

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

8. NURSERY AND ATYPICAL EDUCATION

COMMITTEE:

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- I. The Committee feels that nursery school education in War Relocation Centers is necessary because:
1. It will give the pre-school children experience in the acquisition and use of the English language. This opportunity would not exist in many of the homes where the parents speak Japanese.
 2. It will develop satisfactory habits of group behavior.
 3. It will provide an opportunity for teachers and parents to work and study together cooperatively while watching the growth of the children.
 4. It will afford an opportunity to develop learning readiness on the part of the child.
- II. The Committee makes the following recommendations for nursery schools:
1. The medium of instruction and communication shall be the English language.
 2. The nursery school shall admit those five-year-olds whose birthday occur during the regular school year. In special cases, where personnel, space, and necessity make it advisable, two-year-olds may be admitted.
 3. School should be organized on a half-day basis, and where some children do attend both half-day sessions, they should be reported as attending both sessions.
 4. The pupil-teacher ratio shall be ten to one.
 5. Attention should be given to the proper housing of nursery school children, including sealed or linoleum-covered floors, painted walls, and correct lighting; and that sanitary conditions be maintained at all times.

6. A member of the appointed personnel staff should be held responsible for the supervision of the nursery schools.

III. The committee recognizes the need for the education of all children including the physical, mental, and emotional deviates. For the purpose of caring for these handicapped groups, the following recommendations are made:

1. That a coordinating council be appointed whose duty shall be to make overall plans and suggestions for caring for atypical children. This committee should utilize the skills of each classroom teacher and other appointed personnel in meeting the varied needs of these children.
2. That the fullest possible use be made of the personnel and equipment of all state agencies dealing with handicapped children.
3. That the best qualified person possible be employed for the education of the atypical children. If this individual does not possess all the necessary qualifications for working with all types of differences, then she may use the talents of existing faculty members to assist in part-time instruction. The person in charge of atypical children should hold the position of head teacher.
4. That atypical children be separated as little as possible from the normal classroom situation.

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