

GARDEN HOME
SCHOOL

WASHINGTON COUNTY S. D. 92
PORTLAND 19, OREGON

1957-58



Wayne S. Thurman
Garden Home Superintendent



Mrs. Bobbie Henderson
Garden Home Clerk and Secretary

A few words . . .

This booklet is a departure from our usual way of taking group pictures. We hope you will like the idea. We are sure, in the future, it will recall many pleasant memories of Garden Home School.

The various pictures of school life attempt to show some of the valuable experiences we enjoy at the fine school our community has provided for us.

Garden Home School graduates have successfully entered all walks of life. You may truly look back upon your school with pride.

Wayne S. Thurman,
Superintendent

STUDENT GOVERNMENT

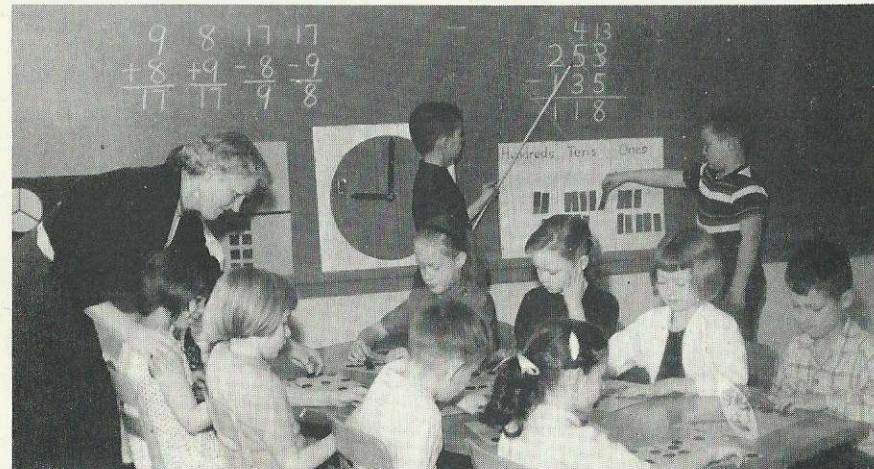
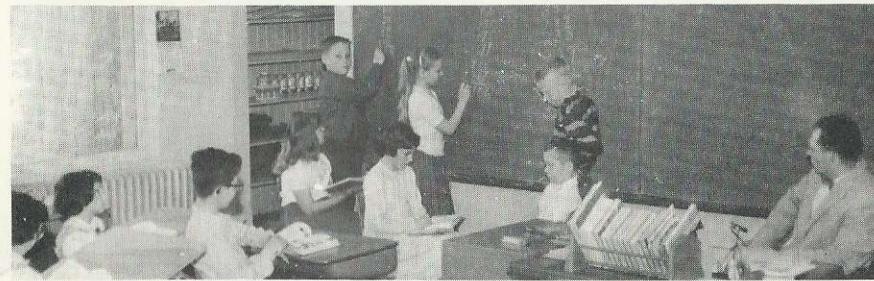
Members of the Student Council are elected twice each year from grades six, seven, and eight. They meet once a week with their faculty adviser to conduct business within the framework of the Student Body Constitution. Through this experience students begin to have an understanding of the representative form of government.



ARITHMETIC

The elementary school is expected to equip the child with an understanding and mastery of the fundamentals of mathematics. Since children best remember what they understand, special emphasis in the grades is placed upon meaning in arithmetic. Number readiness is stressed in the First Grade, and various manipulative ma-

terials and devices are used to gradually develop the understandings necessary throughout the other grades. The child becomes aware of and masters the facts of beginning mathematics, such as addition, subtraction, multiplication, division, fractions, decimals, etc. But always, of first importance, is the ability to understand and use numbers in functional situations.



LANGUAGE ARTS

The arts of communication are listening, speaking, reading and writing. They are most effectively taught when used in social situations that require actual participation commensurate with each child's maturity. A well-balanced program offers children opportunities to develop these skills.

The first grade teachers find that listening and speaking are interlocking skills. Training in one benefits the other. Thus, the daily "show and tell" provides the opportunity to learn. It also leads to the creative oral and written expression in the second and third grades.

With their increasing range of in-



terests, the need of the intermediate grades to communicate with each other effectively becomes even more necessary. The rapid pace of modern living emphasizes the importance of the language arts program.

The seventh and eighth graders are very conscious of the need for greater language proficiency. Motivated by a real need to gain social acceptance, these young people willingly practice for increased skill in the arts of communication.





SOCIAL STUDIES

Social Studies in the primary grades begin with "here and now." Primary children do not talk the Social Studies; they live the Social Studies. Children develop socially through social participation.

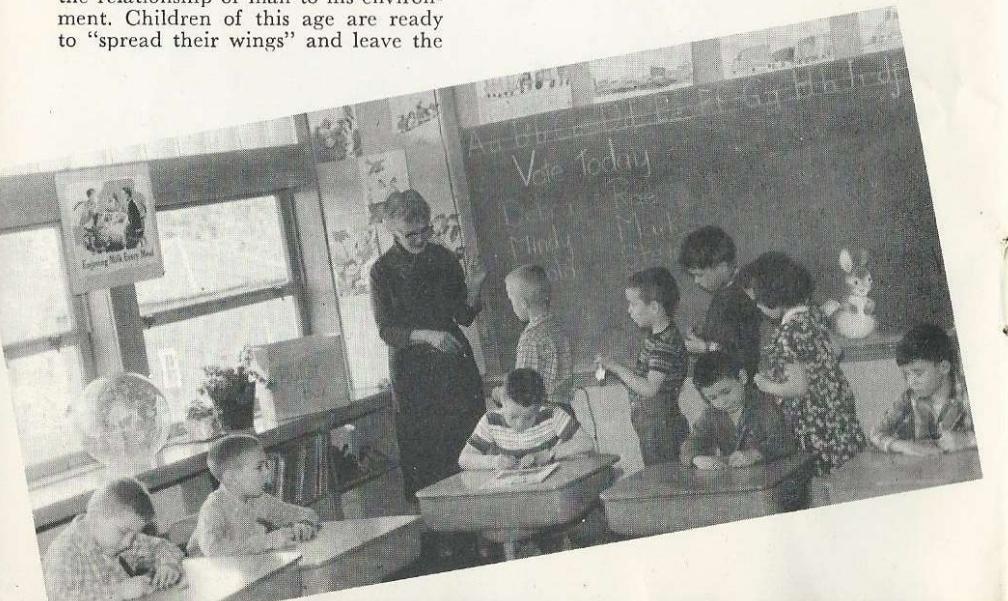
Second-grade children discuss their own neighborhood. They learn to value the community workers who protect their health and safety; who supply their need of food, clothing, housing, schooling, transportation, and recreation.

In the fourth grade, children study the relationship of man to his environment. Children of this age are ready to "spread their wings" and leave the

neighborhood to see how people in all parts of our country and the Western Hemisphere live.

Sixth-grade pupils study the interrelationships between history, geography, government, and culture. In this setting the pupils are given opportunities to participate effectively in problem-solving situations.

The purpose of the Social Studies in the upper grades is to develop in children a love of country, a willingness to search for truth, a growing capacity to appreciate their environment, and a desire to use their abilities to improve mankind.





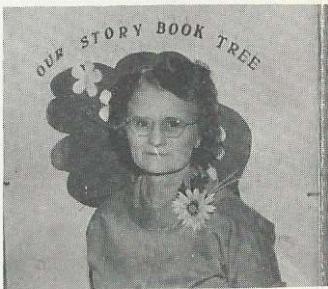
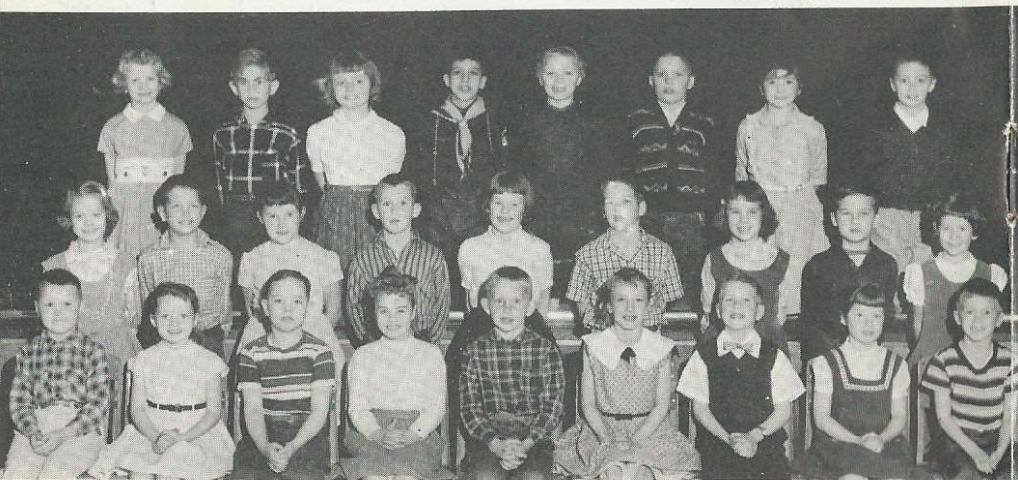
Back Row: Susan Johnson, John Meisner, Shelley Harbert, Timmy Williams, Betty Sterns, Lynn Couch, Terry Lightburne, Tommy Visage. *Second Row:* Connie Covey, Dean Casey, Sylvia Jensen, Randy Farish, Carol Simpson, Chris Olsen, Judith Gebhardt, John Roberts, Anne Bender. *Front Row:* Randy Smith, Bette Jo Heuller, Hunt Decker, Sandra Stokesberry, George Stedman, Deborah Jones, David Vonada, Diane Jones.

MRS. MARY DOODY

SECOND GRADE

MRS. SALLIE MUNSON

Front Row: Ralph Vaga, Susan Plumb, Randy Eastman, Ann Scott, Alan Stedman, Leah Lewis, Charles Iremonger, Diane Caldwell, Charles Dickson. *Second Row:* Julene Falkenberg, Billy Kampmann, Kaye Heick, Mike Easter, Sue Kay Acton, Sam Coleman, Lynn Pracejus, John Cox, Frances Ross. *Third Row:* Linda Swenson, David Hood, Clarissa Brickey, Kenneth Castellano, Dana Hare, Jerry Reding, Cherie Waldele, Douglas Bernard.



The social studies program is centered about the children's interests. Their personal experiences have broadened from self and family to neighbors and the community. This leads to an appreciation of helpers and an understanding of good citizenship.

Through the arts of communication children share their knowledge and ideas in daily teacher-pupil planning. Children develop the ability to think clearly, to express themselves well, to have group participation, cooperation and mutual appreciation.

Self expression leads to the need for written and oral communication. Language, spelling and legible handwriting are used in recording stories,

personal experiences and scientific data.

The study of community helpers presents a natural situation for the use of arithmetic in a functional way. The use of money, of quantity, measurement and weights becomes realistic.

The science program stimulates and guides the pupil in a widening understanding of the forces, elements, materials and living things which form the background of everyday living.

Exercise, rhythms, creative dancing and good health habits in the physical education program, combined with music and art develop children with grace and beauty.



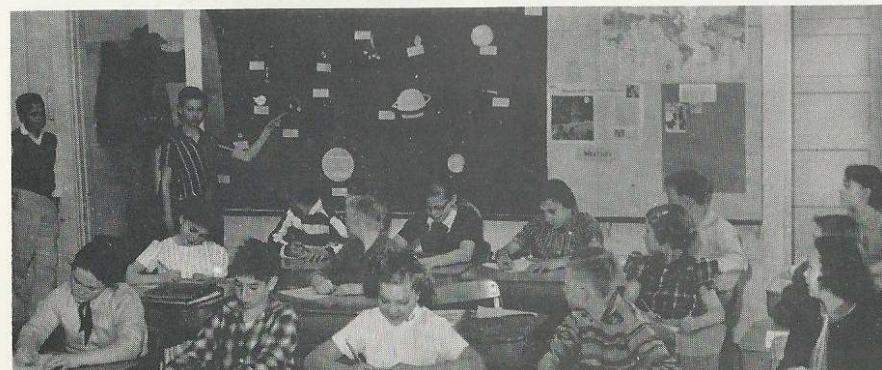
SCIENCE

The science program in the elementary school is based on the philosophy of continuous exploration in three main areas: living things; energy and mechanics; and the earth, space and the universe.

Emphasis is placed on the use of children's own experiences and specimens as the nucleus for expanding studies. The ability to solve problems

by scientific thinking is developed through accurate observation, weighing evidence and recording data. A willingness to change in point of view as new evidence is gathered and respect for differences of scientific opinion is developed.

Children are encouraged in their appreciation of the beauty of nature and in a widening interest in common things.



HEALTH

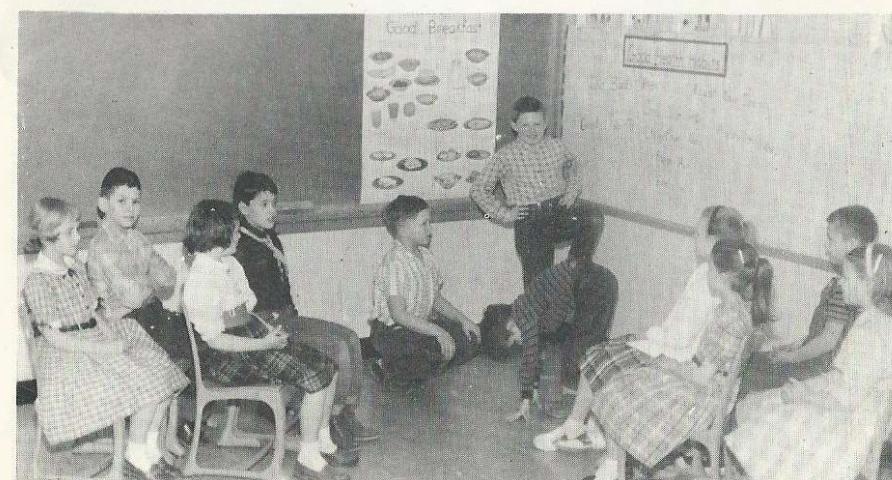
Health instruction in the elementary grades helps the child to know what good health is, how to acquire it, and how to keep it. It establishes wholesome attitudes toward the development of healthy bodies and minds. Records are maintained which show the results of health examinations, and observations of the teacher concerning the health needs of each child.

ART

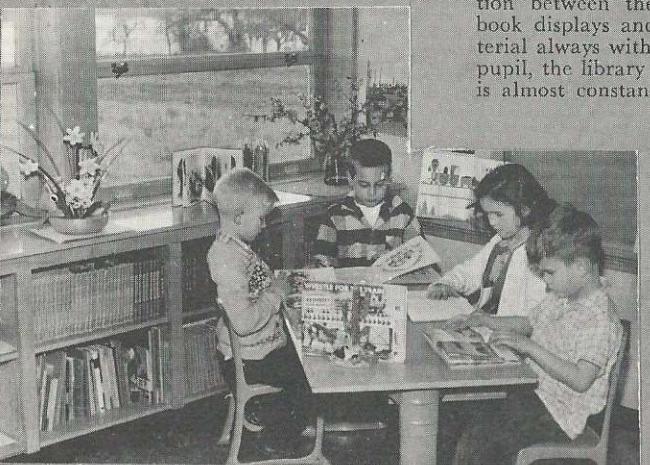
Art experiences are valuable within the school curriculum but additional time is made available for instruction in the basic art approaches and in creative expression.

Children are expected to explore and try new ways of self-expression, and to seek new approaches to problems.

Basic experiences with crayons, chalk, paints, finger paints, clays, wood, textiles and other constructive materials are provided.



LIBRARY



The library hour is an enjoyable part of our program at Garden Home School. Each room maintains its own library with the privilege of circulation between the rooms. Thus with book displays and with reference material always within the reach of every pupil, the library corner in every room is almost constantly occupied.

CAFETERIA STAFF
Mrs. Steele, manager, and Mrs. Norris.



CUSTODIAN—BUS DRIVERS
Mr. MacKay, left, assisted by Mr. Carlsen and Mr. Day.



BAND

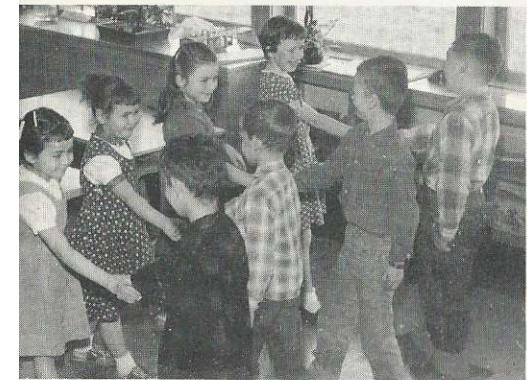
The school band serves purposes aside from its educative function—providing children with musical experiences and as an emotional outlet.

Band rehearsals are provided during regular school hours with advanced and beginning pupils scheduled at different times.

Students furnish their own instruments.

Concerts, exchange programs, and assembly presentations are all part of the band's activities.

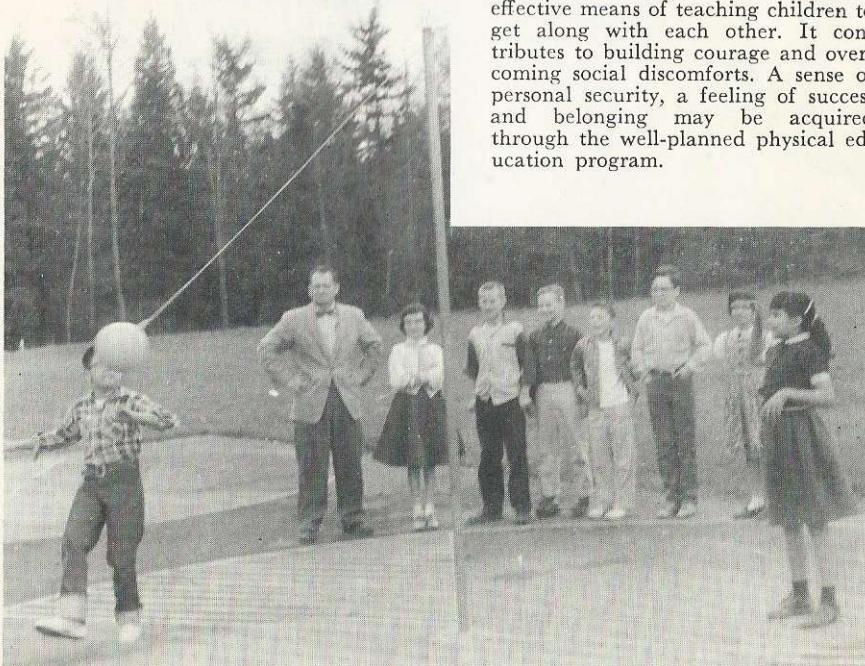




PHYSICAL EDUCATION

In the elementary grades an opportunity is given for the individual to participate in a balanced program of physical activities. Children have opportunities to develop strength, endurance, flexibility, agility, coordination, the ability to relax, and other aspects of physical fitness. Activities promoting these areas of physical fitness include: rhythms; self-testing activities including stunts, tumbling and conditioning exercises; relays; games and sports.

Physical activity is one of the most effective means of teaching children to get along with each other. It contributes to building courage and overcoming social discomforts. A sense of personal security, a feeling of success and belonging may be acquired through the well-planned physical education program.

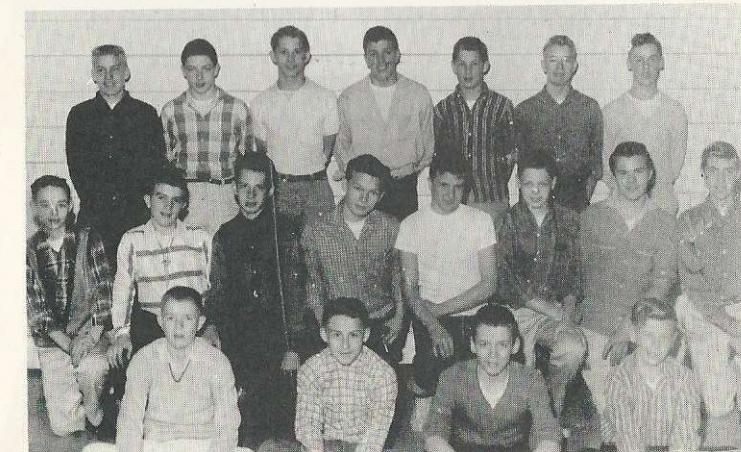


INTERSCHOOL SPORTS

Three aims of interschool sports are good sportsmanship, an attitude of good will toward other schools, and cooperative team play. Emphasis is placed upon playing the game well and fairly rather than upon winning.

Boys and girls in the upper grades are growing rapidly. There is an increase in heart size, rapid growth of long bones, lack of strength of bones and ligaments and rapid changes in body proportions. These changes may result in pronounced awkwardness. For these reasons interschool sports are carefully supervised to avoid too heavy or continuous activity.

Garden Home teams have participated this year in flag football, basketball, and softball.





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