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Mar. 20 - July 1943

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QUARTERLY REPORT
of the
AMACHE SENIOR HIGH SCHOOL

Granada Relocation Center
Amache, Colorado

March 20, 1943 to July 1, 1943

Submitted by S. Clay Coy, Principal

QUARTERLY REPORT

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INTRODUCTION

During the past school year it has been the policy of the Amache Senior High School to inculcate the ideas of Democracy into the minds of each student enrolled in the Amache Senior High School. Considerable indoctrination was done, both in and out of the classroom. Insofar as possible we tried to make our school a community school, using many of the ideas gained from actual experience. I am sure that this has been a profitable year for both the students and the teachers.

PUPIL ACCOUNTING

	Girls	Boys	Total
Original Enrollment (March 20, 1943)	276	295	571
New Enrollments and Transfers			0
Temporarily Dropped			0
*Withdrawn	12	39	51
Graduated (June 24, 1943)	92	82	174
Present Enrollment (Including June Graduates)	264	256	520
Average Daily Attendance, prior to June 24, 1943	---	---	508.12

*Of the 51 that have dropped out of school, about 50% have accepted temporary work outside the Center. They plan to return to school here next fall. ✓

The present enrollment of 520 does not include any postgraduate students. By the close of school practically all postgraduates had accepted employment either in or outside the Center.

On June 24, 1943 a total of 174 Seniors received their high school diplomas. Prior to Commencement, several activities honoring the Senior Class were held in the new high school auditorium.

During the quarter over 95% of the students were registered for one or more vocational classes. There has been a great demand for commercial subjects, as well as homemaking.

JAPANESE-AMERICAN and APPOINTED PERSONNEL

Japanese-American Teachers	0
Appointed Personnel, including Principal	21
Clerical Help	3
Messenger	1
Library	3
Custodians	7
Other Classification	11

During the quarter our two Japanese-American teachers were relocated outside of the Center. Mr. Edwards and Mr. Spoelstra were hired to complete the school year. Dr. Terami ably assisted us whenever we needed a temporary mathematics teacher.

ACTIVITIES

The most outstanding teacher, during the present quarter, was Miss Betty Beaver. Under her supervision a placement bureau was organized for high school students. This was conducted in addition to her regular school work. Miss Beaver arranged interviews for the students with their future employers, checked with employers to see that each student made a satisfactory adjustment to the new position, and conducted several follow-up conferences with the student and the employer. In addition to the above-mentioned activities, Miss Beaver has helped sponsor the Co-op Store and National Honor Society.

An excellent contribution to the school was an yearbook, "Amache Trails". During the past semester the English 12 class, under the direction of Miss Grace Lewis, completed this book as a class project. For the past two months Miss Lewis has assisted in the principal's office. She is in charge of the summer activities program for the Amache Senior High School.

During the past semester Miss Helen Wilcoxon has been in charge of our visual education activities. With the assistance of Keiichi Nitta and Jack Yamashiro, Miss Wilcoxon has arranged for and has shown about sixteen different sets of educational films to the high school. With the help of Miss Grace Good and Mr. Lynn Takagaki, she acted as co-sponsor for the high school annual. This project was very satisfactorily completed during the last six weeks of the school year by the Annual Staff of 26 students. Katsumi Arimoto was an editor of the "Onlooker".

The Music department, under the direction of Miss Norreen Klein and Mr. Tad Hascall, completed a very satisfactory year. The girls glee club was outstanding. Many of the students won high ratings in the instrumental music department. This department cooperated 100% at all times with the teachers and students. They assisted at practically all high school programs.

Under the direction of Mr. Jim Burgert, the vocational agriculture classes have farmed over 550 acres this year. They plan to carry their project through the summer. Mr. Burgert has been assisted by Mr. Gerald Griffith, Mr. Ed Tokunaga, and Mr. Frank Watanabe, including 56 boys enrolled in Agriculture II and III.

The work of the Homemaking department has been very worthwhile. They have carried on activities in foods, clothing, child care, and home nursing during the year. In addition, they planted and took care of a victory garden down at the farm. Mrs. Lottie More has been in charge of all the homemaking for both the Junior and Senior High Schools.

The Industrial Arts classes have made excellent projects, including twenty baby beds for the Center Welfare Office, during the past semester under the supervision of Mr. Leo Kraus. The work of this department has been greatly handicapped because of the lack of equipment and supplies.

The Art department, under the supervision of Mrs. Sachi Terai and Mr. Tom Okamoto, has made a real contribution to the life of the school. Several very good artists have been produced this year.

Due to circumstances beyond our control, the Science teachers were unable to conduct individual laboratory experiences. A great many pupil-teacher demonstrations were held under the direction of Mr. Gerald Griffith and Mr. Fred Arimoto.

The Mathematics section offered a wide variety of courses under the supervision of Miss Muriel Beck and Mr. Kiyoshi Kasai. Dr. Terami assisted in the department whenever he was needed.

The English and Social Studies departments were highly successful in their work. Miss Grace Lewis and Mr. Robert Dierlam taught entirely within the English classes. Miss Grace Good, Miss Helen Wilcoxon, Miss Lucille Friedman taught both types of classes. Mrs. Katharine Stegner and Miss Louise Goodson had only social studies classes.

The Library, under the direction of Miss Mabel Andow, conducted as good a library as was possible under the extremely poor physical conditions present in Block 8H. A great deal of credit is due Miss Andow for the time and effort that she has put into this project.

Every student was required to take Health and Physical Education this year. Miss Josephine Korsoski was in charge of the girls' program and Mr. John Hoke, the boys'. The entire program was conducted without the use of gym. At times, the sand dust made it impossible to conduct any kind of an outdoor program.

The Commercial department has probably enjoyed the largest enrollment of all subjects in school. The classes have been in charge of Miss Betty Beaver, Miss Norreen Klein, and Miss Lucille Friedman. Mr. Takagaki taught bookkeeping, and Miss Okazaki assisted in the department the first three quarters.

ITEMS FROM TEACHER'S QUARTERLY REPORTS

- a. Forty charter members of the Amache Future Farmers of America are doing their bit in the food-production program for Uncle Sam at the Granada Relocation Center near Lamar, Colorado. These Japanese-American boys are farming 550 acres of land on the WRA project farm to help provide food for residents of the center, in addition to their regular classroom work in agricultural subjects. They spend half of each school day in class and half on the farm. Week-ends find them on the farm from daylight until dark, and even later, for they have a swing shift from 6:00 P.M. to 2:00 A.M., working under lights.

Potatoes, barley, oats, corn, tomatoes, beans, and maize are grown. The first cutting of 200 acres of alfalfa is now under ways. The boys are learning all phases of farm work and are becoming better qualified for leadership and actual farming, states James G. Lindley, director of the Granada Center. The vocational agriculture program is under the supervision of L. J. Burgert, G. V. Griffith, and Frank Watanabe.

b. Student Council

There are thirty-two members on the Student Council. It meets each Wednesday after school. They have written a student body constitution, which was adopted by the student body. The point system of awards was another large project. This group is sponsoring the All-School Dance which is to be held on June 25. The assemblies have been under the direction of the student council. They coordinated all school activities, chose the annual staff, etc.

c. Student Body Representative

Charles Tanioka was chosen by the second period class as the student body representative; he was faithful in attendance. However, it was very difficult for him to present the materials to the class, and to lead a satisfactory discussion. It is merely a lack of experience, I think. Our classroom discussions were not as effective as they should have been.

d. Girl Reserves

Miss Grace Lewis

Eighteen girls are in the Silverines, the chapter of the Girl Reserves which I sponsor. Because of the lack of time, I had to give up some of my responsibilities here, and at the present time Miss Kate Watanabe is helping as a co-sponsor. The girls have had several social events, made Easter baskets for the patients at the hospital, are planning to attend work camp at Vineland, and have cooperated with other groups in Y.W.C.A. activities.

e. Amache Forum

The forum, numbering eighteen, is composed largely of members of the Speech class. They have carried on speech activities, had two social events, and have bought their forum pins.

f. Music Concerts Sponsored by the Music Department

April 16, Terry Hall. Recital-Auction where various donated and private instruments were performed upon and then auctioned to the highest bidder. Students from elementary, junior high, and senior high schools performed. No admission charge. Total receipts were \$69.50.

May 27, Terry Hall. Japanese music and dances performed by adult residents of the Center made up the major part of the program. One-fifth of the evening was devoted to occidental music as performed by students who represented the four schools of Amache. The audience was interested in the comparisons of the two types of music and was pleased to know about some of the music being taught by this department. This was one of the very few entertainments presented this month for the enjoyment of the older people of the Center.

Terry Hall was three-fourths filled one hour before the program began. The program lasted about two hours and a half. Many people were seated on benches. However, the general attitude of the people was that they were delighted to have the privilege of hearing the type of music that they understand.

While making preparations for this program, Mr. Hascall observed that there are probably more students of music in this Center than in the average city of 6700. On the surface, one would not be likely to notice this fact, however, because at least half of the students are studying oriental music on oriental instruments. About 500 people attended this program; 95% were of the issei age group. Admission was fifteen cents; total receipts were \$72.31.

May 28, Terry Hall. An hour's program of music designed to appeal to the young people of Amache was presented by students of Junior High, Senior High, and Adult schools. This was one of many entertainments presented this month for the enjoyment of the young people of the Center. About 200 people attended, 98% of whom were of the nisei age group. The "hat" was passed and donations totaled \$12.11.

g. State Music Contest

April 17, Hugo, Colorado. String quartet received first division rating and a very cordial reception. From a letter to Mr. J. E. Lindley from Arley F. Rost, superintendent of schools at Hugo: "These young people made many friends here during the day and I am sure this sort of thing will make for much better understanding by the rest of us."

April 30, Pueblo, Colorado. Clarinet soloist and string octette received second division ratings. The "antagonistic city of Pueblo" welcomed our participants. They received many compliments on their performances and spread much good will among all those they contacted.

h. Public Appearances

Band:

School Rally, April 6
School Assembly, May 18
Kite Contest, May 18
Flag Raising Ceremonies, May 24, June 7, June 14, June 21
School Assembly, May 25
Concert, May 28

String Orchestra:

Auction-Recital, April 16
Granada School Assembly, April 28
Junior High Assembly, April 28
State music Contest, Pueblo, April 30
Concert, May 28

Solos and Ensembles:

Kay Fujimoto, clarinetist
Auction-Recital, April 16, Granada School Assembly, April 28.
Amache H. S. Assembly, April 29, Music Contest at Pueblo, April 30.

String Quartet:

Auction-Recital, April 16, Music Contest at Hugo, April 17.

Brass Trio:

Easter sunrise service, April 25.

i. Report of Vocational Guidance and Placement

1. The attached vocational questionnaire was made up and given to each student in high school to fill out.
2. After it was filled out, I had my advanced typing students transfer the information to cards. This vocational file will be kept to record any employment needs and work experience of the students. It will serve as a working basis for placement.
3. All student requests for placement on summer jobs have been sorted, listed and sent to the departments concerned.
4. Beginning tomorrow, I intend having interviews for project jobs, particularly those of a commercial nature. I shall call upon the Seniors first.
5. An assembly clarifying summer activities was held in Terry Hall, June 15--which I promoted and helped arrange with the help of the Student Council and Mrs. Stegner. Problems were discussed in relation to Army induction, WRA Farm, project employment, outside employment, recreation, summer school, welfare of parents, outside attitude, and future of the Nisei as a whole. A separate assembly was held first for the boys, and was followed by one for the girls. The

members of the panel were: Mr. Spencer, Mr. Turk, Mr. Johnson, Mr. Griffith, Mr. Walther, Mr. Knodel, Mrs. More, Miss Lewis, with Mr. Terry acting as the Chairman. The student boys were represented by Akira Sameshima, Chairman; Richard deQueiroz, presenting under-graduate problems; and Joe Kamiya, presenting graduate problems. The Girls' committee included: Emiko Kuzuhara, Chairman; Betty Kanameishi, under-graduate problems; Marion Konishi, graduate problems.

6. Placements:

- (1) Hajime Mayeda was placed in the Office Services Department doing mimeographing, at the request of Mrs. Wells. He is working part time until school is out, then plans to work full time.
- (2) Mr. Machita sent in a request for a part-time bookkeeper and timekeeper in the Farm Office. Masaye Sugioka was placed as a part-time worker until school is out, and then will work full time.

Each of these will have a B rate of pay.

j. Homeroom

Because my second period group is intensely interested in school affairs and extra curricular activities, I feel that the homeroom activity has been a success.

Haluto Moriguchi is our representative, and although he is not exceedingly good in expressing himself in his reports, he is dependable and interested. He usually leads the class in class discussions by asking questions and expressing his opinions freely. Altogether, he has been a very satisfactory homeroom representative.

Our next advance in the homeroom plan, I believe, is to give the group specific tasks to do in some way, projects to work upon, etc. This would give them more of a feeling of unity, and create a greater interest in their homeroom.

k. Annual

Because there was so little time to gather material, have pictures taken, and compile the annual, I feel that the finished product will not be as good as it might otherwise have been.

We began work seven weeks before June 25, with Katsumi Arimoto as editor. J. J. Seright, Publisher, Lincoln, Nebraska, was contracted to print the picture pages, and furnish the paper and covers for the books. The students are doing all of the mimeographing and assembling of the books. Mr. Ralph Hoard of Bristol took all the pictures.

Fifty pages, including eighteen picture pages, five division sheets, and twenty-seven mimeographed pages are contained in "The Onlooker".

There are approximately thirty-two students on the staff, and their "Onlooker" will be distributed to the 475 subscribers the week of June 21.

1. Visual Education

Keiichi Nitta and Jack Yamashiro, a senior in high school and a junior, respectively, have done exceptionally well in manipulating the projector for our high school movies.

There have been between ten and fifteen pictures held in Terry Hall, sometimes for the entire high school and sometimes for individual groups.

✓ The plan of dividing the hours for Terry Hall between the elementary, junior, and senior high schools has been very satisfactory with few inconveniences for any of us.

I believe in another year we can organize a movie club to study and train boys to work with projectors, screens, etc.

m. National Honor Society

The nine charter members of the National Honor Society were initiated at the beginning of the second semester.

During this last quarter, those members spent the afternoon and evening in Lamar at dinner and a movie. At this meeting, plans were made for the initiation of new members.

Twenty-six new members, eighteen seniors and eight juniors were chosen at an assembly on June 2. Talks were given by various charter members as to the history, aims, purpose, etc., of the Society.

The last activity of the club was an initiation service and party held on June 11, in the Staff Mess Hall. The president, Yoneji Fukunaga, directed the charter members in planning the event in honor of the new members.

n. Intramural

1. Basketball. At the beginning of this quarter the only equipment on hand was some basketball and one court. We, therefore, set up the various classes to play a second semester basketball championship league. Each period was divided into four or six teams according to size. The winner played a championship tournament to determine the inter-class champion. This was won by the fifth period class with George Aoki as captain.

The captains were elected by their class, and each captain chose his team from the roll. Every boy in class played on a team so participation this semester was 100%.

2. Softball. At the conclusion of the basketball playoff, the classes were organized into softball teams and all boys were on teams. A league was set up and class champions were determined. The school was enrolled in the American Softball Association League, and play-offs are in progress to determine a school champion. The championship team will be awarded medals by the National Association.

There was 100% participation in this program. Before the play started, each team was given two weeks of preliminary practice and fundamental training. There was a total of 22 teams organized. A total of 240 boys participated in this program.

3. Track. Four weeks of this quarter have been devoted to track and field activities, sprinting, broad jumping, high jumping, shot (8 and 12 lb.) and the discus. Each boy is required to participate in at least two events. Records of his improvement are kept, and he knows if he is able to compete in varsity competition.

4. The Varsity Program. The varsity program will be limited to one inter-class track meet. This meet will be held June 23 and is open to any high school boy. There will be twelve events as listed:

50 yd. dash	high jump
100 yd. dash	discus
220 yd. dash	8 lb. shot
440 yd. dash	12 lb. shot
mile	440 relay
broad jump	880 relay

There will be five places awarded the winners and ribbon awarded each. Places will score accordingly:

1st	--	5 points
2nd	--	3 points
3rd	--	2 points
4th	--	1 points
5th	--	no point, but a ribbon

There will be medals awarded the boy scoring the most points in each class level, Sophomore, Junior, and Senior. A trophy will be awarded to the class scoring the most points.

A small admission charge will be made to cover the expenses involved. The Student Council decided that a boy could earn his block "A" by earning ten points in this meet.

o. Activities Sponsored by the Physical Education Dept.

1. The Boys' Physical Education Department sponsored a P. E. Dance which was opened to the public. It was considered one of the outstanding dances held in camp. It brought in the net return of \$19.00.

2. The Boys' League was organized and set up in the following manners:
The president was the boys' vice-president of the Student Council.
Each class in Health and Physical Education elected three representatives to a Boys' Council which in turn works with the officers to carry on the business of the organization of every boy in school. The officers as elected until September 1st are:

President:	Min Takata
Vice-President:	Miles Hamada
Secretary:	Kiyoshi Sanui
Treasurer	Bob Umekubo

3. The Varsity Lettermen Club was organized with the election of officers and initiation of eight of the eleven lettermen of the basketball season. The officers were:

President	Mas Uyesugi
Vice-President	Kiyoshi Sanui
Secretary	Russell Yamaga
Treasurer	Miles Hamada

The initiation ceremonies were held Wednesday evening, June 9. Follow-up ceremonies were held on June 16 and 18, at which time the "B" and "C" members were taken into the club. To be eligible for membership, you must earn your varsity letter in sports.

The Lettermen Dance was held on June 4, and the net profit earned was \$14.91. This dance was sponsored to raise money for track awards and other expenses of the P. E. Department.

4. The Senior High Track and Field Meet was sponsored by the Boys' League on June 23.

p. Special English

This class began the second semester with an enrollment of 25 pupils. At the present time only seventeen students now attend. Five of the boys have left the center for outside work on farms. Two of the girls dropped on my advice to enroll in a night school beginning English class. One of the boys transferred to the Manzanar Relocation Center to be with his parents. The various English difficulties which students in this class have may be summarized as follows:

1. Two of the students, a brother and sister, have a tri-lingual background: Spanish (Mexican), English and Japanese.
2. Nine of the students are Kibei with poor English reading, writing, and pronunciation abilities.
3. Two boys who attended Northern California racially segregated oriental grammar schools are deficient in English pronunciation.

4. Four of the students have abnormally low reading speed and comprehension records, coupled with low I.Q. and a poor academic record in standard English courses which they have previously taken.

The English achievement grade level for this class ranges from one Kibei boy with fourth grade English ability (he is a graduating 12th grader!) to a boy who is an above-normal student in English excepting his pronunciation in the 10th grade.

Text: Hovious, Carol: Flying the Printways, D. C. Heath, 1938.

References: Elkus, Sarah, and Schwarz, Babette: Simple Letters for Foreign Born Adults, Charles Scribners' Sons, 1933.

Read, Inez: Improve Your Accent, Macmillan, 1941.

Barrows, Sarah T. and Pierce, Anne: The Voice: How to Use It, Expression Company, 1933.

Units of work are grouped around those suggested by Miss Hovious as being satisfactory in improving all of the English skills, particularly reading. The semester's work began with an extended consideration of why we should try to become better readers; various methods of achieving better concentration were discussed and practised. Finding Main Ideas, Finding Details, Emphasizing Important Words, and Improving Phrasing were specific reading skills which were treated.

Activities in connection with the broad general units mentioned above were compositions on hobbies, free reading on easy materials found in the library, (some of these students had never before checked out a library book), panel discussion groups on Japanese-American participation in the war effort, on the farm program, and on recreational facilities at Amache, student-conducted, student-constructed objective tests, the keeping of a word-clue file of roots, suffixes and prefixes, and at the present time members of the class are busy writing biographical sketches of famous people in their chosen fields of work. These sketches will later be incorporated into a class scrapbook in charge of an editor and art editor they have selected.

Specific pronunciation errors drilled upon are: poorly made th, l,r; final tl, dl, zl, and lz consonantal combinations; final silent and voiced ed; and substitution of r for l, and vice versa.

Specific drill was given on the use of the article, upon the singular person and the plural people, this-these, that-those, good-well, and upon the principal parts of the verb to marry; all of these are typical of those made by Japanese-Americans.

Recommendations: Another year there should be at least two remedial English sections. In the fall, before school starts, the Junior High General Education faculty should make recommendations to us of those students whom they consider deficient in reading. This group would take

the place of a regular English 10 class. Kibei students and those others who have a language handicap should be placed in another section. Small as the class was that I taught this year, the diversity of deficient English cases made group activity almost an impossibility; there was no common level.

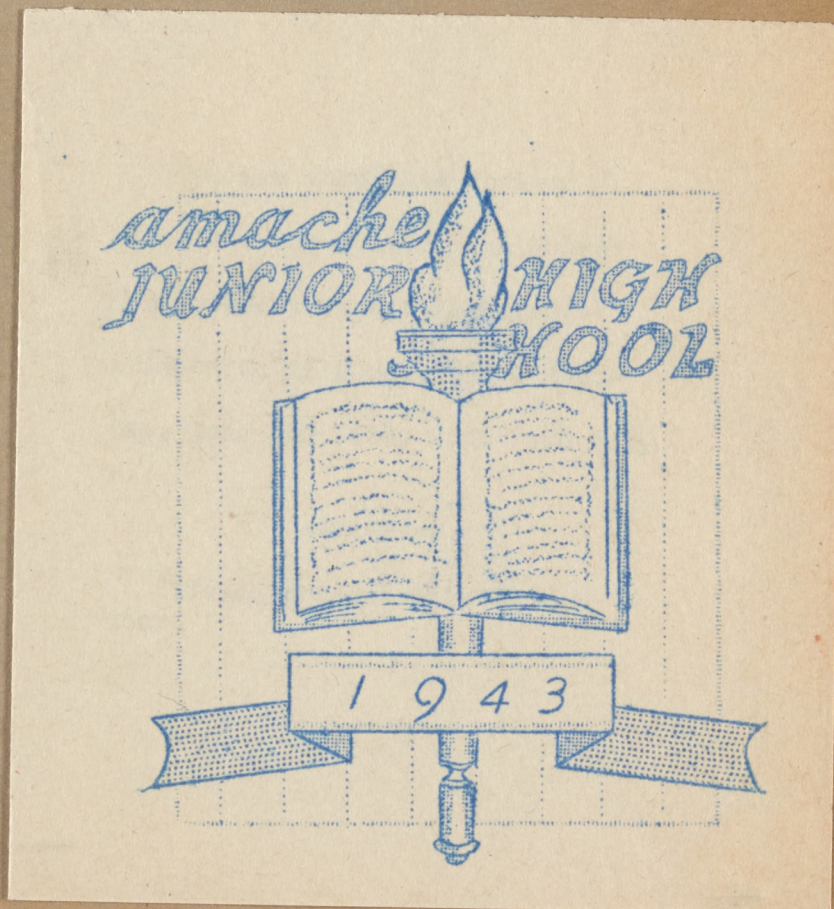
Homeroom: This class was my particular advisory group. Although at times the natural reticence of the Japanese and their poor English background proved an almost unsurmountable barrier between us, I have grown to be rather fond of these students and to know them quite well, I think. Trained as the Kibei have been in a purely authoritarian educational system, most groups decisions and communal activities have had to come very gradually from them. Tak Kawashima was president of the class and homeroom representative. He was probably least satisfactory of all student council members, because he would not attend many council meetings. Tak has a tremendous amount of difficulty in understanding English spoken rapidly, and he is quite sensitive about this handicap. Another year one of the students who is more familiar with American schools should perform this function. Osamu Kayokata, as vice-president, had similar difficulties. Saburo Kawamura, the secretary, was by and large a very satisfactory officer. Saburo is the best student in the class, and the students respect him; they elected him to be editor of their scrapbook. He was quite difficult to become acquainted with, and I'm sure had his class mates known him earlier that he would have been elected president.



Commencement Program



Prom Invitation



Commencement Invitation

COMMENCEMENT PROGRAM
AMACHE JUNIOR HIGH SCHOOL
Amache, Colo.

High School Gymnasium

June 23, 1943

Processional-----"Song of the Rose"-----Weber
Amache Jr. High School Band
Mr. Geo. Kubota, director

Invocation-----Rev. Chiaki Kuzuhara

a. "America the Beautiful"-----Bates
b. "Song of Farewell"-----Kountz
Amache Jr. High School Glee Club
Miss Coradell Crain, director

"Youth Makes a Pledge"-----The Graduating Class
Cast of Speakers:
Hayashi, Satoshi Murakami, George Sakamoto, Toshiko
Kimura, Shoge Oda, Yoshiko Sugimoto, Paul
Moriguchi, Eddie Sakaguchi, Mac

a. "American Prayer"-----Stock and Rose
b. "Let's Bring New Glory to Old Glory"-----Warren
Amache Jr. High School Girls' Trio

Presentation of 9th Grade Class-----Herbert K. Walther
Principal, Amache Jr. High School

Acceptance-----W. Ray Johnson
Director of Community Services, W.R.A.

Awarding of Diplomas-----James G. Lindley
Project Director, W.R.A.

"America"-----Carey
Audience please rise and remain standing
Miss Mary Watanabe at the piano

Benediction-----Rev. George Yahiro

Recessional-----"Song of the Rose"-----"Star

Commencement Program



Prom Invitation



Commencement Invitation

The Class of 1943

Abe, Rae R.	Kanagaki, Chiyoko	Nakakihara, Misuko	Sugimoto, Masami
Anemiya, Mae F.	Kasai, Aiko	*Nakamura, Jo yce E.	Sugimoto, Paul Y.
Ando, Emi	Kato, Takeo	Nakamura, Tom K.	Sugioka, Sally S.
Asai, Kiyoko	*Kawahara, George S.	Nakano, Helen K.	Sugiyama, Anna T.
Atagi, Dolly K.	Kawamoto, Mae K.	Nakano, Kazumi	Taguma, G oichi
Baba, Yoshiko	Kawamura, Peter M.	Naruse, James K.	*Takahashi, George S.
Endow, John T.	Kawamura, Shiro	*Naruto, Kay K.	Takano, Ikuko
Enomoto, Rayton	*Kawasaki, Nori	*Nomura, George	Takemura, Paul T.
Fujihara, Edna T.	Kiguchi, Shige	*Norikane, Frank T.	Tamai, Hiromu
Fujihara, Harry	Kimura, Shoge	Oda, Yoshiko	Tanaka, Sachiko
Fujihara, Molly	Kinoshita, Namiye	*Ogata, Tomiko	*Tani, Daniel
Fujimoto, Harry	*Kitagawa, Richard Y.	Ogawa, James J.	Tani, Kay K.
Fukuda, Sachiko	Koga, Jimmy S.	*Ogawa, Richard Y.	Taniguchi, Mae F.
Fukui, Jerry H.	*Koga, Yutaka	Okubo, Henry	Taniguchi, Mikio
Fukumitsu, Bill T.	Kojima, Kenneth S.	*Okuda, Frank I.	Taniguchi, Rose
Funatsu, Harry	*Komatsubara, Betty T.	Okuno, Iwao	*Tomita, Yuki
Funayama, Margaret	Kubota, Eddie T.	Osajima, Nathan Y.	Tonai, Rumi
Furuya, Terumi	Kuge, Shigeru	Oshita, Tom T.	Toyama, Evan S.
Hagihara, Edna A.	Kunitake, Florence	*Osuga, Susie S.	*Tsurumoto, Mary A.
Hakamoto, Kiyomi	*Makita, Florence N.	Ota, Namiko	Uragami, Bob K.
Haratani, Grace N.	Marumoto, Stanley H.	Otsuka, Dorothy	Uyehara, Mieko
Hasegawa, Betty E.	*Maruyama, Abie K.	Rikimaru, Arthur	Uyekubo, Sumie
Hatanaka, Mitsuyo	*Maruyama, Moonza T.	Rikimaru, Kazu	Uyesugi, Takatoshi
Hayase, George	Masato, Nobuko	Rikimaru, Reiko	Watanabe, Jack
Hayashi, Tom S.	Masato, Richard T..	Saito, Rose Y.	Yahiro, Esther
Heya, James K.	*Matoba, Mary	Saito, Setsumi	Yamaguchi, Grace K.
*Heya, John K.	Matsuda, Shigeiko	Sakaguchi, Mac M.	Yamaka, Wesley N.
Hidaka, Richard I.	*Matsuda, Yoshito	Sakamoto, Toshiko	Y amamoto, Luetta
Hirakawa, Mary J. H.	*Matsuoka, Sho	Sako, Sadami	Yamamoto, Mitsuko
Hirano, Irvin T.	Matsushita, Harry	Saneto, Satoshi	Yamamoto, Susumu
Hirose, Mutsuo	Miura, Mey	Sasaki, Anna T.	Yamamoto, Tom
Hirotsuka, Tats T.	Miyahara, Lorraine	Sasano, Louise	Yamamoto, Yuriko
Horita, Wayne T..	Mizukami, Luther	*Sato, Frank T.	Yamasaki, Jimmie
Ibusuki, Yoneko	Mori, May M.	Sawa, Arthur	Yamauchi, Hiroshi
*Ichikawa, Clarence	Moriguchi, Eddie	Sekiyama, Justine Y.	Yasumura, William Y.
*Ichikawa, Sam	Morimoto,, Fred T.	Seta, Mitsuko	Yatabe, Grace
Ikesaki, Joyce K.	*Morita, Harry T..	Shibata, Yasukazu	Yokohari, Roy
Ishida, Tomiko	Mukaida, George T.	Shigezane, Minoru	Yokoyama, Fred
Itano, Sadao	Murakami, George A.	Shimada, Mary T.	Yoshimura, Michiharu
Iwanaga, Gerald A.	Murakami, Henry K.	Shiro, Whitey H.	Yoshino, Eiichi
Iwata, Mitsue	Nagai, George T.	Shoji, James	Yoshioka, Grace F.
Kakiki, Shizuko	Nagai, Henry O.	Sotomura, Fumiko	Yoshioka, Julia
	Nagoshi, Shizue	Sugawara, William N.	

CANE-BEARERS

Eddie Moriguchi, Ikuko Takano

COMMENCEMENT COMMITTEE

Abe, Rae	Kimura, Shoge	Sakamoto, Toshiko	Takahashi, George S.
Funatsu, Harry	Oda, Yoshiko	Shimada, Mary T.	Yamauchi, Hiroshi
Hayashi, Tom S.	Saito, Setsumi	Sugimoto, Paul Y..	Yoshioka, Julia

PROGRAM COMMITTEE

Fujihara, Molly	Kimura, Shoge	Murakami, George A.	Sakamoto, Toshiko
Hayashi, Tom S.	Moriguchi, Eddie	Oda, Yoshiko	Sugimoto, Paul Y.

PROM COMMITTEE

Kanagaki, Chiyoko	Kimura, Shoge	Tani, Kay K.	Sotomura, Fumiko
Koga, Yutaka	Oda, Yoshiko	Sakamoto, Yoshiko	Yamasaki, Jim
			Yoshino, Eiichi

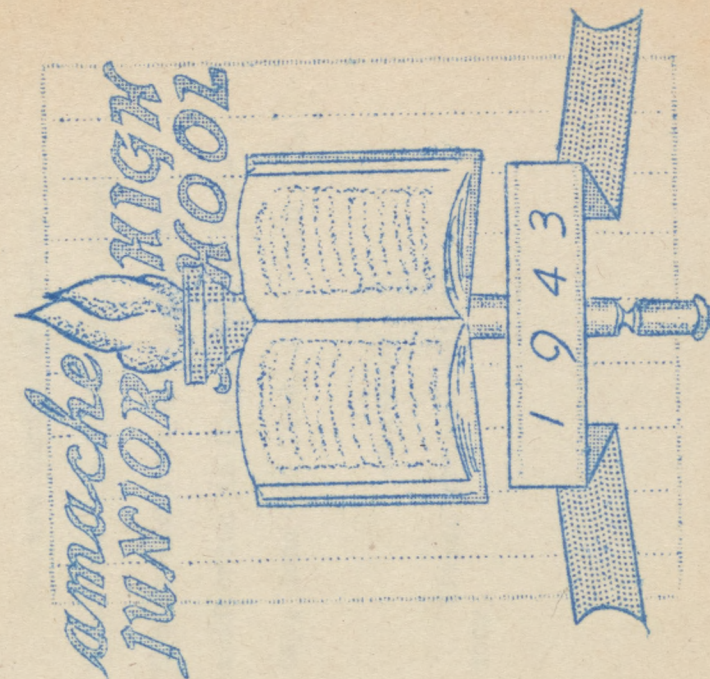
Program cover design by Satoshi Saneto.
Invitation cover design by Mary Shimada.

SPONSORS

Robert C. L. George	Elizabeth Stewart	Coradell Crain
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*Diploma to be awarded at completion of work.

Commencement Program



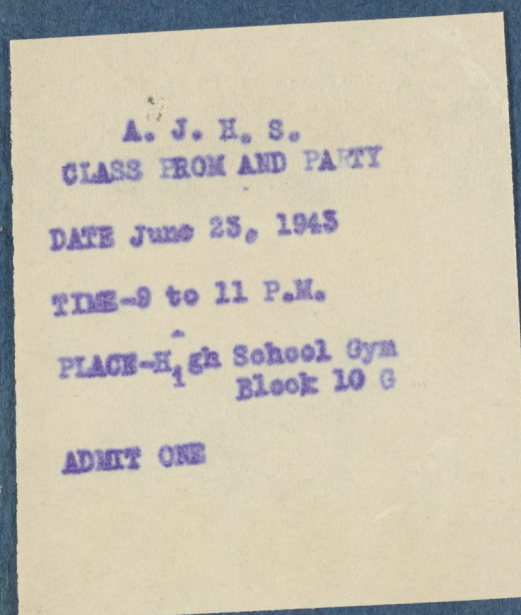
Commencement Invitation



Prom Invitation



Commencement Program



Prom Invitation



Commencement Invitation



Commencement Program

You are cordially invited
to attend the Junior High School
Commencement at the High School
auditorium in Block 10G, Wednes-
day, June 23, 1943, from 7:00 P.M.

Please present this at the
door.

Prom Invitation

Commencement Invitation

Granada Project
Amache, Colorado

May 27, 1943

Mr. James Stedman
Room 1405, Federal Building
Spring and Temple Streets
Los Angeles, California

Dear Sir:

This will constitute "Exhibit J" of the report by Harlow M. Tomlinson, Chief Internal Security Officer, Granada Relocation Center to the Dies Investigating Committee which recently visited this center.

The attached Americanization program currently operating in the Junior High School is a good statement of the Americanization program conducted by the schools at Amache. The same type of program is being conducted in the elementary and senior high schools.

We have a particularly active Americanization program operating as an integral part of our Adult Education Program. At the present time we have nine classes of English meeting not less than twice a week for two to three-hour periods. Most of these classes are giving training to persons who are just learning to speak the English language. We have an intensive campaign of "Speak English" now operating within the center.

The theme of the dedication program of the new school building is to be "Better Americans Through Education". The whole theme of democratic living in America is to be emphasized and special attention is being given to the responsibilities and privileges of citizenship in the United States.

At the time of the registration of all males of eligible military age a strong Americanization influence was felt. Special recognition is given to the volunteers to the United States Army. The frequent calling of groups of volunteers to report for duty and the continuous solicitation of volunteers for the United States Army constitute one of the strongest forces for creating and sustaining a personal concern in the destiny of America that we have.

In an abnormal situation such as the one in which we are now operating, we are attempting to capitalize on every possible situation to emphasize the benefits of life in America.

Sincerely,

Paul J. Terry
Superintendent of Education

Enclosure

GRANADA PROJECT
AMACHE, COLORADO
AMACHE JUNIOR HIGH SCHOOL

May 26, 1943

TO: Dies Investigating Committee
FROM: Herbert K. Walther, Principal
SUBJECT: The Americanization Program in Amache Junior High School

1. Our whole course of study has as one of its major objectives the understanding and appreciation of American democracy on the part of all pupils. This is done by studying American history, geography, and civics, and by the study of current events.
2. Pupils are given the opportunity of applying the abstract theories they learn in class by participating at their level of maturity in student committees, a student council, a student safety council, an assembly council, etc. In this way they learn more about democracy by actually experiencing it.
3. A list of social studies text books, and magazines is attached. In addition to these, we use very many of the posters and pamphlets which we obtain free of charge from the Office of War Information. We also use many sound films of a patriotic nature.
4. Our music classes, both instrumental and vocal, use much American patriotic music and the music of the United Nations.
5. At least once a week the entire student body of 2,000 pupils meets together around our flag pole and under the leadership of student officers or Boy Scouts recites the pledge of allegiance. The school band also participates in this ceremony.
6. The pledge of allegiance is also recited in each classroom at the beginning of the school day.
7. A series of assembly programs is in progress at this time which has as its theme "America-My Country". The speaker last week in this series was Captain John P. Karpen, the commanding officer of our military police unit. He was greeted with respect and enthusiasm. The program next week will be sponsored by the Boy Scouts.

8. The slogan of the scouts is "Every Boy a Scout". Almost 500 boys are now Scouts.
9. Our art department has made a series of posters, one of which has been placed in every mess hall, office, recreation hall, and lavatory. These emphasize the desirability of speaking English.
10. The schools have actively participated in the war bond and stamp campaign. In less than two weeks the members of the bands and orchestras sold almost \$5,000 worth of bonds and stamps. This represents better than ten per cent of the entire monthly pay roll.
11. The schools help to promote every civic campaign. Our most recent campaign is to enlist workers for the farm.
12. Each school has planted and cares for its own Victory Garden. All pupils spend a part of the school week at these gardens.
13. Many of our units in the social studies classes have centered around the theme "The United Nations and the War Effort".

MAGAZINES

used at AMACHE JUNIOR HIGH SCHOOL

- | | |
|--------------------------|----------------------------------------|
| 1. Nature Magazine | 11. Universal Model Aeroplane News |
| 2. Junior Red Cross News | 12. Jr. Scholastic |
| 3. Boys' Life | 13. Teachers Edition to Jr. Scholastic |
| 4. Life | 14. American Boy |
| 5. Popular Mechanics | 15. Abridged Readers Guide |
| 6. Popular Science | 16. Junior Review |
| 7. National Geographic | 17. Current Events, Junior High |
| 8. American Girl | 18. Junior Natural History |
| 9. Readers' Digest | 19. My Weekly Reader #5 |
| 10. Newsweek | |

SOCIAL STUDY BOOKS

used at AMACHE JUNIOR HIGH SCHOOL

- | | |
|--------------------------------------------------------|-------------------|
| 1. The Building of Our Nation
(Double-Cycle Series) | Row, Peterson Co. |
| 2. The Rise of Our Free Nation
McGuire, Portwood | MacMillan |
| 3. The Growth of Democracy
(Democracy Series) | MacMillan |
| 4. Why We Are At War
Blosson | |
| 5. My Worth to the World
Capen & Melchior | American Book Co. |
| 6. From Lincoln to Franklin Roosevelt
Logie & Beeby | Lyons & Carnahan |
| 7. From Columbus to Lincoln
Logie & Beeby | Lyons & Carnahan |
| 8. Civics in American Life
Edmondson, Dondineau | MacMillan |
| 9. Working for Democracy
(Democracy Series) | MacMillan |
| 10. Our World Today
Stull & Hatch | Allyn & Bacon |
| 11. Building Citizenship
Hughes | Allyn & Bacon |
| 12. War Geography Atlas | |
| 13. Basic Social Studies Series | Row, Peterson Co. |

NAME	Last	First	GRADE & SECTION	SUBJECT
------	------	-------	-----------------	---------

RATINGS: N -- Needs Improving . I -- Is Improving
 S -- Satisfactory O -- Outstanding

Respects the right of others-----	_____
Cooperates and contributes to group activity-----	_____
Does his work accurately-----	_____
Works up to his ability-----	_____
Plans and works of his own accord-----	_____
Uses his time to good advantage-----	_____
Finds interesting and valuable material to supplement class assignment-----	_____
Takes good care of school books and equipment-----	_____
Begins work promptly-----	_____
Pupil's understanding and mastery of subject matter----	_____

this side is used in all subjects.

over

TEACHER'S COMMENTS:

AGE

HEIGHT

WEIGHT

HEALTH HABITS				
	N	S	I	O
A. Cleanliness				
1. Care of Clothing				
2. Hair				
3. Teeth				
4. Skin				
B. Posture				
ACTIVITIES				
	N	S	I	O
A. Participation				
B. Co-operation				
C. Skill				

Health and Phys. Ed. Home Report.

TEACHER

over

AMACHE JUNIOR HIGH SCHOOL

CERTIFICATE OF PROMOTION

THIS IS TO CERTIFY THAT

NAME _____ GRADE _____ SECTION _____

has made satisfactory progress during the year and is hereby promoted
from the _____ grade to the _____ grade.

Given at Amache, Colorado, this 25th day of June, 1943.

Teacher

Principal

AMACHE JUNIOR HIGH SCHOOL
CERTIFICATE OF CONDITIONAL PROMOTION

THIS IS TO CERTIFY THAT

NAME _____ GRADE _____ SECTION _____

has not made satisfactory progress in the following subjects:

This pupil will be promoted upon the successful completion of additional work. This work may be completed this summer.

Given at Amache, Colorado, this 25th day of June, 1943.

Teacher

Principal

AMACHE JUNIOR HIGH SCHOOL

CERTIFICATE OF MERIT

Date _____

THIS IS TO CERTIFY THAT

NAME _____ GRADE _____ SECTION _____

is deserving of special merit for

Teacher Advisor

Principal

AMACHE JUNIOR HIGH SCHOOL

CERTIFICATE OF ATTENDANCE

THIS CERTIFIES THAT

NAME _____ GRADE _____ SECTION _____

is commended for regularity and punctuality in attendance, having been
neither absent nor tardy during this year.

Given at Amache, Colorado, this 25th day of June, 1943.

Teacher

Principal

Amache Junior High School
Diploma

This is to Certify that

has made satisfactory progress during the year and is hereby promoted
from the ninth to the tenth grade.

Given at Amache, Colorado, this 25th day of June, 1943.

Superintendent of Schools

Principal

AMACHE JUNIOR HIGH SCHOOL

7th AND 8th GRADE CHOICE OF STUDIES FOR SEPT., 1943

NAME: _____ GRADE & SECTION: _____
 Last First

1. What subjects you are now taking would you like to continue next semester?

2. What subjects would you like to drop? Be sure to give a reason.

3. What subjects would you like to take which are now not offered?

4. (Seventh grade omit this question)
Write a 1, 2, and 3, after each of the following, indicating your preference in math. for next year:

general math. _____

business math. _____

algebra _____

You will be allowed to take algebra or business math. only if you are now fully competent in arithmetic.

5. What constructive changes can you suggest for the improvement of our school?

6. How would you change the length of your various periods? Which are too short? Which are too long?

9-2
CLASS

AMACHE JR. HIGH

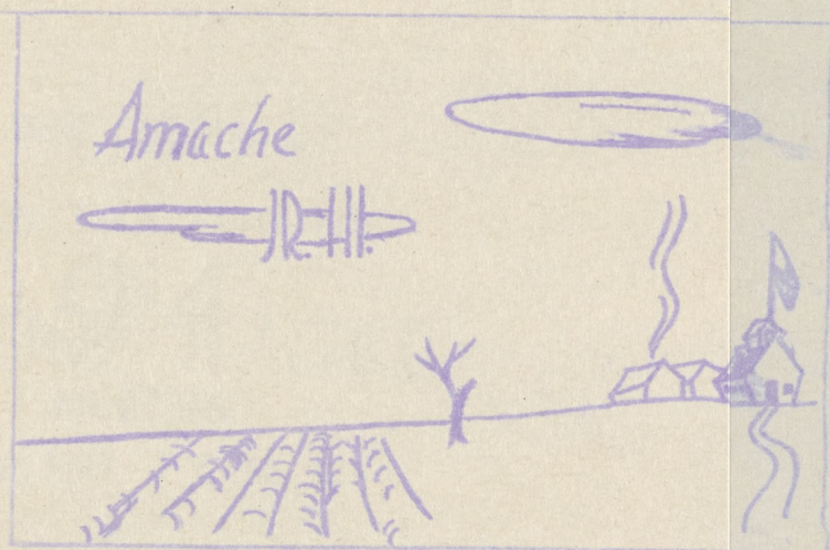
you are cordially invited
to attend the parents
party of the 92 class

on Saturday June 12, 1943

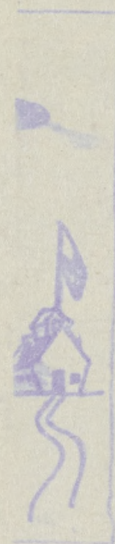
at 84 RE

from 3:00 to 5:00 P.M.

Please Reply



YOU ARE CORDIALLY
INVITED TO ATTEND THE
PARENTS-TEACHER
MEETING
JUNE 12, 1943 3-5 P.M. 12E



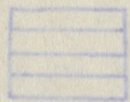
Dear Parents: You are cordially
invited to attend a Parent-Teacher
Meeting on Saturday, June 5, 1943,
at 2 o'clock in room 8H-1E

御両親様: 来る五日(土曜日)午後二時
より 8H.1.E の教室に於て、御両親と教師
の集ひを催し度く存じます。是非御出席
下さいませ。お願い申し上げます

受持教師

O. D. Steffen





DEAR PARENTS:

YOU ARE CORDIALLY INVITED
TO ATTEND A PARENT—

TEACHER MEETING ON THURSDAY
JUNE 24, 1943 FROM 1:30 ~ 3:30 IN
HOSPITALITY HOUSE REC. HALL 6 G.

父兄諸君： 来ル 木曜日 二十四日 午後 一時三十分より
三時半迄 6 G レクリエーション堂ニテ 教師及び父兄會ヲ
催シマス。ドウゾ 皆様ノ 御出席ヲ 御願ヒ致シマス。

PARENT TEACHER MEETING

Sixteen mothers were present at the Parent Teacher Meeting of the 7-1 and 7-2 sections Saturday, June 5, 1943 from 2 to 4.

The following program was given:

1. How Parents Can Cooperate With the School-Talk by Mr. Walther, Principal of Amache Junior High School.
2. Short talks by pupils: The Coop. Store-Robert Fuchigami, Student Council-Arthur Miyashima, Assembly Council-Lucy Kishi, Safety Council-Mas Sugimoto, "The Mystic"-our school paper-Phillip Horimoto.
3. Instrumental Numbers by band pupils of 7-1 and 7-2. Followed by a few remarks by Mr. Hascall, the band director.
4. Homemaking in Junior High School. Miss Emiko Hinoke.
Interpreter-Miss Hinoke

At the close of the program, the Homemaking girls under the supervision of Miss Prescott served cookies and punch. The cookies were made in the home economics' kitchen by the boys and girls.

Invitations for the meeting were designed and made in the art class and written in the general education class. A Japanese translation of the invitation was made by Reverend Kuzuhara, a room sponsor. This invitation was also sent home to the parents.

An exhibit of work done in homemaking, industrial arts, and general education was on display in the home room.

Expenses of the party were defrayed out of money in the 7-1 and 7-2 class treasuries.

Messrs. Hori, Kawazoye, and Nagawa and Reverend Kuzuhara are parent sponsors for the 7-1 and 7-2 groups. Miss Steffens is the general education teacher who sponsored the party.

Classification of Japanese-American
Personnel Assigned to the Education Section
June 30, 1943

REPORT OF SUPRV. STUDENT TEACHERS	Elem.	Jr. H.	Sr. H.	Adult Edu.	Supt. Office	Total
Teachers	2	2				*4
Student Teachers	4	4	1			19
Special Workers						
a. Nursery Sch. Attend.	14					14
b. Musicians		1				1
c. Artists		3	1			4
d. Recreation Leaders		1	3			4
e. Others	6	2	13		5	26
Instructors (Adult Edu.)				24		24
Substitute Teachers	1					1
Handicraft Workers				11		11
Clerical Workers	2	3	3	2	9	19
Messengers	1	1			1	3
Custodians	12	7	8	6		33
Totals	42	24	28 ²⁹	43	15	153

*One teacher has a 5-year Temporary Certificate. Three teachers have War Emergency Certificates which expire August 31, 1943. During the first three quarters the number of teachers included those who were eligible for certificates but did not secure them before leaving the center.

During the school year we have had twenty-four evacuees who have attended the regular training class as student teachers. Assistants in the various departments and those who were qualified to assume regular teaching loads attended meetings arranged for them.

The student teachers followed the plan for instruction and training established at the beginning of the year. Because of the cost involved in paying tuition to have credit granted in student teaching by Colorado State College of Education so that they might meet the requirement for the five-year temporary graduate certificate and the fee for the certificate, none of the twenty-four secured a five-year graduate certificate. Two people applied and secured War Emergency certificates which expire August 31, 1943. Of the twenty-four only seven have remained in the center. All except three expect to leave within the next few months. Replacements must be made if evacuees are to continue to carry the same teaching load as during the past year.

In the elementary school the evacuee teachers and assistant teachers have taken the place of from four to six regular teachers. In the junior high school they have carried a

load equivalent to that of four and part of the year five teachers. At the senior high school level two evacuees have carried a full teaching load and two others have taught three periods each day.

Number of Teachers and Assistants Working in the Three Schools June 30 as Compared
with the Number Working March 31

	March 31, 1943				Total	June 30, 1943				Total
	Elem.	Jr.	H.	Sr. H.		Elem.	Jr.	H.	Sr. H.	
Teachers	2	2		2	6	2	2		0	4
Student Teachers	6	5		2	13	5	4		1	10
Special Workers										
a. Nursery Sch. Attend.	16				16	14				14
b. Musicians	1	1		1	3	0	1		0	1
c. Artists	0	3		1	4	0	3		1	4
d. Recreation Leaders	3	1		4	8	0	1		2	3
e. Others	5	3		6	14	6	2		12	10
Substitute Teachers	1				1	1				1
Apprentice Teachers		1			1					0
Totals	34	16		16	66	28	13		16	57

Comparison of Number of Evacuee Workers by Quarters

Quarter	I	II	III	IV
Teachers	11	10	17	*4
Student Teachers	10	14	4	19
Special Workers	27	56	58	49
Instructors in Adult Ed. Dept.	1	20	28	24
Substitute Teachers		2	1	1
Apprentice Teachers			1	0
Handicraft Workers			13	11
Clerical Help	9	25	32	19
Messengers	2	7	6	3
Custodians		38	38	32
Totals	60	172	198	153

*One teacher has a 5-year Temporary Certificate. Three teachers have War Emergency Certificates which expire August 31, 1943. During the first three quarters the number of teachers included those who were eligible for certificates but did not secure them before leaving the center.

U. S. RELOCATION AUTHORITY
GRANADA PROJECT
O F F I C E M E M O R A N D U M

To: Mr. Paul Terry

Date: 6/29/43

From: Mr. Gordon

Subject: Report for Month of June

Total Enrollment in Adult Education Classes-

Men 148

Women 1335

Number of Adults in Vocational Training-

Men 35

Women 376

Number of Adults in English Course-

Men 20

Women 136

Types of Retraining-

None

QUARTERLY REPORT OF THE ADULT EDUCATION SECTION
Period Ending June 30, 1943

In the quarter ending June 30, the following new activities were started:

1. A beginners' class in the fundamentals of electricity and radio. This is an introductory course to radio mechanics. Thirty people came to the initial meeting, and for the period there has been an average attendance of twenty-four, mostly men. The instructor is Mr. Goodwin Petersen, Junior High School industrial arts teacher. The outline used in the course is based upon the pre-induction course in the fundamentals of electricity as issued by the United States Department of Education. To this material, the instructor is adding pertinent related subject matter.
2. An apprenticeship program has been started. Five young men have been assigned to the auto mechanics shop as apprentices. Many difficulties were encountered in securing complete agreement between the education and the production section. It appears, however, that this apprenticeship program will be successful and that the five young men now being trained should be eligible for private employment within the next two months.

The possibilities of apprenticeship programs in the electrical shop and the hospital are being investigated. The NYA resident project after having been completely set up was discontinued.

3. The craft shop having been in operation for some time has begun this quarter, the production of articles to be used in the various offices in the center. Women have been trained to cut, sew and weave.
4. Japanese Language classes were opened during this quarter to women. Only those women who could offer reasonable reasons for taking the course were admitted to the classes. Approximately one hundred signed up and attended the first classes, but after a careful checking, this number was reduced to sixty.

During this period the Japanese-American volunteers who began studying Japanese in the language schools early in March were given an opportunity to take an examination for jobs in the various branches of the Federal Service. Three young men secured outside jobs as a result of this examination. Late in April representatives from Camp Savage arrived at the center and interviewed sixteen candidates for instructors positions at Camp Savage; of the sixteen persons interviewed, fourteen had been attending the language schools; of the fourteen who were interviewed, twelve passed the examination and

and were accepted for Camp Savage. Lieutenant Davis, representative from Savage, praised the work of the instructors very highly and asked that the schools be continued and that more men be trained for possible placement at Camp Savage or other governmental agencies.

5. In cooperation with the community analyst of the welfare department, a class in social investigation was started. Class is being taught by Dr. Radamaker, community analyst. Those persons who satisfactorily complete the course will be eligible for three quarter hours college credit from the University of Washington.

During this quarter two English classes were closed because the instructors resigned to accept employment elsewhere in the camp. We were unable to replace these instructors, and these classes were not reopened.

The current events lectures which had been conducted in Japanese were discontinued during this period. It was felt that this department could not give adequate supervision to this activity because of the language difficulty.

Supervision of the adult library and reading room was transferred during this period to the Senior High School. The Adult Section now has no supervision of the Junior or Senior High Library.

Plans are being formulated for the opening of an adult library which will be located somewhere in the school block. This will probably be in the nature of a relocation library and a full-time attendant will be assigned. The purpose of this library will be to make available to the adults of the community current reading materials, but more particularly, occupational and relocation information. In connection with this adult library, plans are being formulated to set up small discussion groups and possibly large community-wide forums, all to be conducted in English. These discussion groups and forums will deal pretty largely with problems of relocation. Considerable pamphlet material is being collected at this time to be placed in this library.

During this quarter a public affairs committee, presided over by the night school principal was organized. The first problem taken up by the committee was the problem of the dissemination of information relative to the community farm program. The schools particularly assisted in disseminating mimeographed materials and in the making of posters, urging the residents to go to work on the farm program. The director of the farm project stated that this publicity campaign aided materially in securing workers for the farm. The public affairs committee has undertaken as its next problem that of relocation. The

committee is composed of representatives of each of the administrative sections and representatives of all community organizations in the center. It is divided equally between the evacuees and appointed personnel. It is not expected that during the hot summer months, the committee will make much headway, but by the opening of the school program in the fall, the public affairs committee should be in a strategic position to bring about a more enlightened public opinion among the residents of the center.

Samuel H. Gordon

ADULT EDUCATION PROGRAM
AMACHE RELOCATION CENTER
QUARTERLY REPORT -- Period
Ending June 30, 1943

SUBJECT	MEN	WOMEN	TOTAL	AVE. ATT. PER SESSION	NUMBER OF CLASSES	NUMBER OF TEACHERS
English	20	136	156	124	15	6
Sewing (Vocational	0	318	318	260	19	5
Commercial	3	51	54	41	5	2
Woodcarving	17	0	17	13	1	1
Flower Arrangement		169	169	138	10	1
Flower Making	0	450	450	309	15	3
Math	3	0	3	3	1	1
Music	44	22	66	35	2	1
Art Crafts	0	87	87	70	6	2
Japanese	42	79	121	98	11	5
Social Investigation	5	6	11	9	1	1
Auto Mechanics Apprenticeship	5	0	5	5	1	1
Radio-Electrics	27	1	28	22	1	1
Totals	149	1336	1485	1132	88	30

Men-----per cent of total-----13%
Women-----per cent of total-----87%

Part-Time Evacuee Teachers--Volunteer	1
Part-Time Appointed Personnel	5
Number of Evacuee Teachers	23
Shop (Craft Production)	
Supervisor	1
Craft Workers	11
Janitors	6
Secretary	1
Part Time Clerk	1
Total Number of Paid Personnel	43