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Committee: Dr. Genevieve Carter  
Paul Torry

A school curriculum should be responsive to the needs and interests of the community. With wartime tempo affecting policy, objectives and organization within the War Relocation Centers, the school curriculum must keep flexible to absorb these changes.

Recognition is first given to the following factors affecting curriculum development.

1. WRA schools are expected to meet state requirements and approximate those of public schools in the adjacent areas
2. The schools must fit within the framework of the WRA policy, project policy and administration.
3. Personnel changes and deficiencies, lack of equipment and supplies and lack of adequate building space require frequent adjustment.

The following recommendations are submitted:

1. That the schools develop an educational program which will emphasize  
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understanding of and loyalty to American living.

2. That a part of the school day be set aside from kindergarten through high school for opportunities to engage in common experiences of pupil sharing, participating, purposing, planning, executing and evaluating. That these experiences be related insofar as possible to the needs, interests and problems of actual living. That they be as closely related to life and living in the community as possible. That there be a working partnership between youth and adults, its aim being community improvement. That the community be used as a laboratory in which social processes and skills can be studied and learned. That the school become an effective instrument of planning and building in every phase of community life, participating through its recognition of the potential contribution of its students and lending its facilities and its membership for all types of activities and interests. That the concept of the community be one that includes the community from which they came and the one in which they must relocate.
3. That the schools train for economic independence both on the projects and in the communities to which they may return.
4. That the schools provide the interpretation necessary to help individuals and groups to adjust themselves to the unusual conditions of life in Relocation Centers.
5. That the schools prepare students for relocation and reabsorption into normal civilian life.
  - a. Special recognition should be given to geography of the U.S. in reference to preparation to relocate.
  - b. Vocational information about current trends in employment and future employment needs should be provided insofar as they are known.
  - c. Provision should be made to acquaint all residents regardless of age with current problems of rationing, post-war planning, war financing, prices, fashions, governmental assistance programs, and the like.
6. That the schools maintain standards which will enable students to transfer to other schools, to enter college, and to obtain outside employment.
7. That experiences selected take into account the readiness, the culture, the total growth and development of the child.
8. That our school programs, like public schools, direct their programs toward preinduction, aiding the war effort, or incorporating Victory Corps' activities.
9. That preparation for assimilation in our American Society include intercultural and international understanding necessary for post-war living.

Respectfully submitted:

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