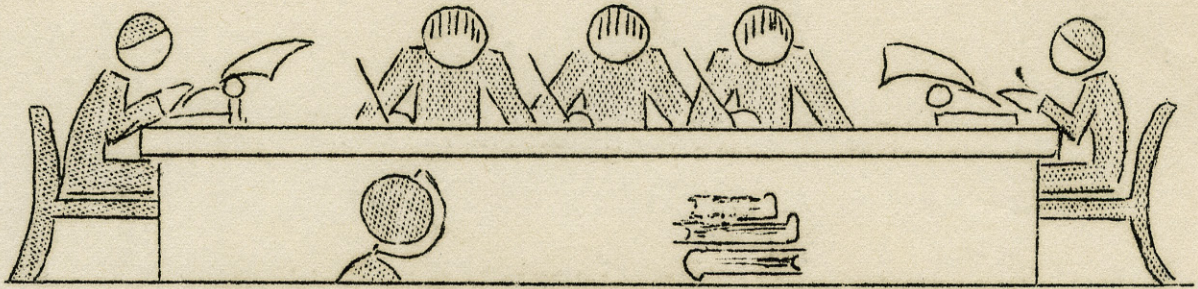


PROPOSED CURRICULUM PROCEDURES FOR JAPANESE RELOCATION CENTERS

PREPARED FOR THE WAR RELOCATION AUTHORITY
BY THE SUMMER SESSION STUDENTS
IN EDUCATION 2996 - CURRICULUM DEVELOPMENT
STANFORD UNIVERSITY
1942





TO THE READER

Soon after Pearl Harbor the United States Army was given the responsibility of evacuating all people of Japanese ancestry from the military area bordering on the Pacific Ocean. This drastic order was essential for two reasons: (1) These people of Japanese ancestry must be protected from possible violence by vigilante groups who might, in the wake of sabotage by aliens, take the law into their own hands and wreak their vengeance on all Japanese alike--both the innocent and the guilty. Such atrocities to a Japanese group within the United States would have serious reverberations in occupied countries, for the Axis would surely use such an incident as a spark to ignite a series of retaliations on captive citizens of the United Nations. (2) The military and civil authorities wish to protect the war effort from any possible sabotage which might be carried out by unfriendly aliens who could hide their identity in the general Japanese-American population.

Both purposes could be achieved only by a thorough-going evacuation. Consequently the Army announced a limited period of time within which all Japanese-Americans could move from the military zone and take up residence inland, in states where the threat of naval and air attacks by the axis seemed less eminent. Those who had not evacuated voluntarily, or could not for good reasons evacuate during the period of grace, were assembled at temporary quarters under close army surveillance to await the construction of more permanent centers and the creation of a civilian authority which would accept from the Army the responsibility of directing the socio-economic life of the new relocation centers.

The Federal Government created the War Relocation Authority to take this continuing responsibility from the Army and to design for each new center the complex patterns demanded by so large and novel a migration. In the Western Region the Japanese-Americans have been, or are being, moved from the temporary assembly centers to six permanent ones called Relocation Centers. The six permanent centers under the supervision of the Western Regional Office of the W. R. A. are located at Minidoka, Idaho; Tulelake, and Manzanar, Calif-

ornia; Poston and Gila River, Arizona; and an unnamed center to be established in Utah.

Soon after the establishment of the Western Regional Office of the W. R. A., the problem of the schools for the Relocation Centers came to the fore. Administrative school personnel was selected and given the task of formulating plans for the school curriculum, building the school plants, and selecting the teaching staff.

In late June, a member of the faculty of the School of Education at Stanford University offered the Regional Office of the W. R. A. the services of a Stanford summer session graduate class in Curriculum Development. The Regional Office accepted the offer of help, and early in July the Curriculum Development class of 25 students began their study of the problem. Background materials were collected to get a feeling of and knowledge about the problem of cultural absorption of an alien minority group. Staff members from the Regional Office explored with the Stanford class the nature of the educational problem. The Tulelake Relocation Center was selected as having many aspects typical of all the others. This center was visited for a two-day period by 17 members of the class. Here these students observed and made surveys under the supervision of the resident staff and the faculty members from Stanford.

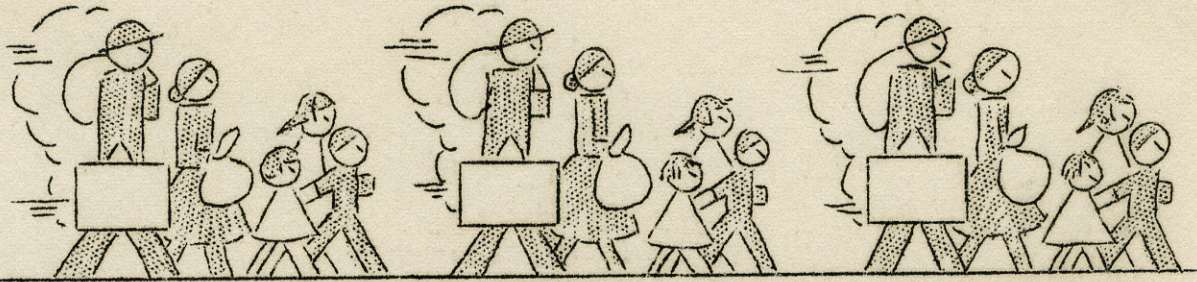
Upon returning to Stanford the class attempted to sketch the type of curriculum which seemed to them suited to the conditions found in the Relocation Centers. Toward this end the class participated in a curriculum conference held in the Regional Office of the W. R. A. Later for several days fifteen leaders from the various centers worked with the class on the Stanford campus. In these conferences the group agreed on the broad outlines for the school curriculum.

This publication; summarizing much of these studies and conference agreements, is the contribution of the Stanford University summer session class in Curriculum Development. The members of this class are eager to be of service to the war effort, and to the post-war reconstruction. Good schools are essential if the children and youth of these Relocation Centers are to continue their growth toward American ideals during the war. This document is humbly offered as contributing toward this end. It is offered with apologies for the incompleteness of the curriculum pattern herein sketched. Time was too short to permit a more detailed curriculum plan, and intimate contact with each Relocation Center would be necessary to insure the practicability of the recommendations in each instance. But if this document is found to be useful as a study guide for the faculties of the Relocation Centers, and

if it opens the curriculum problems for discussion it will have made some contribution to the war emergency and the peace that follows.

The members of the class in Curriculum Development

Earl Armstrong
J. Robert Addicott
Thelma Baxter
Joseph Beeson
Howard E. Burns
Pauline Campbell
Bernice Chase
Winifred Coomb
Ardis G. Egan
George C. Feliz
Philoma Goldsworthy
Paul R. Hanna
Gabriel Hausladen
Carlisle Kramer
Ida Kumle
Carolyn A. Lewis
Leland R. Long
John Morton
Dorothy McClay
Gus Robertson
Grace Rowe
Eleanor Smith
Vernon E. Trimble
Blanche H. Wenner



PROLOGUE

The day we came we stood bewildered
By the rawness of the camp,
The dusty road, the common mess,
Tar-papered walls and rough, new boards,
Our friends were strangers,
And the man across the road, a foreigner from another
world.

You left Seattle and the shipyards on the Sound;
He came from fertile fields beside the Sacramento, where
his sons, wet with sweat, had grown potatoes, peas
and corn;

My home had been above my little tea shop where my San

Francisco neighbors came to buy their tea and rice.
I didn't know you and turned away.
Each stood and gazed before him,
And then walked in and shut his door.
That was the day we came.

Today we live together here a new life
Returning to those elemental ways
Which made man know his neighbor and his needs.
Dust rises from our plodding in the wind.
It is the dust of a new land, reclaimed by common effort.
Sometimes it blinds our eyes;
We see through tears the sun-hot rocks before us and the
dry, light-burnished hills.
But we know beyond them rises a symbol of tomorrow,
The quiet majesty of mountain peaks
Whose summits catch the promise of the dawn.

My work today is more than food and clothing for my sons.
It is food and clothes for yours, and learning, too.
It is friendly neighborliness.
It is community living.
Your son's problems are my problems, too.
Your daughter's tears fall on both our breasts.
For the days we knew when freedom bound us in by the
right to fight for our own selfish ends
Have lost themselves in the will that binds us to one
common cause,
One way of life, democracy in living.

To the Youth of the Relocation Centers:

Humbly we offer here this plan for you,
A frame in which to set
The living colors of the goals you knew
Before we met.

Our plan is but a blue-print which we chose
To mark your way;
You'll "make the desert blossom as the rose;"
You'll mould the clay.

We only hope the means may here be born,
Fragile as they may be,
For folks to work together on that morn
When all the World is free.

We believe when guns are stilled, and planes lay low
The tyrant's rule,
A federated world will learn to know
Our Common School.

TABLE OF CONTENTS

A WORD TO THE READER

PROLOGUE

A WORD TO THE YOUTH

CHAPTER

- I. DESCRIPTION OF A RELOCATION CENTER
- II. CONCEPT OF A COMMUNITY SCHOOL
- III. POSSIBLE CURRICULUM DESIGN
- IV. GENERAL EDUCATION
- V. SELECTIVE EDUCATION
- VI. SUGGESTED ACTIVITIES FOR A COMMUNITY SCHOOL
- VII. GUIDANCE PROGRAM
- VIII. PROGRAMMING AND SCHEDULING
- IX. IN-SERVICE TEACHER TRAINING

EPILOGUE

BIBLIOGRAPHIES

DESCRIPTION OF A RELOCATION CENTER

You who have never seen a Japanese Relocation Center, and you who are now seeing one for the first time are a little puzzled. You know things are to be strange, but what are you to expect? Until you begin to see how the community is planned, until you begin to know the people who are living here, and until you begin to know the administrators and their tasks, you will be bewildered. Since all must help one another in these new communities, one of us who has had a chance to become familiar with a center will try to tell you what it is like.

When a person first arrives, he is met by the army guard, who protects the Relocation Center. One must have a properly authorized pass to be admitted to or leave the confines of the center. The army is a sort of buffer between the world at large and life in the center. It maintains a guard around the boundaries of the camp, but otherwise it only slightly affects the life of the people in the Relocation Center. Within the center the War Relocation Authority has the responsibility for the smooth functioning of all phases of community life.

The first thing one sees as he approaches the Relocation Center will be squat rows of army barracks stretching in endless rows, and looking like toy houses that some one forgot and left out all night. By walking down wide lanes, and observing closely one discovers there is a scheme to the arrangement of the barracks. Each block consists of 14 resident barracks. These are made to the standard army measurements, 24 feet wide and 96 feet long, and have been partitioned into five or six large rooms. Each room is the home of one family, unless the family happens to be large enough to require two rooms. Each family can divide the space or arrange the furniture in any way they like, for this is their home for the time that they must live in the Relocation Center.

These 14 barracks or apartment houses are arranged in two rows with an alley between. In the alley are the community showers, community lavatories, and community laundry facilities

There is no running water in any of the homes. This is only one of the evidences of a real need for everyone being cooperative and community-minded in a Relocation Center.

At the end of each block there is a building twice the size of the others. It is the common dining room or mess hall. Over 250 people eat here three times a day. Here is another place that needs community spirit.

Behind the mess hall is a recreation hall, built just like the apartment barracks, but without partitions. It is used for dances, classes in all kinds of hobbies and crafts, library space, nursery schools, or cooperative stores. Some of these buildings may be used for classrooms for the regular school, although most of the centers plan to have separate school buildings. All the schools will probably make use of the recreation halls in many ways during the year.

All around the block is a wide street, but there are few cars driving up and down. None of the Japanese-Americans are allowed to have cars of their own, and the only automobiles you will see belong to the administrative staff, or are used to carry on the business of the Relocation Center. The space around the blocks is really a firebreak. It is 200 feet wide, and nothing that might help a fire jump from one block to another is allowed to remain in this space. Notice too, how far apart the barracks are. There are actually 40 feet between each one, and this makes lots of space for gardens and for family groups to relax or play together.

No matter in which direction one goes, by following the fire break for three blocks, one will arrive at a space twice as wide as the ordinary street. This too was planned to prevent the spread of fire, but everyone in the center has some other use for it. Here are two teams playing soft ball. Over there is a hard ball diamond where a fully equipped umpire is being censored by the crowd. Over yonder is a pit for Sumo or Japanese wrestling. Farther down one will find a raised stage for speakers and performances. Soon teachers may be organizing classes in physical education on these double fire breaks, since they are the right dimensions for football gridirons.

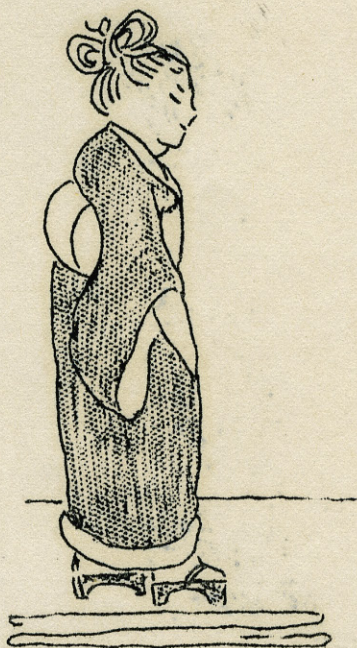
Sooner or later some one will mention a "ward". If one remembers that a ward is enclosed by one of these oversized fire breaks, and that it includes nine blocks of 14 buildings, a mess hall, and a recreation hall, one will have a pretty good idea of what a ward is. The families in each ward elect their own leaders to represent them on the governing council, and to perform the necessary tasks about the community.

The fire breaks are roads which lead to the various community facilities and enterprises. One leads to the

hospital which offers its services as a clinic and cares for all illnesses and accidents. Other well traveled roads lead to the fire stations with their noisy red trucks. There is a motor pool where all the trucks and cars are stored when not in use, and where they are serviced and repaired. The system for supplying and distributing water is most important even though it may be a little more remote from the village. An adequate sewage disposal plant is an equally necessary part of the Relocation Center. At the edge, or even away from the center proper, is the farm, which is the source of income for most of the Relocation Centers, as well as their immediate source of fresh vegetables for the tables. The farm will employ a great many of the Japanese-American workers. Factories of one kind or another are also being planned for each center, and when they are built and in operation they will also employ many people.

Except in Japan itself one has seldom seen so many Japanese people at the same time, or all in one place. The strangeness that a member of the Caucasian staff feels the first few times he mingles with the residents of the Relocation Center is shared by many of the Japanese-Americans who were the only people of their race in the towns from which they came.

The four main types of Japanese people to be found in the Relocation Centers may be classified according to their nativity and education in the following way:

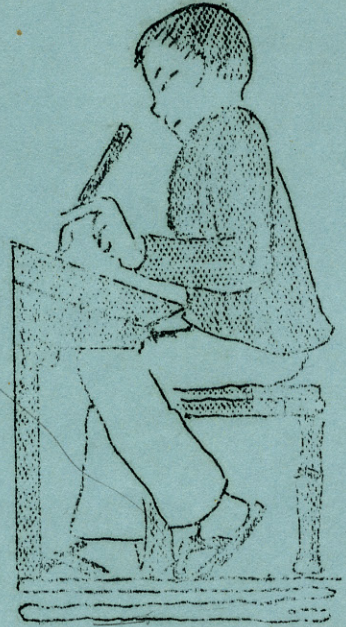


ISSEI

This group is composed of the Japanese born in Japan who came to America before the Japanese Exclusion Act. They are old. There are many more men than women. Many of them speak only the Japanese language. While it is to be expected that a percentage of this group will feel an allegiance to their mother country, Japan, it must be remembered that many of these Japanese chose to leave the mother country to gain opportunities here.

KIBEI

These are the American-born Japanese who have been educated in Japan. It is difficult to determine which culture they favor. It should be remembered that before the War advocates of democracy were numerous in Japan and this group will be divided in allegiance.



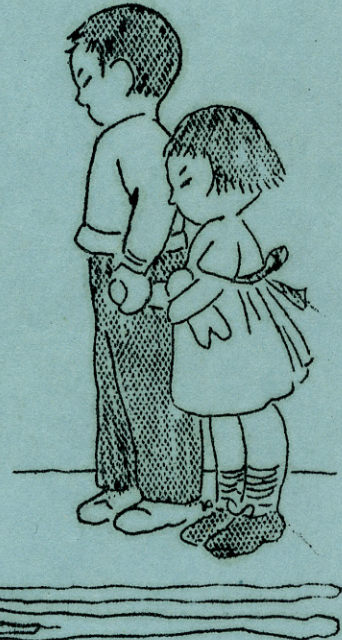
NISEI

This is the largest group. It is made up of American-born children of the Issei. Therefore, all are citizens of the United States. These were all educated in America, although many have attended Japanese schools in the United States. This group has had less contact with Oriental Japanese culture and generally is considered as a group to be loyal to the American way of life.



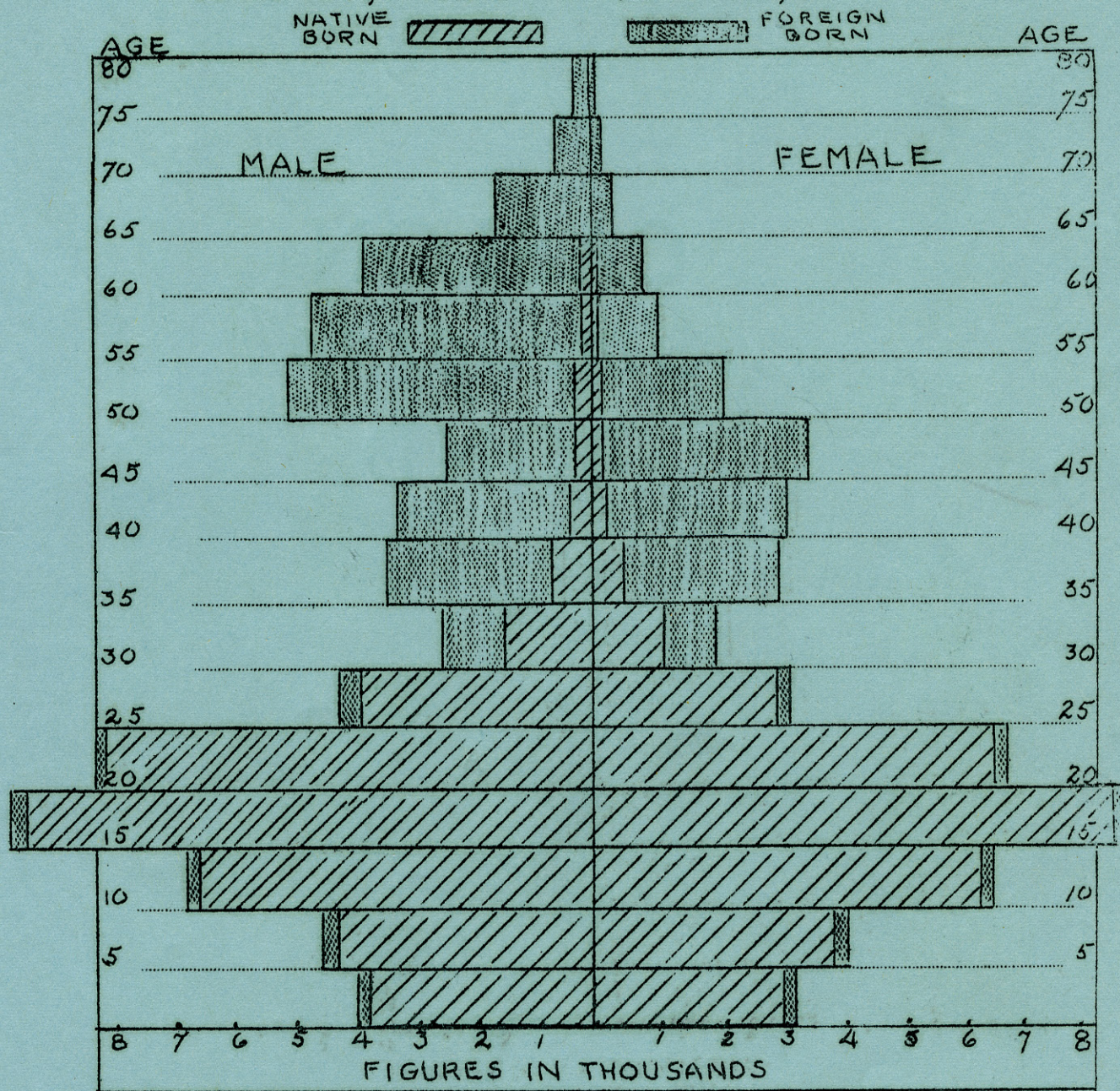
SANSEI

The Sensei are the second generation born in America. They are the children of the Kibei and Nisei, and grandchildren of the Issei. For the most part they are young. They have had little contact with foreign culture except that gained in Japanese schools in this country.



The presence of so many teen age and twenty year olds, and the large proportion of elderly people is startling. It makes one think of a convention of grandparents and grandchildren. Many of the people who would now be middle aged returned to Japan after the passing of the Japanese Exclusion Act. The following chart shows the age distribution of the population.

1940 AGE AND SEX COMPOSITION 1940
JAPANESE POPULATION
ARIZONA, CALIFORNIA, OREGON, WASHINGTON



One wants to know a great deal more about these people; what they did before they came, what they expect to do in the Relocation Centers, and where they expect to go after the war is over. Very little of this information is available at the moment. Many of the things teachers and leaders want to know are asked by the Japanese-Americans themselves. These people are being faced with many harsh realities, and have to make many hard decisions. One cannot help being moved by the fine way in which most of them are making the best of a difficult situation.

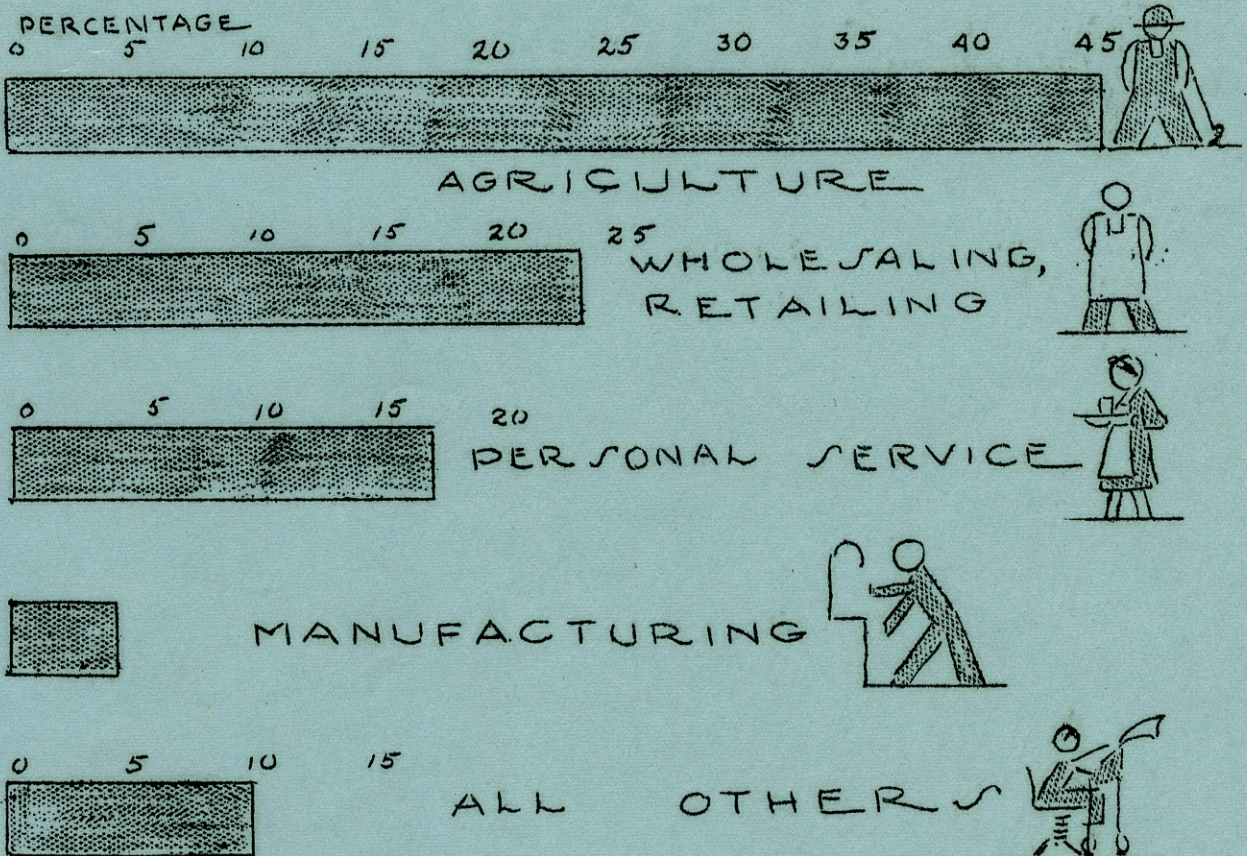
Besides knowing how the camp looks, and what the Japanese-Americans are like, one needs to know how the administrative functions are organized. Here is a chart showing the divisions of responsibility and the lines of authority. Following is a brief description of each of the eight major divisions of the Relocation Center administration.

There is a project director for each camp appointed by the War Relocation Authority. He is responsible for all functions within the camp. He is served by one assistant project director and the heads of the following eight subdivisions:

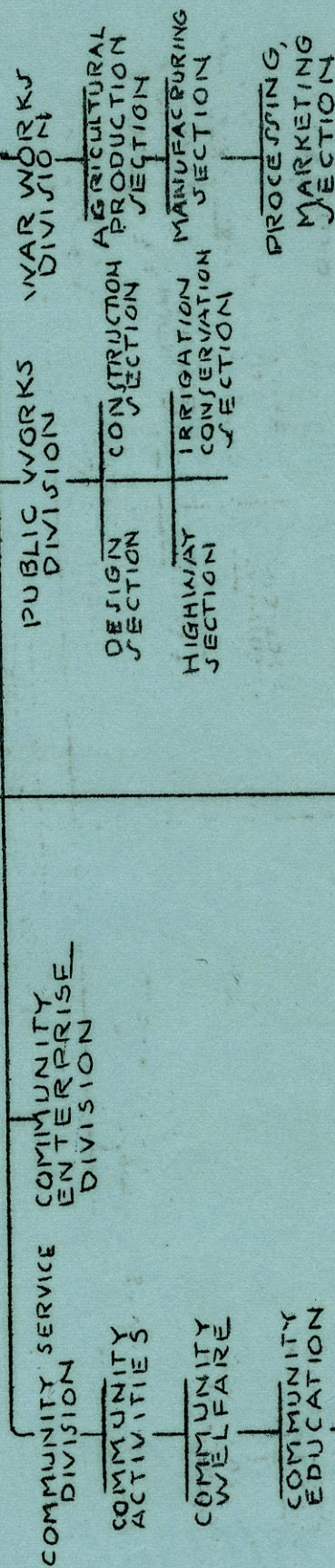
1. The Community Service Division is divided into four sections; namely, community activities, welfare, education, and health. There is one division head as well as a head for each section.
2. The Community Enterprise Division is directly responsible for the cooperative activities such as the stores, beauty parlors, barber shops, etc.
3. The Public Works Division has four sections--design, construction, highway, and irrigation and conservation.
4. The War Works Division is responsible for the agricultural production, manufacturing, and processing and marketing sections. This division has charge of the activities which will, in time, make the projects self-supporting.
5. The Transportation and Supply Division is composed of mess management, motor pool, and warehousing sections.

6. The Maintenance and Operation Division has charge of the garage and maintaining the buildings and grounds.
7. The employment and Housing Division deals with the occupational coding and the placement in occupations for the training and re-training of the individual as well as to promote group welfare. The first assignment of quarters as well as the necessary later adjustments in housing are under the jurisdiction of this division.
8. The Administrative Division touches directly or indirectly the entire life of the camp. All activities connected with buying, selling, processing, distributing, auditing, budgeting, and payrolls, whether it be for the mess hall, garage, farm, or school, are centralized under this division.

EMPLOYED JAPANESE IN WESTERN REGION 14 YEARS AND OVER BY MAJOR INDUSTRY GROUPS



PROJECT DIRECTOR



PROJECT ATTORNEY

ASSISTANT PROJECT DIRECTOR

INFORMATION DIVISION

ADMINISTRATIVE DIVISION

EMPLOYMENT AND HOUSING DIVISION

MAINTENANCE AND OPERATION DIVISION

TRANSPORTATION AND SUPPLY DIVISION

OCCUPATIONAL CODING AND RECORDS SECTION

BUILDING AND GROUNDS MAINTENANCE

MESS MANAGEMENT SECTION

PLACEMENT

GARAGE

MOTOR POOL SECTION

WAREHOUSING SECTION

BUDGET AND FINANCING SECTION

PROCUREMENT SECTION

COST ACCOUNTING SECTION

PROPERTY CONTROL SECTION

FISCAL ACCOUNTING SECTION

PERSONNEL RECORDS SECTION

AUDIT UNIT

OFFICE SERVICES SECTION

FIREHOUSE

34	35	36
33	32	31
22	23	24

WARD 3

37	38	39
30	29	28
25	26	27

WARD 2

52	53	54
51	50	49

WARD 6

56

74	73	72
69	70	71
68	67	66

WARD 7

21	20	19
10	11	12
9	8	7

WARD 4

18	17	16
13	14	15
6	5	4

WARD 1

FIREHOUSE

46	47	48
45	44	43
40	41	42

WARD 5

57
58
59

HOSPITAL

PLAN FOR A RELOCATION CENTER

TYPICAL BLOCK

RECREATION
HALL

MESS
HALL

A B C D E
X

IRONING
LAUNDRY

F E D C B A

OFFICE
BLOCK
MANAGER

MEN'S
AND
WOMEN'S
SHOWERS
AND
LATRINES

FIVE FAMILY BARRACK

SIX FAMILY BARRACK

Perhaps after you tumble into bed after your first day at the Relocation Center, your impressions and thoughts will take a shape something like this:

Army barracks mushrooming out of desert wastelands--hot dusty plains developing overnight into cities of eight, ten, fifteen thousand population...rough and raw pioneer communities of a new type. Thus we view a War Relocation Center. Barracks, mess halls, firebreaks.....More barracks...More mess halls...More firebreaks...People, people, people.....Farmers, dentists, retailers.....Hot dusty soil to be tilled into fertile fields.....Potatoes grain, vegetables.....One hundred thousand people to be fed.. Our army too needs food.....All the world wants food.....Teeth to be filled...Trucks to drive...Machinery to repair.. Babies to be born.....Children to be educated.....Life to be maintained..Maintained in a barrack. One barrack divided by partitions for five families.....Another for six.....This barrack set aside for a cooperative.. That one for a school...Between two rows of barracks a common shower and lavatory building and a common laundry. All barracks served by these common facilities and a general mess hall set aside as one block....Nine blocks forming a ward.....Each ward supplied with a nursery school, a recreation hall, and watched over by a warden and a manager..We find free people regimented in a free country..We find citizens helping other citizens and aliens alike to build the best life possible under such circumstances.



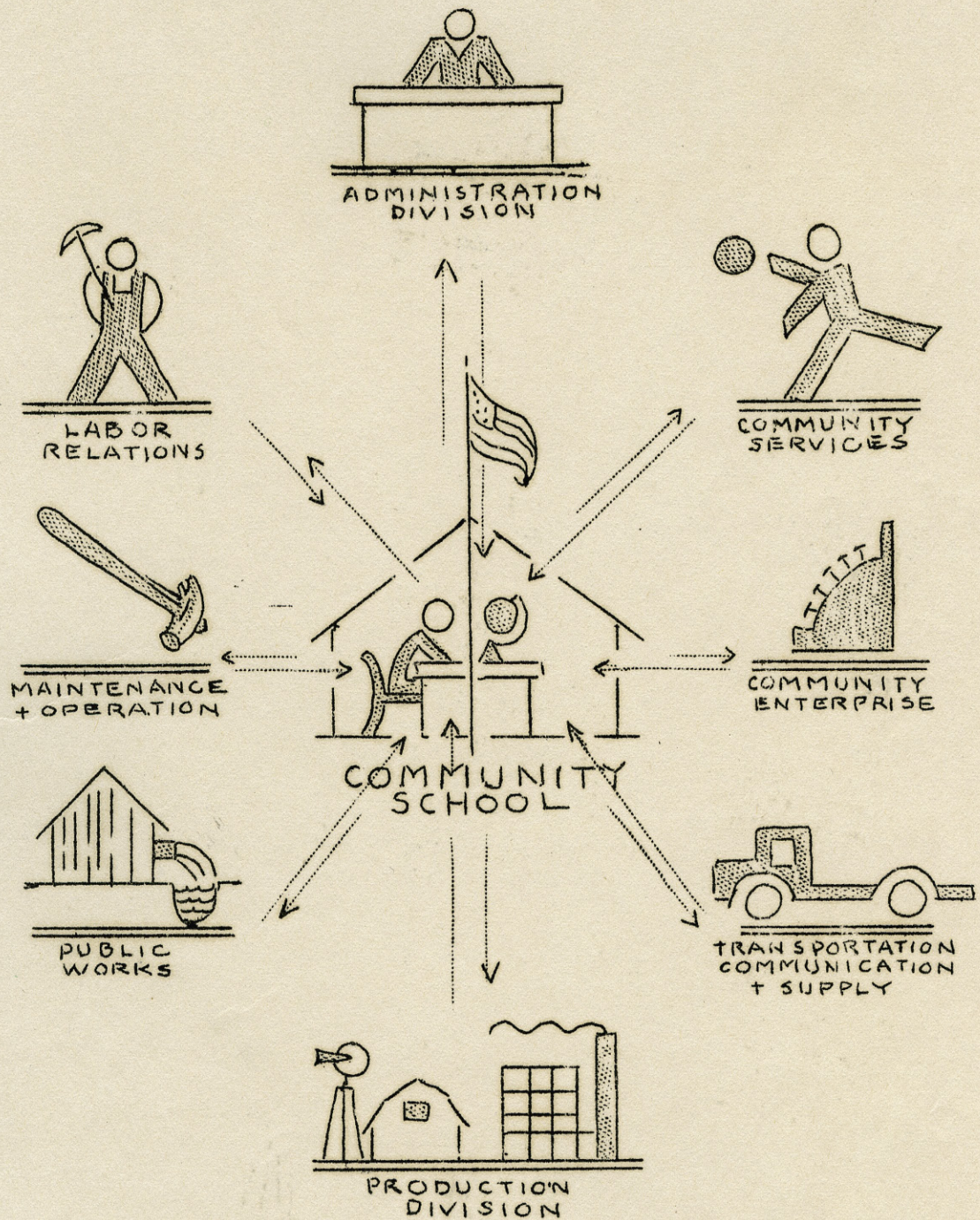
CONCEPT OF A COMMUNITY SCHOOL

The War Relocation Authority has the responsibility for enabling these Japanese-Americans to return to normal communities after the war is over. Therefore, the leaders emphasize the need for education in ways of living together, and for vocational training which will give the individuals a better chance to be economically independent. For these reasons the Western Regional Office of the W. R. A. has repeatedly stated that the schools to be established in the Relocation Centers are to be "Community Schools."

Briefly, a community school is one which bases its curriculum on the life of the community in which it is located. It becomes an institution of service in community development as well as an institution for developing the individual. The community school is an instrument to be used deliberately by the community in attacking its own problems. It also has a double effect upon the life of the children and youth since (a) it contributes to an improved set of environmental conditions through which they will be better nurtured, and (b) as they participate in the attack on community problems through the school, they further their own best development.

An illustration of this community school concept may help at this point. A fire hazard exists in each Relocation Center. The buildings are highly inflammable since they are for the most part made of unseasoned wood and tar paper. Further, each apartment is heated by a wood and coal burning stove. In addition, water is not available in abundance, fire fighting equipment is limited, and there are at the moment few people who know modern fire fighting methods. Thus the community is constantly faced with the threat of serious fire.

How can the problem be attacked? Primarily through educating the citizens to recognize the dangers and take the necessary precautions. The school is possibly the one institution which could present the facts to all the people. Therefore it seems reasonable to expect that the community would consciously place upon the school the responsibility for assisting in this problem's solution. In this way the community can be assured that its citizens will strive to prevent fires, fight fires,



THE COMMUNITY SCHOOL EDUCATION THROUGH COMMUNITY SERVICE

administer first aid, and meet the other difficulties related to the situation. A community school is one which would accept this, or any similar challenge that the community might face. As the community uses its schools in the solution of problems it actually improves the environment in which its citizens live.

The community school also takes into account its responsibility for the education of the children and youth. There is a great deal of opportunity in this type of school program for developing habits of scientific thought and democratic procedures, since the children and youth must define their purposes, help plan a course of action to achieve their purposes, help carry out the plan, and then evaluate the results. While the pupils are going through this process of making the community a better place in which to live, they are reading to get information, writing because they need to keep records or because they need help from other people, and speaking clearly because they are participating in group discussions. Arithmetic, spelling, history, science--all become needed tools for planning and carrying out the purposes of the group.

When the learner thus vigorously participates with a group of people in a plan of action which has goals larger than his own, he will find himself stimulated keenly by his sharper insight into meanings and relationships. He may express this insight in some of the many forms of creative activity which have their place in the school program, or he may simply express his deeper understandings in the way in which he lives as a member of the community. A school which accepts such obligations as these from the community and which develops its curriculum through the solution of these problems, may assure its pupils that they will have a superior education.

The reduction of a fire hazard is only one example of this kind of community service which the school might render. In health, morale, communication, agricultural production, and other community activities, there are problems equally important which have to be solved. In a multitude of ways the school and the community can work together for the benefit of both.

There are, however, some activities carried on by the community which are too complex to become projects in which children and youth could easily participate. Similarly there are some activities, participation in which would not add greatly to the education of the children and youth. Nevertheless, an understanding of all the activities of the community is essential for the development of the best type of citizen. When it does not seem advisable for the children and youth to take part actively in some phase of community life, arrangements can usually be made for them to observe, discuss, and inform themselves about it. For instance, the primary children may want to know about the various community services, and a part of

their learning will come from a visit to the post office or the fire department. Or again the junior high school youth may want to know more about the forms of government in the community. While they could not become voting members of the governing council of the center, they, or their representatives, can very profitably attend some of its meetings. In this way, by observing as well as participating, the children and youth reach a clearer understanding of all aspects of community living.

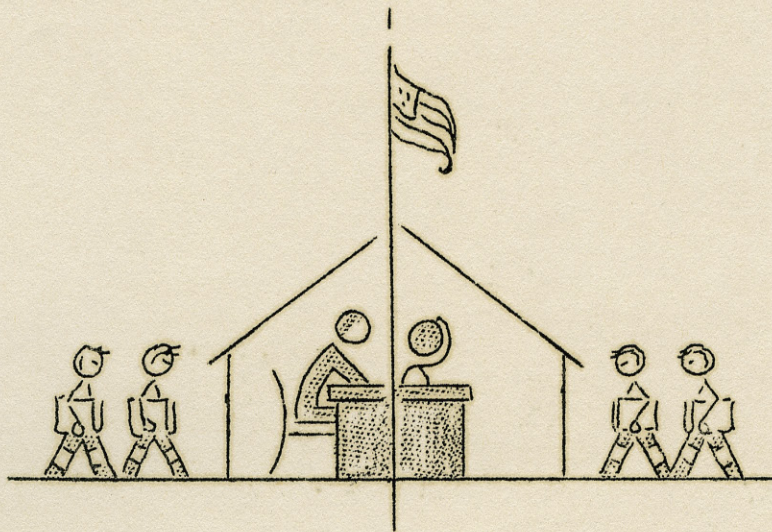
This concept of a school geared to the problems of the community and using the problems of the community as instructional material is not an entirely new idea. Community schools on the secondary level had been a part of the cultural pattern of Denmark for nearly a hundred years before the recent German invasion. These "folk high schools" nourished the life of Denmark so that it became known as a country in which people knew how to live effectively. Still more recently the community school has been used by leaders in Mexico to effect in a decade progress which would ordinarily require generations in time. Many communities in the United States have likewise discovered the effectiveness of the community school in contributing both to the improvement of the community and to the development of the educational program for children and youth.

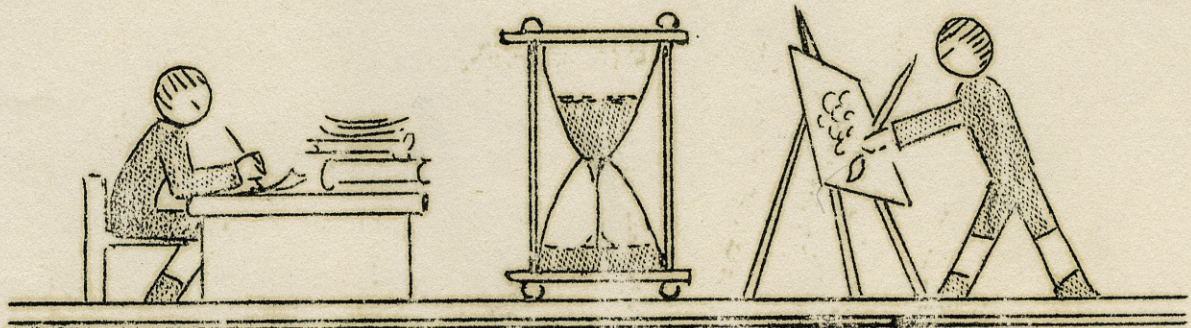
This kind of a school program calls on everyone in the community to contribute to the solution of problems. The people of the community recognize a problem; the community leader--doctor, fireman, farmer, mother, artist, or carpenter--knows a great deal about the nature of the job to be done; the teacher knows how learning takes place, and something about the contribution that children and youth can make. The pupils want to participate actively in community life. Together all work out a plan of attack on the problem and together they carry out the plan.

Education becomes a process which goes on everywhere in the Relocation Center, and the community school loses its identification with a single group of buildings. Groups of children and adults work on the spot--farm, shop, home, office, or playground--wherever the problem is, as well as in the neighborhood libraries, in recreation halls, in discussion groups, and anywhere else that they can function. The walls of the classroom cease to be educational boundaries. The buildings set aside for schools become community centers--vital spots for building effective, cooperative living.

Few communities have ever had an opportunity to say for themselves just what they shall be like. Usually the forces which call a community into being bring together a group of highly individualistic people who only gradually become aware

of possibilities of community action. But both the Japanese-Americans and the Caucasian staff at the Relocation Centers are made acutely aware of the need for working together democratically if life is to be fruitful. Each new arrangement to regulate the affairs of the community becomes subject to examination, and may be rejected or altered if it does not meet the needs of the people. Such a community offers an unparalleled curriculum opportunity to the community school. Japanese Relocation Centers probably offer the greatest opportunity in the United States for the kind of service that the community school can give.





POSSIBLE CURRICULUM DESIGN

The War Relocation Authority has the dual task of assuming the responsibility for the well being of the Japanese-Americans during the present war and of providing educational opportunities during this period which will equip them for their return to postwar society. The United States government has a strong desire that these people retain their self-sufficiency so that they may readily return to the communities from which they came or re-establish themselves in other communities where their services will be needed. This purpose which looks to relocation of the Japanese-American in the postwar period demands that each center be thought of primarily as an educational and training project. Here all phases of industry, agriculture, commerce, welfare, and government must be searched for their training project. Here every phase of industry, agriculture, commerce, welfare, and government must be searched for their training possibilities and their educational opportunities.

Without careful planning, however, these educational and training possibilities may lie untapped with the result that the Japanese-Americans may eventually leave the Relocation Centers less able economically and socially to make their contributions to normal community enterprise. Careful curriculum planning is therefore essential to assure those desired learning experiences. This section is devoted to a brief description of a possible curriculum design which gives promise of reaching these ends.

Every school has a pattern or a design of curricular offerings. Some schools hold to a pattern of separate subjects that has changed little in the past two decades. Other schools have departed from the formal subject design and improvised a pattern in terms of the pupil's interests.

The community schools in the Relocation Centers have tentatively agreed that their curriculum design should have two major divisions:

1. There should be provided experiences which are common to all youth. Common experiences should be

provided throughout each of the twelve school years.

2. The curriculum should also provide opportunities for selective subject experiences which the learner feels he needs for satisfactory living now or in his preparation for future living.

The first of these divisions has been called general education or the core of the curriculum. General education is an effort to give to all children and youth the common understandings of the world in which we live, the attitudes essential to democratic participation in group life, and the skills necessary to satisfactory personal and social existence.

Many school systems throughout the nation are developing, for this general education, guide lines which they are calling "a scope and sequence of major learnings." As will be noted in the scope and sequence chart, page IV - 6, the design consists of two sets of co-ordinates. The items in the scope are determined by a careful analysis of the various types of activities which go to make up complete human living. The items in the sequence are selected on the basis of maturity levels of children and youth and an analysis of the sociological problem we face in this century. This "scope and sequence" is to be used as a check-list by classroom teachers to insure that the learning experiences in general education are comprehensive in breadth and at the same time have sequential continuity as the child progresses through the elementary and secondary school. Chapter IV develops in considerable detail a pattern for general education which might be suitable for the Relocation Centers.

The second major division of the curriculum provides opportunities for selective subject experiences and is developed more fully in chapter V following. Many patterns of special subjects should be offered to develop the individual interests found in high school pupils. Examples of selective education are found in an agricultural curriculum which would include such specialized subjects as animal husbandry, farm management, floriculture, landscaping, gardening, nursery practice and pest control. It is obvious that not all of the youth in the secondary school would be interested in such a series of offerings. Other pupils might be concerned with preparation for a commercial career which would involve typing, shorthand, and similar subjects. Other pupils may be interested in pre-engineering or pre-medical subjects, consequently, the selective education must also offer such subjects as: algebra, biology, chemistry, languages, etc.

The allocation of the hours of the school day to experiences in general education and in selective education have been tentatively agreed upon at the recent conference of the

War Relocation Authority. In the first six school years, at least one half of the total school time is to be utilized in units of work suggested by the scope and sequence of the major learnings in general education. In the junior high school this time allotment for general education might be reduced ~~to~~ the equivalent of one hour for each school day. In the tenth, eleventh and twelfth school years there is still further reduction so that not more than two hours of the school day are spent in these common experiences. The chart which follows on the next page presents graphically the percentage of time of the school day which might be given to these two divisions of the curriculum.

In the elementary school the time not utilized in the common experiences of general education might be devoted to caring for the specific needs of the individual pupils. In these years children's needs can be met by giving time for practice in the tool subjects which have been found most useful in the experiences of general education. Further, children will need time to follow up hobbies, celebrate holidays, and express themselves in a variety of ways which are entirely outside the scope and sequence pattern of major learnings.

In the secondary school the pupils will be permitted to utilize the time not spent on general education in preparation for effective ways of meeting both present and future needs. They may begin their preparation for advanced study or they may develop vocational skills or avocational abilities.

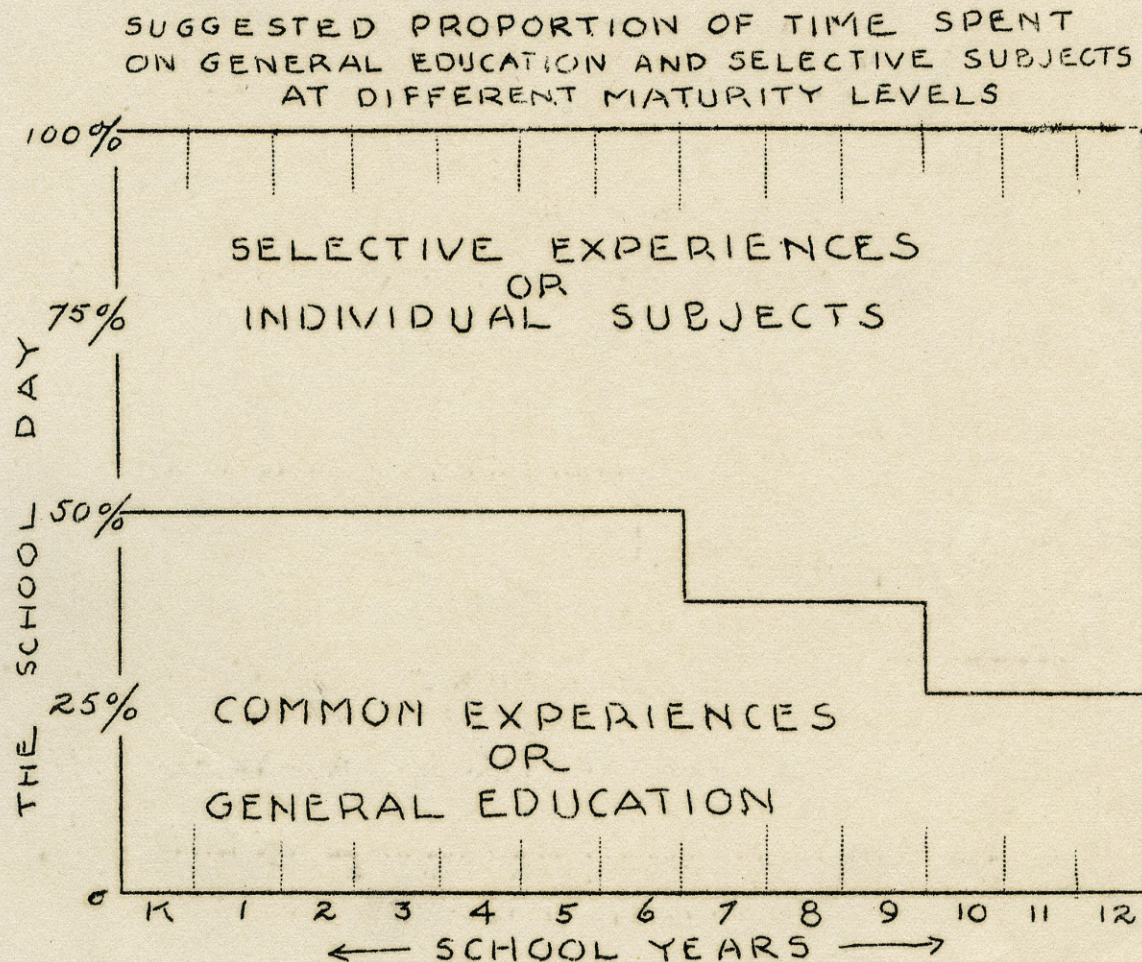
The two-fold purposes of the community school are thus met by allocating time in the school day to both general education and selective education. The programming of these two aspects of the curriculum presents real difficulties. A section of this document, Chapter VIII attempts to set forth suggested schedules for a community school operating on a twelve-month basis.

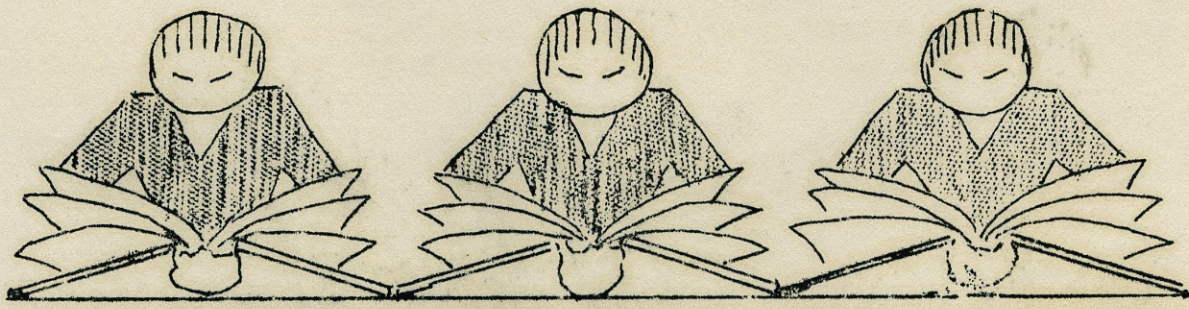
Each teacher might consider the three roles which he can play in the curriculum design: (1) his part in general education, (2) his part in selective education, and (3) his part in the guidance program.

Each teacher regardless of his experience and training has a contribution to make to general education. Possibly all teachers on the elementary school level will cooperate in the development of source units in general education and will also actually accept full teaching responsibility for a group of children throughout the school day. In the secondary school all teachers - general and selective subject teachers - may contribute to the development of source units in the core. Those teachers who are best fitted for teaching in the core may spend most of their time in this phase of the work, although most teachers in the general education program desire to have one class in selective education. Those teachers who are best fit-

ted to guide pupils in selective subjects will devote the majority of their energies to teaching in this division of the curriculum.

Regardless of whether one is devoting most of his teaching time to general education or selective education, all teachers have a role in the guidance program. Chapter VII following develops the guidance program in more detail.





GENERAL EDUCATION

General Education. Modern educators define the school curriculum as composed of all of the learning experiences which children have under the guidance of the school. Effective operation of the democratic way of life requires that certain of these learnings be common to all children and youth and that these common experiences be drawn from all fields of human endeavor. These more universal aspects of the school curriculum are known as "general education." It is the content of this general education or common experiences of the curriculum which is discussed in this chapter.

Traditionally the common aspects of the school curriculum have been determined by the textbook adoption or by outlines of separate subject matter. Educators assumed that organized bodies of separate subject matter, properly selected and faithfully taught, would achieve the desired personal and social ends. In the last quarter of a century there has been increasing dissatisfaction with the traditional methods of determining what to teach. Research has shown the failure of such a curriculum design to prepare for effective social, economic, or citizenship responsibility.

Recently schools have been approaching their curriculum designs by determining the range or scope of the learning experiences and the sequential arrangement of these experiences by methods somewhat different from the traditional approach. This two dimensional blueprint of educational experiences from early childhood to adulthood has been called a "scope and sequence of major learnings." The range or scope is conceived as the summation of all the activities in which man engages - man universally protects himself and his kind, produces food, shelter and clothing, moves about in space, communicates with others, educates his young, plays, worships, etc. The scope of a curriculum should include pupil experiences basic to developing concepts, appreciations and skills in all these phases of human activity. The classification of human activities into major social functions and the utilization of these categories as

the vertical co-ordinates or scope on a two-dimensional chart is a long stride towards extending and enriching a curriculum.

In the Relocation Centers the life of the community has been arbitrarily organized into 8 divisions or departments each with an administrative head. Within these 8 divisions all of the normal individual and group activities are easily classified. For the purpose of the scope of the curriculum these eight administrative divisions were selected to represent the major clusters of social functions. As can be seen in the scope and sequence chart following, the administrative division titles have been somewhat changed in terminology to make the items of the scope:

1. Production
2. Public Works
3. Community Services
4. Transportation, Communication, and Supply
5. Maintenance and Operation
6. Community Enterprises
7. Placement and Labor Relations
8. Administration

The horizontal co-ordinates of our two-dimensional design - sequence - are based upon an analysis of our culture which may be summed up as follows:

1. Man has constantly struggled to provide a greater quantity and quality of goods and services to satisfy human needs.
2. This struggle has been slow and relatively unsuccessful throughout most of man's history.
3. Recently man has given up his reliance upon superstition, magic, blind chance, supernatural powers, and instead is relying more and more on reason, science, human design, and control.
4. This reliance on a new way of thinking has brought about rapid increase in man's control over natural phenomena and an increase in the number of human wants of a material nature which can be satisfied. Man is now able to produce the material goods and the essential services for an abundant life on a greatly reduced expenditure of human energy, making available a large amount of leisure in which to develop rich individuality and a desirable culture.
5. This rapid change in the technological aspects of production, transportation, communication, and other functions, has not been paralleled by a corresponding modification of our mores and institutions.

6. As a result we find ourselves in an impasse; the utilization of our new controls over nature is frustrated by outmoded social controls.
7. Man's next period of progress must be in the realm of social pioneering if we are to utilize our recent gains over the physical and natural world.
8. The essence of this social pioneering must consist of the co-operative efforts of all interdependent people to plan for the improvement of social and economic objectives deemed desirable and possible.

With such an analysis before us the next step is to determine a sequence of school experiences which may develop sufficient understanding and desire-for-action to tackle this job of social pioneering. Obviously this sequence of major learnings must take into account the maturation levels of children and youth in order to prevent the wasting of time and effort on pupil experiences not suitable to the particular age of children or youth for whom they are intended.

The Relocation Centers have tentatively agreed that the sequential theme for the elementary and secondary schools shall be "Adaptation of our Socio-Economic Arrangements to the Control and Direction of Technological Development." The elementary grades under such an integrative theme would put emphasis on the profound shift which has taken place in the last century in our tools and technics; while the secondary school might study the problems of modifying our human arrangements and institutions to solve the problems presented by the rapid development of science and technology. The scope and sequence chart following should be examined to note how this integrative theme has been broken down into centers of interest for the various grade levels. It should be noted that the abilities, interests, and maturity of the pupils has served as a basis for determining the sequential arrangement of the aspects of the theme to be considered at each grade level.

A suitable arrangement in conformance with the scope and integrative theme here suggested would provide for learning experiences in terms of the child's immediate environment in the early primary grades. In the third and fourth grades the child is ready to make comparisons between the environment which he knows by direct contact and others with which his experiences will necessarily be less concrete. Fifth and sixth grade pupils are interested in "making things go" and may well study the uses to which man has put the inventions which he has made.

The secondary school years, seventh through twelfth, should be devoted to a study of the means of improving our

institutions for the better direction and control of the technological conditions which are destined to determine world relationships in the future. (See Scope and Sequence Chart, page IV - 6.)

With the integrative theme for the whole curriculum in mind, with suitable sub-divisions of it for grade groupings as a guide, aspects of the theme or centers of interest for each grade may be indicated in general terms. Naturally, the kindergarten child will have his learning experiences related to the home and to family life. The first grade child is interested in the school and the neighborhood, while the interest of the second grade child has extended to the entire community. For third and fourth grades, communities such as those of primitive times and those from which the children have come, give, by contrast, better understanding of the Relocation Center in which the child lives. The use of modern science technics in handling resources, in production, and in marketing supply a broad grouping for learning experiences in the fifth and sixth grades. The secondary school years are to be devoted to the general purpose of determining improvements in ways to make better use of our recent advance in technics. The seventh grade may center its activities about the community as an organization set up by man to supply needs common to all members of the community group. In the eighth grade, experiences may be centered around democracy as an invention of people to satisfy their need for the ordering of group affairs by group consent. The ninth grade should supply the chronological conception of human development thus supplying one important means of organizing human knowledge. The tenth grade should be devoted to consideration of the individual as a part of the social organization - his problems as an economic producer and consumer, his social-civic obligations, his personal, recreational, and health needs. Eleventh and twelfth grade pupils should be able to focus all previous learning upon the problem of improving living conditions in the immediate environment, the region, the nation, and the world. If the school has succeeded, they should be able to attack social problems with understanding, with constructive habits of social thinking, and with ability to operate effectively in a system of social controls. (See chart, page IV - 6, for complete statement of scope and sequence.)

Such a curriculum as is here suggested has a scope as wide as all human activity; the theme is true to the ideals of education in a democracy; the sequence is psychologically sound; the organization is in every way flexible and suitable to use in a community school.

Having developed a general plan of scope and sequence for the general education curriculum, the next step is to

consider the details within the framework. The teacher must determine what general learning situations are suggested by the crossing of the scope and sequence at each grade level. (Refer to Scope and Sequence Chart, page IV - 6.) What experiences may the child profitably have in the "crossing" indicated by this interrelationship? For instance, the kindergarten teacher needs to ask herself the question, "How may production in the home be made to contribute desirably to the learning of a child of kindergarten age?" Perhaps she will organize activities around such a general problem as "What kinds of things are made by the members of our families?" The first grade teacher considers what learning opportunities are supplied by the relationship between the school and the neighborhood on the one hand and the area of production on the other. Perhaps such a problem as "How do things that grow in our neighborhood help us in our school and neighborhood?" will lead to a windowbox garden, a series of excursions, or other projects giving actual learning experiences adapted to the ability of the child in the area indicated by the scope and sequence relationship. At each grade level, the interrelationship of scope and sequence indicates the desired area of experience; the interests of the children, their past experience, their maturity, the resources of the community determine the actual form which the learning experience shall take; and, of course, the children have a share in the planning, for only so may continuity of experience and learning be assured.

Similar methods will determine the details of the curriculum for each grade. In the following pages are given examples of possible problems for the first grade, the seventh grade, and the tenth grade.

There is a flexibility in the type of general education curriculum here suggested - a flexibility missing from traditional groupings of subject matter. Each teacher adapts this curriculum to the needs of her class and to the best possible use of community facilities for augmenting learning experiences. It may be said that the teacher and the pupils are the makers of the curriculum in fact. Subject matter is no longer confined between the covers of textbooks to be allotted for consumption in mentally indigestible "page assignments". The subject matter of this curriculum is freely and attractively spread before the child or youth in all his life relationships. The baseball diamond, the motor pool, the cooperative store, his own stamp album - all these become a part of the subject matter of learning in the curriculum of the community school. The individual learns, as he lives, as a unit in a social group. The school has the responsibility of seeing that learning experiences are provided, but the learning is not confined, in any sense, by the four walls of a school building.

SEQUENCE:

INTEGRATIVE THEME

ADAPTATION OF THE CONTROL AND

OUR SOCIO-ECONOMIC ARRANGEMENTS TO DIRECTION OF TECHNOLOGICAL DEVELOPMENT

K	1	2	3	4
	LIVING IN THE IMMEDIATE ENVIRONMENT		CONTRASTING COMMUNITIES DIFFERENT TECHNIQUES USED	

5	6	7	8	9	10	11	12
	HOW MODERN MAN USES SCIENCE AND INVENTIONS		IMPROVEMENT OF HUMAN ARRANGEMENTS TO MAKE BETTER USE OF SCIENTIFIC TECHNIQUES				
							CONTINUOUS IMPROVEMENT OF LIVING

PRODUCTION

- Agricultural products
- Processing & marketing
- Manufacturing
- War works

PUBLIC WORKS

- Design
- Construction
- Highway
- Irrigation & conservation

COMMUNITY SERVICE

- Community welfare
- Housing
- Community activities
- Health
- Education
- Internal public relations

TRANSPORTATION, COMMUNICATION, SUPPLY

- Mess management
- Warehousing
- Motor pool

MAINTENANCE & OPERATION

- Maintenance & repair
- Garage
- Painters & plumbers, etc.

COMMUNITY ENTERPRISE

- Cooperatives
- Community planning

PLACEMENT & LABOR RELATIONS

- Occupational coding
- Employment

ADMINISTRATION

- Procurement
- Property control
- Personal records
- Office records
- Budget & finance
- Fiscal accounting
- Cost & audit
- External public relations

HOME AND FAMILY LIFE

SCHOOL AND NEIGHBORHOOD

OUR COMMUNITY

PRIMITIVE COMMUNITIES

COMMUNITIES FROM WHICH WE CAME

RE SOURCES
PRODUCING
MARKETING

THE COMMUNITY - A HUMAN INVENTION TO SATISFY NEEDS

DEMOCRACY - AN INVENTION TO SATISFY HUMAN NEEDS

CHRONOLOGICAL CONCEPTION OF HUMAN DEVELOPMENT

INDIVIDUAL PLANNING FOR PERSONAL, SOCIAL, VOCATIONAL AND CIVIC PARTICIPATION

WITHIN COMMUNITY AND REGION

WITHIN NATION AND WORLD

Development of the Aspects of the Scope and Sequence: The preceding section of this chapter was primarily concerned with the manner in which the items of the scope and sequential themes could be selected and what they meant.

The next step in development of the scope and sequence consists of filling out the more detailed aspects of the curriculum - these being the problems or activities suggested at the square where an item of the scope crosses a center of interest for a particular school grade. (See the Scope and Sequence Chart, preceding page). The following pages illustrate the manner in which all the aspects for grades I, VII, and XI might be elaborated. This elaboration is not complete since it is intended only as an illustration of the process involved.

Illustration of Development of All Aspects

Grade One

Integrative Theme: Adaptation of our regulatory arrangements to the control and direction of technological development.

Specific Theme for Kindergarten, First and Second grades: Living in the immediate environment. Center of interest for grade one: Home and family life.

<u>Scope</u>	<u>Aspects</u>
Production	How do things that grow help us in our school and neighborhood?
	How do the things we make help us in our school and neighborhood?
	What must we buy?
	Etc.
Public Works	How can the yard at school be made more useful and beautiful?
	How can our room be made more useful and beautiful?
	How can our library be made more useful and beautiful?
	Etc.

Illustration of Development of All Aspects

Grade One (cont'd.)

<u>Scope</u>	<u>Aspects</u>
Community Service	What can we do to protect health at home and school? How can we care for and keep clean our home and school? How do the schools help people? What games do we play at school? How could members of the family play and have a good time? How does working together make happiness in the home? Etc.
Transportation, Communication and Supply	How do members of the family communicate with one another? How do they travel to school and to work? Etc.
Maintenance and Operation	How can we help each other at the mess hall? Who are the community helpers? How may I help? Garbage? Sewage? Clean-ups? Fire prevention? Police? Etc.
Community Enterprise	What does being a good neighbor mean? How do families help each other? How do we protect and conserve property in the home? Etc.
Placement and Labor Relations	How can I help my family?
Administration	Why do we have rules in school and at home?

Illustration of Development of All Aspects

Grade Seven

Integrative Theme: Adaptation of our regulatory arrangements to the control and direction of technological development.

Specific Theme for Secondary Grades: Improvement of human arrangements to make better use of scientific technics.

Center of Interest for the Seventh Grade: The community - a human invention to satisfy needs.

<u>Scope</u>	<u>Aspects</u>
Production	In what ways has the community helped man to provide himself with the necessities of life?
Public Works	What does the community do to make more attractive living conditions for its people?
Community Service	How does the community help people to better care for their health, their recreational needs, and their desire for friendly human contacts?
Transportation, Communication and Supply	How do methods of transportation and communication affect cooperative living?
Maintenance and Operation	What is the responsibility of the community for its own upkeep?
Community Enterprise	How can community planning help to satisfy the needs of the people?
Placement and Labor Relations	What work opportunities does the community provide for children in the seventh grade?
Administration	How does the community organize itself to protect life, property, and natural resources?

Illustration of Development of All Aspects

Grade Eleven

Integrative Theme: Adaptation of our regulatory arrangements to the control and direction of technological development.

Specific Theme for Secondary Grades: Improvement of human arrangements to make better use of scientific technics.

Center of Interest for Eleventh Grade: Continuous improvement of living within the community and the region.

<u>Scope</u>	<u>Aspects</u>
Production	What changes in production are desirable in our community and region in order to make better use of the advantages of technological development?
Public Works	What conservation projects would benefit our community and region?
Community Service	What extension of recreational opportunities is desirable and possible in our community and region?
Transportation, Communication and Supply	How may the community take advantage of improved transportation and communication to make better living conditions for its people?
Maintenance and Operation	What cooperative efforts will best maintain the physical and mechanical properties of our community and region?
Community Enterprise	What planning is necessary for the improvement of our community and region?
Placement and Labor Relations	What occupational opportunities are there in our community and region?
Administration	How may we, through our local government, provide personal and economic security for citizens of this community and region?

Developing Source Units for General Education: The task of filling in the squares of the scope and sequence does not complete the development of the curriculum design for general education. Another very important part of the making of the curriculum is the building of source units. The following illustrates one suggested method.

A source unit is a collection of suggested activities, interviews, excursions, group and individual projects, drawings, evaluation techniques and reference materials for pupils and teachers. It is prepared by a group of teachers to be used by the teacher when planning a teaching unit in cooperation with the pupils. All the material in a source unit cannot possibly be used in any one teaching unit, but it gives the teacher an opportunity to choose what is best suited to the particular needs of his group. A number of teaching units may be drawn from one source unit.

The following outline of a source unit may be taken as suggestive:

I. Statement of the unit or topic

- a. Significance of the unit in terms of our culture.
- b. Contribution of the unit to the educational and social philosophy of the school.
- c. Place of the unit in the continuity of learning in the school's program.

II. Pupil problems

- a. Problems which the teacher anticipates.
- b. Analysis of subject matter involved.

III. Desired outcomes

- a. A list of desirable changes in pupil behavior, attitudes, appreciations, work habits, and study skills.
- b. A list of desired understandings.

IV. Suggested activities -- These should be organized in the most useful way possible.

- a. Types: Excursions, interviews, making diagrams, charts, posters, creative expression, experimentation, study and review, discussion and planning, construction, dramatics, etc.

- b. Parts of a unit
 - 1. Introductory activities -- current happenings, an exhibit, a movie --
 - 2. Assimilating activities -- construction activities, creative experiences, excursions--
 - 3. Culminating activities -- themes, original plays, pageants, assembly programs --
- V. Evaluation -- This should be done in terms of pupil purposes and needs.
 - a. An annotated list of commercial tests which the teacher will find helpful in appraising the progress of her pupils.
 - b. An explanation of techniques so that the teacher may make her own tests in terms of the problems and objectives of a particular group -- e.g. observations of behavior.

VI. Materials

- a. A list of reference materials, visual aids, appropriate equipment --
- b. Suggestions as to how and when to use these materials
- c. A bibliography for the teacher
- d. A bibliography for the pupil

* * * * *

Source units require constant revision. Teachers should keep notes on the effectiveness of various activities and materials when they teach a unit. Periodically a teacher or group of teachers should be given the responsibility of revising the source units being used in the school in order to eliminate useless activities and materials, add new activities and materials, and to modify parts of the unit which have caused difficulty in use.

Developing a Teaching Unit for General Education: When the teacher is given a class of pupils she then is ready to plan with them a teaching unit. First she analyzes the interests of the pupils; she listens to conversations and observes activities to further her knowledge of their capacities. She may then proceed to decide what common group purpose can be stimulated in the direction of problems suggested in the source units prepared for her grade level. She may introduce a variety of stimuli such as those listed in column one of Wrightstone's chart, following in this section, in order to relate the pupils' interests to the objectives she has in mind.

As the pupils see the larger implications of their purposes they will help the teacher by formulating activities, selecting materials and methods, and organizing tentative

committees as listed in column two of Wrightstone's chart.

The next step in the teaching unit is the matter of assimilating the material through investigation and collection of data. Column three of Wrightstone's chart gives a variety of procedures for such research activity.

Column four gives suggestions for the integration and correlation of data through the use of subject matter, content and skills. A variety of experiences for proposed culminating activities are given in column five. The evaluation of outcomes is stated in terms of how well the unit has met the purposes, interests, and needs of children and youth participating in the experiences.

J. W. WRIGHTSTONE'S CHART

(In Lee, J. Murray and Lee, Dorris. The Child and His Curriculum. New York: Appleton-Century Co., 1940. p. 204.)

PRINCIPAL PROCEDURES IN THE DEVELOPMENT OF A UNIT OF WORK OR PROJECT

<u>Stimulation or Identification of Interests</u>	<u>Formulation of Aims, Activities and Methods</u>	<u>Investigation and Collection of Data</u>	<u>Integration or Correlation of Data</u>	<u>Culmination of Activities</u>	<u>Evaluation of Outcome</u>
Classroom and social environment stimuli which are identified and chosen for group enterprise Sources of stimuli include: 1. Books 2. Conversation 3. Discussion 4. Excursions 5. Exhibits 6. Magazines 7. Movies 8. Newspapers 9. Pictures 10. Stories 11. Talks 12. Trips, etc.	Pupil-teacher planning by suggesting: 1. Problems 2. Questions and formulating: 3. Aims 4. Activities 5. Materials 6. Methods and organizing tentative: 7. Committees 8. Reports, etc.	Obtaining facts from such sources as: 1. Interviews 2. Lectures 3. Library (Home-school) a. Bulletins, Reports, etc. b. Encyclopedia 4. Magazines 5. Maps, Globes, etc. 6. Movies 7. Museums 8. Newspapers 9. Pictures 10. Radio 11. References 12. Slides 13. Stores, factories, etc.	Unitary acquisition and organization of data usually organized in subjects like: 1. Arithmetic 2. Dramatization 3. Fine Arts 4. Health - Physical ed. 5. Industrial Arts 6. Language a. Oral b. Written 7. Music 8. Reading 9. Science 10. Social studies a. History b. Geography	Sharing findings and generalizations through creative expression: 1. Assembly programs 2. Creative stories and poems 3. Dramatization a. Plays b. Pageants 4. Drawings and paintings a. Murals b. Portfolios 5. Notebooks 6. Reports a. Group b. Individual 7. Scrap-books 8. Stories 9. Talks	1. Intellectual factors: a. Recall and recognition of facts and skills in reading, arithmetic, language, science, music, art etc. b. Abilities and skills in obtaining, organizing, interpreting, and applying facts for the solution of problems 2. Dynamic factors: Attitudes, motives, opinions, appreciations, personal and social adjustment, etc. 3. Performance factors: Behavior, conduct, or performance in personal-social qualities, such as initiative, criticism, responsibility,



SELECTIVE EDUCATION

The community school curriculum of the Relocation Centers must go beyond providing the youth with common understandings of the world in which we live, as was emphasized in the discussion on general education in the preceding chapter. It must also incorporate within the curriculum the selective subject education to fit individual needs and interests of all children and youth and avocational choices of secondary youth.

The War Relocation Authority believes that these centers should have for their primary purpose the training, not only of the youth for new jobs, but also the changing of many of the former occupational patterns of the Japanese-Americans. For example, it may be advantageous for an individual to make a transfer from agriculture to **auto**mechanics. Or on the secondary level the school can well adapt itself to training its youth in a variety of work experiences on the job under the supervision of any one of the eight department heads. The Motor Pool division at Tule Lake has already made provisions to teach a class in motor mechanics on the job. No doubt such provisions have been made in the other centers as well. Other work experience under joint supervision of the school and division heads could be inaugurated. The Health Department could easily cooperate with a home economics class in training youth in dietetics, nursing, care of the home, etc. The public works division has innumerable opportunities to help train youth in phases of such selective subject experiences as agriculture, carpentry, plumbing, and electricity which will be discussed more fully in the following chapter.

The guidance personnel has a significant role in developing the selective educational program. It can no longer be said that since certain selective subjects have been taught elsewhere, they must be taught here; consequently, the guidance personnel, core teachers, heads of administrative divisions, youth and parents must work cooperatively to determine those selective experiences which will be necessary to include in the educative process. The breadth of the specific selective subjects can best be determined by the

persons who have become sensitive:

- (1) to the present needs and desires of the individual, the family, the community, and of the war effort.
- (2) to the post-war needs in terms of the individual, the family, the community and the world.

Also in providing selective subject education to fit the present needs of the youth a number of other things should be considered:

1. The State requirements for graduation.
2. The college entrance requirements.
3. Immediate or emergency needs in the community.

The future needs which will determine the selective subject experiences of the individual are contingent upon the following factors:

1. The length of the war?
2. Job opportunities after the war?
3. What will happen to the residents after the war:
 - a. Remain in the centers?
 - b. Return to original communities?
 - c. Be distributed to new communities?
 - d. Return to Japan?

The longer the war lasts the more likely there will be antipathy toward the Japanese-Americans and the harder will be the rehabilitation into normal community life.

The nature of the post-war opportunities are also very uncertain for both Caucasians and Japanese-Americans. There is a possibility that the method of processing and manufacturing of our food, clothing, and shelter will be radically changed.

To add to the confusion of the problem of guidance, no one knows what policy governments will take toward maintaining the Relocation Centers or towards returning the Japanese-Americans to normal life.

One redeeming feature of the Japanese-Americans' position is that the various centers have an opportunity to give a variety of work experience which will multiply the chances for the individual to obtain work in a number of vocations. Therefore, the learnings common to many vocations in the selective subject experiences should be emphasized.

Following are some suggestions for grouping the selective subjects. No secondary school can offer them all simultaneously. But in terms of the factors mentioned above, many of

these selective subjects would be offered from time to time as the need became evident.

- (1) Agricultural Technics -- Animal Husbandry, Farm Management, Floriculture, Landscape Gardening, Nursery Practice, Pest Control.
- (2) Business Education -- Typing, Shorthand, Bookkeeping, Salesmanship, Everyday Business, Office Practice, Office Machines, Business Law, Business English.
- (3) Health Services -- Nursing, Nursing Aid Training, Dentist Assistants, Dieticians, Laboratory Technicianship.
- (4) Homemaking -- Clothing, Foods, Home Crafts, Home Management, Home Nursing, Child Care.
- (5) Industrial Arts and Crafts -- Architectural Drafting, Mechanical Drafting, Auto Mechanics, Radio Mechanics, Electricity, General Metal Work, Carpentry, Building Construction, Cabinet-making, Bookbinding, Foundry Work, Welding.
- (6) Avocational Music -- Orchestra, Choral Singing, Instrumental Ensembles, Community Singing.
- (7) Applied Arts -- Art Metal Work, Ceramics, Wood Carving, Photography, Leather Crafts.
- (8) College Preparatory -- Algebra (Elementary and Advanced), Plane Geometry, Trigonometry, Laboratory Sciences (Chemistry, Physics, Biology), Foreign Languages. .
- (9) Communication -- Speech, Journalism.
- (10) Physical Education
- (11) Etc.



SUGGESTED ACTIVITIES FOR A COMMUNITY SCHOOL

The schools in the relocation centers are unique in that they will have a stable population, will be in close contact with all phases of community life, and will share with the eight administrative divisions the responsibility for vocational development through work experience. Such a situation presents a real opportunity for the growth of a community school directly related to the immediate and future needs of children and youth.

There are many problems that arise in the life of the community. These problems, if brought to the schools for partial solution, not only offer vital educational possibilities for children and youth in their training, but if used, prepare them for their adult participation in community activities. If this relationship can be attained, we will have a community-centered school and a school-centered community, with a reciprocal relationship in which each is deriving the maximum possible benefit from the other.

Listed below are suggested educational problems to be found in the eight administrative divisions. They have been arranged in this manner: (a) those problems arising out of the community needs to which the school can contribute; and (b) those problems arising out of the school's desire to provide for the children's and youth's education to which the community can contribute.

These are merely suggestions for the teacher in order that he may correlate class work with community resources and show their integration. In no sense are these eight categories mutually exclusive, or the items under each division logically selected and arranged.

The real value in the listing is to be found in illustrating how the school is used by the community and how in turn the community is used by the school. Each Relocation Center will need to study such possibilities locally.

PRODUCTION DIVISION

SCHOOL NEEDS

1. Knowledge of geological formation and history, soil formation, rocks, and minerals.
2. Knowledge of employment procedures for selection of farm and factory workers.
3. Knowledge of time-keeping systems.
4. Knowledge of nutritional needs of farm-workers.
5. Knowledge of the aims of vocational guidance.
6. Acquisition of skills in the use of the library.
7. To know the history of vegetables from "seed to mouth".
8. Comparison of health standards of different occupations.
9. Knowledge of farm production.
10. Knowledge of piece work processes in factory production.

COMMUNITY OFFERS

1. Excursions to collect rock and soil samples...soil analysis.
2. Visits to placement office.. conferences with division leaders.
3. Visits to personnel office and cost accounting department.
4. Conferences with camp dietitian.... the mess hall and health centers.
5. Visits to personnel office for explanation of placement experience, job adjustment, job training.
6. Explanation by librarian of library techniques, use of index.
7. Use of experimental plots... visit to model farm...talks by agricultural experts.
8. Study of the relationships of job and exercise to health.
9. Consideration of means of increasing farm production...establishment of cooperative working relations between technical staff and science classes...use of work experiences present in the fields, poultry farms, pig-gery.
10. Visits to the factory where War Work is conducted.

PUBLIC WORKS DIVISION

SCHOOL NEEDS

1. Knowledge of soil types and conservation practices in the community.
2. Knowledge of what constitutes effective irrigation methods.
3. Knowledge of the work of a public works division.
4. Knowledge of skills needed by apprentices in various lines of work.
5. Materials for classroom activities.
6. Knowledge of modern highway construction, workers, methods, job estimates, plans, surveys, costs.

COMMUNITY OFFERS

1. Excursions through the camp to study soils and need for conservation practices...ways to analyze soil...recommendations for desirable practices.
2. Participation with farmers in studying practical irrigation problems...observation and identification of types of irrigation methods.
3. Provision for one apprentice to serve each two men on public works jobs.
4. Study of the Occupational Code, class work in computations and measurements, observation of placement files, studying job analyses...writing original job analyses and job qualifications.
5. Contributions of scrap material for use in schools, i.e. sawdust for puppetry, etc.
6. Study of machines...blueprints, surveying practices...work estimates, maps, charts.

COMMUNITY SERVICES DIVISION

SCHOOL NEEDS

1. Better training in physical education.

COMMUNITY OFFERS

1. Participation in work experiences by acting as assistants to playground supervisors.

COMMUNITY SERVICES DIVISION

(Cont.)

SCHOOL NEEDS

2. Improved training for health service work.
3. Practical training for students' recreation.
4. Materials for adult education classes especially for stenographers, machine operators.
5. Knowledge of public relations work.....aims.. procedures...evaluation.
6. Knowledge of community welfare services.
7. Improved training in gracious living.
8. To know the basis for community planning and history of planning movement for rural and urban groups...advantages...current practices.

COMMUNITY OFFERS

2. Participation in health work as assistants to nurses, orderlies, dentists, dieticians..... experience in preparing and serving food...visits to hospitals, dental offices, barber-shops, formula kitchens...observation of techniques of management, supervision, and organization...speakers for school and classroom visitation and instruction....case histories, X-Rays, modern medical equipment.
3. Participation in work service in community service activities...in refereeing community sports and games...surveys of the needs of the recreational section as to kind and number of personnel.
4. Citizens lend or rent their personal equipment to the school or other organized groups.
5. Study of community newspaper...value of community activities...work and leisure time activities...democratic practices in camp life.
6. Study of community agencies organized for welfare work.... school, hospital, recreation.
7. Opportunities to visit homes to see how it is possible to make a house a home - flower arrangement, etc.
8. Location and numbering of barracks..placement of community services...reasons for maps and blueprints...use of Center, itself, for study as a model.

COMMUNITY SERVICES DIVISION
(Cont.)

SCHOOL NEEDS

9. To study consumer education problems

COMMUNITY OFFERS

9. Aid in selection of goods and services...determination of price in relation to costs... place of marketing and distribution...standards of selection in purchasing

TRANSPORTATION, COMMUNICATION AND SUPPLY

SCHOOL NEEDS

1. Experience in mess hall management, staffing of personnel, food preparation and service, budgeting, meal planning, costs kitchen personnel, job specialization

2. Acquisition of a clear understanding of warehouse management

3. Development of skills for efficient handling of equipment maintained in motor pool

4. Understanding of how modern men transport themselves and their goods

5. Understanding of how modern men communicate their ideas and feeling

COMMUNITY OFFERS

1. Placement of students as mess hall, dining room, and kitchen personnel...participation in work of special baking and cooking

2. Placement of students as apprentices to storekeepers as salesmen, clerks, stock clerks

3. Placement of students as truck drivers' assistants to get experience in handling trucks and equipment

4. Observation of transport equipment and management in the Center....motor pool, garage, taxi and trucking system, etc.

5. Observation of the equipment for intracommunity communication. .paper, telephone, messengers, mail, etc.

MAINTENANCE AND OPERATION DIVISION

SCHOOL NEEDS

1. Training in mechanics, welding, electrical work, blacksmithing, carpentry
2. Understanding of the garage in relation to the community
3. Understanding of the water supply and sewage disposal systems
4. Knowledge of shelter and its construction
5. Understanding of the role of the janitor as a protector of the community

COMMUNITY OFFERS

1. Trade instruction on the job...provision for apprentice training
2. Observation of a truck being repaired...analysis of uses of trucks in the center... use of garage as a "class room"
3. Demonstration of practical chemistry and the use of chemicals for health...study of contributions made by fertilizer from sewage disposal plant.... demonstration of scientific principles improving man's environment...study of a public utility operated by the community...evaluation of importance of public utilities
4. Observation of the construction of barracks and warehouses... demonstration of the use of simple tools by a carpenter... contrasting early and modern tools as found in the community
5. Services of janitor as an instructor on modern conception of custodial services

COMMUNITY ENTERPRISE DIVISION

SCHOOL NEEDS

1. Chances to train leaders for cooperatives and to study cooperative methods

COMMUNITY OFFERS

1. Work experiences in management and supervision of farms and factories...work experiences in management and operation of general stores, barber shop, shoe and radio repair, credit company, news stand, community

COMMUNITY ENTERPRISE DIVISION
(cont.)

SCHOOL NEEDS

COMMUNITY OFFERS

theater...experience in marketing...pupil participation on the board of co-op directors...discussion of the principles involved in producing, marketing, manufacturing, and financing in cooperatives.

PLACEMENT AND LABOR RELATIONS

SCHOOL NEEDS

COMMUNITY OFFERS

1. Provision for training in labor relations

1. Study of job situations and job strains, necessity for group cooperation...relation of leader to group...mutual objectives of the worker and the employer....upgrading on the job

2. Knowledge of job-studies and relation of job-training to personal job satisfaction

2. Opportunity to illustrate personal and community benefits from work-school program

3. Understanding of employment procedures

3. Use of personnel offices to teach importance of proper job-seeking techniques...necessity of speaking in terms of specifics...use and importance of job analyses in relation to growth, salaries, and integration of office production benefits to the individual that come from understanding job qualifications required for community work experiences....relation of interview to placement....how to market abilities..use of U. S. Employment Service in post-war employment both for junior and adult placement

ADMINISTRATIVE DIVISION

SCHOOL NEEDS

1. Provision for better training of clerical and office workers with study of office practices and office machines

2. Comprehension of difficulties in communication in the relocation centers

3. Appreciation of the problems of administration

COMMUNITY OFFERS

1. Work experiences in mimeographing, cutting, stencils, journalism...cataloging and filing non-confidential materials...recording time sheets, compiling payrolls, show card writing, shelving goods, stenography, bookkeeping, packing and shipping, cost accounting, keeping general records, inventorying, requisitioning, warehousing

2. Provide work experiences in the procedures of handling mail, participation in messenger service

3. Consultant service for teachers

PRODUCTION DIVISION

COMMUNITY NEEDS

1. Control of farm pests

2. Reclamation of soil through the use of dykes, pumps, and drainage systems

3. Care and maintenance of farm machinery

SCHOOL OFFERS

1. Research in causes and methods of control...assistance to farmers in using control measures...

2. Analysis of soil...aid to technical staff...experimentation with gardens and fertilization

3. Training of mechanics...theoretical interpretation of part-time work experiences

PRODUCTION DIVISION
(cont'd.)

COMMUNITY NEEDS

4. Raising of pigs and poultry
5. Establishment of wage schedule
6. Improvement of clerical staff
7. Vocational guidance specialists in job analysis and job placement
8. Processing of food-stuffs by dehydration
9. Factory workers in power machine sewing

SCHOOL OFFERS

4. Experiments in breeding... care and maintenance of the live stock...selection for particular climate
5. Job analysis...job qualifications...determination of wage scales in relation to prevailing standards.
6. Training in the job skills.. maintenance of real work standards
7. Consideration of training aspects in job placement.... consideration of post-war labor market and job opportunities
8. Research in food preservations, marketing, use of dried food, storage, values
9. Training of workers...teaching of factory methods in use of patterns, cutters, and piece work in manufacturing process

PUBLIC WORKS DIVISION

COMMUNITY NEEDS

1. Formulation of safety practices in the use of tools and machinery
2. Use of school facilities in promoting the public works program

SCHOOL OFFERS

1. Practical instruction and demonstration of the use of safety devices
2. Training for sub-division leaders (design, construction, highway, irrigation, and conservation) responsible for coordination of school facilities and division requirements

PUBLIC WORKS DIVISION
(Cont'd.)

COMMUNITY NEEDS

3. Elimination of excess repair services

SCHOOL OFFERS

3. Instruction in industrial management practices for care of machinery and reduction of servicing costs.

COMMUNITY SERVICES DIVISION

COMMUNITY NEEDS

1. The improvement of the community health service

2. The improvement of community health

3. Development of understanding regarding individuals in cooperative living

4. Beautification of the Relocation Center

SCHOOL OFFERS

1. Training of hospital orderlies, nurses aides, dental assistants...information and practice in dietetics...training in preparation and service of foods

2. Instruction in the importance of personal, home, and community hygiene...instruction in proper habits in the care of teeth...instruction in the value of good posture

3. Study of the great cooperative movements in other countries....study in the application of these practices to the relocation centers....instruction of adults in the principles of cooperative living by class discussion, demonstration, participation...instruction and practice in student government by establishment of legislative councils, workshops, and institutes

4. Study of home and community beautification to encourage interior decoration and landscaping, and gardening...study in the practical, decorative uses of vegetable and flower gardens, shrubs, and lawns...study of local soil conditions and their

COMMUNITY SERVICES DIVISION
(Cont'd.)

COMMUNITY NEEDS

5. Creation of attitudes which will recognize the pleasures of community living

6. Social interpretation of the schools and their services

7. An adult education program

SCHOOL OFFERS

relation to climate, altitude, and native vegetation

5. Instruction in individual and social benefits that result from community leisure-time activities...creation of hobby clubs...teaching and demonstrating of folk dances..story hours...pantomimes...instruction in the organization and procedures of public speaking, clubs, current event clubs, forums, and panel discussions to revitalize community life.. motivation of community activities as drama clubs, intramural sports; glee clubs, a capella choirs, community orchestras

6. Cooperation with PTA groups, open house meetings...father and son programs...participation of mothers in class or school activities, field trips, sewing classes, home economics demonstrations...assemblies for interpreting the schools, exhibiting its products, demonstrating modern democratic procedures, and stimulating understanding and confidence in school services and objectives...cooperative planning for functions which will have seasonal, holiday or recreational significance

7. Creation of night school program for working adults, or adults who prefer to study together, in classes they request or could profit by...coordination of daytime classes with classes in secondary schools... classes to develop new skills or maintain old ones or to empha-

COMMUNITY SERVICES DIVISION
(Cont'd.)

COMMUNITY NEEDS

SCHOOL OFFERS

size avocational interests....
interpretation to older groups
of social, civic and educational
objectives of the center

TRANSPORTATION, COMMUNICATION AND SUPPLY

COMMUNITY NEEDS

SCHOOL OFFERS

1. The education of youth
in mess hall management

1. Courses in home **economics**,
domestic service, dietetics,
table service, care and feeding
of infants

2. Job training

2. General and vocational cour-
ses keyed to student work needs

3. The application of
safety measures in the use
of trucks and equipment

3. Teaching in safe driving,
observation of traffic regula-
tions...care and maintenance of
expensive equipment

4. Improvement in main-
tenance of transportation
facilities

4. Opportunities for guest
speakers to explain to youth
transportation problems, history
and kinds of transportation...
effects of saving time and space

MAINTENANCE AND OPERATION DIVISION

COMMUNITY NEEDS

SCHOOL OFFERS

1. Skilled mechanics with
ability to teach their
techniques

1. Brush up courses for skilled
workers, emphasizing their re-
sponsibility to teach and develop
workers in their group for
greater production and greater
job satisfaction

MAINTENANCE AND OPERATION DIVISION
(Cont'd.)

COMMUNITY NEEDS

2. Trained carpenters
3. Maintenance of a clean community

SCHOOL OFFERS

2. Classes in cabinet making and wood-work and such skilled subjects needed in construction work...courses for student workers to define their duties and see what constitutes a good workman in a group situation...foremanship training including the qualifications and responsibilities of leadership
3. Projects in which students study merits of cleanliness, good management, relation of cleanliness to pleasure in eating and safety of food

COMMUNITY ENTERPRISE DIVISION

COMMUNITY NEEDS

1. Cooperative buying of provisions not available in camp
2. Cooperative planning of religious worship
3. Understanding of community planning

SCHOOL OFFERS

1. Study in the development of the cooperative movement
2. Neutral ground for parent cooperation in solving problem of religious worship
3. Study in theories and practice of community planning using the center as a model

PLACEMENT AND LABOR RELATIONS

COMMUNITY NEEDS

1. Child and adolescent appreciation of family life
2. Program for employment of youth
3. Adjustment of older residents
4. Supervision of leisure-time activities
5. Community beautification
6. The concept that honest work is not degrading
7. Mess hall assistants
8. Skilled administrative and secretarial help
9. Training for industrial service in furniture factory, etc.

SCHOOL OFFERS

1. Education for family life, parenthood, child care, care of home...experience in building and occupying and maintaining model homes
2. Assistance in making clear the relationships between employer and employed youth.... development of self-reliance and trustworthiness...growth in independence
3. Participation in adult education and leisure-time program
4. Organization of recreation and extra-curricular activities
5. Training in the responsibility for keeping camp tidy and free from papers...study of plant life for use in making surroundings of homes more attractive
6. Development of an understanding of all occupations and their contributions to the community
7. Dietetics courses co-ordinated with the operation of the community kitchens and dining halls
8. Part-time apprenticeship training program involving actual work in administrative and other offices for commercial students whose interests and application indicate probable success
9. Apprenticeship training similar to that suggested in 8 for skilled occupations

PLACEMENT AND LABOR RELATIONS
(Cont'd.)

COMMUNITY NEEDS

10. Vocational guidance

SCHOOL OFFERS

10. Pupils guided into fields for which there will be a place for them after the war

ADMINISTRATIVE DIVISION

COMMUNITY NEEDS

1. Improvement of office techniques

2. Personnel selection

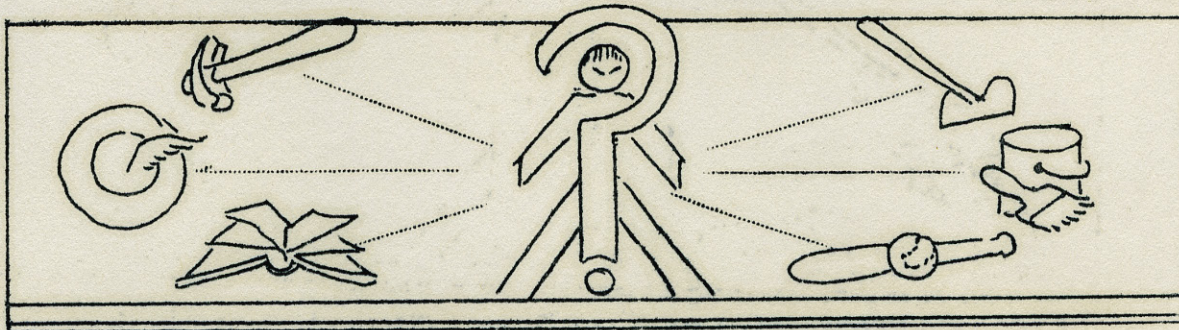
3. General staff improvement

SCHOOL OFFERS

1. Practice in filling out forms and instruction in the art of following administrative directions, which are necessarily increased under federal jurisdiction...practice in federal system of accounting and general standards of accuracy...instruction regarding the legal aspects of negotiable papers, i.e.: notes, contracts, checks, drafts, mortgages, etc.

2. Clarification of the qualifications for the various types of jobs in the center and the method of applying for them, filling out applications, interviewing, etc...clarification of administrative lines of authority..aid applicant in understanding responsibility in the job-seeking process..complete data on each high school applicant for work within the camp

3. Integration of English and commercial teaching in functional program which will emphasize necessity for accuracy...assistance to students in recognition of raw materials such as types of wood, various metals, etc.



GUIDANCE PROGRAM

While the answers to many of the questions relating to the set-up of guidance programs must necessarily be determined with regard to local situations, there are a number of features common to all Relocation Centers which are of vital concern to those responsible for instituting and administering the programs. The transfer of the entire Japanese population, both urban and rural, to a totally new environment, places emphasis upon the responsibility of the schools to establish effective orientation programs. Because of the scarcity of employment, which is the outcome of restricting so many to small geographical areas, the schools are faced with a major problem in keeping the high school age group well-occupied. Most of the school population will have to be retained throughout the period of secondary education, a proposition which has manifold implications as to the quality of instruction and the nature and extent of the guidance program. Also, it will be the function of guidance to direct the activities of young people along such lines as will not only help them to adapt themselves to their immediate environment, but will prepare them for their return to normal communities at the close of the war.

In the vocational guidance program, a factor of utmost importance is the conception that these communities are retraining centers, that there will be a great deal of rotation in jobs, giving a variety of experience to many. The guidance program in the schools will need to be focused upon this major objective, and consideration should be given to the question as to what kinds of educational values are most desirable. One suggestion is that a general shop course be given early in the secondary program in order to provide a trial period of two weeks for each boy in the various branches of shop work. During this period the teachers could analyze aptitudes as a basis for educational and vocational guidance. Interest inventories, such as the Strong Tests, may be used. Lists of the kinds of occupational opportunities available in the various community divisions may be made.

Recommendations pertaining to the administration and scope of the guidance program which follow are submitted merely as suggestions. They may be of some assistance to the guidance director and his associates, who face an utterly new kind of situation and must work hurriedly. In making them, we are assuming that the Japanese-Americans are Western in culture, or intend to be; that the Issei and Kibei are in the minority (refer to earlier chart) and, under the general educational objective of the Relocation Centers previously mentioned, are to be Americanized as rapidly as possible. It is particularly important that the guidance director, both in the preliminary organization and the subsequent administration of the program, seeks to transmit the common philosophy which has been established both to members of the school staff and the outside community, for reasons of unity and morale.

It is assumed that each guidance director has a background of training in the fields of psychology, physiology, and sociology. His knowledge of specific techniques of guidance administration, the gathering of anecdotal records, rating schedules, test results, health records, and similar devices will be beneficial to the professional operation of the program. The Director of Guidance is the logical staff member for collecting and interpreting these data.

The two-weeks orientation period to be provided in each center before the opening of school should be carefully programmed. The director's work, during this period, can contribute markedly to the interest, success, and participation of the entire staff in the conference. He might follow this procedure in conferences or workshops: (1) Assist teachers in developing the techniques for gathering data on the interests and needs of pupils, and on the vocational and occupational possibilities within the community. (2) Assist the staff in determining policies of testing (standardized tests and interest inventories). (3) Set up the techniques and materials for the early discovery of maladjusted personalities and subsequent treatment.

Counseling could be carried on effectively in either of the following ways: (a) As a regular part of classroom procedure. The core teachers can be in full charge of the guidance program in the secondary school, since they have the best opportunity to know the personnel of their classes. They may use the director to best advantage as a consultant in the handling of the more complex cases. Orientation should be given as an integral part of the core course in the high school. On the elementary level, the teacher remains with his class all day and therefore is definitely the one individual equipped to handle guidance, again using the director as his chief adviser in solving problems (not as a threat or means of discipline, however!).

(b) Through the Home Room Program. In establishing a home room program, certain essentials should be noted. First, it is imperative, we feel, that an hour, at least, be allocated for guidance; otherwise this period tends to become a routine announcement time. Group vocational guidance can start the year's program, using such a text as the Hand, Bennet Series. After preparing a manual of lessons, the guidance director can supervise the instruction in the home room.

When treatment for personality maladjustments is needed, the director can be most effective if he sets up definite procedures. Realizing that symptomatic behavior is not causal, he works to get at the underlying reasons. He should see that Binet and physical examinations are given, and that full developmental and social histories are acquired from teachers and family. Following the gathering of those data, a guidance conference should be held. The director is responsible for onlisting the interest and participation in this conference of every member of the staff with whom the child or youth has had contact. From this meeting should come constructive plans for school and home adjustment of the patient under consideration.

A more general type of guidance conference would be advisable for the interpretation of the guidance organization to the various directors of community divisions and to the community. Close association of the guidance director with the supervisors of these community agencies is imperative, to assure the smooth functioning of the vocational guidance program and the establishment of satisfactory employer-employee, apprentice-master worker relationships.

Furthermore, it is recommended that the guidance director exercise great care in his selection of personnel, endeavoring particularly to include all who have a special interest in, and preparation for, individual and group counseling. The degree to which the administrative officers are brought into the detailed program of guidance would, in a large measure, depend upon the complexity of their duties and the amount of time available for devotion to the various phases of the work.

After the program has been in operation for some time, it would be well to hold an administrative conference for the purpose of evaluation. Several criteria of good guidance programs may be suggested; (1) Will it meet day-to-day problems? (2) Will it carry out the guidance philosophy which has been accepted by the group? (3) Will it center responsibility in the members of the educational staff and adults engaged in the training program?

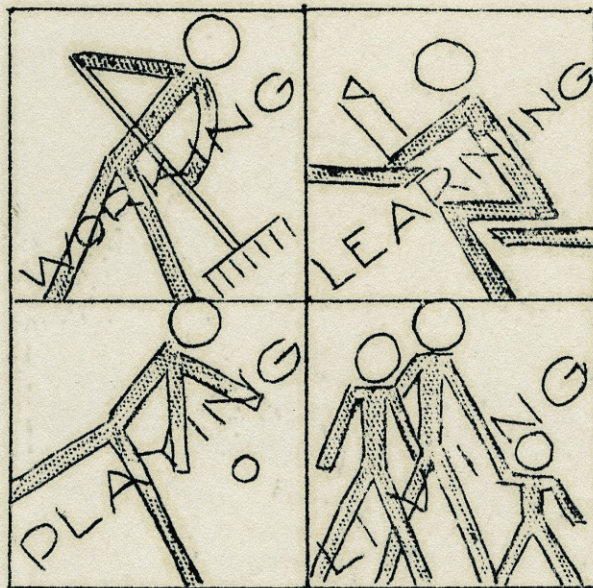
The following criteria are suggested for use in planning and evaluating the guidance program.*

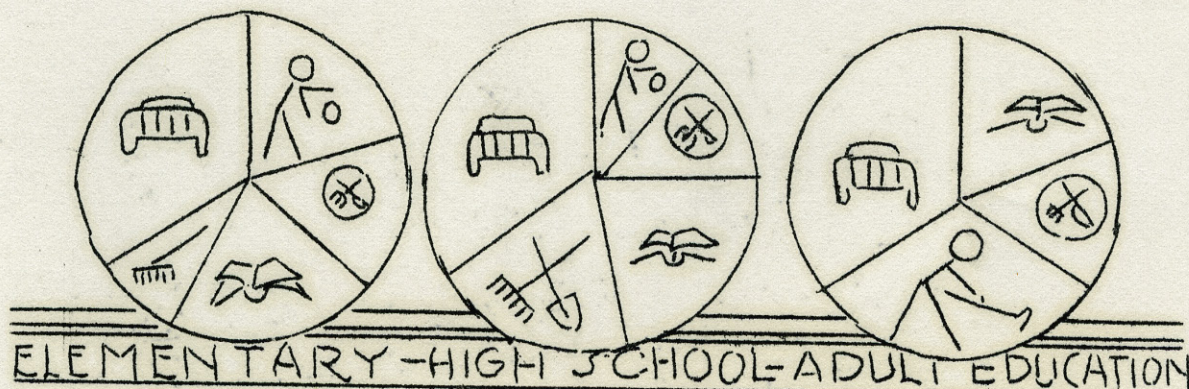
*Hamrin and Erickson. Guidance in the Secondary School.
Pages 329-51 and 433-39.

1. Are all students being served?
2. Is the major thought and energy of the guidance personnel extended on a constructive program to facilitate wholesome growth and development for normal boys and girls, or on a remedial program for the maladjusted?
3. Does the organization provide for guidance in all of the major areas of living, or is undue emphasis given to one phase of guidance--such as vocational guidance, educational guidance, etc?
4. Is the guidance organization imposed upon unwilling teachers, or, under wise and dynamic leadership, does it grow out of a feeling or need on their part?
5. Is provision made for the induction of new teachers into the philosophy and responsibilities of guidance?
6. Is provision made for the interpretation of the guidance organization to the community?
7. Is the organization reasonable from the point of view of teacher and counselor load?
8. Is the organization such that the division of responsibilities is justifiable and tenable? For example: Can you separate group guidance from individual guidance? Guidance from instruction?
9. Does the organization facilitate close cooperation between the various staff members concerned with a given child?
10. Does the guidance organization provide for the cooperation of parents and community groups in its program?
11. Does the organization provide for a continuing relationship between a given child and some member of the guidance staff who accompanies him through a series of years?
12. Does the organization facilitate functional teaching of guidance materials, or does it set up artificial barriers between so-called group guidance and other courses in the school?

13. Are records adequate, centrally located, and easily available for teachers as well as guidance specialists?
14. Does the organization provide for close articulation between one school level and the next?

From the preceding discussion some inferences may be drawn as to the qualities of personality and leadership which are desirable in the personnel of the guidance staff. Theirs is a unique opportunity and privilege, not only as participants in a vast testing-ground for Democracy, but as members of a community who may intensively serve the needs and interests of children and youth. In the hubbub and fevered rush of the preliminary period of planning and construction, those broader values and ideals, which are the motivating force for what is done and what can be done, must not be lost in the shuffle. Progress will be indicated by the extent to which the techniques of guidance are utilized, by the development of a favorable community attitude toward the guidance program, and by the growth of a truly democratic and cooperative spirit.





ELEMENTARY-HIGH SCHOOL-ADULT EDUCATION PROGRAMMING AND SCHEDULING

SCHEDULING. The scheduling of a school program that will satisfy the needs of the curriculum and community seems essential. A flexible program is more apt to accomplish this than a rigid one because it allows for adjustment that both community workers and teachers may be called on to make.

Seasonal community functions may make demands on the school as a result of the need for more or fewer laborers in field and factory. Correlation of the school with the community on part-time work schedules and possible limitations in normal class room supplies may also be factors demanding flexibility. In such situations, cooperative planning is particularly timely and appropriate.

In the secondary schools the program will have greater breadth and variety. Provision should be made in the schedule for (1) the core program, (2) elective courses, (3) guidance program, and (4) work experiences. The core program must be flexible enough to permit pupils to engage in work experiences. The scheduling of particular interest classes will be determined largely by the qualifications of staff members, both Caucasians and Japanese-Americans available for specialized assistance. Work experiences, whether connected with a school project or community employment, should influence the development of problems in the core. All such correlations require a flexible schedule.

In planning the schedule, Relocation Center administrators may wish to consider the following factors: (1) a functional guidance program, (2) the grouping of youths based on previous grades or ability, (3) the diversity and selection of special subjects or possible electives, (4) length and number of periods daily, (5) opening and closing times, (6) noon lunch periods, (7) the proximity of mess hall facilities to the schools, (8) teacher load, (9) efficient use of available classrooms, and (10) degree of community participation.

Here are schedules for two different ninth grade boys. One, an agriculture student, should probably include in his

daily program, in addition to three hours spent in the core course, one hour each on the farm job, in general mathematics, physical education, farm mechanics, and woodwork. For a second youth whose primary interest is in pre-engineering the following courses are suggested: three hours in general education, three hours in industrial arts, mechanical drawing, and work experience in the public works division--and one hour each in algebra, and physical education.

In both cases the needs and interest of the youths will be discovered by the guidance personnel in discussing pre-vocational plans with the individual. It is the responsibility of the guidance personnel to explore the youth's attitudes and aptitudes and determine whether there is any harmony in what the youth wants to do and what his record of achievement indicates is possible for him to do. Then they help him formulate a program that he can follow.

Scheduling a program for general education in Secondary Schools -- In order to meet the varied needs of the community and of individuals, scheduling of the core course in general education must be kept flexible and elastic. For instance, if pupils on the secondary level are to have extensive work experience, the core course in general education must permit sufficient flexibility so the demands of the job can be satisfied. A job-partnership plan might be inaugurated in connection with the work experience. In such an arrangement two pupils might rotate their time on the job during the day in such a manner that one partner would be on the job in the forenoon while the other was in the classroom. In the afternoon they would exchange places. This job-partnership suggests a scheduling of the core course both in the forenoon and afternoon. Or the job-partnership might rotate by the week or month. If such programming of work experience were found more practical, then the school program would necessarily have to mesh with this unusual type of scheduling.

Within the core itself, it is difficult to recommend any one plan because of the varied training and experience of the educational staff. Therefore, several suggestions follow for planning and teaching these core areas of common experience.

As noted in a previous chapter on CURRICULUM DESIGN, a block of time varying from two hours to three hours has been suggested in secondary schools for general education. There are at least three types of schedules which might be used in connection with this block of time.

1. Assume that within the staff certain teachers have had a wide variety of training and experience and feel competent to handle most of the subject matter within the core. Then such teachers might handle a class throughout the three-hour block.

2. Assume that some of the teachers in the core classes do not feel themselves competent to guide children in the variety of subject matters demanded by the **core**. Such teachers might plan the scope of the work for each week. Then each specialist would handle one group for an hour, developing the subject matter materials which would contribute to the core work plan.
3. A third possibility, and one which probably offers more promise than the other two, is to have three teachers who represent different backgrounds of subject matter, training and experience and who work together congenially form a core team. These three teachers work together with a group of students equal in size to three separate classes. This team of teachers would plan together with the total group of students, and, in terms of the contribution which each teacher might make, decide who would handle the total group on any particular day. For instance, if the total core class were dealing with the problem of soil conservation, it might seem advisable for the teacher with a strong science background to take the total group for several days and demonstrate the effect of wind and water erosion on soil, and experiment with methods of erosion control. At another time the teacher with the strong background in the social sciences might take the total group through a consideration of the historical effects of soil erosion on other cultures or the contemporary economic effects of erosion on people. At another time the teacher with a strong background in the language arts and fine arts might help them with the literature on erosion or guide them in the development of a dramatization depicting the human erosion that follows soil erosion. Or on any particular day each teacher might take a section of the class and work with individuals or small groups on special skills and factual materials.

Whatever schedule is tentatively made, it requires a period of careful exploration to discover which particular teachers fit best into any particular pattern. It might be found that the simultaneous use of several different schedules for handling the core in the same secondary school is better than attempting to fit all teachers into a uniform mold.

PROGRAMMING OF TEACHER AND CHILDREN VACATIONS. There are several conditions peculiar to the Relocation Centers that make for unusual programming. The teachers are not granted the two or three months vacation period to which they have been accustomed, because government regulations allot only one month per year. The pupils and their parents must, by regulation, remain in their homes and communities during vacation periods. Special activities must be provided to keep both youngsters and adults constructively occupied at all

times. These activities however, must be varied during the year so that there is change, relaxation, recreation of body and spirit, and continued enthusiasm for school, factory, and farm. The highest degree of cooperation between the educational and other staffs will be necessary so that they may supplement each other effectively.

It is most difficult to outline an over--all plan for all centers, or even for all schools in any one center. Some general principles which might be the basis for the formulation of the vacation program are as follows:

- (1) All of the pupils should not be dismissed for a vacation period at the same time.
- (2) The season of the year and its influence on work and play activities should be considered.
- (3) The crops and their periods of planting, cultivating, and harvesting, will also affect the possibilities for work experiences during school sessions and their use as supplementary activities in vacation.

The problems of vacation planning for the secondary school are in some cases, entirely different from those of the elementary school. Several possible vacation patterns for schools as a whole are described below.

VACATION PATTERN I

All the teachers and pupils are given a vacation of one month at the same time. Such a vacation defies principle (1) above and would create many serious problems. The community activities and recreational services would be greatly overtaxed and a sudden surplus of agricultural assistance would be created. This might result in restlessness, inactivity, and delinquency. See Diagram I.

DIAGRAM OF VACATION PATTERN I: Teachers and pupils take one month's vacation at the same time during any month of the year. (for example, July)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
All teachers and pupils							X					
							X					
							X					
							X					
							X					

VACATION PATTERN II

One twelfth of both teachers and pupils are on vacation at any one time. (Teacher A and her pupils during January, Teacher B and her pupils during February, etc.)

This pattern, like Pattern I would require no substitute teachers since both the teacher and pupils are vacationing at the same time. Under this schedule only a comparatively few pupils would be without school supervision at any one time. The school and community recreation departments could cooperate easily in providing varied and refreshing experiences for this small number.

During many of the vacation months the young people could be absorbed on the farms, in the factories, and in the offices. This pattern would be simple to apply on the elementary level where the pupils have only one teacher. In the secondary school it would present more serious problems because of departmentalization.

5 In Plan I all teachers could get vacations, for example in August, whereas in Pattern II only one-twelfth would be on vacation each month. The teacher would have little choice in the selection of a vacation month unless she could trade with another teacher. This would also give the pupils irregularly spaced and arbitrarily decided vacations.

VACATION PATTERN II: (X) is the vacation period for both teacher and pupils.

Teacher and Class	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
A	X											
B		X										
C			X									
D				X								
E					X							
F						X						
G							X					
H								X				
I									X			
J										X		
K											X	
L												X

VACATION PATTERN III

The teachers will take vacations every month as in pattern II but the pupils will not. This would require one additional teacher to rotate for every 12 regular teachers. Let us designate the rotating teacher as Teacher R. Teacher R replaces Teacher A in January, Teacher B in February, Teacher C in March, etc. throughout the year. She could continue the work of the regular teacher, in which case the pupils would get no vacation at all. Or Teacher R might conduct a full-day recreation program for the group whose teacher is on vacation. In this way, the pupils get a vacation from academic work and are supervised by a trained staff member. Due to the crowded conditions of the Relocation Centers, this plan seems preferable to either of the first two. (See Diagram III)

VACATION PATTERN III: (R) represents a rotating vacation teacher or recreation leader. She substitutes for teachers A-L. Pupils are never without supervision.

Teachers only	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
A	R											
B		R										
C			R									
D				R								
E					R							
F						R						
G							R					
H								R				
I									R			
J										R		
K											R	
L												R

VACATION PATTERN IV-A

Pupils and teachers will take one week's vacation every quarter year. This would be desirable from the standpoint of the pupils since their span of interest both in the classroom and in the vacation period is shorter. The teacher, however, would be handicapped if she wished to travel. Many teachers, on the other hand, might prefer the shorter and more frequent vacation periods. (See Diagram IV-A)

VACATION PATTERN IV-A: Teachers and pupils take one week every quarter.

All	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec				
			l				l			l		l				
teachers			w				w			w		w				
			k				k			k		k				
and			v				v			v		v				
			a				a			a		a				
pupils			c				c			c		c				
			a				a			a		a				
			t				t			t		t				
			i				i			i		i				
			o				o			o		o				
	1st quarter			n	2nd quarter			n	3rd quarter			n	4th quarter			n

PATTERN IV-B

A combination of plans II or III and IV would provide vacations for one month's duration for both teachers and pupils, and an additional week every quarter for the pupils only. The teacher could spend those one week periods in planning for the succeeding quarter's work, either individually or collectively, or in attendance at in-service training classes, or institutes.

VACATION PATTERN IV-B: Teachers take one month's vacation only. Pupils take off one week every quarter, in addition to the one month. This plan gives the teacher time for planning, organizing, etc.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec				
All			p				Tea			p		p				
			u				chers			u		u				
teachers			p							p		p				
			i				&			i		i				
and			l							l		l				
			s				pup-			s		s				
pupils							ils									
			o							o		o				
			n							n		n				
			l							l		l				
	1st quarter			y	2nd quarter				3rd quarter			y	4th quarter			y

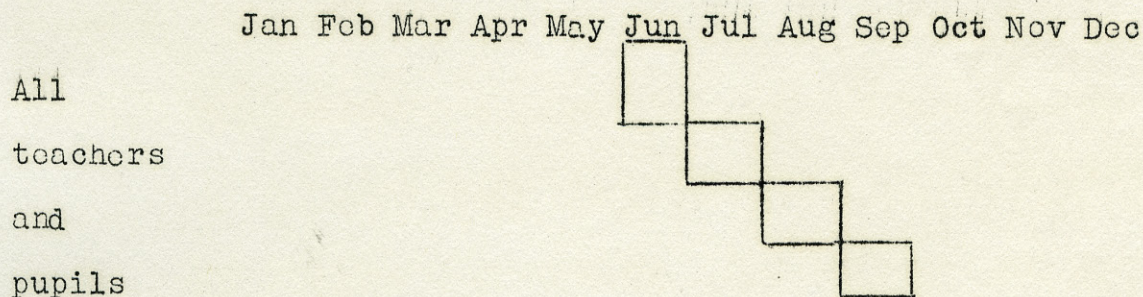
VACATION PATTERN V:

Teachers and pupils have one month's vacation during a four-month period, e.g. June, July, August, and September, but not more than one-fourth of the teachers or pupils will be out during any one period. The schools under this plan, as in some of the others, would never close, and there would be an eight months period, perhaps during the winter, totally devoid of vacations.

Vacation and recreational activities would be carried on extensively for four months. The problems of the people engaged in that work would be simplified because facilities and personnel for only one-fourth the number of pupils would need to be provided in comparison with Pattern I. This pattern would give teachers greater choice of vacation period.

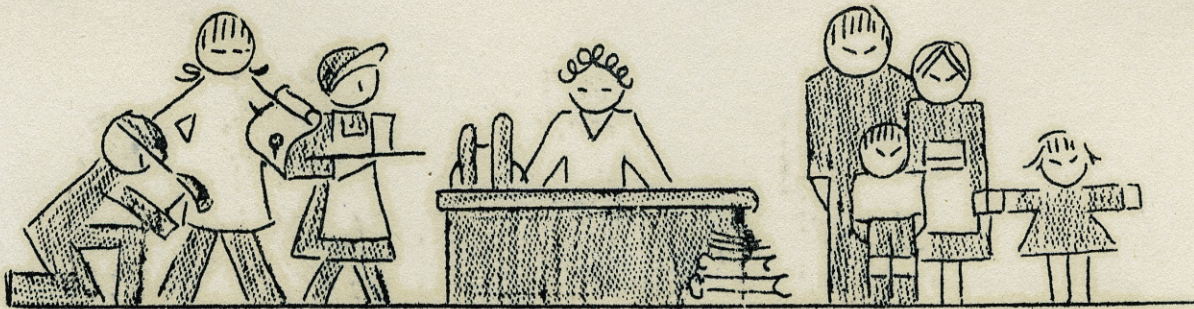
Since some teachers prefer vacations during each of the four months, the teacher would get a choice of time. This plan would also allow considerable elasticity in providing youth labor for the fields. (See diagram V)

PATTERN V: One-fourth of all teachers and pupils take their vacation during each of four summer months.



* * * * *

The patterns suggested here could be used with many variations or different ones might be introduced. No one plan is applicable to all centers nor to all schools. That plan is the best that provides the greatest convenience to the greatest number.



IN-SERVICE TEACHER EDUCATION

The functions of a teacher in community schools such as those being established in Relocation Centers may be grouped into three categories: (1) directing the learning experiences of children assigned to their classes, (2) cooperating with other teachers in the development of a total educational program for the school, and, (3) working with individuals and groups in the community in an effort to enrich the experiences of children and in order to solve the problems of the community.

No teacher performs each of these functions equally well. Nor should it be expected that any two teachers should possess equal skill in any of the three areas. The belief is, however, that all can improve in their ability to perform these functions. This improvement comes through the development of new understandings, abilities, and techniques. Such improvement is in-service teacher education.

To be able to direct the learning experience of a group of children, the teacher needs to:

- (1) Understand the general growth patterns of all children;
- (2) Understand the growth patterns--physical, mental and emotional--of the particular group being taught;
- (3) Understand as far as possible, the growth pattern of each child, especially as it differs from the general pattern;
- (4) Understand the kinds of experiences, materials, and the like that contribute most to the growth of these children as a group and individually;
- (5) Possess the skills and techniques necessary to make practical use of these insights and understandings in working with children.

To be able to cooperate with other teachers in the development of a total educational program for the school, the teacher needs to:

- (1) Understand the motives, drives, interests, and attitudes that influence the judgment of individual teachers;
- (2) Understand the role individual teachers are likely to assume in group discussion so that planning will be spontaneous and no one teacher will find himself continually in a dominant or subordinate position;
- (3) Understand the techniques of group operation, and that effective group planning following the analysis of a problem necessitates decision and action;
- (4) Understand that the maximum group contribution is forthcoming only when every member of the group has the opportunity to participate freely and to use his knowledge and understanding to the fullest extent;
- (5) Understand the methods of counteracting the prevention, postponement or nullification of group action by such time worn procedures as objecting to terminology, suggesting an elaborate survey, introducing unrelated ideas charged with emotion, stating that the proposal is impractical, and side-tracking the discussion by a witty remark;
- (6) Understand his problems in relation to those of other teachers.

To be able to work with individuals and groups in the community in an effort to enrich the experiences of children and in order to help solve the problems of the community, the teacher needs to:

- (1) Understand the problems of the citizens of the Relocation Center, their attitudes, fears, interests, and ambitions;
- (2) Understand the organizational relationships of community groups and of the eight administrative divisions of the Relocation Center;
- (3) Understand the resources and limitations in the particular community;
- (4) Understand the application of specialized teaching fields to the individual and group problems of the community;
- (5) Understand the ways of working together in community or individual enterprises;
- (6) Understand social, economic, and spiritual values in community;
- (7) Understand the impact of community life on the children.

These understandings, which are pre-requisite to the effective performance of the teacher's functions in a community school, can be developed and maintained only by a continuous process of teacher growth. This growth is

obtainable through three channels: (1) participation in the curriculum development program; (2) maintaining close relationship with the community; (3) dealing with cultural and professional activities as a member of a study group.

The in-service program of teacher education should encourage individual teachers to study their weaknesses, and in their individual efforts, to attempt to broaden their abilities and interests or to develop new specialized interests or skills. All teachers, too, should be given the opportunity to pursue interests already established.

Participation in the curriculum development program offers a variety of activities that can be stimulating to the teacher. While working on courses of study is necessary, much more than this needs to be done if the curriculum development program is to contribute the maximum to the teacher's growth. These other activities include: (1) participation in study groups dealing with specific aspects of curriculum planning; (2) having contacts with lay advisory councils; (3) using educational literature; (4) developing source materials; (5) organizing and engaging in local curriculum workshops; (6) preparing information bulletins for the whole staff; (7) utilizing community resources in the curriculum; (8) experimenting with new materials and techniques in the classroom; (9) offering suggestions to committees and individual teachers, and welcoming suggestions from them in return.

Opportunities for growth through maintaining close relationships with the community are manifold. They are unusual because of the teacher's very close association with the War Relocation Authority administration staff, which makes possible easy access to every phase of community life. The fact that all of the basic social functions are more highly organized and centralized than in most communities makes these centers ideal laboratories for exploration and study. One such laboratory in which teachers may have actual experience is the entire process of agriculture,-- working in the fields during the planting, irrigating, harvesting and marketing seasons. Another is the hospital, which offers an opportunity for gaining an understanding of science, health, and community welfare.

Many vocational experiences for teachers are available in the shops and in the administrative and placement offices. These experiences are valuable both as a means of gaining insights important for the guidance of students and for developing possible avocational interests of the teachers.

In addition to the professional value of such experiences there are personal considerations that deserve emphasis. Because life in these centers is characterized by a certain unnaturalness and isolation, it is extremely

important for the teacher's own mental health that his cultural background be as enriched as his professional one. The field is replete with possibilities for study groups under the leadership of members of the community who are specialists in art, music, literature, crafts, journalism, dramatics, and science. The importance of recreation is obvious, but the value of participation with members of the community in activities such as games and dancing, should not be overlooked. The teacher's social relationships must be varied and stimulating, aiding the members of the community in these relationships to prepare for readjustment after the war.

While these spontaneous social relationships are important and necessary, a cooperative program of in-service education requires planning by the teachers and administrators. Each Relocation Center plans to hold an institute for two weeks prior to the opening of school this fall. Near the close of the two weeks' institute, after the teachers have become acquainted with one another, it might be wise to elect a planning committee of eight or ten persons to direct this continuing in-service program. Some persons could be selected from the elementary schools, some from the secondary school, and some from the central and administrative staff. Such a committee could perform the following functions:

- (1) Determine the procedures to be followed and the personnel to be used in the further development of a framework for general and selective education;
- (2) Determine the plan to be followed in developing resource units;
- (3) Identify the problems which other teachers not working on the framework or resource units are facing;
- (4) Organize study groups with competent leaders for these persons so that each one may work on the problem of real concern to him;
- (5) Encourage and assist each building group (i.e., each vice-principal and his teachers) to work on teaching problems in each school.

It is evident that a clear definition of evaluation in terms of curriculum development and teacher education is necessary. Evaluation should be an integral part of the process of teaching, of curriculum making, and of teacher education and guidance.

A program of evaluation can achieve its maximum usefulness only when it derives its direction from the major objectives of the school. The evaluation program helps to clarify these objectives into clearly apprehended goals and purposes which are more effective guides to teaching

and counseling.

A comprehensive evaluation program will require careful cooperative planning by the whole staff, who in turn must decide what to evaluate, what kinds of evidence to secure, and how to go about securing evidence and using it. The purpose of evaluation is to find out what to do next--not merely what has been done.

It is important to keep in mind that the functions of a teacher in the community school are three-fold, pertaining to the children, his teaching colleagues, and the community. A program of in-service teacher education should be focused upon the maximum effectiveness of each teacher in the performance of these functions, the cooperative effort of the planning committee and the other members of the staff should be geared to the development of the understandings necessary to good performance of these functions and should be guided in their continuous program by systematic evaluation.



Grease-smudged, they crawl from under trucks,
 These boys whose hands are learning skills their people need.
 Wrenches busy, they work beside their elders.
 Girls stand by long tables, hands deep in soft dough,
 kneading on white, pine boards bread for the camp.
 These are the learners whose school is the kitchen.
 Office and piggery,
 Camp store and mess hall,
 All these are class rooms our school includes.

Soap boxes, packing cases, rough boards on saw horses
 Furnish the tables and chairs in the classroom;
 But there in the corner are spirits of learning,
 Teaching again as they've taught through the years.
 Pythagoras, Marconi, Aristotle, and Newton,
 Strayed from the proud, bright schools of our cities,
 Stand by the shoulders of these youthful searchers
 Exploring their theories, abstractions of reason,
 Learning those principles whose truths may bring solutions
 to problems our people are facing.

Why is the soil on the farm growing sour?
 What makes the brooder chicks die in the night?
 How can cooperative prices be lowered?
 Youth answers:
 This boy whose hands hold test tubes full of soil.
 This girl writing notes on small white cards.
 These youngsters chalking figures on a new-painted blackboard.

Classroom, farm, library, office, laboratory, hospital, school
 house, warehouse,
 These are the community school.
 In them and through them, where living is doing,
 Arises a fuller, a stronger, conception of learning.
 Out of the reading, the thinking, the dreaming,
 Out of the skills learned in working together,
 Comes strength for our youth,
 The clear-eyed youth of our people, facing the present,
 challenging the future.

BIBLIOGRAPHY

PROFESSIONAL BOOKS

- American Association of School Administrators. 20th Yearbook. HEALTH IN SCHOOLS. National Education Association. Washington, D.C. 1942.
- Baker, Gertrude M. THE MODERN TEACHER OF PHYSICAL EDUCATION. F. L. Crofts and Co. New York City. 1940.
- Barr, Arvil S., Burton, W. H., Brueckner, L. J. SUPERVISION, Appleton-Century. New York City. 1938.
- Bass, M. R. FIFTY HINTS FOR TEACHERS OF VOCATIONAL SUBJECTS. American Technical Society. Chicago. 1942.
- Bell, Howard M. MATCHING YOUTH AND JOBS. American Council on Education. Washington, D.C. 1940.
- Bingham, Walter Van Dyke. APTITUDES AND APTITUDE TESTING. Harper Publishing Co. New York City. 1937.
- Burnham, Helen; Jones, Evelyn; Redford, H. BOY AND HIS DAILY LIVING. J. B. Lippincott and Co. Philadelphia. 1935.
- Blanchard, Vaughn; and Collins, Laurentine B. A MODERN PHYSICAL EDUCATION PROGRAM FOR BOYS AND GIRLS. A. S. Barnes Co. New York City. 1940.
- Blos, Peter. THE ADOLESCENT PERSONALITY. Appleton-Century. New York. 1941.
- Bobbitt, Franklin. CURRICULUM OF MODERN EDUCATION. McGraw-Hill Book Co. Inc. New York City. 1941.
- Boykin, Eleanor. THIS WAY, PLEASE. Macmillan Co. New York City. 1941.
- Breslich, Ernst R. PROBLEMS IN TEACHING SECONDARY SCHOOL MATHEMATICS (rev. ed.). University of Chicago Press. Chicago. 1940.
- Briggs, Thomas H. IMPROVING INSTRUCTION; SUPERVISION BY PRINCIPALS OF SECONDARY SCHOOLS. Macmillan Book Co. New York City. 1938.
- Bulletin of the Department of Elementary School Principals. 26th Yearbook. LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. National Education Association. Washington D. C. 1941.

Bureau of Public Relations. War Department. MUSIC IN THE NATIONAL EFFORT. War Department, Washington, D.C. 1942.

Butler, Charles H. and Wren; Lynwood. TEACHING OF SECONDARY MATHEMATICS. McGraw-Hill. New York. 1941.

California Department of Education. MUSIC EDUCATION IN THE ELEMENTARY SCHOOL. California Department of Education. Sacramento, California. 1939.

California Elementary School Principals' Association. Seventh Yearbook. LEISURE, LOAFING, OR LIVING? California Department of Education, Sacramento, California. 1935.

California Elementary School Principals' Association. Eleventh Yearbook. THE ELEMENTARY PRINCIPAL AS SUPERVISOR IN THE MODERN SCHOOL. California Department of Education, Sacramento, California. 1939.

Caswell, Hollis L. and Campbell, Doak S. CURRICULUM DEVELOPMENT. American Book Co. New York City. 1935.

Caswell, Hollis L. and Campbell, Doak S. READINGS IN CURRICULUM DEVELOPMENT. American Book Co. New York City. 1937.

Chambers, Merritt and Bell, H. M. HOW TO MAKE A COMMUNITY YOUTH SURVEY AMERICAN COUNCIL ON EDUCATION. Washington, D.C. 1939.

Clapp, Elsie Ripley. COMMUNITY SCHOOLS IN ACTION. Viking Press. New York City. 1939.

Cole, Natalie R. THE ARTS IN THE CLASSROOM. John Day Co. New York City. 1940.

Commins, W. D. PRINCIPLES OF EDUCATIONAL PSYCHOLOGY. Ronald Press. New York. 1937.

Cook, Lloyd Allen. COMMUNITY BACKGROUNDS OF EDUCATION. McGraw-Hill Book Co. New York City. 1938.

Commission on Secondary School Curriculum. Progressive Education Association. LANGUAGE IN GENERAL EDUCATION. D. Appleton-Century Co. New York City. 1940.

Commission on Secondary School Curriculum. Progressive Education Association. MATHEMATICS IN GENERAL EDUCATION. D. Appleton-Century Co. New York City. 1940.

Commission on Secondary School Curriculum. Progressive Education Association. SCIENCE IN GENERAL EDUCATION. D. Appleton-Century Co. New York City. 1938.

Commission of Secondary School Curriculum. Progressive Education Association. THE SOCIAL STUDIES IN GENERAL EDUCATION. D. Appleton-Century Co. New York City. 1940.

Commission on Secondary School Curriculum. Progressive Education Association. THE VISUAL ART IN GENERAL EDUCATION. D. Appleton-Century Co. New York City. 1940.

Committee on Individual Differences. National Council of Teachers of English. PUPILS ARE PEOPLE. (English monograph no. 13). Appleton-Century. New York. 1941.

Counts, George. SOCIAL FOUNDATIONS OF EDUCATION. Scribner, New York. 1934.

Cox, Philip; Wescott, Lawrence, and Duff, John C. GUIDANCE BY THE CLASSROOM TEACHER. Prentice-Hall. New York City. 1938.

Craig, Gerald Spellman. SCIENCE FOR THE ELEMENTARY SCHOOL TEACHER. Ginn and Co. New York City. 1940.

Cross, Neal. National Council of English Teachers. TEACHING ENGLISH IN WARTIME. Pamphlet No. 4. D. Appleton-Century Co. New York City. 1942.

Department of Elementary School Principals. HOW TO KNOW HOW TO USE YOUR COMMUNITY. N.E.A. Washington, D.C. 1942.

Department of Elementary School Principals' Association. 19th Yearbook. MEETING SPECIAL NEEDS OF THE INDIVIDUAL CHILD. N.E.A. Washington, D.C. 1940.

Department of Elementary School Principals. 19th Yearbook. NEWER PRACTICES IN READING IN THE ELEMENTARY SCHOOL. N.E.A. Washington, D.C. 1938.

Department of Music Educators. 1939-1940 Yearbook. National Education Association. Chicago.

Department of Supervisors and Directors of Instruction. Eleventh Yearbook. COOPERATION--PRINCIPLES AND PRACTICES. National Education Association. Washington, D.C. 1939.

Detjen, Mary E. and Detjen, Ervin W. HOME ROOM GUIDANCE PROGRAMS FOR THE JUNIOR HIGH SCHOOL YEARS. Houghton Mifflin. Boston. 1940.

Devette, William A. 100 PROBLEMS IN WOODWORK. Burce Pub. Co. Milwaukee, Wis. 1927.

Dewey, John. EDUCATION TODAY. Minton, Balch and Co. New York City. 1940.

- Dewey, John. EXPERIENCE AND EDUCATION. Macmillan Co. New York City. 1938.
- Douglas, Harl R. SECONDARY EDUCATION FOR YOUTH IN MODERN AMERICA. American Council on Education. Washington, D.C. 1937.
- Durrell, Donald D. IMPROVEMENT OF BASIC READING ABILITIES. World Book Co. Yonkers-on-Hudson. 1940.
- Dykema, Peter W. and Gehrken, Kent W. TEACHING AND ADMINISTRATION OF HIGH SCHOOL MUSIC. Birchard. 1941.
- Eaton, Anne Thaxter. READING WITH CHILDREN. Viking Press. New York City. 1940.
- Educational Policies Commission. THE PURPOSES OF EDUCATION IN AMERICAN DEMOCRACY. National Education Association. Washington, D.C. 1938.
- Educational Policies Commission. LEARNING THE WAYS OF DEMOCRACY. N.E.A. Washington, D.C. 1940.
- Everett, Samuel (Editor). THE COMMUNITY SCHOOL. Appleton-Century Co. New York City. 1938.
- Fisher, Caroline E. and Robertson, H. G. CHILDREN AND THE THEATER. Stanford University Press. Stanford University, California. 1940.
- Galloway, George Barnes and Associates. PLANNING FOR AMERICA. Henry Holt and Co. New York City. 1941.
- Galloway, George Barnes. POST-WAR PLANNING IN THE UNITED STATES. The Twentieth Century Fund Inc. New York City. 1942.
- Gates, Arthur I. and Russell, D. H. METHODS OF DETERMINING READING READINESS. Teachers College. Columbia University. New York. 1939.
- Gray, W. S. American Council on Education. STUDY OF READING IN GENERAL EDUCATION. American Council on Education. Washington, D.C. 1940.
- Gregg, Harold. ART FOR THE SCHOOLS OF AMERICA. International Textbook Co. Scranton, Penn. 1941.
- Griffeth, Ira. ESSENTIALS OF WOODWORKING. Manual Arts Press. Peoria, Ill. 1931.
- Griswold, Lester. HANDICRAFT, SIMPLIFIED PROCEDURE AND PROJECTS. Griswold Studios. Colorado Springs, Colorado. 1938.
- Hanna, Lavone A. SOURCE UNITS. Stanford Social Education Investigation. Bulletin No. 1. Stanford Book Store. Stanford, California.

- Hanna, Paul Robert. YOUTH SERVES THE COMMUNITY. Appleton-Century. 1936.
- Harap, Henry. THE CHANGING CURRICULUM. Appleton-Century Co. New York City. 1937.
- Harrison, M. Lucile. READING READINESS.(Rev. Ed.). Houghton-Mifflin. Boston. 1939.
- Hartmann, George. EDUCATIONAL PSYCHOLOGY. American Book Co. New York City. 1941.
- Hildreth, Gertrude H. LEARNING THE 3 R'S. Ed. Pub. Assoc. New York. 1933.
- Hill, Warren E. and Ewing, Claude H. MATERIALS AND METHODS FOR VOCATIONAL TRAINING. McGraw-Hill Book Co. New York City 1942.
- Hockett, John A. and Jacobson, E.W. MODERN PRACTICE IN THE ELEMENTARY SCHOOL. Ginn and Co. Chicago. 1938.
- Hollingshead, Arthur D. GUIDANCE IN DEMOCRATIC LIVING. Appleton-Century. New York. 1941.
- Hoover, Herbert and Gibson, Hugh. THE PROBLEMS OF LASTING PEACE. Doubleday, Doran and Co. Inc. Garden City, N.Y. 1942.
- Hopkins, Levi Thomas and others. INTEGRATION-ITS MEANING AND APPLICATION. Appleton-Century Co. New York City. 1937.
- Joint Committee on Health Problems in Education. National Education Association and The American Medical Association. HEALTH EDUCATION: A GUIDE FOR TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS AND INSTITUTIONS FOR TEACHER EDUCATION. National Education Association. Washington, D.C. 1941.
- Jordan, Henry P. (Editor). PROBLEMS OF POST-WAR RECONSTRUCTION. American Council of Public Affairs. Washington, D.C. 1942.
- Kilpatrick, William H. REMAKING THE CURRICULUM. Newson Co. New York City. 1936.
- Kirk, Samuel A. TEACHING READING TO SLOW-LEARNING CHILDREN. Houghton-Mifflin Co. Boston. 1940.
- Koehler. THE PROPERTIES AND USES OF WOOD. McGraw-Hill Book Co. New York City. 1941.
- Laboratory Schools, Chicago University. SCIENCE INSTRUCTION IN ELEMENTARY AND HIGH SCHOOL GRADES. Pamphlet No. 7. Department of Education, University of Chicago. Chicago. Sept. 1939.

- Laitem, Helen L. and Miller, Frances. EXPERIENCES IN
HOMEMAKING. Ginn and Co. Chicago. 1941.
- Lane, Robert Hill. THE TEACHER IN THE MODERN ELEMENTARY SCHOOL.
Houghton-Mifflin Co. Mass. 1941.
- Lee, Jonathan M. and Lee, Dorris M. THE CHILD AND HIS
CURRICULUM. Appleton-Century. New York. 1940.
- Leonard, J. Paul and Eurich, A. C. (Editors). EVALUATION OF
MODERN EDUCATION. Appleton-Century Co. New York City. 1942.
- Los Angeles Public Schools. GRADUATION REQUIREMENTS AND
CURRICULA. Los Angeles Board of Education. School Bulletin.
- McGaughy, James R. EVALUATION OF THE ELEMENTARY SCHOOL.
Bobbs-Merrill. New York City. 1937.
- Marran, Ray J. TABLE GAMES: HOW TO PLAY AND HOW TO MAKE
THEM. A. S. Barnes Co. New York City. 1939.
- Miller, David F. and Blaydes, Glenn W. METHODS AND MATERIALS
FOR TEACHING BIOLOGICAL SCIENCES. McGraw-Hill Book Co.
New York City. 1938.
- Moehlman, Arthur Bernard. SOCIAL INTERPRETATION. Appleton-
Century. New York City. 1938.
- Monroe, Walter S. ENCYCLOPEDIA OF EDUCATIONAL RESEARCH.
Macmillan Book Co. New York City. 1941.
- Morton, Robert Lee. TEACHING ARITHMETIC IN THE ELEMENTARY
SCHOOL. 3 Vol. Vol. 1 Primary grades 1937. Vol. 2
Intermediate grades 1938. Vol. 3 Upper grades 1939.
Silver-Burdett Co. New York City.
- Motion Picture Project. ENCYCLOPEDIA OF MOTION PICTURE FILMS.
American Council on Education. Washington, D.C.
- Myers, George E. PRINCIPLES AND TECHNIQUES OF VOCATIONAL
GUIDANCE. McGraw-Hill Book Co. New York City. 1941.
- National Council of Teachers of Mathematics. 16th Yearbook.
ARITHMETIC IN GENERAL EDUCATION. Teachers College, Columbia
University. New York City. 1941.
- National Council for the Social Studies. 12th Yearbook.
THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. National
Education Association. Washington, D.C. 1941.
- National Resources Planning Board. DEVELOPMENT OF RESOURCES
AND STABILIZATION OF EMPLOYMENT IN THE UNITED STATES. U. S.
Gov. Printing Office. Washington, D.C. 1941.

National Resources Planning Board. NATIONAL RESOURCES DEVELOPMENT REPORT FOR 1942. U. S. Gov. Printing Office Washington, D.C.

National Society for the Study of Education. 40th Yearbook. ART IN AMERICAN LIFE AND EDUCATION. Public School Publishing Co. Bloomington, Ill. 1941.

Newkirk, Louis V. INTEGRATED HANDWORK FOR ELEMENTARY SCHOOLS. Silver-Burdett Co. New York City. 1940.

Newlon, Jesse Homer. EDUCATION FOR DEMOCRACY IN OUR TIME. McGraw-Hill. New York City. 1939.

New York City Association of Teachers of English. MODERN TECHNIQUES FOR IMPROVING SECONDARY SCHOOL ENGLISH. Noble. New York City. 1940.

Noyes, William. DESIGN AND CONSTRUCTION IN WOOD. Manual Arts Press. Peoria, Ill. 1928.

Noyes, William. WOOD AND FOREST (rev. ed.). Manual Arts Press. Peoria, Ill. 1928.

Office of Education and National Defense Series. LIVING DEMOCRACY IN SECONDARY SCHOOLS. Pamphlet No. 7. Supt. of Documents. Washington, D.C. 1941.

Perry, Evadna Kraus. CRAFTS FOR FUN. William Morrow and Co. New York City. 1940.

Quillen, I. James. USING A RESOURCE UNIT. National Education Association (Bulletin). Washington, D.C. 1942.

Reed, Homer B. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS (rev. ed.). Ginn and Co. Chicago. New York City. 1938.

Reynolds, Martha M. CHILDREN FROM SEED TO SAPLINGS. McGraw-Hill Book Co. New York City. 1939.

Rugg, H. O. (Editor). DEMOCRACY AND THE CURRICULUM. Appleton-Century. New York City. 1939.

Sense, Eleanora. AMERICA'S NUTRITION PRIMER. Barrows. 1941. Boston.

Smith, Charles F. GAMES AND GAME LEADERSHIP. Dodd, Mead and Co. New York City.

Smith, Helen N. and Coops, H. L. PHYSICAL AND HEALTH EDUCATION. American Book Co. New York City. 1938.

Spafford, Ivol O. A FUNCTIONING PROGRAM OF HOME ECONOMICS. Wiley. New York City. 1940.

Stanford University School of Education. THE CHALLENGE OF EDUCATION. McGraw-Hill Book Co. New York City.

Symonds, P. M. DIAGNOSING PERSONALITY AND CONDUCT. Appleton-Century. New York City. 1931.

Thayer, V. T., Zachry, Caroline B., and Kotinsky, Ruth. Commission on Secondary Education. REORGANIZING SECONDARY EDUCATION. Appleton-Century Co. New York City. 1939.

U. S. Office of Education. SPACE AND EQUIPMENT FOR HOMEMAKING INSTRUCTION. Bulletin 181, Home Econ. Ser. No. 18. U. S. Supt. of Documents. 1935.

Wesley, Edgar Bruce. TEACHING THE SOCIAL STUDIES. D.C. Heath Co. Boston, Mass. 1942.

White House Conference. CHILDREN IN A DEMOCRACY; PRELIMINARY STATEMENTS. U. S. Superintendent of Documents. Washington, D.C. 1940.

Williamson, Maude and Lyle, Mary S. HOMEMAKING EDUCATION IN THE HIGH SCHOOL. (rev. ed.) Appleton-Century. New York City. 1941.

Winslow, Leon Loyal. ART IN SECONDARY EDUCATION. McGraw-Hill Book Co. New York City. 1941.

Witty, Paul and Kopel, David. READING AND THE EDUCATIVE PROCESS. Ginn and Co. Boston. 1939.

Woodring, Maxie Nave and others. ENRICHED TEACHING OF SCIENCE IN THE HIGH SCHOOL (2nd revision and enlarged). Bureau of Publications. Teachers College of Columbia University. New York. 1941.

Wrightstone, J. W. APPRAISAL OF NEWER ELEMENTARY SCHOOL PRACTICES. Bureau of Publications. Teachers College, Columbia University. New York City. 1938.

Wrightstone, Jacob W. and Campbell, Doak S. SOCIAL STUDIES AND THE AMERICAN WAY OF LIFE. Row, Peterson and Co. Evanston, Ill. 1942.

Wrinkle, William L. and Gilchrist, R. S. SECONDARY EDUCATION FOR AMERICAN DEMOCRACY. Farrar and Rinehart, Inc. New York City. 1942.

Youth Commission. American Council on Education. YOUTH AND THE FUTURE. American Council on Education. Washington, D.C. 1942. Looking Ahead With Youth; a study guide for above report.

Zachary, Caroline. PERSONALITY ADJUSTMENT OF SCHOOL CHILDREN. Scribner's. New York City. 1929.

PROFESSIONAL PERIODICALS

BUILDING AMERICA

BULLETIN OF THE PAN AMERICAN UNION

BUSINESS EDUCATION, WORLD

CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

CALIFORNIA JOURNAL OF SECONDARY EDUCATION

CALIFORNIA SCHOOLS

CHILDHOOD EDUCATION

CLEARING HOUSE, THE

CONSUMER'S GUIDE

CURRICULUM JOURNAL

EDUCATION DIGEST, THE

EDUCATIONAL METHOD

EDUCATION FOR VICTORY

ELEMENTARY SCHOOL JOURNAL

ENGLISH JOURNAL

INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

MATHEMATICS TEACHER, THE

NATIONAL PARENT-TEACHER

NATION'S SCHOOLS, THE

OCCUPATIONS

PROGRESSIVE EDUCATION

RECREATION

SCHOOL EXECUTIVE, THE

SCIENCE EDUCATION

SOCIAL EDUCATION