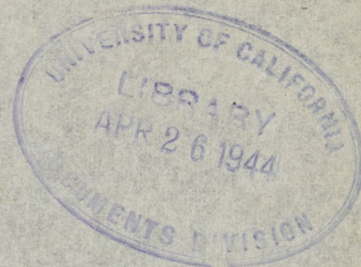


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PRACTICE TEACHING

Amache Schools  
Granada Relocation Center  
Amache, Colorado

Paul J. Terry  
Superintendent of Education

S. Frances Shuck  
Supervisor of Student Teachers



Description of the Student Teaching Program  
as Organized in the Amache Schools

Amache, Colorado  
February 18, 1943

Classification of Evacuee Teaching Personnel

At Dr. Ade's suggestion the evacuee teaching personnel was classified in three groups, teachers, student teachers and specialists.

Evacuees who have degrees and meet subject matter preparation as required by the University of Colorado and the North Central Association of Schools and Colleges are eligible for certificates and are classified as teachers. These people work under the direct supervision of the principals with help from the supervisor whenever desired. They attend group meetings with the student teachers for discussion of general topics. Two have already received Graduate Temporary Certificates and two others have received War Emergency Certificates. Five others have applied for graduate certificates. Their transcripts are checked closely before application is made for certification so that there will be no difficulty encountered in securing certificates. These people are unusually capable and have proved to be strong teachers.

Student teachers have a degree or three years of college work. Of the fourteen student teachers working in the schools now nine have completed their training period of fifteen weeks and are making application for certificates. Four are leaving for school or are enlisting in the army. One began practice teaching in January so will complete the work at a later date. Those who receive their certificates will be given the rating of teachers. As teachers they may teach an additional class although it is desirable to have them retain a lighter teaching load than that of the appointed personnel.



They will continue to receive aid in planning their work and will attend general class meetings conducted by the supervisor.

The specialists are people who have had specialized training in particular fields. They work in the art, music, homemaking, agricultural and industrial arts and physical education departments. They are well qualified in their fields, and many have had two or more years of college work beside their special training. Senior teachers in the homemaking, industrial arts, agricultural departments direct the work of the people in their departments. In music the high school music instructor, as head of the music department, has charge of the music specialists. The physical education teachers (recreation leaders) work under the guidance of the physical education teachers at the various levels. The director of health and physical education holds weekly training classes for them.

An evacuee has served as head of the art department and directed the work in the senior and junior high schools. He has had fine training and background and has proved capable of the responsibility. In all departments specialists work closely with members of the appointed personnel staff. In some instances specialists have been reclassified as assistant teachers or as teachers and as such will apply for certification.

The evacuee teaching staff are members of the Amache Teachers Association and hold offices in that organization. At the Colorado Education Association meeting in Denver the Amache Association was represented by evacuee teachers as well as appointed personnel. Evacuees serve as class sponsors, counsellors, curriculum committee members, as well as being regular members of the department in which they teach.



Classification of Evacuee Teaching Personnel

	Elem.	Jr. High	Sr. High	Total
Teachers	4	2	4	10
Student Teachers	4	6	4	14
Recreation Leaders	3	2	4	9
Librarians	3	1	3	7
Musicians	1	1	1	3
Artists		3	1	4
Agronomists			2	2
Dietitians		1	1	2
Designer			1	1
Shop foremen		2	2	4
Statistician			1	1

Training of Student Teachers

In planning for the preparation of evacuee teachers an attempt was made to organize the work so that teachers would study educational principles and methods, observe classroom practices, organize and plan units of work, and develop an attitude of critical self-analysis in their teaching.

All evacuee student teachers attend three regular class meetings each week. On Saturday mornings the classes for elementary and secondary teachers are combined. During the week the elementary and high school teachers attend the class organized for their level. Teachers and specialists attend Saturday morning classes whenever necessary.

In addition to the classes required in practice teaching student teachers attend classes in special methods and psychology. These classes are given by the Colorado State College of Education extension department and may be taken for credit or audited. The classes that are being taught at present are:

Improvement of Instruction in Reading - Dr. Enoch Dumas

Improvement of Instruction in Arithmetic - Frances Shuck

Adolescent Psychology - Herbert K. Walther

Child Psychology - Mrs. Freda McCollum



\*Agreements have been reached with the State Department of Education, the Colorado State College of Education and WRA, whereby credit given for student teaching in the Granada Relocation Center schools will be accepted by the Colorado State College of Education and, in turn, by the State Department of Education as meeting the requirements for student teaching in the issuance of State Teaching Certificates.

The Colorado State College of Education, the University of Colorado, and the University of Denver have offered the facilities of their institutions for the conduction of extension courses from each of these institutions. The Colorado State College of Education has agreed to cooperate with members of the education section to conduct extension classes for which extension credit will be allowed.

The rules and regulations of the State Board of Examiners state that in order to secure a graduate or elementary temporary certificate it is necessary to have earned thirty quarter hours (twenty semester units) distributed among at least three of the following groups, one of which must be practice teaching: (a) General and Educational Psychology; (b) Principles of Education; (c) History of Education; (d) Administration and Supervision of Education; (e) Practice Teaching; (f) Special Methods; (g) Philosophy, Sociology, Anthropology, Biology, Political Science. (Note: The maximum amount of credit allowed in group (g) is ten quarter hours or six semester units.)

The above requirement determined the policy of offering extension classes in psychology, special methods and principles of education in addition to practice teaching.

Student teachers are required to observe three classes each week. Each student teacher is assigned to a member of the appointed personnel to make observations. The supervisor uses classes of the student teachers to

\*This was taken from the Quarterly Report of the Granada Relocation Center, War Relocation Authority, July 1 to September 30, 1942.



demonstrate teaching principles and methods. These demonstration classes may be counted as observations. When making observations student teachers are directed to look for the application of specific teaching principles. Observation follows the study and discussion of teaching principles and methods.

Student teachers are required to plan their work in advance. While plans for one week's work is all that is required, it is advisable to organize the work into larger units of subject matter or activity whenever possible. Students set up major objectives of their classes, outline the subject matter to be taught, decide on the types of activity and procedures that will be most effective, and assemble material to be used in their teaching. Their lesson plans are written in advance and checked by the supervisor. To aid students in evaluating their plans the following criteria as given in Wrinkle and Armentrout, Directed Observation and Teaching in the Secondary School, were discussed.

The plan should:

- a. Set up a worth-while specific objective as a guide to activity;
- b. Involve the assigning of definite learning exercises;
- c. Provide for the establishment of a motive;
- d. Include study directions to insure economy of time and effort in the learning activity;
- e. Make use of worth-while materials which will facilitate learning;
- f. Set up an effective method of procedure;
- g. Make provision for individual differences;
- h. Provide for sufficient application to facilitate permanency of learning;
- i. Be organized around major units of subject matter or activity involving the principle of sequence;
- j. Provide for sufficient review and drill to establish sequence of subject matter and to increase retention of what has been learned.

Besides the regular class periods for student teachers group and individual conferences are held each week. Conferences are held so that



the student teacher and supervisor may evaluate the teaching and determine ways of improvement, organize and plan the work for the following week, discuss effective techniques that may be used, plan diagnostic and remedial material to use in classes, discuss the extent of differences in students and ways of providing for the variation in interests, needs, and abilities.

#### General Problems of Evacuee Teachers

In observing the work of the evacuee teachers the following abilities seem to be most difficult for them to acquire. They have been discussed as general problems in class and group conferences.

1. Ability to see the subject to be taught in its entirety and each day's lesson as an integral part.
2. Ability to plan the daily lesson and recognize the steps to follow.
3. Ability to care for individual differences.
4. Ability to vary procedure from time to time.
5. Ability to see the importance of stressing skills, problem-solving techniques rather than facts.
6. Ability to learn students and recognize them as individuals.
7. Ability to arouse interest of students and hold their attention.
8. Ability to make clear explanations and give specific directions.
9. Ability to determine or find out what the student already knows about the subject and adjust teaching materials and activities to fit the needs of the class.
10. Ability to analyze abilities, skills and knowledges being taught to find specific items that need emphasis.



WAR RELOCATION AUTHORITY  
Amache Branch  
Granada, Colorado

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AGENDA FOR THE  
GRANADA RELOCATION CENTER EDUCATION CONFERENCE

8

Amache and Lamar, Colorado

October 5 - 6, 1942

I. Monday - 10:00 A.M. to 12:00 Noon

Recreation Hall  
Granada Relocation Center

Overview

We are trying to solve a problem created by the war. In cooperation with the War Department, the War Relocation Authority is locating within the State approximately 7,500 people whom the War Department found it necessary to evacuate from the Western Defense Command. In view of these facts, we have called together for conference some of the people vitally concerned.

Chairman - Paul J. Terry  
Superintendent of Education

Greetings and General Statements by:

Jos. H. Smart  
James G. Lindley  
W. Ray Johnson  
Mrs. Inez Johnson Lewis  
Mrs. Bernice Wilmouth  
James H. Buchanan

Regional Director  
Project Director  
Chief, Community Services  
State Supervisor of  
Public Instruction  
Superintendent of Schools  
(Prowers County)  
Director, Junior College  
of Southeastern Colorado

Announcements

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II. Monday - 12:15 P.M. to 1:30 P.M.

Luncheon - 6G Mess Hall /

III. Monday - 2:00 P.M. to 4:00 P.M.

Recreation Hall  
Granada Relocation Center

Chairman - Dr. Lester K. Ade  
Educational Advisor, WRA,  
United States Office of Education

Panel Discussion:

"Agencies Interested in the WRA Educational Program"

Mrs. Leonora Zimmerman  
State Supervisor of Homemaking Education

Mrs. C. O. Ufford, President  
Colorado Congress of Parents and Teachers

Representatives from:

Colorado State College of Education  
University of Colorado  
University of Denver  
Colorado State Department of Education  
Colorado Education Association

General Discussion

IV. Tuesday - 9:30 A.M. to 11:30 A.M.

Auditorium - The Junior College  
of Southeastern Colorado

"The Full Utilization of Community Resources  
in Curriculum Building"

Dr. Lester K. Ade, Educational Advisor

General Discussion



V. Tuesday - 12:00 Noon to 1:30 P.M.

Luncheon - Church, Lamar

Chairman - James H. Buchanan, Director  
Junior College of Southeastern Colorado

"Local Resources for The Educational Program  
at the Granada Relocation Center"

Neal Burch, Assistant Director  
Junior College of Southeastern Colorado

D. L. Miller  
Superintendent of Schools, Holly

Harold Rice  
Superintendent of Schools, Granada

VI. Tuesday - 2:00 P.M. to 3:30 P.M.

Auditorium - The Junior College  
of Southeastern Colorado

Informal Group Discussion led by:

Dr. Lester K. Ade  
Educational Advisor, WRA,  
United States Office of Education

"Organization and Resources of the United States  
Office of Education as They Affect the WRA at  
Amache".



WAR RELOCATION AUTHORITY  
Granada Project

September 23, 1942

To: James G. Lindley  
Project Director

Subject: Workshop  
October 5th and 6th

Dr. Lester K. Ade, Educational Advisor, has recently informed us that he will be available in Lamar for a conference on Monday and Tuesday, October 5th and 6th, and has suggested that we sponsor an educational workshop for members of the Education Section to be held on the above dates.

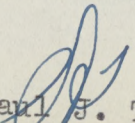
The purpose of such a conference would be to provide an opportunity for our educational staff to become acquainted with the peculiar problems of rehabilitating Japanese Americans in an unusual situation for a hopeful outlook in present and future living.

In preparing an agenda for such a workshop I believe it would be helpful if you could find it convenient to attend the first session held on Monday morning between 10:00 and 12:00, and make a statement concerning the work of the Granada Relocation Center as a part of the general program of the War Relocation Authority.

It is our hope that Mr. Smart will be able to be present and give a brief outline of the salient features of the WRA which should furnish a good setting for more detailed statements concerning the particular work of our project.

If school teachers are to do an intelligent job of instilling and augmenting ideals of American democracy in the minds of Japanese American youth, it would seem desirable that they be adequately informed concerning the purpose and general scope of the responsibility of the program in which they are working. This will be the functions of discussions given by Mr. Smart and yourself.

I will be glad to discuss with you at your convenience any suggestions which you may have to offer concerning the agenda for this workshop.

  
Paul S. Terry  
Superintendent of Education



WAR RELOCATION AUTHORITY  
GRANADA PROJECT

December 10th, 1942

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To: All Members of the Education Section

I. Contagious Diseases

Dr. Duffy has suggested that the following rules be followed in the handling of contagious diseases within the schools.

Teachers are admonished to be very careful to report all instances of sore throat, rash, fever, colds or illness of any type to the School Nurse immediately, who in turn will report to the Medical Director.

- A. Children who are sent home for confinement because of chicken pox should observe the following rules. They are to be under strict quarantine. This means that they are not to use the common mess halls or latrines but are to remain within the confines of their room until released by some member of the medical staff.
- B. Children confined to their homes because of scarlet fever are to be under strict quarantine under the direct care of the doctor. All children up to 18 years of age, who are members of families of such infected persons, are to be considered under strict quarantine for a period of between 7 to 10 days following exposure. This means that they are not to use the common mess halls or latrines, but are to remain within confines of their living quarters until given permission to leave by some member of the medical staff.

The urgency of strictly observing quarantine rules in these cases cannot be overemphasized. Please exert every effort to detect symptoms which might indicate the presence of either of these two diseases.

II. Blackout Procedure for December 14th

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A blackout practice will be held on the evening of December 14th. It is necessary that Amache cooperate



wholeheartedly with this effort since lights in Amacho could be used by enemy planes as a landmark for navigating aircraft to important munitions and defense centers in the State. Therefore, children should be asked to cooperate in this effort.

Alarm      -One Long Blast (2 minutes).

All Clear-Series of Short Blasts.

Sirens will be operated by guards in W. P. towers.

All lights must be out, and everyone under cover within five minutes after alarm is sounded.

Students should be told that when the alarm is sounded no attempt should be made to return home or to leave one location and go to another, but that the 5-minute period prior to the actual black-out is to be used in preparation for remaining where they are located for the duration of the black-out period which will not be less than 20 minutes. As soon as possible after the alarm has begun, all lights must be extinguished. In no instance may more than 5 minutes elapse between the sounding of the alarm and the putting out of all lights.

More complete details may be secured from your principals.

- ✓ III. Children are requested by police and contractors to stay away from the lumber piles used in construction of public buildings. The contractors cannot be responsible for any accidents occurring in these areas. Please caution students to use the roads in the blocks where construction is taking place and not to cut across blocks on the way to school.

Paul J. Terry  
Superintendent of Education

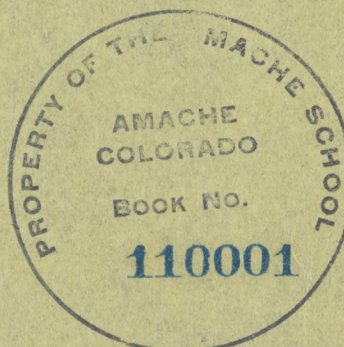


January 19, 1943

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All books which are under Education Property Control will be numbered in the following manner:

09.2  
Library Books -- Non-expendable, includes reference books and books for student teachers

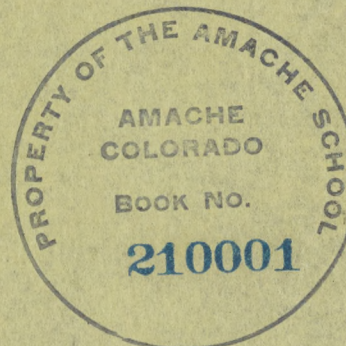
110001 -- Elementary  
120001 -- Junior High  
130001 -- Senior High  
140001 -- Senior High  
150001 -- Night School  
160001 -- General: Terry  
                    Shuck  
                    Soglow  
                    Yamanaka



Example: Beginning with 110001, the Elementary Library Books will be numbered in consecutive numbers, always using code number 11 as a prefix. Books will be entered by number, title, and author.

08.1  
\* \* \*  
Textbooks--Expendable

210001 -- Elementary  
220001 -- Junior High  
230001 -- Senior High  
240001 -- Night School  
250001 -- General



Example: Beginning with 210001, the Elementary Textbooks will be numbered in consecutive order, keeping copies of the same title and author in one grouping of consecutive numbers, such as:

21001 - 210035 Elementary Geography by John Doe  
210036- 210050 Elementary Arithmetic by Jane Doe, Etc.

PLEASE STAMP ALL BOOKS ON THE FRONT PAGE AND NOT THE FLY LEAF.



# NOTICE

2322

School registration for all students from pre-school to 12th grade will be taken on Wednesday and Thursday, October 7th and 8th. All children who are five years of age or who will be five years of age by December 1, 1942 (birth date December 1, 1937 or earlier) and who are not yet 16 years of age are required to attend school. Pre-school is provided for those children of ages three and four.

The schedule of registration places, dates on which to report, and blocks affected are listed below:

## SCHEDULE OF SCHOOL REGISTRATION FOR PRE-SCHOOL, ELEMENTARY SCHOOL AND JUNIOR HIGH SCHOOL

DAY	TIME	BLOCKS	REPORT TO
Wed. Oct. 7	1:30 - 4:00 PM	11H, 11K, 12H, 12K	11H Recreation
Wed. Oct. 7	1:30 - 4:00 PM	11F, 11G, 12F, 12G	11G Recreation
Wed. Oct. 7	1:30 - 4:00 PM	9E, 10E, 11E, 12E	11E Recreation
Thurs. Oct. 8	9 - 11:30 AM	7E, 7F, 8E, 8F	8E Recreation
Thurs. Oct. 8	9 - 11:30 AM	6E, 6F, 6G, 6H	6G Recreation
Thurs. Oct. 8	9 - 11:30 AM	7G, 7H, 7K, 8G	7H Recreation
Thurs. Oct. 8	1:30 - 4:00 PM	8K, 9H, 9K, 9L, 10H	8H Mess Hall

## SCHEDULE FOR HIGH SCHOOL REGISTRATION Grades 10, 11 and 12

DAY	TIME	BLOCKS	REPORT TO
Wed. Oct. 7	1:30 - 4:00 PM	11E, 11F, 11G, 11K, 11H, 12E, 12F, 12G, 12K, 12H	8H Mess Hall
Thurs. Oct. 8	9 - 11:30 AM	6E, 7E, 8E, 9E, 10E, 6F, 7F, 8F, 9H, 10H	8H Mess Hall
Thurs. Oct. 8	1:30 - 4:00 PM	6G, 7G, 8G, 6H, 7H, 7K, 8K, 9F, 9L	8H Laundry

Those students who were attending schools with midyear promotions will please note. For the present, all persons who have completed one-half school year or more in a grade will be promoted to the next higher grade. Those who have less than one-half of a school year in a grade will remain in the same grade. A copy of previous school records will be requested for each individual.



- 2 -

School registration is compulsory. If other employment is held, arrangements must be made to be absent from work long enough to complete registration.

SCHOOL OPENS

MONDAY, OCTOBER 12, 1942, 9:00 A.M.

in BLOCK 8H



### APPROVED EDUCATIONAL INSTITUTIONS

Nineteen educational institutions in the seven states that comprise the Central Region of the WRA had been approved by the Army and Navy, on September 1, to receive evacuee students from the relocation centers. These 19 institutions are as follows:

Denver University  
Colorado Women's College  
Colorado State College of A & M  
Colorado State College of Education  
Cliff School of Theology  
Lamont School of Music

Denver, Colorado  
Denver, Colorado  
Ft. Collins, Colorado  
Greeley, Colorado  
Denver, Colorado  
Denver, Colorado

University of Wyoming

Laramie, Wyoming

Scottsbluff Junior College  
Nebraska State University  
Doane College  
Nebraska Wesleyan University  
Saint Elizabeth School of Training  
Union College

Scottsbluff, Nebraska  
Lincoln, Nebraska  
Crete, Nebraska  
**Lincoln**, Nebraska  
Lincoln, Nebraska  
Lincoln, Nebraska

Southwestern College  
Sterling college

Winfield, Kansas  
Sterling, Kansas

North Dakota University

Fargo, North Dakota

Dakota Wesleyan University  
Huron College  
Yanktown college

Mitchell, South Dakota  
Huron, South Dakota  
Yanktown, S. D.

Reports Office



DEMOCRACY IN RELOCATION CENTERS

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Remarks by  
Jos. H. Smart  
Educational Conference  
Heart Mountain Center, Heart Mountain, Wyoming  
October 8, 1942

I am glad that the Chairman stressed in his keynote remarks the fact that the Nation is at war; that we are here engaged in an activity vital to the present and long-time well-being of our Nation, and that we are conducting a laboratory in democratic living. A few years ago it was popular for educators in some quarters to profess a disinterest in spiritual and political values, and to offer students an array of ideas in these fields like so many dishes at a banquet from which they could take their choice. During that period many of us were inclined to sneer at religion, at patriotism, and disparage the waving of the flag and the expression of political beliefs. We have now learned, to our sorrow that democracy, not so lightly earned, must be defended.

When I left Denver I assumed that my part in this program would be to make a few complimentary remarks to you and to let you proceed with your business as teachers; however, a discussion with Dr. Ade on the train yesterday raised a question which I feel obligated to discuss here. The question was posed by the Superintendent of Schools at Granada, and was: "How shall we interpret democracy to a regimented people?"

This is a profoundly disturbing question and difficult of answer. It has been gnawing at my mind since Dr. Ade raised it and I feel that it must be faced squarely. It cannot be evaded because, in one form or



another, it is in the minds of all the people who are in the relocation centers. One Japanese-American boy said: "They tell us we are citizens of the United States, but here we are set aside from other citizens in internment camps; we have lost our rights of citizenship. What privilege, then, is it to be an American?" Another said: "I am told that I have the rights of a citizen, yet I cannot freely leave the community center. If you think you are a citizen, just try to walk out the front gate and see what happens to you."

Perhaps an experience of my own would serve as an answer to these boys. I had forgotten to bring the badge which was issued to me the first time I visited Heart Mountain and when Mr. Carter brought me to the gate last night, he explained to the guard that I was the Regional Director. The Military Police said, "Who the hell is the Regional Director? Where is his badge?" I, like any evacuee, had to have a pass to enter or leave the center. Either of us can enter or leave if we comply with the admission and leave regulations.

It is the essence of democracy that our Government derives from the people. In our Government, the people rule through their elected representatives, but we must remember that the rights of citizenship are meaningless without the responsibilities of citizenship, and we have learned that every man must give up some freedom of movement and sacrifice individual prerogatives for the good of society and for himself as a member of society.

We are passionately jealous of our rights under the Constitution, particularly the Bill of Rights which guarantees our freedom from dictatorship and recognizes the free spirit of the individual man. But even in the purest democracy there is no such thing as absolute freedom. We



are not free to trespass upon or to take another's property; we are not free to drive our cars to imperil the lives of other people, or to do many other things infringing upon the rights of others. Ours is a Government of laws, not of men. We Americans have willingly surrendered many individual rights because we know that if our representatives pass laws which are unfair, we can elect new representatives and change the unfair laws. In wartimes, restrictions on our freedom of movement are even more necessary than usual. Our boys are drafted into the armed services--in some cases against their will--and serve under restrictions which would be intolerable to citizens in times of peace. We gladly submit to rationing regulations, to denial of the right to travel freely anywhere and by any means we choose. We submit to onerous war taxes and in many ways accept limitations on our individual and property rights because we realize that, in a war for survival, the Commander in Chief must be free to use the manpower and resources of our nation and to conduct the military aspects of the war in such a way as to assure victory. These restrictions are not regimentation - they are the deliberate sacrifices of a free people determined to win a war in which their freedom is at stake.

Many of the evacuees feel that in accepting the situation in which they have been placed they are responding to their patriotic duty, and they do so gladly and without criticism, making such sacrifices as their assigned roles require. All of them will do so if they fully realize the significance, as well as the opportunities, implied in their situation.

I would like to trace briefly the development of the evacuee program. You must remember that the western coast is a military frontier and a potential battle zone. For strictly military reasons, the Japanese-Americans, chiefly through an accident of color, had to be removed from



that critical area. If we were invaded by Japanese forces, the first aim of the invader would have been to compel our Japanese-Americans to serve their purposes; a few of them might have been won by persuasion and others by duress. Because of their appearance, indistinguishable except as to costume from the real Japanese invaders, Japanese-Americans would have been liable to shooting on sight by their fellow Americans, or even by Japanese soldiers in the event of an invasion. If there were no invasion we would still have the risk that enemy Japanese would land on our western shores, as the Germans did in the east, and act as spies and saboteurs while passing as good Japanese-Americans. It was obvious, therefore, that the Japanese-Americans would have to leave this military zone. Lt. General DeWitt issued the order and the evacuation got under way.

The point that I want to emphasize is that the orders of the military authorities did not imply the disloyalty of the evacuees, or require them to be placed in internment camps, or even in relocation centers such as we are operating. A certain few were picked up and placed in internment camps because they were known to be enemy aliens, or because they had been employees of the Japanese Government, but the vast majority were simply told that they had to leave the military areas and were free to go wherever they willed.

After several thousand had voluntarily left the restricted areas it became apparent that the removal of 120,000 people, forced to leave their homes, property, and employment, and move inland in times of war, would be a very harsh thing unless assistance were given. Because of the attitude of many of our Caucasian people it would also be difficult for the evacuees to find employment inland unless they were given aid



and protection. The procedure of setting up the assembly centers as a stop-gap measure, and the relocation centers for more permanent residence, was for the sole purpose of facilitating the orderly movement of these people, to provide such assistance and protection as they might require, and to give them a haven until they could find normal places of residence and employment.

It is unfortunate that many of the uninformed public still consider these relocation centers as internment camps. We should do all in our power to dispel the misunderstanding, and perhaps this will best be done through the recently announced liberal employment policies approved by Director Myer and as explained by him in his recent visit here. It should now be clear to every evacuee that his movements are limited only by his ability to find employment outside the centers, and by the attitude of the people and local officials in the areas to which he desires to go. These factors, which I have discussed, should determine our attitude toward these people, as well as our obligations toward our jobs and toward them.

Our laws do not permit it and it is our duty to see that the Japanese-Americans do not become a regimented people. We are fighting a war to insure that the individual shall be free, and that there shall be no regimentation or oppression of minorities. Judging by the attitude displayed by you people here, I am sure that we shall do nothing while evacuees are in the center to cause them to feel regimented, or to cause any man to lose his sense of dignity as a free soul. We must remember that in administering this community we have no program, no ideas, and no prohibitions to impose, and that restrictions and orders should be limited to the minimum to provide safety and decent living



conditions to evacuees residing here. In many ways your Project Director is comparable to the Mayor of a city, and you on the administrative and educational staff are comparable to city employees, whether elected or appointed. As in any city, the Director must provide police and fire protection, must have regulations safeguarding the rights of all the evacuees, and in this, as in any ordinary town, the rights of the individual are curtailed where they may conflict with the rights of all. But let us remember that city employees are the servants of the people, and we are here to serve and assist rather than to impose our will upon the residents. Infractions of the law and violations of essential administrative regulations must not be countenanced, but within the framework of law, the residents should be free to make their own decisions and conduct their own affairs. I do not think that democracy needs to be interpreted to these evacuees--it cannot be interpreted in speeches or instructions. In the final analysis we do not interpret democracy, we live it.

These folk who are temporarily our guests will go from these centers at the proper time, believing in democracy only if democracy has been lived here. Let us remember again that the rights of a democracy carry with them responsibilities of a democracy. Nine-tenths of the problems that will arise here and which will give greatest concern are probably none of our business at all and should be passed back to the people for solution. Self-initiative and ability to work out one's own affairs are the traditional attitudes of Americans everywhere. The Japanese-Americans, because they have shared our life, share these attributes. Let us not soften them up and destroy that heritage by thinking that we have to do things for them here which they have done



for themselves all their lives.

I am glad to see that the members of the administrative staff, as well as the teachers, are in attendance at this first session of your conference. We are all teachers, all educators; the man from the finance division, or the agricultural supervisor, the engineer who works with a crew in rehabilitating your irrigation system, all must be instruments in teaching and demonstrating that democracy is still the supreme way of life. Teaching the precepts of democracy in your school rooms will be of little avail if we do not practice them throughout our work and play. Together, we and the Japanese-Americans are conducting a unique experiment in democratic living. I hope that all of us will approach our tasks with tolerance, thoughtfulness, and patience. I wish you great success in your part of this venture, and joy in your work.



TOTAL NUMBER OF BOOKS ON July 30, 1943

5039

Sr. Hi Library	3169
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*Mrs. Martha Takemura  
superintendent of pre-schools*

Elementary School  
Pre-School Department  
Amache, Colorado

### BOOK LIST FOR CHILDREN TWO TO SIX YEARS

This list has been prepared in response to a request from some of the parents of the children in the nursery school. The books listed are those which may be found at the Elementary School Library at 8H-10F. Parents may find books not listed which they prefer to some of those included in this list.

#### I. Anthology of Poems and Verses

#### II. Anthology of Stories

#### III. Story Books

Group 1

Group 2

Group 3

Group 4

Group 5

#### IV. Picture Books

Factual

Fanciful

#### V. Books for Parents



SOME FACTORS TO CONSIDER IN SELECTING MATERIALS TO BE READ  
OR TOLD TO CHILDREN OF PRE-SCHOOL AND KINDERGARTEN

Literary materials maybe classified into five general types:

First, we have the stories and articles which are true to life and tell about that which has actually occurred. This is the best type of literature for children of any age, but especially important to children of pre-school and kindergarten who have not yet received sufficient information about the world to be able to distinguish between fact and fancy. No child can be expected to think clearly unless he has acquired information with which to think. Parents and teachers should give thought to this statement when selecting story materials for children.

The second type of literature is that which deals with items which could be true but which may not actually have occurred. This material is also desirable for children and is second in merit only to the first type mentioned.

The third type of literature involves animal characters which are natural and real in all respects except that they are given the power of speech. Since this type makes up a great deal of the available story material for children, one may need to use some of it. However, care should always be taken to make clear to small children that of course animals cannot really talk and that we only pretend that they say what it seems to us they might say.

The fourth type of material is that which pretends to be true but which is not true, probably due to either the author's inadequate knowledge of the things about which he writes or his deliberate attempt to be sensational regardless of established fact. This is often found in the comics which litter magazine shelves and news stands. Parents should carefully avoid exposing children to such misleading types of literature.

The fifth type of reading material is that which is purely fanciful and does not pretend to be anything else. This includes such items as fairies, elves, goblins, Santa Claus, Easter bunnies, and the presentation of animals as humans. A small amount of this type of literature is recommended provided children clearly understand that the story is not true and could not be true and that we read it only because it is fun.

Children's education can be greatly furthered by the reading and telling of stories or other literature by parents and teachers. However, poorly selected materials may be as damaging as helpful. All people working with children are therefore urged to discriminate carefully in selecting materials to be presented to children.

----- Enoch Dumas



## I. ANTHOLOGY OF POEMS AND VERSES

1. Sung Under the Silver Umbrella Association for Childhood Education

A collection of poems covering a wide range of subject matter, making it an abundant volume for any child. Selection needs to be carefully made with due consideration to individual age and interests.

2. Sing-Song Christina Rossetti

A collection of nursery rhymes and other poems. Most of the selections are short and simple, but care must be taken in choosing the poems for children because they are appealing to the adult ear, but difficult for the children to understand.

3. Peacock Pie Walter De La Mare

An anthology of nursery rhymes, and nonsense lyrics. The nonsense of the rhymes make the book too difficult for most pre-school children to understand.

4. When We Were Very Young A. A. Milnes

A collection of verse which reveals the thoughts and imaginations of a young child. The selections should be made to fit the child's comprehensibility.

5. Fifty-One New Nursery Rhymes Rose Flyeman

The illustrations are amusing as well as are the verses. The nonsense of the verses would hardly be understood by most pre-school children.

6. Everything and Anything  
Here, There, and Everywhere Dorothy Aldis

Both volumes contain poetry which is simple enough for pre-school children. The verses are about things and experiences that are familiar to children.

7. Chatterbox Child  
Poems for Little Ears Kate Cox Goddard

Verses of familiar experiences and familiar objects are found in these books. "Poems for Little Ears" is slightly more difficult than the first volume.

8. Under the Tent of the Sky Selected by John E. Brewton

A large collection of poems; all about animals. Most are simple enough to be understood by pre-school children.

9. Now We are Six A. A. Milne

A companion volume of verse to "When We Were Very Young."



## II. ANTHOLOGY OF STORIES

### 1. Told Under the Blue Umbrella

Association for Childhood Education

A collection of experience stories; some from outstanding authors, and some from little-known authors. All are real or "nearly real" in content.

### 2. Told Under the Magic Umbrella

Association for Childhood Education

A collection of fanciful make-believe stories. These stories should not be used in pre-school age groups unless the concept of the subject matter is well established in the minds of the children.

### 3. Here and Now Story Book

Lucy Sprague Mitchell

The book is a collection of stories which Mrs. Mitchell wrote with the aid of young children. Verse is also included. Content deals with familiar experiences, familiar animals-some strictly real and some make-believe-based on content that most children know well.

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## III. STORY BOOKS

### Group 1.

#### 1. Another New Year With Bobbie and Donnie

Esther Bram

An informational story of all months of the year, giving a good description of the weather, holidays and other happenings which are typical of the particular month.

#### 2. An Airplane Ride

Helen S. Read

A good book which contains pictures and simple, but accurate information on airplanes. Well told to create interest in children.

#### 3. The Little Red Chair

Marian Walker

Tales of Tommy and Sally and other boys and girls, three and four years old. The author has taught nursery school children for many years and is an authority on pre-school education. The stories are of experiences that all children are likely to have.

#### 4. Four Airplanes

Dorothy Baruch

A story of four airplanes and the things they flew over. Illustration is in simple outline and in bold colors.

#### 5. The Little Airplane

Lois Lenski

What Pilot Small does in his airplane is described. The text gives as much technical information as possible rather than tell a story. One of the few books at the pre-school age level dealing with airplanes.



6. The Little Sail Boat

Lois Lenski

An informational type of book with blue and white pictures. The text will probably not be read to children under five unless the child has had experience with boats, since technical words make it somewhat difficult.

7. The Little Auto

Lois Lenski

An account of the trip Mr. Small makes to town and back in his little auto. Illustrations are whimsical and the text is brief.

8. The Little Family

Lois Lenski

A factual account of the daily activities of the Little family, including routines, helping, gardening, marketing, feeding pets, driving, picnicking, and other happenings are told in this book. Very simply illustrated.

9. The Little Farm

Lois Lenski

A true description of a farmer's chores. A valuable book for educating children about farms, farm animals, and farm equipment.

10. The Little Train

Lois Lenski

An excellent informational book about trains, and what the engineer and the fireman do.

11. Brother and Sister

Norma Cohn

One of the simplest of pre-school books. Text and pictures are easily understood by very young children.

12. Country Noisy Book

Margaret Wise Brown

An attractive book telling of the experience and of the noises a dog hears when he goes from the city to the farm for a visit.

13. Bigger and Bigger

Inez Hogan

A pre-primer type of book. The illustrations of how a pair of twins grow until they are five are excellent. The text is very simple.

14. Animals for Me

Lois Lenski

Short, simple descriptions of farm animal and the noises they make. It is a good book for younger pre-school children.

15. Stripey

Hamilton Williamson

Stripey is a little zebra. The book may well be in the third group in this list because the story is written in the first person with the zebra talking, but it is an excellent book for acquainting children with a zebra.



16. Home is Fun

Miriam E. Mason

An excellent story to tell because of the fine colored photographs of home life. Experiencing a real home through pictures may be advantageous to children in Amache.

17. The Farmer's Boy

Randolph Caldecott

One of Caldecott's books printed in England. The text is written in verse form with much repetition which is enjoyed by most children.

Group 2.

1. Circus Parade

Lydia Furbush

Brightly colored pictures of a circus parade on one side of the page, with uncolored pictures on the back side. Although the pictures are exaggerated from reality, the text is simple and interesting to small children.

2. I Know a Surprise

Dorothy Baruch

Mrs. Baruch has achieved an "experience" story made up of the arrival of a new baby in the home. A slight plot, a little suspense, much repetition, everyday characters, and it is written with simple words and simple sentence structure.

3. The Plump Pig

Helen and Alf Evers

A make-believe story of how unhappy a plump pig is in the thin family and how happy he was when a plump family buys him.

4. Frankie

Helen and Alf Evers

A nonsense story of a little dog with a wagging tail.

5. Epaminondas and His Auntie

Sara Cone Bryant

A story of a colored boy who never did the right thing at the right time. A very amusing story but it may be slightly confusing to pre-school children.

6. Karl's Wooden Horse

Lois Donaldson

Karl and his wooden horse visit a beautiful princess in a dream.

7. Jimmy and Jemima

Helen Sewell

A story of how a younger sister outdoes her older brother in swimming, riding horse, and hiking, until the sister falls through thin ice and is saved by her brother.

8. Copy-Kitten

A make-believe story of a cat who wanted to copy every other animal and would not copy his own mother. Because he was not successful, he finally decided to be himself.



9. The Bashful Goldfish Tony Brice

An amusing story of a bashful goldfish. The story is unusual in that it ends with the fish continuing to be bashful.

10. Timothy Titus Blanche Elliot

The description is good and the story is well told, keeping the reader in suspense while Timothy searches for his mother. It is a simple adventure story.

11. Angus Lost Marjorie Flack

A story with experiences which might happen to any dog. An adventure of how Angus is lost and how he finds his home by following a familiar milkman.

12. Angus and the Cat Marjorie Flack

Angus, the Scotty dog gets acquainted with a new cat in the house.

13. Angus and the Ducks Marjorie Flack

Angus, the Scotty dog has a new experience when he goes out of the yard and meets two fierce ducks who hiss and chase him.

14. Topsy Marjorie Flack

Topsy is another animal character originated by the author. This is a tale of a spaniel puppy and how his escapade leads the old lady who owns him to let Judy, a little girl, have him for her pet.

15. Lucky Little Lena Marjorie Flack

Lena is a dachshund puppy who lives with a small boy and a small girl.

16. Snipp, Snapp, Snurr and the Red Shoes Maj Lindman

A good book for four and five year old children. One of the few stories we have in which children actually do something for someone else. The pictures are gay, simple and childlike.

17. Billy and Blaze C. W. Anderson

A fine story for animal lovers, especially lovers of horses and dogs. Very well told with excellent drawings in etching.

18. A Funny Little Dog Clara Wilson and Mary E. Pennell

A simple and charming story of a boy and his dog. The story is a little long for pre-school children.



19. Pelle's New Suit

Fru Elsa Beskow

An informational story of how a wool suit is made from sheep's fleece. The pictures are somewhat foreign because the story originated in Sweden. It is a children's classic and has never ceased to be popular.

20. Mike and His Neighbors

Grace Klem

Mike, a typically mischievous pup causes trouble for the neighbors as he trots around the town. When a baby comes into the home, Mike stays at home with the baby. The pictures are excellently drawn.

21. William and His Kitten

Marjorie Flack

A story very well written. The text may be too long to read to very young children, but can be told with interest. A feeling of kindness to animals and to neighbors is present.

22. Breakfast with the Clowns

Rosalie Slocum

Children who are acquainted with clowns and circuses will enjoy this book.

23. Snipp, Snapp, Snurr and the Buttered Bread

Maj Lindman

The three boys go to the farm in quest of milk in order that their mother may make butter for their bread. It has an air of reality but it takes just a step over the border of fancy.

24. Flicka, Ricka, Dicka and the New Dotted Dress

Maj Lindman

Three little girls have new dresses which they soil and tear when they stop their play to help an old woman do her chores. The story teaches the lesson of helping others.

Group 3.

1. The Little Cat That Could Not Sleep

Frances M. Fox

A tale of a cat who did not want to sleep but finally fell asleep.

2. The Bear Twins

Inez Hogan

The bears ran away into the great forest to see the sights, but they learn that home is the safest place. A well written animal adventure story.

3. Blue Barns

Helen Sewell

A fiction story of Andrew and Martha, two ducks living at Blue Barns farm. The pictures are exquisitely drawn.



Group 3 (Cont'd.)

4. Tim Tadpole and the Great Bullfrog Marjorie Flack

An excellent informational story of how a tadpole turns into a bullfrog. The story is not exactly factual in that there is a conversation going on between the tadpole and a bullfrog.

5. Ask Mr. Bear Marjorie Flack

A fanciful story of how the bear advises Danny to give a big bear hug to his mother on her birthday.

6. Yelly Mary Lee John

A story about ducks. Yelly is a queer duck who never learned to fly. When Yelly was in danger, he found that he could fly because he said "I can, I can" instead of saying "I can't."

7. Chicken World E. Boyd Smith

The pictures are drawn realistically. It depicts the life of the chicken world in a very interesting way.

Group 4.

1. The Little Engine That Could Watty Piper

A fanciful story of an engine with cars full of toys and good things to eat. The engine has a hard time going over a steep mountain.

2. The Little Wooden Farmer Alice Daglish

The characters in the story are made of wood. The experiences which they have in the story are fanciful, however, the story is educational because of the description of animals.

3. Ferdinand Munro Leaf

Fanciful and amusing. The tale will be enjoyable to the reader as well as the listener.

4. Millions of Cats Wanda G'ag

An utterly impossible story of how a man finds millions of cats. The cats follow the man home and begin to fight each other until only one cat is left. This one becomes the man's pet.

5. Snippy and Snappy Wanda G'Ag

Two little field mice have an adventurous time when they follow a little girl to her home. They find a cupboard full of cheese, but they also find a mouse trap.



Group 5.

1. The Three Bears

The ever-popular story of the three bears and Goldilocks.

2. Three Blind Mice

John W. Ivimey

A very humorous story in adult standards. Utterly fanciful in its text and illustrations.

3. Nothing At All

Wanda G'ag

Another of Wanda G'ag's fantastic story of something that is not real, in this case a dog who was nothing at all. This book should be read to older children who have developed a sense of humor in nonsense.

IV. Picture Books

Factual

1. The Alphabet of Birds, Bugs, and Beasts

Henry B. Kane

A picture book of photographs of bugs, birds, and beasts. The text is not specially good. There is information for adults with each picture, which may be retold in simple language for children.

2. ABC for Everyday

Helen Sewell

A picture book well illustrated and adapted to pre-school children. The alphabet is best omitted.

3. Tune Up

Harriet Huntington

The book has excellent photographs of musical instruments and players. A purely informational book. The text will have to be told, as it is difficult for young children to understand.

4. Let's Go Outdoors

Harriet Huntington

A good educational book about insects and frogs. Real photographs make this book an excellent picture book. The text is full of information in simple words and simple structure.

5. Animals Everywhere

Ingri and Edgar Parin D'Aulaire

The excellent pictures introduce to little children the animals from the tropical to the arctic zones. The animals are pictured in their native settings, and has a simple text which tells the kind of country and weather the animals live in. The throwing in together of all types of animals in one picture is very misleading.



## Picture Books (Cont'd)

### Fanciful

1. Johnny Crow's Garden

Leslie Brooke

A nonsense picture book

2. ABC Bunny

Wanda G'ag

Although the pictures are not always realistic, they are well done. The pictures themselves tell the story of the bunny. The alphabet verses are best omitted at this age.

3. Lulu

Charlotte Steiner

A comical picture book with an adventure that would never happen in real life.

4. What Whiskers Did

Ruth Carroll

The book has no text and yet it is easy to follow the adventures of Whiskers. It is utterly fanciful to see Whiskers visit the rabbit family.

5. The Hey Diddle Diddle Picture Book

Randolph Caldecott

A picture book of nursery rhymes. The rhymes are difficult to understand. Good illustrations, but pictures are foreign. Printed in England.

## V. BOOKS FOR PARENTS (available at 8H-8F)

1. Child Care and Training

Fagre and Anderson

2. Care and Guidance of Children

Goodspeed and Johnson

3. Parents and Children Go to School

Dorothy Baruch

4. Growth and Development of the Young Child

Rand, Sweeny and Vincent

5. Parents' Magazine (available at the library-8H-10F)

Nos. 1 and 2 are written in practical terms for the parents.

Other books and pamphlets on child psychology and child care are also available.



Fiscal

Books -- OEM Purchases

<u>Amount</u>	<u>P.O.</u>
19.20	(9-4248)
2.66	(9-3945)
371.87	(9-3296)
106.69	(9-3872)
40.47	(9-3871)
5.50	(9-3869)
331.66	(9-3867)
1,053.03	(9-3866)
61.68	(9-3865)
261.27	(9-3864)
216.78	(9-3863)
3.26	(9-3862)
4.50	(9-3861)
7.03	(9-3860)
41.20	(9-3859)
59.95	(9-3857)
8.93	(9-3856)
10.66	(9-3855)
682.24	(9-3954)
17.00	(9-3852)
36.20	(9-3849)
11.16	(9-3848)
1,217.19	(9-3847)
.75	(9-3846)
2.66	(9-3845)
21.99	(9-3844)
18.90	(9-3843)
1.00	(9-3842)
4.00	(9-3841)
3.75	(9-3840)
13.49	(9-3839)
27.89	(9-3837)
37.96	(9-3836)
175.73	(9-3836)
16.84	(9-3835)
52.00	(9-3834)
.51	(9-3833)
1.46	(9-3832)
.86	(9-3831)
8.06	(9-3830)
1.65	(9-3769)
67.47	(9-3727)
3.00	(9-3726)
20.02	(9-3725)
.40	(9-3724)
1,585.76	(9-3722)
179.72	(9-3721)
80.04	(9-3720)
2.63	(9-3719)

<u>Amount</u>	<u>P.O.</u>
24.00	(9-3718)
2.00	(9-3717)
477.33	(9-3716)
4.50	(9-3715)
12.69	(9-3714)
354.86	(9-3713)
62.65	(9-3712)
5.00	(9-3711)
326.44	(9-3710)
62.90	(9-3708)
1.25	(9-3707)
144.38	(9-3706)
3.00	(9-3705)
200.05	(9-3704)
36.17	(9-3703)
26.25	(9-3702)
33.25	(9-3701)
11.64	(9-3700)
1.50	(9-3699)
6.12	(9-3698)
4.50	(9-3697)
44.16	(9-3696)
3.45	(9-3695)
2.50	(9-3694)
72.51	(9-3653)
105.00	(9-3643)
3.50	(9-3642)
152.18	(9-3641)
61.50	(9-3639)
254.80	(9-3613)
4.86	(9-3558)

Magazine Subs.

WRA Purchases

14.00	595	Magazine Subscrip.
10.00	594	" "
17.50	593	" "
49.50	591	" "
93.51	590	" "
204.23	588	
10.00	587	
63.90	586	
153.76	585	
108.99	584	
28.80	583	
13.50	582	
9.60	581	
67.20	580	

Total of all pages \$16,457.65



Books ORE

<u>Amount</u>	<u>P.O.</u>	<u>Amount</u>	<u>P.O.</u>
17.70	579 ✓	11.79	725
67.35	578	19.50	710 Subscriptions
50.50	576	1.40	708 "
780.00	551	1.25	709
3.50	550	2.98	703 "
4.50	549, 8, & 7	11.70	678
4.00	546	37.93	677
4.00	545	158.00	643
30.75	544	6.60	631
300.00	543	93.60	629
20.00	542	4.50	516 ✓ a
22.96	541	7.00	614 Den. Post Subs.
27.00	540	7.50	613 Daily News Subs.
137.85	532		
84.30	529		
20.15	528		
557.08	527		
433.68	526		
47.39	522		
511.30	514		
76.80	504		
16.10	501		
28.05	494		
1.70	474		
19.10	473		
3.26	472		
33.60	466		
25.50	465		
40.00	464		
195.00	424		
3.40	900		
81.00	879		
3.50	858 Mag. Sub.		
49.50	851 N.Y. Times 5 sub.		
35.00	841 Christ. Sci. Mon. 5 sub.		
1.50	840 Sub.		
2.00	839 "		
9.45	838		
4.56	837		
12.23	793		
8.14	792		
58.50	780 Subs.		
80.82	779		
70.33	746		
20.00	743 ✓		
2.00	735 Sub.		



Books

<u>Amount</u>	<u>P.O.</u>	<u>Amount</u>	<u>P.O.</u>
9.75	1197	13.25	1424
3.75	1196	.50	1423
6.50	1195	10.80	1422
5.50	1194	21.32	1421
1.50	1193	13.09	1420
12.00	1192	2.17	1419
21.25	1191	24.43	1415
6.00	1190	1.68	1414
1.50	1189	.99	1413
10.30	1185	3.54	1412
4.20	1184	7.60	1411
113.64	1183	1.59	1410
19.80	1181	2.00	1409
11.00	1180	2.98	1408
22.44	1177	1.50	1407
1.50	1176	10.25	1406
1.30	1121	9.00	1404
1.10	1108 Subs	23.28	1402
2.50	1107 "	.35	1347
12.00	1081	1.44	1346
4.00	1049 Subs	.75	1345
2.00	1048 "	1.90	1344
4.00	1047 "	126.72	1343
43.36	1036	2.70	1341
34.92	1035	1.50	1340
1.75	1030 Sub	11.99	1337
6.30	983	2.68	1336
2.10	971 Subs	3.40	1335
22.05	960	5.32	1332
15.40	956	1.37	1330
43.20	936 Sheet Music	1.28	1329
1.50	904 Sub	1.88	1327
2.92	903 "	3.45	1326
2.00	902 "	2.00	1300
22.72	901	22.25	1299
7.32	1465	7.75	1298
4.49	1455	4.00	1297
7.00	1454	.80	1296
4.70	1453	11.00	1295
7.67	1443	12.15	1294
.45	1434	5.25	1293
19.67	1433	4.50	1292
15.28	1432	11.25	1291
6.60	1431	2.50	1290
1.36	1430	6.00	1289
1.56	1429	4.96	1288
.87	1428	25.95	1287
1.03	1427	1.84	1286
7.50	1426	4.87	1285
19.82	1425	2.50	1284



<u>Amount</u>	<u>P.O.</u>
1.48	1283
2.50	1282
3.50	1281
33.45	1280
31.80	1274
4.32	1273
1.50	1272
12.20	1271
1.00	1270
1.25	1269
3.50	1266
2.75	1267
1.00	1242
75.45	1241
3.00	1240
19.41	1239
1.50	1238
1.10	1237
2.50	1236
5.75	1235
60.50	1234
4.20	1233
14.50	1232
32.00	1231
5.50	1230
3.00	1229
5.00	1228
20.00	1227
4.00	1226
10.84	1224
36.50	1225
41.73	1223
3.50	1222
6.50	1221
21.96	1217
23.10	1216
79.07	1215
60.29	1214
53.51	1213
1.00	1212
47.29	1211
23.00	1210
18.54	1209
22.92	1208
6.00	1207



<u>P. O. No.</u>	<u>Miscellaneous Equipment and Supplies</u> <u>Type</u>	
9-4121	Chairs and Cabinets	\$2,771.05
9-4120	Supplies, chairs, etc.	845.15
9-3851	Lab. equipment	738.11
9-3829	Globe and Maps	79.03
9-3778	Miscellaneous Supplies	279.18
9-3777	" "	246.61
9-3748	" "	6.34
WRA-449	Musical Instruments	4,827.46
711	" "	2,131.50
1042	Phono. Records	50.40
705	Doll Buggies	19.32
704	Dolls	13.88
670	Sand Pails and Dolls	31.10