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CHAPTER I
INTRODUCTION

Definition of the Problem

This study is a description of the reactions of adolescents, who had opportunities for independence and growth toward maturity as a result of a crisis situation.

Special consideration is given to (a) the variety of heroic and realistic experiences had during the flood; (b) personal and social adjustments in the unique setting of dormitory living (separated from families); and (c) the academic achievements in the emergency learning situation.

Purpose of the Study

This study has been conducted in an effort to understand the feelings and the experiences of students involved in the dormitory situation in regard to personal growth when separated from their families, in the following areas:

1. What was the response of students in time of crisis?
2. What evidences of personal and social growth did students show during a period of dormitory living?
3. Was there noticeable improvement in academic achievement as the result of dormitory study facilities?

Method of Procedure

Discovering the problem

Personal involvement in the Hoopa flood first led the author to become interested in the reactions of high school students to the new living conditions in which they found themselves. As a high school teacher, she had some members of the dormitory group in her classes and had an opportunity to visit with others. Interest was deepened by working with the school officials most closely associated with the dormitory. The author recognized the group as a possible subject for study some time after the young people had returned to their homes.

After discussing the possibility with the high school counselor, the advisors, and the administrators, it was decided to make the study.

Form letter to students

A form letter explaining the purposes of the study and enlisting his aid was mailed to each anticipated participant two weeks before the data were collected.¹

Questionnaire to students

A questionnaire based on personal flood experiences and those of friends and students was developed.²

¹Appendix C

²Appendix D

Those students still enrolled in the school in April were invited to the author's classroom, where the purpose of the study was explained and questionnaires were distributed. A number of the dormitory students had moved from the community, and forms were mailed to them.

The sample

Out of a total of 36 residents, 20 students responded. Of the parents, and/or guardians of the students, six responded to the survey. The final sample consisted of 11 boys and 9 girls.

As a result of the continued strife, a number of families moved from the area. The questionnaires to four girls and five boys were returned due to lack of forwarding addresses. Three girls and four boys neglected to respond.

Participation in the study was purely voluntary.

Structured questions for parent interviews

Because of road conditions, no attempt was made to visit homes, but an effort was made to interview parents at parent-teacher conferences, or as they called at the school. A total of six parents were interviewed following a list of structured questions which interested the author as a result of student comments.

It was disappointing to talk to so few parents, but, because of road conditions, travel was limited.³

³Appendix E

Follow-up

One year after the flood, the author decided to interview each of the 20 respondents to learn what their feelings might be in retrospect. A questionnaire was devised, and each student was interviewed by the author at a private meeting.⁴

Other methods

Newspapers were studied, school authorities were consulted, and the dormitory cook and advisors were interviewed. Data were compiled from all local sources available. Personal observations and experiences were helpful in understanding pupil reactions.

Student grades were checked from the school files, and the average grades were compared from the last marking period before the flood and the first marking period after the dormitory was closed.

Literature was reviewed.

Delimitation of the Study

This study was limited to 20 students who were dormitory residents at the Hoopa Valley High School for a period of six weeks. Dormitory residents were all victims of a flood which rendered roads to school impassable. They were not selected arbitrarily.

⁴Appendix F

CHAPTER II
REVIEW OF LITERATURE

Independence and Maturity

It is a foregone conclusion that all pupils are individuals and acquire knowledge from like experiences which produce maturity. Judson T. Landis tells us that when you become an emotionally mature person, you will be able to live comfortably with yourself and other people without too many unhappy, upsetting feelings. You will be able to accept yourself as you are, even while you keep working to improve. And you will accept and like other people for what they are, even though you can see ways in which they could change for the better.⁵

It may be well to heed William H. and Mildred I. Morgan in their book Planning for Marriage. An evidence of maturity is apparent "if an emergency arises--whether it be the problem of a job, the loss of a loved one, or a war--he is not upset for long, but faces it with poise and hope, continuing in the same direction toward his goal."⁶

Writers indicate that there is a need for social inner action to assist in the proper development of the individual.

⁵Judson T. and Mary G. Landis, Teen-Agers Guide for Living (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957), p. 15.

⁶Elizabeth S. Force, Your Family Today and Tomorrow (New York: Harcourt, Brace and Company, 1955), p. 23.

It is indicated in numerous articles that this social inner action can best be brought about by a separation of the children and the parents for a period whereby the children can spend time developing with peer group relations. Judson and Mary Landis indicated as we practice behaving in acceptable ways, we find the responses we get from our associates rewarding, and it becomes easier to form permanent habits that will help us to live more comfortably with our own feelings.⁷

C. P. Oberndorf writes:

The emotional development of the child is influenced powerfully and permanently by his relationship to his parents. A meditated - preferably gradual - interruption of infantile emotional attachments between children and parents, through encouraging independence in the child or through actual physical separation at a reasonably early age, is bound eventually to react favorably on both - no matter how painful the process may affect either the child or the parent at the time.⁸

Elizabeth Force says that sometimes a home is broken up temporarily. Sometimes it is the children who leave the family circle. They marry, get a job in another town, leave home to go to school. Such homes are not in one sense "broken" when the bonds of affection between parents and children and between husband and wife are strong. In fact, these separations may bring out the finest type of family loyalty

⁷Judson and Mary Landis, Personal Adjustment Marriage and Family Living (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1955), p. 39.

⁸C. P. Oberndorf, "Child-Parent Relationship," Why You Do What You Do, Robert N. Linscott, Editor (New York: Random House, 1956), p. 195.

and family relationship.⁹

As Judson T. Landis suggests to young people, "Make up your mind who you are and where you are going. Be ready in the light of new learning and new insight to make some shifts in your goals or in your methods in order always to keep growing."¹⁰

Landis also evidences the fact that "those people who want to be useful in the world also have many different ideas about what is an important or an unimportant service."¹¹

Landis suggests to young people "to know what you value as worth working for. You will be happiest in a job in which you feel your work is worth something according to your philosophy of life."¹²

Wayne J. Anderson relates socialization as a preparation for marriage by saying, "One of the tasks of childhood is to learn how to get along with other people."¹³ In order to do this, it seems the child must discipline himself in such a way that he can be emotionally responsive to others. Gradually, as he becomes more other-person-centered, he learns how to share, compromise and unite with others in cooperative

⁹Force, op. cit., p. 350.

¹⁰Landis, op. cit., p. 214.

¹¹Landis, op. cit., p. 189.

¹²Ibid., p. 189.

¹³Wayne J. Anderson, Design for Family Living (Minneapolis, Minnesota: T. S. Denison and Company, Inc., 1964), p. 59.

enterprise.

Dorothy Lee, in discussing responsibility among the Dakota Indians, notes the relationship of the Indians to nature and their natural responsibility to keep their world in balance. If Mother Earth nourished them, it was their duty to hunt but not to waste.¹⁴

The young people of this area feel a strong kinship to nature and a responsibility to preserve forests, fish, and wildlife.

Crisis and stress

The December flood of 1964 in Northern California produced crises in which emergencies arose that expressed evidence of maturity in many of the young people who were directly affected. Individual families seem to react in different ways to the same crises. As Elizabeth S. Force tells us, every home has an atmosphere which deeply affects and is affected by the people in the home. This atmosphere seems to be a reflection of the way the family members feel about each other and about their home. When parents and children know that they can count on each other for love, understanding, and help when it is needed, that knowledge appears to be reflected in their words and actions.¹⁵

The severity of the flood and the numerous emergencies

¹⁴Dorothy Lee, Freedom and Culture (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959), p. 61.

¹⁵Elizabeth S. Force, Your Family Today and Tomorrow (New York: Harcourt, Brace and Company, 1955), p. 23.

that arose are evidenced by pictures and monologue in Worst Flood in 1000 Years by Leo Diner Films, Inc.¹⁶ This film is authentic in the costs of emergency operations and extra time spent in construction operations during and immediately following the December flood. The film also points out the fact that people show maturity in an emergency.

School and learning processes

Two thousand years ago, Socrates pointed out that the young reflect what they see and echo what they hear. Their standards are formed by the society in which they live. Henry Steele Commager says, "We can expect that the schools will help fit young people to live in the new world. We cannot train them in all the specific skills they will need, but we can train them in philosophy, in right attitudes and duties, and in the development of character."¹⁷

John Hope Franklin tells us, "We need to pull our minds out of the straitjacket of ghetto thinking and address ourselves to the larger tasks of educating the whole community."¹⁸ Considering the remoteness of some sections of the area of the Klamath-Trinity Unified School District, this can hardly be said to be practiced. Many hours and total days are lost

¹⁶Film, Worst Flood in 1000 Years (San Francisco: Leo Diner Films, Inc., 1965), 37 minutes.

¹⁷Eva H. Grant, Guiding Children as They Grow (Chicago: National Congress of Parents and Teachers, 1959), p. 245.

¹⁸News item in C.T.A. "Action," April 28, 1965.

each school year. Many students become early dropouts from high school because of their attendance record.¹⁹

Students from the outlying areas encountered many hardships and personal dangers due to the disintegration of the roads by the flood.²⁰ The situation and stress was relieved somewhat by airlifting the students to regular classes in Hoopa by helicopter.²¹

William G. Carr states, "Next to National Defense, education continues to be the nation's largest governmental enterprise."²² We consistently read of equal education for all. This can hardly be attained, although we just must constantly strive to achieve this goal. Charles Mansfield states that, because of the rapid expansion of knowledge, much of what a child will learn in class will be out of date when he graduates. If he goes to college, he will either have to be able to learn on his own or get out. For these reasons we are trying to teach children how to learn, how to be responsible for themselves.²³

Thorstein Veblen tells us habits of thought which are so

¹⁹Attendance Office, Hoopa High School, Klamath-Trinity Unified School District, June, 1965.

²⁰Appendix A

²¹Appendix B

²²News item in the C.T.A. "Action," April 28, 1965.

²³Charles Mansfield, "The School Where Children Teach Themselves," The Saturday Evening Post, June 19, 1965.

formed under the guidance of teachers and scholastic traditions have an economic value--a value as affecting the serviceability of the individual--no less real than the similar economic value of the habits of thought formed without such guidance under the discipline of everyday life.²⁴

In the study of personality in culture, we start with a recognition of the biologically given, of what all human beings have in common . . . Every human society is dependent upon adult nurture and adult transmission of the great body of culture . . . which make it possible for the human group to function as human beings. "Humanity has a capacity to accumulate and build upon the inventions and experience of previous generations . . . A child must participate in this great body of tradition to become fully human."²⁵

²⁵Margaret Mead and Martha Wolfenstein, Childhood in Contemporary Cultures (Chicago: The University of Chicago Press, 1955), p. 6.

CHAPTER III
BACKGROUND CHARACTERISTICS

The Klamath-Trinity Unified School District is located in the eastern portion of Humboldt County, California. It lies west of the Coastal Mountain Range. At its widest parts east-west, it is 30 miles. From north to south, its total length is over 48 miles. The plate on the following page gives the approximate location, expanse, and boundaries of the District.

The area comprises over 972 square miles and lies within the area that is designated as the Six Rivers National Forest.

Near the center of this District and comprising an area of 144 square miles is the Hoopa Indian Reservation, which is a part of the Klamath-Trinity Unified School District.

The District is traversed by the Trinity River which flows from the south in a northward direction and joins the Klamath River at Weitchpec which flows on west northwest and empties into the Pacific Ocean.

Characteristics and Traits of the District

The area has a mountainous terrain with many streams, valleys, and mountains. The elevation varies from 305 feet above sea level to 9,025 feet above sea level. It is covered with vast stands of coniferous timber composed of three

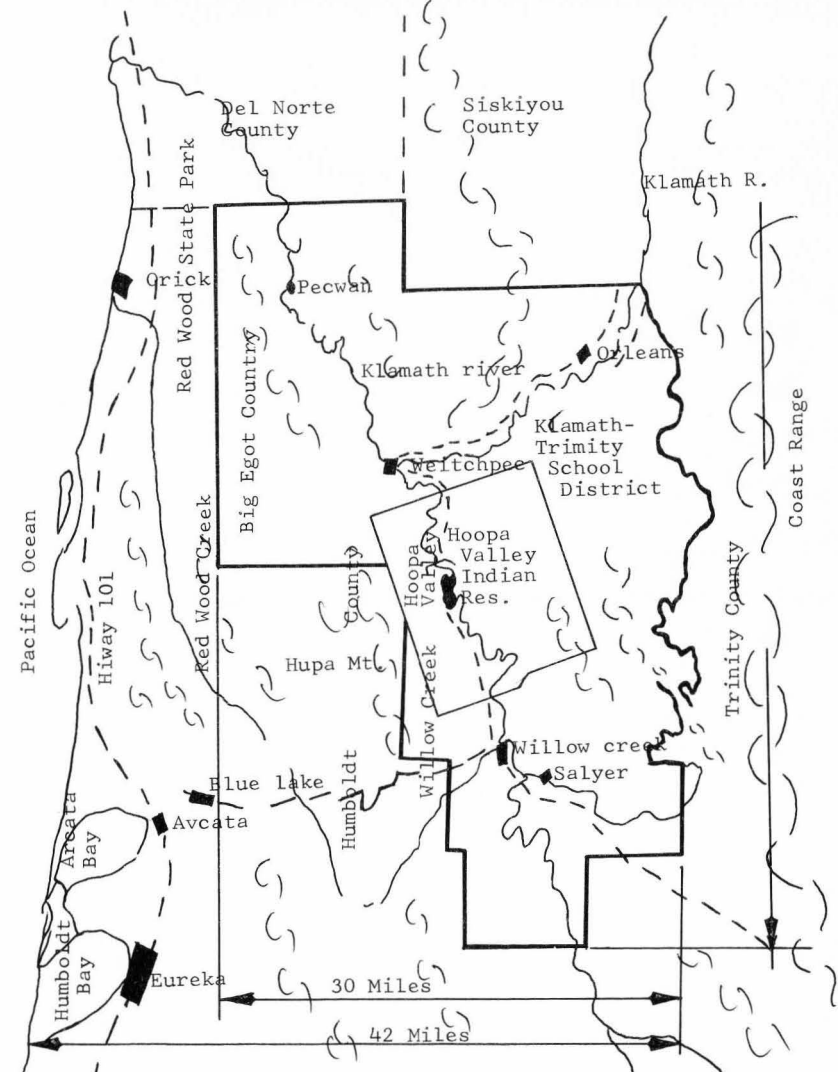


Figure 1. Klamath-Trinity Unified School District, Plate 1

principal types--Ponderosa pine, Douglas fir, and true firs. Cropping of these forest products is on a sustained yield basis.

Early settlement

In the early days, the area was settled by fortune seekers after the discovery of gold and other precious ores in 1846. As these riches became harder to get, this population dwindled to a mere few.²⁶

Later settlement

Since the advent of intensive logging operations, beginning with the end of World War II, the forest products industry has been the leading element of the economy of the area.

Drainage

The drainage system developed from an uplifted plateau surface on extremely varied rock types and has resulted in a complex drainage pattern.

Climate

The climate of the area is characterized by warm summers and mild winters, except in the higher mountains which experience more severe winters. From 75 to 80 per cent of the precipitation occurs from November through March with the remainder fairly evenly distributed over September, October,

²⁶Mary Ellicott Arnold and Mabel Reed, In the Land of the Grasshopper Song (New York: Vantage Press, 1957), p. 3.

April, May, and June. July and August are dry except in unusually wet years. Annual precipitation, influenced by distance from the ocean and relative height of mountain barriers to the southwest, varies from 35 inches along the Trinity River to 70 or 80 inches at the higher elevations of the ridges forming the watershed boundaries.

Population

The town of Hoopa, the most populous area of the District, was founded in 1864, when the Hoopa Valley Indian Reservation was established. Because of the lack of external commerce prior to the late 1940's, the population of the valley remained relatively static. In 1940, the population is estimated to have been about 565 persons. By 1950, the number had risen slightly to 730 persons. The initiation of forest-centered activity increased the population to almost 2300 people by 1961. The population of the service area has risen from 2600 in 1940 to 5700 in 1961.²⁷

The population is predominantly Caucasian, but there is a number of minor groups of Indians of the following tribes: Hoopa, Karok, Yurok, Klamath, and Chalilus, making up about 18 per cent of the total population. The social life of the communities is centered about their school and churches.

Income

The major sources of income are timber and related industry, some mining, government service related to national

²⁷ Ibid., p. 8.

forests and Indian reservation, and education. The major occupations are mill workers, loggers, miners, truckers, governmental service, and educators.²⁸

School Divisions

The area is serviced by one high school located at Hoopa with a present enrollment of 320 pupils and staffed by 19 instructors.²⁹

Flood Crisis

On December 21, 1964, Northern California was struck by the worst flood within the memory of the oldest residents. The Trinity and Klamath Rivers overflowed their banks and swept away 150 homes within the area of the Klamath-Trinity Unified School District. Roads were washed away in many places and land slides covered roads in other places. As a result of road conditions, bus travel was impossible between the communities of Orleans, Weitchpec, Pecwan, and the Hoopa Valley High School located in Hoopa, California.

The Christmas flood of 1964 did bring a crucial time for many people. The culmination of the flood brought changes in the economy, the employment, and living conditions.

Young people experienced crisis in each of these areas

²⁸The Report of the Self-Evaluation of Hoopa Valley High School, Population and Characteristics (Hoopa High School: 1962), p. A-1.

²⁹Klamath-Trinity Unified School District pre-enrollment report, Anticipated Enrollment for 1963-64 (Hoopa High School: June 1963), p. 1.

and also in education in which there were mammoth problems. It was the decision of the school board to open school only after all the students had an opportunity to attend. In order to make this possible, temporary living quarters were established at the high school to accommodate the students from the communities which could not be served by bus. Students from these communities were airlifted to school when classes resumed late in January of 1965.

Because of the local flood conditions, there were no adequate homes or public buildings available for temporary housing for the affected students. Space in the high school proper was used for sleeping rooms. The students unrolled sleeping bags on mattresses on the floor at night and rolled them up in the daytime. They were fed in the school cafeteria. The school gymnasium was used as a social hall. A man and woman teacher acted as chaperones for the boy-girl groups.

People

Dormitory students all came from an area of the school district with a traditionally high school dropout record. Influences responsible for this fact are the remoteness of the area, the relatively low educational level attained by most parents, and the economic pressures due to seasonal work.

Home situations varied from the traditional family pattern to a wide variety of complicated or unusual situations. Represented were step children, foster children, grand children, and students from single parent homes.

Racial backgrounds reflected those found in the entire school district. Children of Indian descent represented a large per cent from the Yurok tribe because that was the territory where the Yuroks have lived for generations.

Families represented included land and business owners, itinerant workers, and the original inhabitants of the territory.

Brief dormitory experiences gave students their first opportunity for study hours. For the first time, they were freed from long hours of travel and domestic chores. Library facilities were available to many who have no such resources at home.

Within the first 24 hours of the dormitory, two boys returned home on foot. They were influenced by conditions at home, pressures of living conditions, and disciplinary procedures. This circumstance served as an example to the rest of the group to keep them in line.

CHAPTER IV

FINDINGS

Independence and Maturity

Dormitory students faced new living conditions with trepidation. Each felt some fear of the new way of life, and many felt qualms about their ability to cope with the situation.

Two boys expressed their independence by checking out of the dormitory, after a difference with the advisor, and walked home. They did not return to school until bus service was resumed. This served as an example of discipline to the rest of the group.

The remaining group showed maturity by adjusting to the situation. They overlooked inconvenience and unpleasantness in order to attend school.

One boy and one girl helped the cook prepare and serve meals because they liked her and wanted to help.

Two sisters assisted the advisor by acting as mediators in times of dissatisfaction and by offering sympathy in times of trouble.³⁰

One boy was appointed as assistant to the boys' advisor. He was responsible for roll call at check-in time and helped

³⁰Appendix G, Case 20.

to see that the boys kept their quarters clean. Some boys resented his authority, but they managed to cooperate until close to the end of the period.³¹

Several boys mentioned check-in times (after school and at 9:30 p.m.) as one of the strongest points in the schedule. They felt it built up full responsibility within the group.

Students tried to help each other. One girl helped the boys iron their shirts.

Three boys and three girls expressed satisfaction in feeling that they learned to manage their own lives when they did not have families to direct or encourage them.

Social adjustment

The dormitory offered social opportunities never before afforded these young people because of distance. Many had never been able to attend a school dance. They had the opportunity to attend a basketball tournament and weekly school-sponsored movies.

Students made lasting friendships with others from the opposite end of the District. These were people whom they had known casually but with whom they had never had an opportunity to develop close relationships. Many of these were fostered by the opportunity to invite dormitory students to be weekend guests.

Parents were eager to have their children resume school and, in all cases, urged them to do so. Three felt qualms

³¹Appendix G, Case 9.

about flying but realized it was the only way possible. With all roads closed and no telephone service, parents did have the assurance that children could be contacted by school wireless in case of emergency.

Three girls stated that they were afraid to fly for the first time. No students expressed fear after the first flight. Girls expressed an interest in the pilots and boys an interest in the helicopters. The entire area was dependent upon airlifts, and these students enjoyed the prestige of being regular air travelers.³²

Most students felt some reluctance to leave homes where there was so much flood damage to be repaired. Three said they were happy to get away.

In no case did anyone suggest that separation from home made them feel less close to family members. Most stated that there was no change. Many missed their family keenly and felt that they had never appreciated them so much. Many found added strength from their father and mother's leadership, and several noted that they especially missed small brothers and sisters.

One boy, who had been raised in a remote home by a lone grandmother, never did reconcile to the separation. He felt keenly the lack of privacy, the lack of quiet, and the rapport he felt with his grandmother. He did not enjoy dormitory life, but he stayed to the end because she expected

³²Appendix G, Cases 14, 17, and 20.

him to go to school.³³

The proximity of dormitory living brought many new learning situations. Backgrounds varied widely.

In three cases, boys and girls were the youngest member of a family and had been raised practically as an only child. They were accustomed to a private room, individual ownership of clothing, and uninterrupted free time. Two of these students have a long record of high grades, and they found lack of quiet study time a frustrating experience.³⁴ The third is a child of nature.³⁵ Being confined to a fenced-in school ground, surrounded by peers, was a constant source of irritation.³⁶

A number of other cases came from homes where seven to ten people live in a small two-room home, and some of these people had to learn respect for the property of others and to organize their belongings so that the rooms could be kept clean. The three most common remarks about crowded conditions were "People had no respect for property;" "It was fun to share;" and "We always had to clean the place up."

Most of the students looked upon the experience as a prolonged slumber party. They entered into pranks, alternately liked and disliked the advisors and other students, and tried

³³Appendix G, Case 5.

³⁴Appendix G, Cases 2 and 17.

³⁵Appendix G, Case 5.

³⁶Appendix G, Case 17.

to cooperate. The common feeling was, "We are all in this thing together."³⁷

Practically all the students found a set routine confining. Many never did adjust to eating a big breakfast. Many were unaccustomed to breakfast and tried to convince the authorities that they could sleep until bus time and then dash to class.

Boys especially felt that they should be free to roam at will in their free time.

One girl, who appeared to be depressed, left the crowd one night and went for a walk. When she was found half an hour later, she could not understand why people were upset. That was what she always did at home, and no one worried.³⁸

A few said they had a tighter schedule at home than at school, and they looked upon this period as a vacation.³⁹

All of the dormitory students had been traveling on the same school bus during their high school years. Many had attended the same grade school. This fact made it easier for friends to adjust to dormitory living, but it made it harder for students who were not friendly to live together 24 hours a day.

Two boys felt that they were singled out to be the butt of jokes, and one felt physically threatened. He was used to reporting any family infractions to his father, but when he

³⁷Appendix G, Case 3.

³⁸Appendix G, Case 18.

³⁹Appendix G, Case 4.

tried to tell the advisor what a group of older boys were doing, he learned that he was the one in danger of punishment from his peers. He later learned to adjust and was accepted by the group.⁴⁰

More than half the students related instances showing personal growth as a result of the dormitory experience.

One boy said he could always get along in the woods, but now he felt better about being with people. He contributed to class discussion and did not worry so much about trips to Eureka as he did in the past.⁴¹

Another boy became a youth director in a church camp. He felt that he had a much better understanding of children who were away from home for the first time and was better able to explain and enforce camp rules.⁴²

Perhaps the most direct example is of the girl who was entertained on weekends at the home of a boy friend. During the summer, this couple was married. She appears to be a well-adjusted young wife.⁴³

The dormitory students were required to rise, bathe, and go to breakfast before school. After school, the girls signed in with their advisor, and the boys with the man advisor. They were free to spend their time as they chose until

⁴⁰Appendix G, Cases 5 and 15.

⁴¹Appendix G, Case 10.

⁴²Appendix G, Case 11.

⁴³Appendix G, Case 20.

dinner time, but if either group voted to go to the Jolly Kone, the whole girl or boy group had to go as a single unit with their advisors and return together. The Jolly Kone is a hamburger stand that has a teen-age clubroom attached. It is about one mile from the school grounds. The students walked both ways along the public highway. The Jolly Kone proved a good place to visit and dance with boys and girls from the Hoopa area and was a popular pastime. Heavy rain was the most common deterrent to a Jolly Kone outing.

While students were within the school grounds, they were free to stay in their rooms or go to the gymnasium after practice hours in basketball. In the gymnasium, the two groups met. They played basketball, practiced wrestling, played cards and chess, sang, and watched television. They sometimes showed movies.

They also had an opportunity to be guests of the senior class at a full-length movie once a week. They had an opportunity to see basketball games among schools, go to school dances, and take part in sports. Until this time, these students could never take part in extra curricular activities because of lack of transportation. Three of them became active participants in the following year.

All students questioned reported that they enjoyed being able to take part in activities and to mix with the rest of the student body.

After the first 24 hours, the students adapted to the rules well. There were isolated instances of trouble between

two students or hurt feelings among small groups, but nothing seriously affected the entire group until two nights before the close of the dormitory.

On that night, someone hid a knife which had been a birthday present of one of the boys. He started searching under the mattresses for the knife. Other students resented his upsetting their beds and soon a free-for-all started. In retrospect, many of the boys felt they had been together just as long as they could tolerate the tension.

The following table is a compilation of the responses to that portion of the questionnaire conducted on dormitory experiences. This expresses positive evidence in favor of group living.

Table 1. Responses to emergency dormitory experiences

	Favorable response	Unfavorable response	Total cases
Boys	10	1	11
Girls	<u>9</u>	<u>0</u>	<u>9</u>
Total responses	19	1	20

Parents interviewed were in agreement on most matters. All had been influenced by flood conditions. Many were in government trailers furnished to victims who lost their homes due to the flood. People who still had property were in the process of cleaning their homes, yards, and businesses. They had suffered so much frustration that it was a relief to them for the school to take over the responsibility of the high

school students at a time when supplies were scarce and ground transportation was non-existent.

The parents mentioned how much they appreciated air-lifted mail from the school. Many remarked that they were surprised at how easily their children adjusted to the new way of life.

One change noted was the students' appreciation of the faculty. They seemed to see them as people for the first time.

Crisis and stress

From all information gathered, there was no evidence of participants being impressed with their accomplishments during and immediately following the flood, but each expressed satisfaction to some degree with how he managed to live in the dormitory situation.

One girl, 16 years old, was responsible for her family because her mother was gone for the day. Before nightfall, she was feeding and housing seven families because their houses had washed away. She managed for a week and finally flew to Eureka with her seriously ill baby brother to have him hospitalized.⁴⁴

Another girl was isolated but kept in contact with the community by short wave radio. She requisitioned emergency supplies, especially medicine, and was responsible for having insulin delivered on foot to a neighboring diabetic.⁴⁵

⁴⁴Appendix G, Case 1.

⁴⁵Appendix G, Case 17.

Two girls walked to a sawmill, where there was an emergency electric plant, and washed bedding and baby clothes for the community from the time of the flood until they moved to school.⁴⁶

Boys delivered supplies on foot to people stranded in wilderness cabins.

All young people in the dormitory were involved in some form of flood relief, either at home or with the community. They assumed that it was their responsibility to help and were not only glad to willingly work but many enjoyed the experience.

Not one person mentioned nervous tension during the flood but practically all experienced worry, fear, and uncertainty about moving to school.

Education

It was the hopeful belief of the school administration that dormitory living would improve interest in school and show in grade improvement. Because of poor roads and long hours of travel, students from the Klamath River area have a high record of absenteeism and early dropouts.

A quiet hour was provided in the dormitory, and, in addition, dormitory students were welcomed to both the school and county libraries for study and research. These facilities were used regularly by a few students, but the majority never entered a library. Many girls reported that they spent the

⁴⁶Appendix G, Cases 16 and 18.

quiet hours fixing their hair or ironing their clothes. Boys often played chess or read for their own entertainment.

Some parents noted better grades. Others thought their children were so impressed with the novelty of the situation that they preferred to enjoy the new opportunities, rather than put extra effort into school work.

Table 2, following, is a tabulation of the responses of 20 students interviewed.

Table 2. Responses in regard to students' grades

Case number	Grades improved	Grades stayed the same	Grades dropped
1	1		
2			1
3		1	
4		1	
5		1	
6		1	
7	1		
8	1		
9		1	
10		1	
11		1	
12		1	
13	1		
14		1	
15		1	
16	1		
17		1	
18			1
19		1	
20		1	
Total responses	5	13	2

Some surmised that their grades improved. Others seemed to think that their grades went down. The majority felt that their grades stayed the same. Table 3 which follows is taken

Table 3. Grades taken from the high school permanent records

Case number	First semester grade point average	Second semester grade point average	Grade fluctuation		
			Same	Up	Down
1	1.7	1.7	1		
2	2.3	2.6		1	
3	2.0	2.4		1	
4	1.8	1.8	1		
5	1.3	1.0			1
6	2.6	3.1		1	
7	2.0	1.7			1
8	1.3	1.2			1
9	1.6	2.0		1	
10	3.1	3.2		1	
11	2.1	2.4		1	
12	1.1	1.0			1
13	1.5	1.8		1	
14	3.0	3.0	1		
15	2.1	2.2		1	
16	1.3	1.6		1	
17	3.0	3.4		1	
18	2.6	3.0		1	
19	2.0	2.2		1	
20	3.3	3.6		1	
Totals			3	13	4

from the high school permanent records and proves otherwise.

While they may not have studied evenings, the members of the group were more regular in class attendance during their stay in the dormitories. Although they felt their grades did not improve, the permanent records indicate that 13 students' grades did improve. Three stayed the same, while only four did go lower.

CHAPTER V

SUMMARY

During the six week period after the flood, the students had many opportunities to be independent and to behave in a more mature manner. Nearly all of the usual personal and social patterns of living were changed as they adapted to dormitory living. Cooperation was expected, and it took a sharing of responsibilities for the group to get along.

A wide variety of social experiences took place in the dormitory and in the school setting. Some students gained confidence in being able to be closer to other students. Other students conquered their fears of being too close to people. Most students experienced the feelings that go with having to make an effort to develop new social skills. In spite of the many inconveniences and awkward situations, most students found this dormitory experience to be very satisfactory.

All students adapted to the problems arising out of the flood crisis. Some responded to the crisis with almost heroic behavior which they casually accepted as the expected thing. Most of the students were successful in meeting the challenge of many kinds of stressful situations in moving out of their homes to the dormitory setting.

Most students found that their educational achievements showed some improvement, though four students seemed to have

lost ground.

One year later, 19 of the 20 students questioned said that the dormitory living was a good experience.

Conclusions

Adolescents have a capacity to meet crisis situations with substantial responses of positive behavior which they casually accept and handle. However, the high level of response to the crisis is not something that can be sustained indefinitely. They do appear to be able to use emergency situations as a means of achieving some growth toward maturity.

The problem of adjusting to physical discomforts appears to be relatively easy to handle. The physical discomforts which were associated with this particular crisis appeared to motivate positive and cooperative behavior on the part of the students. Accordingly there appears to be substantial effort in making the necessary social adjustments which were produced by the crisis. Many students were able to develop their social skills when placed in close quarters. Many indicated a greater sense of personal security and feeling of belonging. The crisis situation stimulated a healthier and more united school spirit. Adjustments to the physical needs were sustained easily, but the social adjustments were more difficult to attain and there was a loss of comradery toward the end of the crisis. Education under crisis conditions indicates another area in which students were successful

because of their efforts to learn and adjust.

Suggested Topics for Further Study

1. Refine methods to study the degree of socialization that takes place in a crisis situation.

2. Study the amount of experience away from home and its relationship to the adjustments of students in crisis forced away from home.

3. Are students living in this setting more adaptable to problems of survival or disaster situations?

4. What kind of family situations prepare youth for crisis?

5. To what degree is social adjustment affected by crisis?

6. How long can a group cooperate in a stress situation?

7. Do girls adapt to crisis better than boys?

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APPENDIXES

Appendix A

Community Of Hoopa Isolated

Although still completely isolated from the rest of Humboldt County, Hoopa is reportedly in no immediate danger.

V. M. "Robbie" Robinson, local businessman and private pilot, flew a load of supplies into the area Saturday and returned to Eureka late yesterday afternoon. "Hoopa is badly flooded, but not nearly as bad as the Eel River Valley. People in this town seem quite used to the floods and have a tremendous cooperative spirit," he said.

Supply Creek went on a devastation rampage, according to Robinson, and wiped out the bridge across the highway, but a log ridge for travel is near completion. There have been no loss of lives reported in Hoopa and food is no particular problem right now. However, blankets, diapers, washboards, candles and some other supplies are badly needed.

When Robinson returned to Eureka, he brought with him a woman, two babies and all the dirty sheets from the Klamath-Trinity hospital that he could get in the plane. There is no power in the area and so laundry and linens are being washed by hand. The hospital is full, but not overcrowded, he said.

Although the town of Hoopa is still intact, areas just north and south are completely flooded and many homes have washed away. The Humboldt Fir Company, which is the main-stay of payroll for the residents, is totally denolished.

Robinson, who flies a Beach-Commutations bi-plane aircraft Bonanza aircraft, intends Hoopa and nearby Willow Creek to return to Hoopa with supplies are handled by only one operator-sometime today, if weather permitting citizen's hand radio For-mus.

Forest Service personnel, men from the Bureau of Indian Affairs and loggers are making progress on restoration of roads and the dam. Lack of fuel, however, is expected to be a serious problem.

Appendix B

Hoopa High students disembark at Hoopa after a 26-mile flight from Orleans in their unique white "school bus." The large twin-rotor helicopter was also operated during the disaster to haul relief supplies and mail to the stricken valley area.

Appendix CSample of letter sent to students

(Date)

Mr. or Miss _____
Box Number _____
City, State _____

Dear Mr. or Miss _____,

May we enlist your help? A study is being made to determine the significance of the temporary emergency dormitory living experience. You were a member of the group who pioneered dormitory living in the Klamath-Trinity Unified School District. We need your help in evaluating its success.

Daily experiences and frustrations developed which were new to you because you were living with new people under different conditions.

Your part will take some time, but you are the only people who have had this experience.

We wish to keep this information anonymous and confidential.

Will you please answer the enclosed questionnaire and return at your earliest convenience in the enclosed return, addressed envelope?

Sincerely,

Imogene Christensen

Appendix DQuestionnaire to students

Name _____ Age _____ Sex _____

Home address at time of flood _____

Present Address _____

1. Were you forced by flood waters to move from your home?
2. What was the condition of your home when the flood waters receded?
3. What conditions prevailed at the time you vacated your home?
4. What property damage did your family suffer?
5. What was your personal loss?
6. Where did you live when you vacated your house?
7. Was your family housed together when you moved?
8. If you were able to remain in your home, did others move in with you?
9. If you had to separate, where did different family members go?
10. How many people lived in the shelter?
11. How many families were represented?
12. How long did you stay in the temporary shelter?
13. Was adequate food available for the entire time?
14. Was there a regular division of work where you lived?
15. Were there unusual jobs to be done?
16. Did you have enough bedding?
17. What did you have for heat?
18. What did you use for light?
19. How long were you without contact with your neighbors?

20. Was any member of your family stranded away from home or unaccounted for?
21. In what ways did members of your household show evidences of strain during the emergency?
22. What signs of unusual leadership did you observe during the crisis?
23. When the decision was made to airlift students to school, what were your emotional reactions?
24. Did your parents hesitate to permit you to go to school under these conditions?
25. Do you feel that dormitory living was a valuable episode?
26. Give an example of a desirable experience.
27. What was most unpleasant about dormitory life?
28. Did your harrowing experience make any change in the way you feel toward members of your family?
29. Has the flood hampered your plans for future education?
30. Did your family move from the area because of the flood?
31. Did any member of your family lose employment because of the flood?
32. Did any member of your family find employment because of the flood?
33. How many hours do you travel coming to school and returning home in one day?

Appendix EStructured questions enlisted as a guide
for parent interviews

1. Do your children lose considerable school time due to inclement weather?
2. Do your children lose considerable school time due to impassable roads during the rainy season?
3. Does travel to and from school cause a hardship to the family?
4. Do your children spend considerable time riding to and from school by the present mode of transportation?
5. Did you notice any change in behavior patterns of your children following dormitory experience?
6. Did your children take added interest in school activities?
7. Did you notice any change in study habits?
8. Have your children's report cards shown any noticeable change in grades?
9. Has the experiences brought you as a parent into closer contact with the school?
10. Have you as a parent taken greater interest in the school?
11. Have you as a parent felt a closer family unity since your children have lived away from home?
12. Did you experience a greater financial burden due to the dormitory housing?
13. Do you consider this to have been a necessary solution to the educational dilemma caused by a complete lack of ground transportation?
14. Would you wish to support a more permanent housing program for your children in the future?
15. Do you feel that your children show evidence of social awareness as a result of community living?

Appendix FStudent questionnaire after one year

1. How did you feel about living so close to so many people?
2. How did you feel about the time the boys and girls spent together?
 - a. Did you mix well?
 - b. Did you mix during meals?
 - c. What were the drawbacks?
 - d. What were the advantages?
3. What was your feeling about the way other students in the school accepted the dormitory situation?
4. Did your school work improve while you lived in the dormitory?
 - a. Homework
 - b. Library
 - c. Use of extra time
5. How did you feel about dormitory rules?
6. How did you feel about your advisor?
7. How did you feel about the other advisor?
8. One year later, how do you feel that the dormitory experience has influenced your attitude toward everyday living?

Appendix GCase 1

On December 22, 1964, a girl - age 16 - was left in the village of Weitchpec, California. She told her story this way:

I can remember the flood in 1955. When this recent flood hit, I didn't think it would do too much damage. The water rose during the afternoon and that night. The children were brought to our house and the older people began moving things, starting from the lowest houses. They had to move the things to a higher place. By 4 O'clock, I cooked plenty of beans and made bean sandwiches. I also made a lot of coffee. Most of the things were brought to our house since it was the highest left by the river bank. They decided it would be better to move us all out before the night closed in. About 11 O'clock, the house was empty.

The flood came during the afternoon, so it was easy to move things out by daylight. Most of the people in the village didn't think their homes would be in danger; so, as they left, they took only their valuable possessions instead of clothes, mixers, and necessary items. By that night, every house was gone, except ours. The men thought it would be safer if we all moved to higher ground. The next day, our family moved back into our house.

Our mother wasn't home, so I took over her duties. We used a lamp and candles for light. We didn't want to use too much gas, so I washed clothes, diapers, and blankets out in the creek. Our water was off, so we had to carry water in.

Nobody showed his hurt out in the open, but we all cried. It was sad to see the houses go down the river. Everyone worked hard to build them. They had painted their homes and even had gardens. We never even talked much about the flood. It wasn't easy to adjust to this kind of living.

On Christmas Day, everyone except us opened Christmas presents. This was about the happiest moment for them. My stepfather decided that about every other day he would give the children a present. This was so they wouldn't worry about Mom's being gone. Also, at this time, my one-year-old brother started to get sick. One

night, we stayed up all night trying to keep the fires burning and hoping he would get better.

Helicopters were landing on the big beach below our house. Usually, I went down to greet them. I even sent a note back with one of the pilots to broadcast on the radio. This note was asking for my mother. I said that she could catch a helicopter back. Also, I said that we needed her because the baby was sick. I don't know if he sent the note or not.

The next day, a doctor flew down and was checking everyone. He reached our house and told us that the baby was very sick; so, the baby and I flew to Eureka. I located Mom and everything seemed to work out. The Red Cross helped us find a place to stay while I was there. The baby was released a week later. Three weeks after his return, my stepfather drove down to take us home. I was left at Hoopa while they went on back to Weitchpec.

I stayed at my cousin's for a while. Then I moved into the dormitory.

I shall never forget last Christmas. It was very sad, and everyone was feeling bad. I'll always be grateful to the neighbors. They weren't hit, but they tried everything to comfort us. I learned how nice and considerate other people are. I found out how to help others and how to get along with people. But, most of all, I learned how to keep a smile on my face--even through the worst part of the trouble.

The dormitory experience was disappointing at first.

She was lonesome for her family and worried about them.

She was used to a large family in a small house with rather lax housekeeping methods. Her first real interest in the dormitory came when she realized that girls were required to keep the area clean at all times, and she recognized the teamwork involved in accomplishing this end. She enjoyed working with the group.

She came to understand the other girls and their habits and found that it was "good to get to know the kids."

She missed the freedom to roam at will.

She disliked having to walk from the dormitory to the gym to bathe and then return in the cold and rain to the dormitory.

She said food was good and everyone enjoyed eating together. They vied to sit next to the advisors, but she was not used to a big breakfast and hated to have to go to a large early breakfast. At home, she seldom had time to get anything to eat before she caught the bus.

She felt that her advisor was fair and tried to give the girls some privacy when possible. She disliked the man advisor's habit of giving the students nicknames because she felt that he was "cutting" her by making references to her Indian ancestry. When she was upset, she used to go to the cafeteria cook, who was also Indian, and tell her her troubles. They became very close and developed a lasting friendship. She always calls the cook, "Gram."

At first, she felt that the boys and girls met in the recreational center to just have fun, but later they settled down and became as one big family. They mixed well at meals and a year later they are still congregating at the same table at mealtime because they "feel happier that way."

She felt that her school work improved slightly because they had a period when they had to be quiet and could study. She said, "Mostly, they fixed hair or goofed off."

Case 2

Case 2, a boy of 16 years, reported that he counted 12

houses floating down the river before his family vacated their home by driving the family car 100 yards up the mountain, as far as they could go, because of a washout.

His home was under water enough to ruin all electric motors, cameras, camp equipment, etc., but the house remained standing. All firewood, and lumber for a new home, floated down river.

This young man and his parents had to repair their water main before they could begin to clean their home of flood debris. He said when school started he hated to leave with so much work to be done, but his parents were eager to have him return to school.

He had to cross the Klamath River by boat in order to catch the helicopter.

He said, "It was fun to live in the dormitory. No work there." He said dormitory life took a lot of getting used to. The boys had little respect for private property. They broke suitcases and scattered clothes around. Boys grew angry the first night, and a fight developed. Three of the boys were sent home. Things were much better after they left. There was more peace and few dirty jokes.

This young man felt that girls and boys got along well, but they spent so much time on entertainment that there was little time for study. His only opportunity was to go to the county library. His marks went down a little. He felt the greatest drawback was that it lasted too long.

He found the rules easy to abide by and thought the

privilege of going to the local teen-age drive-in was a great help because the advisor never came in, and it gave the students a chance to "blow off steam and to smoke."

He liked the boys' advisor and often played chess with him. He felt that the girls' advisor was more strict.

Looking back at his experience, he said:

It didn't hurt me any and by meeting the coach and practicing while in the dormitory I developed enough that the coach trusted me to practice running at home. Now, I have lettered in cross-country and track.

This young man reports that he feels more a part of the student body in this, his senior, year as a result of his resident student experience last year.

Case 3

A 14-year-old girl was stranded at her hilltop home for two days before she realized that other people were having flood troubles. Her home is high in the mountains and situated on a knoll. Water ran down from all sides and left their home surrounded by water. By the end of the second day, her father managed to fell a tree in such a way that it fell across a stream and formed a bridge. She said, "My dad just loves to play Robinson Crusoe."

Her mother and father were worried about getting to town to their jobs. She was just worried about getting "out." She tried to cross the bridge and was so frightened that she stood in the middle "crying like a baby." Her father had to walk out to rescue her.

She was glad to move to the dormitory because things

were dull at home. Her mother encouraged her to go and told her it would help her build character.

She enjoyed the helicopter rides because "the pilots were cute."

She missed her parents and worried about them.

She was used to her own room and found dormitory living conditions trying. Girls kept getting their possessions mixed up and the dormitory offered no privacy.

She felt that mixing with the boys' unit was a good thing. She said, "We acted more like ladies and gentlemen than we ever had in our lives. We knew we had to stick together."

Her school work did not improve. She quoted one teacher as saying, "Ever since you Orleans kids have been staying in the dorm, your grades have been going down."

She felt that the girls' advisor was very good. She was fair, kept people satisfied, and would have long talks with them. She never made them talk to her.

The boys' advisor sometimes gave the girls rides in his car, but "he thinks girls are dumb."

She said, "I wish there could be another dormitory this year; it was a good experience."

The girls' advisor lists this girl as one of the most cooperative in the dormitory, largely because she and her sister were a unifying influence on the group.

Case 4

Case 4 was a girl of 15. Her home is on the south side

of the Klamath River and was cut off from town by the bridge washout. They had no food supplies for four days and the last day the family lived on walnuts. The first helicopter to land dropped supplies at their front door. Food was just unloaded on the ground, and families came and helped themselves. Later, there was a distribution center. She had to walk over the mountain then to bring home supplies.

When the opportunity to move to the dormitory came, she was delighted to go. She was tired of being "cooped up." Her family wanted her to go.

She liked dormitory life. It was a lot of fun. She was never homesick and felt like all dorm students were one big family. She even helped the boys with their ironing. She felt that the school office staff especially took a greater interest in the dormitory students.

She felt the girls' advisor was very good. "She never acted like too big an authority." She had little to do with the boys' advisor.

She felt it was a good experience. "Just like being at home."

Case 5

Case 5, a boy of 16, lived with his grandmother in the village of Weitchpec, California.

During the day of the flood they managed to take all their belongings to the home of an aunt and uncle where they spent the night. By morning his grandmother's house was gone.

The uncle became the neighborhood leader. He "punched"

the road through and went for baby food.

His grandmother worried about his flying but he wanted to ride in a helicopter. He felt air travel was the best part of the entire experience.

He did not like the dormitory. He was disturbed by the lack of respect for property and was distressed by the lack of privacy. He was accustomed to a quiet walk after school. He missed the beauty of the country and his grandmother's company.

He enjoyed movies but did not take part in most social activities. He felt that he took the brunt of practical jokes.

He felt the boys' advisor was fair but did not get acquainted with the girls' advisor. He never enjoyed dormitory life but he stayed to the end because his grandmother wanted him to go to school.

Case 6

A 15-year-old Orleans boy was one of the three last people to cross the Orleans bridge. He and two others had walked to Orleans to get a truck to help them pull a car out of the mud on the south side of the Klamath River. When they got to town, they were pressed into service helping to evacuate families. As the river rose, they made a dash for home, only to find the south end of the bridge under seven feet of water. They ran back to Orleans and were stranded there for five days.

He spent the day of the flood helping to move nine

truckloads of food from the grocery store to the school. That night, the school burned to the ground. Evacuees who were living there barely escaped with their lives.

Neither this boy nor his family had any qualms about his traveling to school by air.

He enjoyed his dormitory experience. He said, "It was nice to get into school activities. Because of the dormitory, I became wrestling manager."

He enjoyed the time the boys and girls were together. He said, "They were just like us--in the same spot. Sometimes, they helped us with our homework."

He enjoyed the opportunity to become closer friends with one of the Hoopa boys he had known before. The Hoopa boy invited him to his home on several occasions.

His marks at school stayed the same (B's and C's). He did no extra school work, but he spent his extra time working as wrestling manager.

He said, "Dormitory rules were pretty good--considering the people." He felt that so much housekeeping grew monotonous.

He liked the boys' advisor, who was also the wrestling coach.

He didn't feel that he knew the girls' advisor well.

A year later, he feels the dormitory was a good experience. "It helps you get on your own if you haven't been away from home before."

Case 7

Case 7 was a 16-year-old Orleans boy who lives too far from neighbors to be able to see his friends after school. During the flood, his family was cut off from the community for four days by a road washout. He and his father repaired the road.

This young man suffers from diabetes. His family's greatest worry was his need for a new supply of insulin during the flood. When it was time for him to fly to school, they worried about his diet and general condition. He was glad to fly to the dormitory, he said. He was excited and scared at the same time.

He enjoyed dormitory life because "it was fun to be real close to kids my own age. I spend so much time alone."

He and a friend especially enjoyed helping the cook make lunches for the weekends. He said they had fun with the girls at meal time, and he liked to dance and play basketball with them in the evenings.

The boys had trouble on two occasions with boys from the Hoopa community breaking into their room and stealing some of the resident boys' belongings.

As a whole, he felt that non-dormitory students were friendly, and a few became close friends, especially some who brought guitars down in the evening for song fests.

This young man said he was able to improve his grades to a marked degree. He studied much harder during school hours because he knew there would be too much to do at night to

study then.

He spent his extra time playing basketball and lifting weights. He enjoyed the time spent on weekends at the Jolly Kone.

Dormitory rules were pretty fair. He wasn't used to so much confinement. He missed hunting and fishing and his habit of hiking along in the woods, but he felt that the new school activities made up for what he lost.

He enjoyed both advisors and said he used to tease the advisors as they walked to the Jolly Kone; he told them they should get married.

This year, he feels more at home at school because of new friends. He said, "Orleans kids always used to be outcasts."

Case 8

Case 8 was a 17-year-old Orleans boy who was forced to move from his home because of threatening flood waters. His home suffered no damage, but the family could not return for four days.

The day of the flood, the family moved into the school-house. The school burned that night, and they moved to a lumber mill for the next three days. A group of 30 people moved to the mill.

This boy had never lived away from his family and dreaded moving into the dormitory. He had seen boarding school films on television and was worried about what might happen to him. His family hated to have him travel by air

but realized that there was no choice under existing conditions.

He did move to the school with the first group of boarding students and found that he enjoyed the companionship and the opportunity to "swap flood stories."

He enjoyed the time spent with the girls' group. They played basketball and danced together.

On weekends, local boys came to the dormitory and played basketball. He had an opportunity to really know students who were only acquaintances before.

This boy studied more during school hours than was his habit because he knew he would not study at the dormitory. His marks all improved somewhat, but his English really improved.

This boy resented the dormitory rules that kept the boys together. He was in the habit of wandering around the mountains after school, and he felt penned in. At the close of the dormitory, he said he did not enjoy the experience because he felt cramped by rules; but a year later he said it was a good experience. He is sorry they did not have one this year.

He felt that the advisors trusted them, were fair, and "real nice." He especially appreciated the girls' advisor taking the group to the Jolly Kone in the covered pickup when it was raining too hard to walk.

Case 9

Case 9, aged 17, and his mother were stranded seven

miles from home by the flood waters. They had gone to his sister's home to take care of her children while she and her husband were to go to town with his father. He was stranded for a week, but the house was intact. He helped neighbors clear the road.

His father's house was completely covered by a mud slide. For a week, he carried packs of food from the Red Cross dispersal center to his sister's house.

When the sister could finally get home, he, his mother, and his father moved into a hunting lodge with several other families. From then until he moved to the dormitory, he cut and hauled wood for the stoves and fireplace at the inn.

Dormitory life was much easier than life at the inn, and he enjoyed the companionship. He was put in charge of the boys, under their advisor. He said this kept him in trouble all the time.

He enjoyed the time spent with the girls. He had known most of them for seven years.

He felt that discipline was not so strict as with parents. He does not mind work, but he does not like rules. He was responsible for all but three of the boys having to spend a night out under the stars after a pillow fight.

Dormitory life gave him an opportunity to join the track team, and he was in "great shape after all that packing."

He liked his advisor. He said, "I felt like he was my dad--sometimes I like him and sometimes I was mad at him."

He thought the girls' leader was a good sport, although

she sent the boys home when they went to the girls' dorm.

He was disappointed when there was no dormitory this year.

Case 10

Case 10 is a 15-year-old boy from the Weitchpec area. His home was not harmed, but others moved in with his family. His father helped with the road clearing, but it was his job to carry lunches to men in working parties.

He was glad to have the opportunity to move to the dormitory because there was so little to do at home.

He enjoyed the activities at the dorm and felt that he learned to mix with people and to take care of himself.

His school work remained about the same.

He felt that rules were fair and justly administered, but he felt that they were very confining.

He was at home every weekend. He liked to hike 11 miles at first, and later, as roads improved, he could hitchhike part way.

Case 11

Case 11 is a 16-year-old boy from Orleans who had fewer qualms than most of the students about dormitory living, because he had attended church camps before the flood. He was used to crowded and camp-style living.

He was more keenly aware of the "loners" in the group. He made a special effort to talk to one girl who did not mix easily. He said, "She is a good kid. I have known her all

her life, and she is a good friend of my girl friend." He felt that the meals were "extra special" both as to food and companionship.

He felt that in some ways the Hoopa boys who, visiting the group and organizing a poker game, were a detriment and were unfair to the advisor because he did not know about the game. He enjoyed the visits of the others and felt that the attitude of the school in general was more friendly.

He went to the library to check out poetry books, not for the class, but just because he enjoys poetry.

He played ping pong with the advisor and enjoyed knowing him. He felt that insistence on check-in times was a strong point. The boys had to check in for dinner at 5:30 p.m., the gym at 8 p.m., and lights out at 10 p.m. He was allowed to drive the advisor's car occasionally.

The thing he disliked the most was being told to stay at the Jolly Kone for as long as two hours at a time.

The following summer, this young man acted as camp counselor for his church group. He said the dormitory experience helped him a lot in forming rules for camp care and camp discipline.

His family will move to Alaska this summer and live in a remote construction settlement. He will have to leave home for his senior year of school, and he feels much more secure in the prospect because of his dormitory experience.

He says, "Our family always could work together and get things done, but now I know I can get along by myself."

Case 12

Case 12 comes from a large family. The night of the flood, he was alone with his parents. The rest of the family were visiting a married sister.

They were driven from the house when the river rose to floor level. They spent one night in a shelter and returned home the next day to flush a foot of mud out of the entire downstairs. In the two weeks before school started, he helped his parents with cleanup and was glad to get back to school. He has always been a conscientious student and did not want to miss classes.

He was glad to stay at the dormitory but was happy when the roads re-opened and bus service resumed.

He said about 25 per cent of the boys were trouble makers. They had no respect for property and mistreated clothing and other people's property.

He said mixing with either boys or girls was no problem because most of the students came from Orleans, his home community, and they had known each other all of their lives.

He found meals pleasant but felt rushed at breakfast. He felt the cook became a real friend.

When school first started, he said many day school students wanted to visit about flood conditions, and they exchanged stories of their experiences. After the novelty wore off, he noticed no difference in attention from other students.

His marks did not change, but he studied less than he

would have at home. There was not enough privacy. He did study at the library somewhat, but most of the time he played chess or basketball.

As time went on, there was a great deal of rough-housing. People would tip over cots and things became more noisy. He was one of three who spent every night in the dorm. The rest were put outdoors for part of one night because they caused a disturbance. He felt dormitory rules were confining.

He felt the boys' advisor was successful because he had such a fine sense of humor.

He considered the girls' advisor much more strict than the boys'.

The dormitory gave him an opportunity to have a lot of "fun with the kids away from home" but he was glad it did not last for a whole year.

He plans to go to college next year, and he thinks it will be easier to adjust after having had this experience.

Case 13

An upriver boy, aged 16, was forced from his home when it started to fill with gravel. The family had time to move their furniture and about half their clothing to a brush shed (building normally used to bale huckleberry branches for commercial sale). They also salvaged some food. The shed was across the road from their home, and the only dry spot within range. Fifteen people, representing four families, spent three weeks in this shelter.

This boy's mother did the cooking for the group. His

father organized the boys into cleanup groups, and they dug out two grocery stores in Orleans.

When the Red Cross could fly in supplies, they received blankets and some canned goods. Before he came to school, he helped distribute Red Cross supplies.

He did not want to live in the dormitory because he did not get along with some of the boys. His parents hesitated to have him come but convinced him that there was nothing else to do. He enjoyed the opportunity to play basketball and the good meals.

He said he liked the time spent with the girls because he got tired of the boys.

He said his grades improved because he studied more; he had no chores to do. His greatest improvement was in history because he could study in the county library.

He felt the most unpleasant thing about dormitory life was being confined to school grounds. He felt that, especially on weekends, one should be allowed to roam the woods.

He felt the boys' advisor was mostly good, but he was gone too much. He thought the girls' advisor was "real nice."

A year later, this boy feels it is easier to get along with dormitory kids if you do not have to live with them. He resented an Orleans boy having been made student assistant. He said, "They should have had another teacher, not a kid to be boss."

He was glad he did not have to live in the dormitory

again this year, but he said he learned to adjust to a bad situation.

Case 14

Case 14, a 16-year-old Pecwan girl, came from a home which was not flooded. She suffered no loss but spent her Christmas vacation helping neighbors clean their houses after the flood.

She did not want to move to the dormitory because she was enjoying the extended vacations, and she was afraid of the helicopters. Her parents told her she could not miss school, and there was no choice but to travel by air.

From the first, she enjoyed the dormitory life--especially living with so many girls. She has no sister, and she came to enjoy the feeling of what sisters would be like.

She said they were too crowded and had to sleep on the hard floor the first week, but when they moved to a larger room and the Red Cross gave them cots, "it was nothing but fun."

She said that she really did not try to study much, but the greatest drawback was having so many people around that she could not study in peace. She felt that a 10 p.m. bedtime was too early. At home, she stays up later than that.

She never flew home for a weekend but did visit her grandmother in Hoopa. The last weekend before the dormitory closed, she rode home and back in a Jeep. She did not enjoy flying.

A year later, she said she really enjoyed the whole

dormitory experience and wished she could move into another.

Case 15

A 15-year-old boy and his older sister were the only members of the dormitory unit who were not forced into school housing because of a lack of bus service. They were included because their mother was hospitalized with terminal cancer and their house was a total loss by flood waters.

His was a most pathetic story and yet his summation of his dormitory experience was, "It was fun." His sister listed her most desirable experience as "being able to attend school."

Their home was the first in the neighborhood to be flooded. They loaded their sick mother and some clothing into the car and drove across the bridge just before it collapsed. Their father was left on the other side of the creek. They went first to the home of friends on high ground but later were forced to move into a summer home built high on the mountainside. Five families, including 18 people, lived in this house, its guest house, and their cars for two weeks. They had oil and gas lamps for light and slept in sleeping bags.

These families saved the contents of two deepfreezers, and there was another one in the house. They were well stocked and provided for Christmas. They roasted a turkey every night and ate it all in one meal.

These families had much in common with Noah on his Ark. All but one of the group were related. They had six dogs,

three cats, one rabbit, two birds, and three horses. The second day, a cow and her calf swam into the yard, but the calf got caught in the fence. Three of the young cousins rowed a boat out to rescue the calf.

The third day after the flood, the invalid mother became more seriously ill. She had to be rowed about half a mile to a spot where an ambulance could meet her. She was driven to the muddy airport and then taken 50 miles to the hospital. At this time, nobody knew whether her husband was alive or dead. She was unaware of the rumor that he had drowned.

When questioned about signs of emotional strain, the boy said, "My grandfather really hit the bottle because he understood Dad had drowned, and he did not want Mother to find out. My sister cried once when she was driving us up on the hill and the water seeped into the floor of the car and all over her feet. She cried when she thought the engine was going to stop."

This boy had trouble adjusting to dormitory life. He did not know any of the other boys, and they teased him. They would threaten him if he reported them. It took him about half the time to get adjusted, but he said, "I learned to live with it."

He has found that school this year is more interesting because he has a larger circle of friends, and he learned to "take it."

He has had to adjust to the loss of his mother, the loss of his home, his childhood possessions, and his prize Honda;

but his father survived and has kept his family together and established a new home.

Case 16

Case 16, a girl of 15, was forced to move because of the rising river. Before she would leave the house, she waded out to a chicken coop to release the chickens and pigeons. As soon as they left the coop, they were blown into the river.

Her family and four other families moved to a shack high in the mountains. They carried food in gunny sacks but had little milk for three babies. After 36 hours they moved home but took two families with them.

From that time until they left for school, this girl and her sister hiked over the mountains every day to wash clothes for the community at a mill which had an electric washing machine with power to run it.

She hated to leave home because she left so much unfinished work.

She did enjoy the dormitory life and left with the feeling that this was due largely to the chaperones.

She liked the boy-girl relationship, enjoyed watching a borrowed television and playing basketball.

She worried about her sister's poor health, and the chaperones felt she was overly protective.

She continued to receive high grades and studied both in the dormitory and the library.

She said she hoped there would be another dormitory this year.

Case 17

One 18-year-old girl, who lives high in the mountains, seldom sees a young person from the time she leaves the school bus until she returns to it in the morning, wrote that after six weeks of total isolation she learned of the school airlift. Her first reaction was of despair. She describes her first trip in these words:

It was a Saturday when the big double-bladed army helicopter landed at Orleans to pick us up. I discovered to my discomfort that I had more luggage than anyone else. In the helicopter, there was no place to sit, except on the floor. We sat in two lines with our backs against the wall. The sergeant stretched a long belt across us to hold us down. The noise of the helicopter was deafening. We were scared, but after takeoff we were allowed to stand up. We looked out the windows and got over our fright. The helicopter came in at an angle, and we saw our mountains going by sideways. Then we were landed and were left for better or for worse.

I soon realized that the situation in which I found myself wasn't half bad. The girls got along among themselves surprisingly well. Everyone was cheerful and seemed bent on having fun. As soon as we got settled, we began to really enjoy ourselves. In fact, I think that the six weeks we were boarded at the school provided some of the happiest memories of my high school days.

A year later, this girl is completing her first year of college. She says the dormitory episode has helped her adjust to college life, and she thinks the separation from her family has been less painful because of her experience last year.

Case 18

Case 18, a 17-year-old girl from Orleans, has suffered from heart trouble all her life. She was forced from her home by the flood. Her father's business was completely

inundated.

Her parents cleaned the hardware store filling station while she and her sister washed baby clothes and bedding for the community.

She felt the dormitory was like a big family, and she came to feel that all the girls were her sisters. She said she enjoyed sharing both experiences and belongings.

She brought her electric guitar and played it for group singing.

She missed her family and her boy friend and depended upon mail for her peace of mind.

The chaperone reported her as very moody and non-cooperative at times; at other times, very outgoing and helpful.

The girl said she thought her forced separation made her appreciate her home and family more than she ever had.

She has married since graduating from high school and has moved to Southern California.

Case 19

Case 19 was a 17-year-old girl whose home and furnishings were a total loss from flood waters. She salvaged a few clothes.

This girl drove her brother and her invalid mother across a bridge just before it collapsed.

Her family joined four other families, all relatives, who moved into a summer home. Her mother was suffering from cancer and had to be flown to Eureka for medical care. After her mother left, this girl moved to the home of friends.

She joined the dormitory group later. She lived in the Hoopa area but was allowed to join the group because she had no home, and her parents were both in Eureka. This fact made her somewhat of an outsider. She spent a great deal of time alone. She felt she had to prove herself to be accepted. Added to her other problems, she knew her mother's death was imminent.

She felt the opportunity to go to school was the greatest advantage of the dormitory.

Her school marks stayed about the same, but she had trouble concentrating because of her worries.

She felt the most unpleasant fact of dormitory life was early bedtime hours and never an opportunity to sleep late in the morning.

She said the advisor worked hard to make a pleasant atmosphere, but she felt there was often a lack of cooperation on the part of the girls.

She feels that it was a worthwhile experience, but she appreciates it more now that she is able to look back on it than she did at the time of her stay.

Case 20

Case 20, a 17-year-old girl, was the sister of another dormitory student. Her home was not flooded, but her family was marooned for three days because of flood waters.

Both of her parents worked in the village of Orleans, but by the time they could get to town, they found their places of business were no longer in existence. The family

was worried about lack of income.

She and her sister were encouraged to go to school. Both girls and their parents worried about helicopter travel under the existing weather conditions. This girl had been going with a Hoopa boy for some time. When his family invited her and her sister to spend weekends at their home, the parents were relieved to have them accept.

These girls became great friends with the advisor and were a unifying influence on the whole group. Whenever there was trouble in the group, this girl acted as a voluntary mediator. She kept stressing, "We must be nice to each other; it's the only way to make it."

She appreciated the fact that she was more fortunate than most and tried to keep other people happy.

Her school work remained about the same. She did not use the library facilities.

She was a great admirer of the girls' advisor and even chose a wedding date that would be convenient for the advisor to attend.

She enjoyed the boys' advisor and thought he was an addition to the group because he was so clever.

She said she enjoyed playing big sister; there were some girls who did not have one.

One year later, she feels that the dormitory living was a very meaningful experience. Her family is a close one, and she was lonesome when she first left home. By the time school was over, she found work in the Hoopa area and married

at the end of the summer. She credits her easy adjustment to work and marriage and her feeling of self-assurance to her separation from home to live in the dormitory.