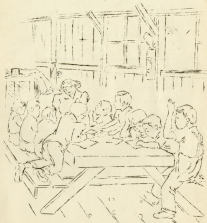


EDUCATION SECTION SUMMARY

THE EDUCATION ADMINISTRATION

Hayward, California



"Early Hayward School Days" . . . . . A Tolson sketch, September, 1942

Report to Ralph P. Harritt and His General Staff Meeting

Miss F. Libbey, May 21, 1948

CONTENTS

There is a great personal satisfaction in beginning a book of work and trying to see it through to a satisfactory finish. I wish we were more aware of it in this's case. I wish we were more aware of the educational progress that is being made in our country. There can be only one answer. Although we now have a unified and stable staff and a well-organized and efficient system, there is no reason for our stagnation, when we have so much to offer.

••• CONTENTS •••

Public Schools in general are made up of many parts for all of our school population. Now is the time, and the only time, for you to make an important contribution to the education of our children.

**Introduction** . . . . . **Genevieve V. Carter**

It was the purpose of this book to give you a clear and concise picture of the physical aspects of a program that has been in effect for several years.

**Pre-School** . . . . . **Harry J. Schoenfeld**

As long as it was necessary to have children of school age in the home, it was necessary to have a program of school education for them. This is the only way to give them the best possible preparation for the future.

**Elementary** . . . . . **Elizabeth S. Cohen**

Elementary education is the foundation for all other education. It is the only time when children are in a position to learn the basic skills and habits that will be necessary for the rest of their lives.

**Secondary** . . . . . **William C. Fox**

Secondary education is the bridge between elementary and higher education. It is the only time when children are in a position to learn the advanced skills and habits that will be necessary for the rest of their lives.

**Adult Education** . . . . . **Kenneth Bush**

Adult education is the only time when children are in a position to learn the advanced skills and habits that will be necessary for the rest of their lives. It is the only time when children are in a position to learn the advanced skills and habits that will be necessary for the rest of their lives.

**Literature & Visual Aids** . . . . . **Charles E. Fox**

Literature and visual aids are the only time when children are in a position to learn the advanced skills and habits that will be necessary for the rest of their lives. It is the only time when children are in a position to learn the advanced skills and habits that will be necessary for the rest of their lives.

In my staff I offer my deepest appreciation for their hours of devoted work. Their interest and work beyond the classroom of the school day, and for their ability to work together with me in all matters. I wish, especially, to express appreciation and appreciation to the teachers working with the students. Their professional growth and interest in their work is a great help to me. I wish to express appreciation to the professional staff members. We hope to have an opportunity to work together professionally again. We hope to have an opportunity to work together professionally again. We hope to have an opportunity to work together professionally again.

## INTRODUCTION

There is a great personal satisfaction in beginning a piece of work and staying to see it through to a satisfactory finish. Lately, we have been asked if it didn't seem destructive to tear down an educational program just at the time when it was functioning smoothly. There can be only one answer. Although we now have a unified and stable staff and a well organized school program, there is no reason for our existence, when the need has passed for the service we have to offer.

Public Schools in normal communities are open to every state for all of our school population. Now is the best time, and the only time, for our parents to successfully and easily reassemble their families. With this major objective in mind, the Executive Section is now in the process of dissolving itself and tearing down, in a few weeks, all the physical traces of a program that has taken us three years to develop.

As long as it was necessary to detain children of school age in homeschool, the school had a responsibility, not only to maintain normal academic standards for each grade level, but to keep alive American ideals and faith in our democracy in face of frequent negative situations. The Communist incident, the army registration, segregation, black pressures and confusion brought on by conflicting parent criticisms, were always reflected in the behavior of the school children.

All of us can say that Hecanover has been a rich experience. We have given a lot but we in turn have learned much for this has been an interesting education. We can be better teachers in education for a democracy because we have had first hand experience with some of the unsolved problems of that democracy.

To my staff I offer my deepest appreciation for their hours of unselfish work, their interest and work beyond the framework of the 40 hour job, and for their loyalty to goals toward which we were all working. I want, especially, to express admiration and appreciation to the executive teaching staff who shouldered full professional responsibility and entered into a wholesome team work relationship with appointed permanent staff members. We hope we have an opportunity to work together professionally again "outside the 'barbed wire'" where salaries, professional performance and recognition are on a single standard.



### Why have Preschools?

In a conservative school system the child is "born" at 3 years of age. In a modern progressive educational school system Pre-schools are considered "a good idea", however, under progressive educational administrative leadership, included the children between 3 and 5 years of age in its educational organization.

There were other factors that motivated the early organization of schools for the very young in America. The forced evacuation, from a familiar to a strange environment involving loss of positions, income, homes, and often health and health, left adults with feelings of insecurity and emotional tensions that were reflected in the behavior of their young children. Crowded living conditions, limited play space, and lack of play materials for normal child development created a further tension in parent-child relationships. How could these conditions be relieved so as to permit children to develop in a normal, happy, wholesome way and relieve the parents' emotional tensions? The Pre-schools have in a large measure, helped to answer these problems.

### How Many?

Eighteen units of Nursery School and seven Districts were organized the first year. Of the Nursery School units six were afternoon sleep sessions. All Pre-school units were housed in the regular elementary school buildings scattered throughout the community. Almost a thousand children between the ages of 3 and 5 have had the opportunity to share experiences in an environment which emphasizes a program of health, safety, social and emotional adjustment, and mental development through wisely selected play materials; trained leadership; parent education; the speaking of English; and the basic democratic principles of the ability to get on with others, to give and take, and to be an individual within a group.

### The Personnel

Continued in-service training of classroom teachers through field supervision and demonstration and staff meetings was offered as a requirement since no unclassified teachers trained in Pre-school techniques and methods were available. Over half of the teaching staff were young English speaking mothers of Nursery school children. Training courses were given in Child Development, Classroom Techniques and Methods, Music, Rhythms, Arts, Handicrafts, Play Materials, Play yard equipment, Child Records, and Administrative Reports.

### The Parental Share Responsibility

The Parents of all children enrolled in the Pre-schools automatically became members of a specific Parent Club functioning in connection with a specific Nursery or Kindergarten unit. A central board made up of the chairman of the individual units, the Pre-school Parent-Coordinator, the Pre-school Supervisor and the Head President selected at large, coordinated all phases of the Pre-school Parent activities. All parents held membership in the National P. T. A.

The financing of the Pre-school Program was shared by the parents, who also contributed many hours of service in maintaining the equipment and beautifying the play environment. Fathers looked in the attic for tools to build fences to enclose the play areas; they maintained the school rose walks, painted the tables and chairs, built cupboards, window shelves, toy cabinets, constructed large hollow blocks. Mothers made curtains for the windows, dressed dolls, decorated cushions and doll clothes, planned meals and means of financing the program. A successful banner and quilting bee netted a sufficient sum to finance the equipment needs for over two years. A small monthly fee of ten cents per parent gave the children many social parties. The strength of the Parent Organization was a large factor in the success of the Pre-school program.

### The Program Today

Today the Nursery Schools have almost been streamlined out of existence due to the reestablishment of most of the former teachers. All children of kindergarten age, however, are completing their Kindergarten year. A number of the former Pre-school teachers are teaching in Nursery Schools and Child Care Centers outside of Baltimore. The former teachers are in better adjustment to Pre-school education.

The results of the Pre-school program in Baltimore have been very satisfying, when measured in terms of happy adjusted children and their ability to meet the first grade requirements. Twenty-five per cent of the children entering first grade in 1952 were unable to speak English. The children of the class of 1948 and 1954 had Pre-school experience and over one of these children were able to speak English on entering first grade. (The only child of the 1944 class who couldn't speak English was a transfer from Child Care). Enrollment for these children will be an advantage rather than a problem. They will be able to adjust readily to schools outside of Baltimore.

\*\*\* From the Supervisor \*\*\*

As Supervisor of the Transitional Program, I can, with pride, be working with a minority group. Children are children the world over, no matter and no manner and the children of tomorrow have lived up to this child-world standard. Their outstanding language and acceptance of us as their teacher and friend had created a way and defined the work which often was difficult.

I also have been deeply grateful for the fine cooperative spirit shown by the parents, the Transitional Board members, the teachers who worked directly with the children, Mrs. Peelle, Parent Coordinator, Dr. Lottick and his hospital staff, Mr. Winkler and the Miss Davidson, Elizabeth Marlow, health coordinator, Dr. Hendrix and the Public Health Division, the Book Managers, and the Guardians who supported so well in maintaining the program.

But above all these I have been deeply appreciative for the freedom to administer and supervise the Pre-School program, which Cigna Rogers, as Principal of Elementary Education, permitted me to have; for the inspirational guidance of Dr. Susanna Carter, Superior Contact of Education, and for the friendly assistance by our Project Director, Ralph T. Barrett. I am glad I came to Maricopa, for the privilege of shaping a child's mind in the American way of life.

Ray A. Schuchman

-Principal of Pre-School Education-

## ELEMENTARY EDUCATION

### The Problem

Our Unimodal system was moved into the Center during the spring of '42 with an address plan as its committee organization. There were no provisions for school space although there was one building set aside in each block for recreational purposes. When it was time to begin school, 20 reconstructed buildings were assigned to Education 500 classrooms. These 120 feet broadsides were divided into 4 classroom units. But the divisions were merely imaginary lines since there were no partitions. There were no chairs, no desks, few supplies, no partitions -- very little of anything, except 1300 elementary school children.

### Organization of School Plant and Administration

The administration of the elementary schools has been difficult until this last year, when the grades were consolidated in March '45. During the first few years it was necessary to scatter classrooms over 12 blocks. The music supervisor, the physical education supervisor, the medical officials, principal or the superintendent had to travel a good part of a working day to cover all the classes. This was particularly true when announcements or changes in procedure had to be initiated. There was little opportunity to develop a school spirit or staff solidarity. Such school activities as a unified playground program, a school newspaper, school assemblies or controlled library was impossible. Since the grades have been consolidated in improved buildings, there is no problem in dispersing supplies, textbooks or securing uniform regulations and standards of behavior and performance.

### Personnel

The \$1500 base salary level has not been high enough to allow us to compete with our industry or other California school offers. During our recruiting efforts we found the following percentage of success. If 25 applicants out of nine teachers were contacted about 14 would respond. Of those about five would actually be processed by civil service and finally one would actually answer on the Project to report for duty. Our resignations have been heavy particularly during the days when teacher housing was inadequate. Neighboring schools outbid us in salary and recruited our teachers. One school alone recruited four of our teachers during a month period.

Mr. Marshall Miller, our first elementary principal, met his untimely death in an airplane accident October 9, 1942. He was succeeded by Clyde L. Simpson whose enthusiastic leadership put the elementary



schools on a standard California Public School basis. Clyde Simpson was transferred to Redwood City, January 1945. Elizabeth Jones, high school head teacher and experienced school administrator took over the elementary principalship. The elementary staff was changed during the spring of 1945 when there were 75 elementary teachers, a supervisor of teacher training, a principal, vice principal and music supervisor. School classes with a staff of 17 teachers and a principal.

### The Curriculum

Standardized achievement tests have been given to all elementary children each year. Their test results on the average, are above the norms for grade found in the high school testing results. There are no ill-effects in the elementary school group and a larger percentage of these children have absent parents which gives them a better advantage on English performance. The elementary children have at least having finished or exceeded the national norms on all the skill subjects. They are especially high in spelling and arithmetic computation.

On the whole, our elementary school curriculum has been like any other progressive California school which emphasizes the social studies program.

### Summary

A half day visiting period to the elementary school will give an idea of the program made toward developing a good elementary school. Here one can see third grade children using the card catalogue, working independently on their own think research problems. In Room Hall #25 there will be a physical education class doing rhythmic games. In the adjoining room will be children receiving attention in a well equipped health clinic. The school newspaper, their soft ball league games, their assembly program, the girls glee club, rhythmic bands, flute bands and well organized playground work indicates advanced activities that are not usually found in a three year old school.

These three school years have been profitable ones to all of us, pupils, parents, teachers and administrators.

The teaching staff has been selected of both graduate and non-graduate persons, with the latter group of women. The average education of general level will be teaching certificate, however, many of them will have teacher training. Staff members have experienced some training and are now in constant education. They are now being helped through some classes especially in a full course of their professional studies with our teachers. The experienced staff were being trained continuously by some under the supervision of California, and some members of the Marjorie High School teachers have been certified through our school district. It has been difficult to find persons in California who would be able to give good service in working in cooperation with the staff of the

## WASHOKE SECONDARY SCHOOL

### Organization and Administration

This summary is intended to be an evaluation. It is not mentioned both the good aspects of the school as well as those which have not been satisfactory. Only a few high spots can be mentioned in these ten pages.

The internal organization of the high school is not unlike that found in any public school. However, differences widely from the accepted pattern in that such services as construction and maintenance, budgeting and finances, and personnel recruiting are not under the autonomous control of the school system. This has resulted in those who do not have the responsibility for the school progress nevertheless determining administrative matters and sometimes without full knowledge of the real needs of the school. In some ways the awareness of those services has been an advantage; the staff has been freed from responsibility for these auxiliary matters thus providing them with more time for strictly academic matters, and should these services result in deficiencies or failures, the school administration has not had to shoulder the responsibility.

### Curriculum

The following types of diplomas are offered: general, college entrance, commercial, bookkeeping, and agriculture. Washoake's curriculum is similar to that found in the public schools. The instructional courses consist of about the same grouping. Washoake does not yet have adequate outlines for all of these instructional courses, and this has been a real handicap. For a five year period of continuous curriculum development Washoake schools would have been able to produce an organized sequence in a course of study for every grade level.

### High School Staff

The teaching staff has been composed of both women and appointed personnel, with the latter greater in number. The women teachers in general have held no teaching credentials; however, some of them had some teacher training. Their numbers have decreased much faster than the decline in student population. Turn over has been rapid, replacements almost impossible. As a rule most of them have worked closely with A-F teachers. The appointed staff have held teaching credentials in some state but not necessarily California, and about one half of the Washoake high school teachers have been California trained and credentialed. It has been difficult to hold teachers at Washoake because of the four year period of service as contrasted with the 27 month or

shorter period in most public schools. Other schools have also cut out 20000 word library. Living conditions and teaching conditions at Mission have been difficult. The flexible teacher with initiative but with a balance of good judgment for independent work makes her best service here. We have been able to retain more teachers than the most optimistic administrator might have hoped for. A ratio of one teacher to each 25 high school students is below the accepted standard standard for a standard program in the secondary school. This presents an administrative difficulty in scheduling the work load. Our inability to employ substitutes has also been a serious and an unyielding problem with us. It has been necessary to overload many of our teachers to achieve results.

### Our Students

The student enrollment has ranged from a high of 1450 to a present of less than 600. In our standardized testing program we have discovered the following: In the fundamentals of the English language our students are about one year retarded on late as a year and a half ago. Today they are at least average in most grades and in some they are above grade. However, in composition and in the practical use of the rules of grammar they are and will continue to be deficient. In spoken language they have made significant progress but are still retarded in pronunciation, pronunciation, stage presence, and the like. In mathematics the students fared better, but they are still weak in general mathematics achievement in the upper grades. In reading comprehension, reading rate, and related areas they are still below average.

In general intelligence we find our students at about the same level as those in the public schools throughout the nation in spite of their reading and language handicap. In age our students are somewhat younger than students in the schools from which they come in Los Angeles City and County and even in San Pedro. Attendance has been better than average. In social adjustment our students are in need of continued significant help.

Industry has been good but spotty, initiative generally weak, classroom participation poor. The students who went to Dale Lake are not unlike, in the areas tested, those who remained here. However our students have presented fewer disciplinary problems than found in similar high schools of this area. Most of the high school children will say that the school standards for making an A mark is higher here than in their "back home" school.

### Goals

We do not claim to have a school plant that enables us to administer an efficient school. Everything that is done in the school requires

the extravagant expenditure of energy. Things are very inconvenient, many needed devices for effective control are lacking, and without the knowing help of the students, the teachers, and the parent in general we should have failed in our efforts in educating the young people of Newberry. Our teacher's union is untrained but willing. Our heating problems here at home have been most perplexing, our windows have been broken and rotted, our floors have been laid, our lighting has been poor, but we have relatively clean rooms with here and there a personal touch to enhance the atmosphere.

### Summary

In brief it may be said that our organization is patterned after that of the public schools, our courses of study are similar, our staff comprises teachers, our students are average in general ability but deficient in the certain areas of English language usage and some social adjustments, our plant is very poor, our finances restricted in ways not conducive to good education. In spite of handicaps, with the generous help of many of our fellow workers on the project, we have an accredited high school whose recommendations have been followed wherever our students have this far gone. In our 190 Newberry high school graduates we have not yet had a remaining school reject any credits earned at Newberry.

Some of the recommendations by the Commission for further study should be taken into account and to be recommended.

### What Newberry's Plan is Proposed

After much thought the work of the Department was divided into three sections. Staff training for professional teaching group, building courses for those who wished to attend classes at a junior college level, and a student program for those who desired to attend the secondary schools. This was developed plus the facilities needed to accommodate their plans in establishing a residential or boarding school for those who plan and to provide a better life in general. Expenses in various phases are covered, and approximately \$100,000 is provided to cover the entire program.

### Special Points are Suggested Regularly in 1914-15 High School

This work was not to be 1914-15, however. It might have the very high cost to be considered the "highly" expenditures. The city and county provided in the form of administration and buildings.

The most progressive effect of the plan organization is the high financial program that has been made in plant and facilities. The schools, the high school which groups these expenses are students were affected in their educational program resulting. Some 100 young people of college

## ADULT EDUCATION

### The Beginnings

In the days when Keesler was still being settled, the ground for the present Adult Education Department was laid in the form of adult English classes. Under the guidance of Mrs. Elizabeth Fishlowe eighteen classes were being conducted in various sections of the camp. In September, 1940, the Adult Education Department was formally accepted as a part of the Community Services Division, and Charles E. Ferguson became its first Director.

With classes in English, commerce, history, science, tailoring, sewing, flower arrangement, etc., approximately 3000 students showed interest in attending these courses. Just as the students and teachers learned to adjust themselves to the discomforts of poorly equipped rooms and the biting cold of the succeeding winter, however, the famous "December Incident" occurred. Everything was at standstill for two weeks. When the workers were ordered back to their posts, the Adult Education Department had its share of new problems. With people in a state of unrest, with students afraid to attend classes at night, with some of the instructors no longer available, the entire Adult Education program had to be reorganized.

### An Adult Education Unit is Organized

After much planning the work of the Department was divided into three sections. Adult English for non-English speaking groups, academic courses for those who wished to attend classes on a higher college level, and cultural courses for those who desired to study for personal development. With this three-fold plan the teachers hoped to contribute their share in maintaining a semblance of normalcy within the camp and thus ease the transition later from camp life to normal society life. Interest in various courses was renewed, and approximately 2,500 students enrolled in more than thirty courses.

### Changing Events are Reflected Immediately in Adult Class Response

This work was not to be left alone, however. A month later the Army took steps to administer the "loyalty" questionnaire. With this new episode announced another series of misunderstandings and ill-feelings.

The most noticeable effect of the Army registration on the Adult Education program was the decrease in class enrollment. For example, the post-high school groups which comprised the students most affected by this registration became deserted. Some 600 young people of college

age had been enrolled in 24 systematic courses in January, 1943. By the middle of March some 300 students or 51% of the young people had dropped out of classes and six courses had to be discontinued through lack of students.

As soon as this matter had somewhat subsided, relocation and seasonal furloughs became the day's topic. The call to adventure, or something new, again appealed to the young men. A new course of students from the evening classes returned. Thus the semester finally ended in June, less than 200 students--mostly members of the fair sex--were in attendance.

#### The Program Appeals to Needs of the Adult Community

Summer, 1943, found the Adult Education Department making its trials in an effort to stimulate relocation and get busy students sufficiently interested in attending classes. In order to carry out its plan, a more extensive commercial program was introduced to qualify advanced students for positions on the outside. Courses on Junior-college level fully accredited by the California State Department of Education were offered in those contemplating relocation to various schools. New classes were added to the adult English group, and vocational training in woodworking, painting, illustration, agriculture, meteorology, etc., was offered.

At this time the head of the department was changed, and W. Edwin Strong became the second Director.

With the exception of aggregation to Tule Lake, no starting new events took place from summer on. Shortage of teachers, however, lessons proceeded apace. Five classroom teachers departed for Tule Lake, and eleven more relocated. Out of the original group, only six classroom teachers were left. By retraining classroom and with the help of some of the Appointed Personnel teachers, the adult Education work continued. A new location for the Meteorology School was prepared, and under the direction of Miss Dorothy Yonkers 15 girls enrolled for the apprenticeship training.

Then in April Mr. Strong resigned and Miss Eugenie Karshel acted as head of the Department until June when Mr. Kenneth L. Wentworth became the new head. In the meantime, an intensive course in auto mechanics was finally organized in Sep, and Mr. Harry M. Clark began lecturing and demonstrating to an eager group of 24 students. So popular was his course that by the middle of June more than 60 students had registered for future classes. The Department saw the need for more vocational courses, and plans were being formulated for expanding the vocational training program. These plans, however, never materialized, for Mr. Wentworth left at the end of one month and Mr. Clark



## THE HOUSMAN LIBRARIES

### History

In the planning of educational and recreational programs of the recreation centers, libraries were included from the beginning. An Hoosauer was the first of the recreation centers to be established, the Hoosauer Library was probably the first of the center libraries to be organized. The library started in April, 1942 with a gift of numerous books and eight magazines made available for use in a part of someone's living quarters. In December 1942 it included a total collection of 24,000 volumes (20,000 of these were donations from other libraries) and a magazine subscription of 187 periodicals.

Originally organized under the Recreation Department, the library was transferred to the Education Department in the middle of July, 1944. By fall the several branches of the community library were consolidated into two units, the main library in the center of camp and a branch first class library in the northwest corner of camp.

In October of 1942 the school libraries were organized. The high school library was established first. Books from the community library were transferred to the mess-hall in the high school block which was being used as a study hall, and the study-hall library was thus established. The supervisor of student teaching organized a small professional library of about 200 books in her office. These were classified and loaned to student teachers and to the regular teaching staff in the elementary and secondary schools. In November, children's books were ordered for an elementary school library. When these books arrived, they were placed on shelves in the teachers' study room, and teachers borrowed them to use in their classes.

In June, 1942 following the arrival of trained librarians on the appointed staff the libraries were reorganized. A central library office was established in the high school block and the cataloging of books for all of the libraries was begun. All supplies, periodicals and new books were delivered to the librarians. New books were cataloged at the office before the librarians received them. A central fund raising campaign was started. The professional and elementary school librarians, originally independent units, were placed under the direction of the community librarians. The two book collections were moved into the same room and two campus librarians were added to the staff to help with the new library.

With this organization the Hoosauer library has tried to give effective service to both the community and to the schools.



to my "Neighbors" and "Thank You"

Jessie W. Co. to  
 Elizabeth W. Taylor  
 William S. Potts  
 William H. Taylor  
 Island of Oahu  
 James S. Smith  
 Lucian A. Jones  
 Margaret D. Dumble  
 Cynthia A. Hayes  
 Albert A. Christman  
 Opal J. Zimmerman  
 Joseph B. Long  
 Joseph A. Ryan  
 Elizabeth H. Hays  
 J. F. Abbott  
 William H. H. H. H.  
 Mary Dix Dyke  
 Margaret A. Brown  
 John A. Taylor  
 Charles Taylor  
 Ralph H. H. H.  
 Elizabeth Taylor  
 James H. H. H.  
 L. W. H. H. H.  
 Elizabeth H. H. H.  
 L. W. H. H. H.  
 Elizabeth H. H. H.

Mary G. Schaefer  
 Charles A. Coyle  
 Rev. Charles Taylor  
 Mary Alice Cook  
 Marjorie Van Zandt  
 Elizabeth Taylor  
 Anne W. Taylor  
 Mary H. Taylor  
 Carlisle H. Taylor  
 L. W. H. H. H.  
 Elizabeth H. H. H.  
 Helen G. Hale  
 Nancy G. H. H.  
 August H. H. H.  
 Edward H. H. H.  
 Elizabeth H. H. H.  
 John H. H. H.  
 Joseph H. H. H.  
 Charles H. H. H.  
 Frank H. H. H.  
 L. W. H. H. H.  
 J. H. H. H. H.  
 L. W. H. H. H.  
 Elizabeth H. H. H.  
 L. W. H. H. H.  
 Elizabeth H. H. H.