planning--1 week  
The Boy's Food Problems--11 weeks  
The Boy's Clothing and Grooming Problems--6 weeks  
Living Successfully With Others--6 weeks  
Problems of Family Money Management--6 weeks  
Housing The Family--6 weeks

Standards and Accomplishments:

These depended upon the degree of achievement of the ultimate goals according to grade level. The ultimate goals: Better physical and mental health; improved sanitation; better diets on low income; care and guidance of children; management of time, effort and money; meeting clothing needs within incomes; appreciation of family income limitations; fit into own family situation; social ease; getting along with others; consumer education; appreciation of beauty in simple, inexpensive things; personal development; broadened leisure interests; enlarged social experiences; a vision of how existing conditions might be improved at little expense and effort and the desire to improve them; ability to think and evaluate; sex education; democratic practices; vocational and avocational guidance.

INDUSTRIAL ARTS:

Woodwork:

Aims: To make contact with the practical applications of mathematics



and science; that is, measuring, estimating, construction of mechanisms, etc.; to develop initiative and creative thinking and to strengthen in the problems to be solved; to awaken vocational interests in the pupil; to acquire industrial information as a means to (a) educational and vocational guidance (b) intelligent selection and consumption of the common woods with which the pupil will come in contact; to develop self-expression thru participation in various shop projects and activities; to develop skill in home construction and repairs; to develop physical and mental coordination through the use of the common hand tools and materials; to acquire interest which may lead to training of a definite vocational type, which may prove to be of positive value in relocation.

Time Allotment:

Junior High School three hours per week.  
Senior High School five hours per week.

Offerings:

Junior High School:

In the Junior High School classes work was limited to hand tools only. Care was taken to teach the fundamentals of all the common tools such as saws, try-square, marking gauge, rule, hammer, files, scrapers, bits, braces, mallets, etc. Only small projects were made. A variety of projects were made, to give the pupil knowledge of various joints, etc. Elementary finishing was done.

Senior High School:

Elementary Woodshop:

This was a beginning high school course. Blueprint reading, use and care of layout tools, bits, common saws, filling, kinds of glue, nails, joint proportioning cutting and fitting, stains, rules of proportion, and special tools were studied. Small projects were made. Hand tools in general were used mainly.

Advanced Woodshop:

This course was designed for second year work. More tools were used which included jig saw, power cross, power rip, band saw, and press drill. More difficult projects were made. Original designing developed. More accurate work was required. More joints were introduced. More technical development in use of tools.

Machine Woodshop:

This course was set up for third year students. All the fundamentals of the two previously mentioned courses were used including all



hand and power tools. Wood turning was introduced for the first time. Every attempt was made to get the most out of the power driven machinery thus developing efficiency. Pride in work, progress and responsibility were easily stressed in this course.

#### Home Mechanics:

This course was designed to prepare the girl to be a better home member and housewife, and to give her enough information and practice so that the everyday problems which arise may be accomplished in a safe and workman-like manner.

Projects were used to cover all fundamentals wherever possible. The last twelve weeks were confined to woodworking processes. This course was developed both as a vocation and an avocation.

Problems involved were: how to square stock; sharpening kitchen knives; regluing furniture; applying paint, varnish, etc.; care and upkeep of hardwood floors; care of linoleum; repairing window and door screens; door locks and hinges; window shades; electricity with safety; cord repairing; study of flat-irons; electric stove; gas stove; sanitation; care of silverware; lighting the home properly; and others.

#### Drafting:

Aims: To teach the universal graphic language of the industrial world, with its various forms of expression, its grammar and its styles; to teach constructive imagination, perspective ability, and originality; to provide an opportunity for the student to study the field from the viewpoint of either a producer or consumer; to teach standard procedures; to include in the courses adequate material for individual self expression; to correlate problems with practical modern methods; to correlate the lessons with other subjects in the curriculum; and to provide an opportunity for student specialization as ability and time permit.

#### Mechanical Drawing:

The units of work covered the following: Introduction to mechanical drawing, lettering and lines, two and three view projection, working drawings, threads, bolts and nuts and machine details, notation of objects, intersection and pattern development, standard tables. Opportunity provided for additional work and more advanced work to fit needs and individual progress. Examination over each unit, covering specific objectives of each plate.

#### Architectural Drawing:

First Semester: Units of work consisted of what the architect must know; lettering; architectural techniques; symbols of materials; symbols used in plans; standard mouldings; types of windows and their uses; methods of showing fine places; types of frame construction, brick and stucco construction; window, door, and sill construction; cornice construction; types of foundations; wall construction; stairways;



built-in-equipment; porches and doors; elevations and perspective drawing.

Second Semester: Pre-historic and historic dwellings; domestic architecture of Europe; domestic architecture of colonial America; European influences on American architecture; architectural revivals; contemporary architecture; considerations in planning a house; planning individual rooms; house planning; legal documents; preliminary studies in getting out a complete set of plans; presentation of details; all plans for a house; perspective drawing; and model.

#### Machine Drawing:

The units of work: use of instruments; lettering; applied geometry; theory of projection drawing; orthographic, auxiliary, oblique, and perspective drawing; sections and conventions; intersection and development; drawings and the shop; working drawings; drafting room practices; detail drawing; dimensions and notes; helix and thread convention; gears and cams; belts and pulleys, belt spuds, drivers; variable speed transmission; ropes and sheaves; reproduction of drawings; pictorial reproduction and sketching.

#### Auto Mechanics:

High School students at Heart Mountain are permitted to enroll in the Auto Mechanics school. This program was set up under the direction of the Adult and Vocational Training Department, designed primarily for pre-employment training for out-of-school youth.

High School students might earn one unit of credit. Class periods were two hours in length, meeting five days per week throughout the school year.

The major aim of the course was to provide training for students who are mechanically inclined; to provide more variety in the high school Industrial Arts program; and to familiarize students in regard to employment opportunities existing in motor maintenance work.

The course was designed to develop skills in the use of tools and equipment applicable to the servicing and the repairing of motor driven vehicles. The supply of equipment and the quantity of repair work demanded by the Center furnished excellent opportunity for the most practical experience.

#### GUIDANCE:

The Education staff was faced with a serious problem in the early days of the Center because the high school students could not understand the reasons for evacuation. It took a long time for the teachers to gain the confidence of the students. In view of these facts the guidance program was essential and it became a necessary part of the school program; in fact, it has been more necessary in a relocation center than it would be in a normal situation. The guidance program developed here with this in mind.



**Aims:**

To give systematic aid to pupils in making adjustments to the various types of problems which they must meet--educational, vocational, health, moral, social, civic, and personal; to help the pupil to know himself as an individual and as a member of society; to enable him to correct certain of his shortcomings that interfere with progress; to help him to know about vocations and professions so that he may intelligently choose and prepare for a life career; to assist him in the constant discovery and development of creative and recreational interests; to assist in student relocation.

**Organization:**

An organized guidance program as such was set up in July, 1943. Prior to this time, however, assistance was offered to students relocating to college. The entire educational staff participated in the program and the administrative staff were available to students for consultation and advice at all times. The Guidance Counselor was under the supervision of the Principal and Vice Principal. She assisted the staff in setting up the school program, and helped the students plan their high school programs. All the members of the teaching staff cooperated in the program and advised students on problems of relocation and all phases of guidance. The Homeroom was one means of providing close association between teacher and pupil. The Leave Office, the Hospital staff, Social Welfare, and the Employment Office also cooperated in the program.

**Cumulative Records:**

Individual folders were prepared for each student in the Junior and Senior High School. Each folder contains a personal data sheet which includes home and family background, health record, personal and social development, scholastic progress, and test results; and a personality chart which was checked by three teachers who know the student well. The files also contain entry, assignment, withdrawal and transfer records, daily schedule cards, attendance cards, and permanent record sheets.

**Testing:**

When the schools opened in the fall of 1942, the Terman McNemar Test of Mental Ability, Form C, was administered to all Junior and Senior High School students; the Iowa Silent Reading Test was administered to grades 10, 11, and 12; and the Stanford Achievement Test (Advanced Battery --Complete) was administered to grades 7, 8, and 9. These tests were given for placement purposes and for information. Evacuation occurred in the middle of the year and when school opened here, we had no information or reports on any of the students. The office sent for transcripts of credit from the West Coast Schools but before these could be secured, we had to have some other means of placement. In 1943, the Henman-Nelson Test of Mental Ability, Form C, was administered to all Junior and Senior



High School students. The Ohio State University Psychological tests were given to the seniors of 1943, of 1944, and of 1945 in conjunction with the University of Wyoming. Cleeton's Interest Inventory Tests were administered in grades 10, 11, and 12. Individual teachers have administered standardized achievement tests in their own classes.

In the spring of 1944, the Iowa Every Pupil Tests of Basic Skills, Form O, Silent Reading Comprehension, and Basic Language Skills, were given to grades 7, 8, and 9. At the end of the first semester and at the end of the second semester of the term 1944-45, the Emporia, Kansas, State Teachers College Achievement tests were administered in Arithmetic, Social Studies, and English in the 7th and 8th grades. The Seashore Music tests were given to the high school music section, and to grades 7 and 8; and the Kwalwasser-Ruch Tests of Musical Accomplishment to grades 7 and 8.

The Counselor cooperated with the Elementary School Principal in planning a testing program for the Elementary School, and assisted in administering and scoring the tests, and interpreting the results.

#### Student Relocation:

Conferences were held with individual students and their future plans discussed. Students with ability were urged to attend college. Catalogs from colleges and universities from every state in the Union were on file, and students were assisted in studying the catalogs and choosing a school. The Counselor worked in cooperation with the National Japanese American Student Relocation Council in Philadelphia, which acted as a clearing house for getting students accepted in cleared schools. Early in the fall of 1944 all schools were cleared. To date approximately 280 students from this Center have continued their education. Students of ability who lack financial means were assisted in finding part-time work, and recommended for scholarships or aid from the Council in Philadelphia, or from the Heart Mountain Scholarship Fund. The colleges were provided with such information regarding the pupils as would enable them to understand, counsel, and assist the students in selecting their college programs.

#### Follow-up:

The counselor wrote letters to the Deans of Colleges in which students enrolled and asked about the student's welfare. If the students needed any assistance they contacted the office here, and also the Council in Philadelphia. Students reported back to the Counselor after they enrolled in college, and volunteered to help others with their college plans. Some of the colleges sent grade reports to the Principal. Many of the High School graduates were employed on the project, and the Counselor checked with the students and the employers to see how they were getting along. Many of the students corresponded with the Counselor after they left the Center and had found employment. Reports are good and we feel that the program has been very worthwhile in helping these young people adjust to the situation.



# LIBRARY:

The High School Library was opened during the summer of 1943, and was ready for the Fall term of school in September. Previous to the completion of the High School building, students used the main library at 15-25, which houses the Adult and Junior libraries and work shop.

During the school year of 1943-44, two full-time evacuee assistants were in charge. Two girls earned 1/4 credit each for assisting one hour daily in the reference section and at the circulation desk. They also made special reports on Children's Libraries and Libraries in War-time. (Incidentally, the above girls are both attending colleges and are working in the school libraries.)

In 1944-45, four part-time assistants were employed. They were senior girls who work when not in class. These girls also assisted in the Junior library on Saturday and were assigned one evening a week at the circulation desk at the main library. This gave them a variety of work experience which should enable them to take responsibility in any phase of library work.

The seating capacity of the High School Library was approximately fifty-two. Observation reveals that more boys than girls used the daily newspapers and current magazines. There were five daily newspapers and fifty current magazines from which a variety of reading could be selected. The magazine list also included teachers' professional and departmental magazines.

The Reader's Guide was added to the library in 1944. Magazines that are indexed therein were kept on file in appropriate filing boxes. This proved to be invaluable for students doing reference work.

The records show that 3115 gift books were accepted at the High School Library. These included fiction, biographies, non-fiction and many sets of encyclopedias. 486 books were purchased by W.R.A. Included in this number were reference books, career books, fiction, and non-fiction recommended for high school age groups.

An average circulation was thirty-five books daily. This did not include magazines or pamphlet material.



CHART I

Total Offerings at Heart Mountain High School

	Credit	Semester Offered	Grade	*Years Offered	**Alternate Required or Elective
Ceramics	$\frac{1}{2}$	1 or 2	9-12	1,2,3 S1 S2	E
General Art	1	Both	9-10	1,2,3 S1 S2	E
Draw. & Paint.	1	Both	10-12	1,2,3 S1	E
Letter & Poster	1	Both	9-12	1,2,3 S	E
Craft	$\frac{1}{2}$	1 or 2	9-12	1,2,3 S2	E
TOTAL ART UNITS	4				
Bookkeeping I	1	Both	11-12	1,2,3 S2	E
Bookkeeping II	1	Both	12	1,2,3	E
Bus. English	$\frac{1}{2}$	1 or 2	11-12	1,2,3 S1 S2	A
Bus. Math	$\frac{1}{2}$	1 or 2	9	1,2,3	A
Commercial Law	$\frac{1}{2}$	1 or 2	11-12	2,3	A
Distribution Educ.	$\frac{1}{2}$	1	11-12	S1	E
Gen. Business	1	Both	10	2,3 S2	A
Jr. Business	$\frac{1}{2}$	1	9	1,2,3 S1	A
Shorthand I	1	Both	11-12	1,2,3	A
Shorthand II	1	Both	12	1,2,3	A
Typing I	1	Both	11-12	1,2,3 S1 S2	A
Typing II	1	Both	12	1,2,3 S1	A
TOTAL COM'L. UNITS	9 $\frac{1}{2}$				
Dramatics	1	Both	11-12	2,3	E
English I	1	Both	9	1,2,3 S1 S2	E
English II	1	Both	10	1,2,3 S1 S2	R
English III	1	Both	11	1,2,3 S2	R
English IV	1	Both	12	1,2,3 S1 S2	A
Journalism	1	Both	11-12	1,2,3	E
Public Speaking	1	Both	11-12	2,3 S1 S2	E
TOTAL ENGLISH UNITS	7				
Latin I	1	Both	9-12	1,2,3 S1 S2	A
Latin II	1	Both	10-12	1,2,3	A
Latin III	1	Both	11	1	E
Spanish I	1	Both	10-12	1,2,3 S1 S2	A
Spanish II	1	Both	10-12	1,2,3	A
TOTAL LANGUAGE UNITS	5				



	<u>Credit</u>	<u>Semester Offered</u>	<u>Grade</u>	<u>*Years Offered</u>	<u>**Alternate Required or Elective</u>
Elem. Woodshop	1	Both	9-12	1,2,3 S1 S2	E
Adv. Woodshop	1	Both	10-12	1,2,3 S1 S2	E
Machine Draw.	1	Both	10-12	1,2,3	E
Machine Wood.	1	Both	11-12	1,2,3	E
Home Mechanics	1	Both	9-12	3	E
Mechanical Draw.	1	Both	9-12	1,2,3 S1 S2	E
Architectural Draw.	1	Both	10-12	2,3	E
Auto Mechanics	1	Both	10-12	1	E
TOTAL IND. ART UNITS	8				
Algebra	1	Both	9-10	1,2,3 S1 S2	A
Adv. Algebra	1	Both	10-12	1,2,3	A
General Math.	1	Both	9	1,2,3 S1 S2	A
Geometry	1	Both	10-12	1,2,3 S1	A
Solid Geometry	1	1	10-12	1,2,3 S2	E
Trigonometry	1	2	11-12	1,2,3	E
TOTAL MATH UNITS	5				
Beg. Voice	1	Both	9-12	2,3 S1	E
Adv. Voice	1	Both	9-12	2,3 S1	E
Girls' Glee	1	Both	9-12	1,2,3	E
Harmony	1	Both	9-12	S2	E
Music Appreciation	1	Both	9-12	2,3	E
Beg. Band	1	Both	9-10	2,3 S1	E
Adv. Band	1	Both	9-12	2,3 S1	E
Beg. Orch.	1	Both	9-10	2,3 S1	E
Adv. Orch.	1	Both	9-12	2,3 S1	E
TOTAL MUSIC UNITS	5 1/2				
Biology	1	Both	10-12	1,2,3, S1	A
Chemistry X	1	Both	11-12	1,2,3 S1 S2	A
Chemistry Y	1	Both	11-12	1,2,3	E
Chemistry Z	1	Both	11-12	1,2	E
Electricity I	1	Both	10-12	1,2,3 S1 S2	E
Electricity II (radio)	1	Both	11-12	1,2,3	E
Electricity III	1	Both	11-12	1,2,3	E
Gen. Science	1	Both	9-12	1,2,3 S1 S2	A
Physics X	1	Both	11-12	1,2,3 S1 S2	A
Physics Y	1	Both	11-12	1,2,3	E
Physiology	1	Both	11-12	1 S1	E
Pre-Flight Aero.	1	1	11-12	2	E
Pre-In. Elect.	1	2	11-12	2	E
TOTAL SCIENCE UNITS	12				



	<u>Credit</u>	<u>Semester Offered</u>	<u>Grade</u>	<u>*Years Offered</u>	<u>**Alternate Required or Elective</u>
Civics	1	Both	9	1,2,3 S2	R
Economics	1	Both	12	1,2,3	E
Eco. Geography	1	Both	11-12	2,3 S2	E
Gen. History	1	Both	10-11	1,2,3 S2	A
Soc. Problems	1	Both	12	1,2,3	A
U. S. History	1	Both	11-12	1,2,3 S1 S2	A
TOTAL SOC. STU. UNITS	6				
Agriculture I	2	Both	9-12	2,3 S2	E
Agriculture II	2	Both	10-12	2,3 S2	E
Agriculture III	2	Both	11-12	2,3	E
Boys' Home Ec.	1	Both	9-12	3	E
Home Economics I	1	Both	9-12	1,2,3 S1 S2	E
Home Economics II	1	Both	10-12	1,2,3 S1 S2	E
Home Economics III	1	Both	11-12	1,2,3 S1	E
Home Economics IV	1	Both	11-12	1,2,3 S1	E
TOTAL VOC. UNITS	11				

Boys' and Girls' Physical Education class meets 2 to 3 hours a week with  $\frac{1}{2}$  unit given a year.

\*In column "Years Offered" school years are indicated as follows:

- 1 - 1942-43
- 2 - 1943-44
- 3 - 1944-45
- S1 - Summer 1943
- S2 - Summer 1944

\*\*E - Elective R - Required of all students A - Required in certain curricula or may be substituted for required subjects.



Seventh Grade

<u>Subject</u>	<u>Semester Offered</u>	<u>Hours Per Week</u>	<u>Years Offered</u>		<u>Alternate Required or Elective</u>
Arithmetic	Both	5	1,2,3	S1 S2	R
History	Both	5	1,2,3	S1 S2	R
English	Both	5	1,2,3	S1 S2	R
Remedial English	1	2	3		A
Home Ec.	Both	2-3	1,2,3	S2	R
Foods		5		S2	E
Clothing		5		S2	E
Shop	Both	2-3	1,2,3	S2	R
Art	Both	2-3	2,3	S1 S2	A
Art	Both	5	1		R
Music	Both	2-3	1,2,3	S1 S2	A
Piano	Both	2-3	1	S1 S2	E
Beg. Band	Both	2-3	1	S1 S2	E
Adv. Band	Both	2-3	2,3		E
Beg. Orchestra		5		S2	E
Adv. Orchestra	Both	2-3	3	S2	E
Voice		5		S2	E
Voice		10		S1	E
Music Appreciation		5		S2	E
Harmony		5		S2	E
Spelling	Both	2-3	2,3	S1 S2	R
Penmanship	Both	2-3	2,3	S2	R
Wyoming Geography	Both	2-3	2		A
Hygiene	Both	2-3	3		R
Physical Education	Both	2-3	1,2,3		R



Eighth Grade

<u>Subject</u>	<u>Semester Offered</u>	<u>Hours Per Week</u>	<u>Years Offered</u>	<u>Alternate Required or Elective</u>
English	Both	5	1,2,3 S1 S2	R
Arithmetic	Both	5	1,2,3 S1 S2	R
History	Both	5	1,2,3 S1 S2	R
Science	Both	5	1,2 S1 S2	R
Science	1	5	3	A
Home Ec.	Both	2-3	1,2,3 S2	R
Clothing		5	S2	E
Foods		5	S2	E
Shop	Both	2-3	1,2,3 S1 S2	R
Penmanship	Both	2-3	3 S2	R
Spelling	Both	2-3	3 S2	R
Wyoming Geography	Both	2-3	2,3	A
Oral Expression		10	S1	E
Art	Both	2-3	1,2 S1 S2	R
Art	1	5	3	A
Music	Both	2-3	1,2	A
Music	Both	5	3	A
Piano		10	S1	E
Piano		5	S2	E
Beg. Voice		10	S1	E
Beg. Voice		5	S2	E
Adv. Voice		5	S2	E
Beg. Band		10	S1	E
Beg. Band		5	S2	E
Adv. Band	Both	2-3	2,3 S2	E
Beg. Orchestra		5	S2	E
Adv. Orchestra	Both	2-3	2,3 S2	E
Harmony		5	S2	E
Music Appreciation		5	3 S2	E
Physical Education	Both	2-3	1,2,3	R
Hygiene	Both	2-3	2,3	R



## ADULT AND VOCATIONAL EDUCATION

### Aims:

To provide opportunity for individuals to continue training and preparation which will enable them to participate more fully as a worker and a citizen.

To assist in the solution of social, economic, and personal problems as related to individual and community welfare.

### The Offering:

Our program was designed to be one of community service. Established courses continued and new course offerings existed wherever community interest justified the operation of them.

Classes were organized on a quarterly basis of twelve week periods. Most courses met twice weekly for two hour periods. New registrations were held each period for the purpose of advancing students, organizing new classes, and keeping the records up-to-date.

Record was kept on each individual enrolled. Certificates were provided for members desiring identification of work completed.

The following list of courses exemplifies the varied interests of the community. Each course drew active participation between the opening and closing stages of the Adult Education Program. Some were brief in duration while others drew attractive attendance throughout the life of the program.

### FINE ARTS

#### Drawing, Painting, and Sculpture:

Drawing, Painting, and Sculpture offered opportunity for experience in drawing and creative design. Open to all persons primarily interested in Art from the standpoint of further training and leisure time activity.

#### Art Student League:

An Art Student League was active since the opening of the Center. This program was housed in a barrack by itself. Hours were from 9 A.M. to 9 P.M. daily throughout the entire week. Students might devote as much time there as they wished.

#### A Lecture Course:

A lecture course, the Appreciation and History of Art, was conducted at the high school building. This met two nights per week for a two hour period.



## COMMERCIAL SUBJECTS

### Beginning Shorthand:

Beginning Shorthand was designed to give persons interested in secretarial work an introduction to the elementary training in shorthand.

### Intermediate Shorthand:

Intermediate Shorthand provided opportunity for continued training and development of speed in taking dictation.

### Advanced Shorthand:

This was for students employed and those who wished to gain speed and improvement in dictation. This course was of particular value to office workers employed on the project.

### Bookkeeping I:

This was a course in simple forms of bookkeeping. Use and study of budgets. Everyday cost accounting.

### Advanced Bookkeeping and Accounting:

This course was designed to further study in the more complicated forms of bookkeeping and accounting. Cooperatives, government and accounting, voucher systems, business budgets, and records for a manufacturer.

### Business English:

This class dealt with the basic essentials in English as used in office and secretarial work; proper form and composition of various kinds of business letters and business correspondence.

### Business and Parliamentary Law:

This course acquainted students with the more common everyday legal business procedures.

### Secretarial Science:

A class in secretarial practice and office management.

### Cooperatives:

This was a survey of the organization of cooperatives; history and principles of such enterprises.



Typing:

Because of the limited number of typewriters and the difficulty in servicing them, typing could be offered only for transcription purposes.

ENGLISH

The teaching of practical English was the essential purpose of our Adult English department.

Ten Major Points:

1. Pronunciation and Enunciation
2. Conversation
3. Reading and Translation
4. Spelling and Dictation
5. Penmanship
6. Grammar
7. Composition
8. Correct Usage of English Words
9. Letter Writing
10. Newspaper, Magazine, and Literature Study

The classes were divided into the three major groups as follows:

Beginners 1-2-3-4:

Beginning from those who had no knowledge of the alphabet; pronunciation, and spelling of simple words; easy everyday conversation; writing of simple sentences; readers--Primer, I, II, etc.; simple grammar and penmanship.

Intermediate 1-2-3-4:

Spelling of harder words; advanced conversation; writing of composition; readers, III, IV, V, VI, etc; some translation work in advanced grammar, etc.

Advanced Group:

For those who had a basic knowledge of English. Introduction to essential grammar, reading and translation, spelling and dictation, pronunciation, simple composition, and letterwriting. Simplified material from newspapers and magazines for reading and translation, study of idioms, vocabulary building, and grammar.

Special Classes:

1. Letter-writing: Letters for all occasions, social and business.
2. Literature: Greek mythology and the part it plays in English literature. Novels and short stories.



3. Public Speaking: A practice laboratory in which experience in various common speaking situations could be obtained. Problems and principles of effective address were discussed.
4. Spanish was included in the Adult curriculum for a group of persons interested in learning to speak and understand the language.
5. Japanese Language: This was a special class in the Japanese language for men intending to go into Military Intelligence with the armed services. Request for this type of instruction was received from Col. Rasmussen, Camp Savage. Permission to conduct this class was granted by the National Director.
6. Braille: A class in braille was conducted at Heart Mountain Center. This consisted of persons blind and partially blind. Students were taught to read and print the symbols.

#### HEALTH & HYGIENE:

This course provided basic information on an adult level relative to sanitation, communicable diseases, control of disease bearing insects and personal hygiene. It stressed the importance of health to the general welfare of the community.

#### MATHEMATICS

##### Practical Arithmetic:

This course included a study of the fundamentals of arithmetic as they are related to everyday living. Students who wished to review fundamental processes in addition, subtraction, multiplication, and division found considerable help in this course. It dealt with problems met in daily life; topics such as wages, budgets, purchasing, discounts, commissions, savings, bills, receipts, measuring, percentage, and elementary formulas.

##### Advanced Mathematics:

This course dealt in the field of higher mathematics. Designed primarily for the student of Junior College or College and University level. Covered work in algebra, geometry, trigonometry, and other advanced fields.

#### SCIENCE

##### General Science:

A survey course which provided general introduction to and an understanding of the physical and biological sciences.



#### Chemistry:

The experiences in this course were determined largely by interests. It assisted those needing chemistry related to the occupational training programs and those wishing to further their study of chemistry.

#### Biochemistry:

Review of elementary fundamental principles of biochemistry; application of those principles to special biological and chemical problems; special attention given to interests of individual students.

#### SOCIAL SCIENCE

##### United States Geography:

Topography, weather, agriculture, and industry, people, and culture of the different parts of the United States.

##### United States History:

Outline of United States history from the discovery of the continent to the present time emphasizing the crucial events that brought forth the American Democracy.

##### European History:

Outline of European history from the ancient to the present time.

#### INDUSTRIAL ARTS, VOCATIONAL, AND ON-THE-JOB TRAINING

A great amount of interest was to be found in classes having vocational utility. For a period of time some courses considered to be recreational in nature were included within the Community Activities program. Opinions might be formed which would disagree in regard to considering some of the following courses as vocational. Whether or not participation in such activities is considered vocational or avocational there exists a potentiality. The following courses were considered to possess such possibilities and were included in this section.

##### Electricity I:

A course for beginners. This was introductory in nature. Upon completion of this course, one should be able to make the simple electrical repairs and connections needed in the average home.

##### Electricity II:

An advanced course flexible enough to meet the interests of the group. This served as a continuation course for all persons interested in more complex forms of electrical wiring and service.



**Radio:**

A continuation course in the field of electricity for students interested in radio. This was designed primarily for training of radio technicians.

**Mechanical Drawing and Blue Print Reading:**

A course general in nature. This course acquainted the student with mechanical drawing as related to industry. Provision was made to accommodate advanced students who wished to continue their study of mechanical design.

**Woodcraft:**

This program provided for leisure time activity. It acquainted the student with a working knowledge of the simple woodworking tools. The course was flexible and attempted to satisfy the interest of the group.

**Homemaking Course:**

A course designed primarily to acquaint one with the nature of the occupation, its advantages and disadvantages. The course touched on the following topics: making good on the job; special housekeeping duties and responsibilities; general house care; care and use of equipment; table setting and service; care and preparation of food; laundry; child care; home care for the sick; and household management.

**Artificial Flower:**

This was a popular course among the elderly women of the Center. Persons received instruction in making artificial flowers. Many persons developed real skill in flower making. This activity proved of intrinsic value. The limited supply of natural flowers in this area was partially overcome by the production of artificial ones. This training made it possible to provide flowers for many occasions which otherwise would have gone without.

**Floral Design:**

This course ran parallel to that of artificial flower construction. Students received instruction and demonstration in regard to Floral Design and arrangement.

**Crochet:**

Some beautiful handwork was completed in Crochet. Projects in this Class ranged from small novelty pieces to large one piece bed spreads.



#### Embroidery:

Heart Mountain was fortunate in having an instructor in Embroidery who has spent a number of years in this field. This activity shared in the large enrollments common to many of these classes. Art, design, and harmonizing color characterize the skills learned.

#### Costume Design:

Costume designing was a very popular course among the Japanese women. Both young and aged participated in equal number. This instruction dealt in line, color material, trimming, accessories, choice and selection of clothes.

#### Pattern Drafting:

Due to the fact that patterns were hard to obtain and alteration was necessary on most commercial made patterns, all persons interested in learning to sew also took pattern drafting. In fact this proved to be the primary step toward garment making and alteration. Physically, the Japanese vary somewhat from the average Caucasian. The nature of camp life, being in isolated areas where ready made patterns and garments were scarce, contributed to the demand and desire to draft patterns to suit their needs.

#### Sewing:

The opportunity to learn to sew contributed greatly to the welfare of the residents within the center. Six teachers were employed in this field. The work covered in this course was chiefly for domestic purposes. Many students completed as much as two years of work. The skills learned in the sewing classes qualify persons for varied kinds of seamstress work. The garments worn by inhabitants throughout the Center is a reflection of the high quality of workmanship accomplished. It provided training in dressmaking and designing for one's own personal needs or for professional dressmaking.

#### Tailoring:

This course provided extended training for students who had done considerable sewing. Advanced tailoring stressed the production of form fitting, made-to-measure clothes. Garments such as skirts, slacks, waistcoats, shirts, jackets, coats, and ladies', boys', and men's suits were assembled. Individuals in this course received advanced professional training and were exposed to expert professional methods.

#### Knitting:

Students in this activity made such articles as sweaters, stockings, skirts, gloves, etc. This course was very practical in nature. It made good use of leisure time and produced items of considerable value.



## ON-THE-JOB-TRAINING

An explanation of this type of training will likely justify this heading.

Early in the year of 1943 attempts were made to set in operation a pre-employment training program. This was to be set up under a similar plan to that of the V.E.N.D., O.S.Y.A., W.I.T., or supervised apprenticeship assignments.

The major purpose was to provide training in skills for employment or pre-employment experience which might contribute toward relocation. A second purpose of the program was to provide replacements for center maintenance. It intended to provide short intensive training so far as time and Center facilities would allow.

The activity was directed by a Project Directing Committee composed of representatives from the employment section, education section, and evacuees. Later a Vocational Training Supervisor was added to the staff. It was the responsibility of this supervisor, assisted by the committee, to establish training facilities and select trainees.

When first established, training in Tractor Servicing and Operation, Machine Shop and Grinding Process, General Metals, Motor Inspection and Repair, Ignition, Carburation, etc., Motor Servicing Operations, Woodworking, Electricity, and Crop and Livestock Care was conducted through a State supported O.S.Y.A. plan.

In a short time it was learned that employment was not available to persons of Japanese ancestry without P.M.G.O. clearance. Transportation became a problem for the instructional force. Though the program got off to a healthy start, it died a natural death.

New steps were taken during the summer and fall months of 1943. Nearly all division heads could visualize coming problems in recruiting replacements for Center maintenance and operation. An on-the-job training program was established as a partial solution to this problem. Trainee-workers could be assigned to operational and maintenance activities above the division quota. A quota of 100 apprentices per month was allowed each project. These workers were placed on "A" rate, paid \$12 per month.

Toward the final stages of the program the term "Learnership" was introduced to replace apprenticeship. The use of the varied terms directed to the following portions of the program are in a sense synonymous.

### Agriculture Training:

This pertained to High School Vocational Agriculture. This comprised fifty acres of land, on which eighteen garden and field crops were grown under the direction of the Vocational Agriculture instructor. This served a dual purpose--supervised training and production of commodities usable in the Center.

### Auto Mechanic Trainees:

At the opening period of this activity, individuals were assigned in the Motor Pool Division. Those persons could choose between Auto Shop



repair, Machine Shop, or Heavy Duty Equipment service and repair. They served as apprentices inasmuch as they worked with the employees in the section under the supervision of the foreman.

In April of 1944 we succeeded in employing an instructor for Auto Mechanics. Space was provided and as much equipment mustered as possible so training could be carried on in our Auto Mechanics School.

Learners in this activity were employed on an "A" rate. They were assigned on a forty-four<sup>hour</sup> weekly basis subject to a maximum of six months training.

The school was equipped for the most effective instruction. Army instruction manuals were at our disposal. A still film projector was available for showing 32 millimeter film strips. The Motor maintenance division cooperated to the fullest extent. In this way cars, trucks, and assembly units of various makes were furnished for the most practical kind of training existing anywhere.

Both arc and acetylene welding were included in the program.

#### Beauty Parlor:

This training activity was launched to provide working experience for persons who in many cases were graduates from Beauty Culture schools but lacked practical shop experience. Numerous registrations were made but due to lack of equipment and the congested space in which the Community Enterprise operated their parlors, activity in this program continued only a short time.

#### Bookkeeping-Accounting:

Through the cooperation of the Cost Account section trainees could get unparalleled experience in bookkeeping and accounting. The government accounting involved the use of office appliance equipment and many detailed accounts. This proved to be an excellent field in which students of commerce could gain on-the-job experience.

#### Commercial Sewing:

This program was known as our Practical Sewing School. Students were assigned on an "A" rate. Training was provided on a forty-four hour weekly basis for a period of from two to six months. The activity was conducted by highly qualified evacuee instructors.

This program made possible experience in the operation of commercial tailoring machines and appliances. It gave the student an insight in regard to employment possibilities and opportunity to gain skills in tailoring methods and procedures through the production of job orders for Center purposes. The course included lectures, demonstrations, and actual assembly work in the production of various garments required by the Center.

Students selected for training and work in the Commercial Sewing School were those who had had considerable experience in the operation of domestic sewing machines.



**Retail Sales Trainees:**

Individuals desiring experience in clerking were assigned to the Community Enterprise division. On-the-job experience was gained in the stores which were operated on the Center.

**Clerk Stenographer Trainees:**

The major objective of this program was to provide work experience for high school graduates and other persons attempting to qualify themselves for secretarial positions. This program contributed toward center replacements and outside employment. Trainees were assigned to various maintenance sections for forty-four hours per week and for eight to sixteen weeks duration.

**Dietician Trainees:**

Through the cooperation of the dietician section of the hospital, individuals could obtain training and experience in the preparation of foods for patients in the hospital.

**Electrician Trainees:**

The center electrical maintenance division offered excellent experience for persons having some knowledge of electricity. The work in the electrical shop was varied. Learners in this field received training in installation, repair, and servicing of electrical fixtures and appliances.

**Lab. Technicians:**

The sanitation department offered supervision for a group interested in Community health and sanitation. Daily checks were made on the milk and water supply. Advance study was also possible in the Technical Lab. where blood count and urinalysis tests were run. The student in this work became familiar with many of the problems of community sanitation.

**Leadership Trainees:**

The major object of this department was to train young people to accept the responsibilities for leadership in this community. All persons in this training activity were expected to assist in promoting and maintaining the recreational programs within their blocks.

**Nurses Aid:**

Perhaps this was one of the most effective programs that operated within Heart Mountain Center. The purpose of the activity was to train persons for hospital replacement and to learn how to care for persons confined to the home or bed.



Classroom instruction and demonstrative with floor work in the hospital was directed by the assistant chief nurse. The course consisted of eleven units requiring a period of two months training.

Members participating in this activity gained some valuable experience for home as well as occupational use.

#### Shoe Cobbler Training:

The shoe repair shop in the Center was always short on help. Through the cooperation of the Community Enterprise persons could enter training in shoe repair.

The shop was well equipped and within the period of apprenticeship work each student received practical experience in the operation of all machines.

On-the-job training in this trade was conducted in such a way that the student could gain skills in specialized operations or complete shoe construction.

#### Technical Department Trainees:

Through the cooperation of the Community Activities department training was offered in the operation of film projectors. Two theaters were operated in the Center. Learners in this activity gained experience in operation, repair, maintenance, and servicing of motion picture projectors and public announcing systems.

#### Telephone Operator Trainees:

A P-X system served the purpose for community as well as outside Center communication. This program was operated on a three shift basis. Students rotated so as to gain experience on each shift.

Apprentice operators served under the supervision of employed personnel. They received on-the-job experience in handling local calls, toll, emergency, and after hour communications.

Throughout the entire on-the-job training or Learnership program, Center employment was available to all persons by the time they had completed the training period. Replacements secured in this way would carry on the work with a minimum amount of interruption. They became familiar with the operations of the department in which they received training and could take over the responsibilities when vacancies occurred.



### SUMMARY

In viewing the accomplishments of the schools at the Heart Mountain Center these past three years it seems almost incredible that a complete school program could emerge from chaotic obscurity. From a situation where pupils for the most part were strangers to each other, where teachers came from varied school experiences, where there was a lack of supplies and equipment, where there were no school traditions, where no precedence existed, there developed a school program comparable in curricular offering and activities to other public schools throughout the nation. This happened only because of the perseverance, enthusiasm, and close cooperation of pupils, teachers, and the entire community.

The Project Director and all sections at the project gave support and assistance to the educational program. It would have been impossible to have carried on the extensive health program of examination and correction of defects without the aid of the Health Section. Through the cooperation of the WRA office in Washington adequate facilities were provided in a building for the secondary school, and the Project Director and Maintenance Section worked to remodel barracks to house the elementary schools, so that accommodations were at least comparable to those of the better rural schools. The Superintendent of Education recruited his own staff and was permitted to administer the school program the same as he would do in any other community without interference from other section heads.

The opinion that the goals of attainment of the center schools have been reached is not alone that of the staff concerned. At various times the State Commissioner of Education of the State of Wyoming, officials from the State University, and the State North Central Association Accrediting Committee have visited the project. They have expressed approval and praise of practices and procedures. As a result the larger city systems in the state are anxious to secure our teachers for employment in their schools. Many other requests for teachers' services have been received from various parts of the country signifying that they, too, recognize the achievements here. It is significant to note that reports from pupils who have transferred to schools in communities where they have relocated and from those graduates who have left to attend colleges are evidence that our aims and purposes have been realized.