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MINIDOKA ELEMENTARY SCHOOLS

Hunt, Idaho

Office of the Principal

November 4, 1942

Dear _____:

We are glad to have your child enrolled in school. We hope to make this year as happy and as profitable as possible. Hour for school attendance have been set with the health of your child in mind. They are:

Kdg.....	9:00 - 11:30 and 1:30 - 3:00
First grade...	9:00 - 11:30 and 1:30 - 3:00
Second grade..	9:00 - 11:30 and 1:30 - 3:00
Third grade...	9:00 - 11:30 and 1:00 - 3:30
Fourth grade..	9:00 - 11:30 and 1:00 - 3:45
Fifth grade...	9:00 - 11:30 and 1:00 - 4:00
Sixth grade...	9:00 - 11:30 and 1:00 - 4:00

You will not that long noon hours have been scheduled. This was done to allow all children sufficient time to come to me, eat lunch with you, and get back without too much rushing. We have asked all children to report home to you at noon, for we wish to work with you in encouraging as much family life as is possible. We plan to ask the children after lunch whether they did come home and whether they have eaten at the same table with you. The Education Department realizes the need for encouraging the building and strengthening of home ties and hope that you will let us know if there are other ways in which we might help to build this desirable family unity. We would like your cooperation in seeing that children report not more than 15 minutes before time for school to begin. Teachers need some time to plan and organize their work and to eat their lunch. Will you kindly share this responsibility with us? We are also asking the children to report home to you as soon as school is dismissed in the afternoon before they start to play. In our health classes we are trying to cooperate with you in encouraging long hours of sleep for the school children. We realize the need for building strong bodies as a good preparation for strong minds. It seems very important and desirable that we not only do the very best possible job with your children here and now, but that we also prepare them for the easiest adjustment possible when you leave this project. Our schools are being run with this in mind.

Prompt and regular attendance at school affects children's work and their life habits as well. We expect a written excuse for all absences and tardiness, written and signed by you.

You are very welcome to visit school whenever possible. We hope you will not wait for a special invitation but will visit your child's room when you wish to. The home-room teacher is eager to meet you and if you have time, I hope you will stop at the office to get acquainted with me. My time

is divided between Blocks 10 and 32 at the present time. I hope to know all of you before the year is over.

If you wish a P. T. A. as a part of your school system, we will plan to organize on e as soon as the rush of getting school started is over.

Very sincerely yours,

Mildred E. Bennett
Elementary School Principal

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

Nov. 16, 1942

MEMORANDUM TO: Mr. Townsend, Chief Community Services

FROM: Mildred E. Bennett, Elementary
Principal

SUBJECT: Age-Grade Distribution

In our attempt to determine grade placement and classification we felt that such a survey of the Age-Grade Distribution would be helpful. We thought that perhaps you would be interested in having a copy for your files.

Mildred E. Bennett
Mildred E. Bennett
per MO

MINIDOKA ELEMENTARY SCHOOLS

Hunt, Idaho
Nov. 20, 1942

MEMORANDUM TO: Mr. Townsend, Chief Community
Services

FROM: Mildred E. Bennett, Elementary
Principal

In answer to your memo regarding our age-grade distribution survey I can understand how you would wonder about the reasons for such a high percentage of retarded children. So far as I have been able to determine, it has been the policy in schools where these children have been attending to continue on in a grade until mastery of subject matter has been accomplished, regardless of chronological age. At least it seemed a common practise to fail a child, in some cases more than once. We believe that chronological age and social maturation are a more important criteria. Therefore, since this survey was made, several children have been advanced. We have tried to move slowly on this because we hoped to see transcript records of children, but where they seemed an obvious misfit, transfers have been made without awaiting verification.

We are now carrying on a standardized testing program, and possibly results from these tests will justify further advancement. I think it will be interesting to do a similar survey after all changes, which we are able to catch during this preliminary stage, have been made.

Several children enrolled in a given elementary grade have been in what was called an "Opportunity Class" but who were old enough to be in Jr. High School. After careful checking of chronological age and conference with the child and parent, these children have been registered in Jr.-Sr. High School and a special program planned for them. Much remedial work will necessarily be carried on with those left in the elementary grades, but inasmuch as these retarded children are apt to be remedial problems in whatever grade levels they are placed, we feel it advisable to put them with children more nearly their own age. We will send you a follow-up survey.

Mildred E. Bennett
Mildred E. Bennett

AGE-GRADE DISTRIBUTION

Minidoka Block 10

SCHOOL

Nov. 6, 1942

DATE

Mr. Townsend

Yrs. & Mos.	Grade												Total		
	N	K	1	2	3	4	5	6	7	8	9	10	11	12	
Under 2-3 years															
2-3 to 2-9															
2-9 to 3-3															
3-3 to 3-9															
3-9 to 4-3															
4-3 to 4-9															
4-9 to 5-3			12												12
5-3 to 5-9			20												20
5-9 to 6-3			5	20											25
6-3 to 6-9			13	1											14
6-9 to 7-3			11	8											19
7-3 to 7-9			1	18	1										20
7-9 to 8-3			1	7	9										17
8-3 to 8-9				4	12	1									17
8-9 to 9-3				1	9	8									18
9-3 to 9-9					4	16	1								21
9-9 to 10-3					1	11	13								25
10-3 to 10-9						5	27	3							35
10-9 to 11-3				1		4	13	9							27
11-3 to 11-9							12	17							29
11-9 to 12-3					1		3	12							16
12-3 to 12-9							2	5							7
12-9 to 13-3							1	8							9
13-3 to 13-9								3							3
13-9 to 14-3															
Over 14								1							1
Totals			37	46	40	37	45	72	58						335
No. accelerated			0	0	1	1	1	1	3						7
No. at age			32	33	26	21	24	40	26						202
% accelerated			0	0.03	.03	.02	.01	.05							2%
% at age			.84	.72	.65	.57	.53	.55	.44						61%
% retarded			.16	.28	.32	.40	.45	.44	.51						37%

AGE-GRADE DISTRIBUTION

Minidoka Block 32

SCHOOL

Nov. 6, 1942

DATE

Yrs. & Mos.	Grade												Total		
	N	K	1	2	3	4	5	6	7	8	9	10		11	12
Under 2-3 years															
2-3 to 2-9															
2-9 to 3-3															
3-3 to 3-9															
3-9 to 4-3															
4-3 to 4-9															
4-9 to 5-3			21												21
5-3 to 5-9			22												22
5-9 to 6-3			6	18											24
6-3 to 6-9				19											19
6-9 to 7-3				4	22										26
7-3 to 7-9				19	5										24
7-9 to 8-3				1	11	17									29
8-3 to 8-9					2	23	3	1							29
8-9 to 9-3					2	7	13	2							24
9-3 to 9-9						5	20	2							27
9-9 to 10-3					1	1	20	20							42
10-3 to 10-9						1	8	21	4						34
10-9 to 11-3								12	14						26
11-3 to 11-9								8	32						40
11-9 to 12-3						1	1	3	8						13
12-3 to 12-9								1	12						13
12-9 to 13-3									2						2
13-3 to 13-9							1	2	3						6
13-9 to 14-3									1						1
Over 14									1						1
Totals			49	42	57	60	66	72	77						423
No. accelerated			0	0	0	5	10	5	4						24
No. at age			43	37	41	40	35	41	46						283
% accelerated			0	0	0	.08	.16	.07	.05						5%
% at age			.88	.88	.72	.67	.53	.57	.59						71%
% retarded			.12	.12	.28	.25	.31	.36	.36						24%

AGE-GRADE DISTRIBUTION

Minidoka Blocks 10 & 32 SCHOOL

Nov. 6, 1942

DATE

Yrs. & Mos.	Grade												Total		
	N	K	1	2	3	4	5	6	7	8	9	10	11	12	
Under 2-3 years															
2-3 to 2-9															
2-9 to 3-3															
3-3 to 3-9															
3-9 to 4-3															
4-3 to 4-9															
4-9 to 5-3			33												33
5-3 to 5-9			42												42
5-9 to 6-3			11	38											49
6-3 to 6-9			32	1											33
6-9 to 7-3			15	30											45
7-3 to 7-9			1	37	6										44
7-9 to 8-3			2	18	26										46
8-3 to 8-9				6	35	4	1								46
8-9 to 9-3				3	16	21	2								42
9-3 to 9-9					9	36	3								48
9-9 to 10-3				1	2	31	33								67
10-3 to 10-9					1	13	48	7							69
10-9 to 11-3				1		4	25	23							53
11-3 to 11-9							20	49							69
11-9 to 12-3					2	1	6	20							29
12-3 to 12-9							3	17							20
12-9 to 13-3							1	10							11
13-3 to 13-9						1	2	6							9
13-9 to 14-3								1							1
Over 14								2							2
Totals		86	88	97	97	111	144	135							758
No. accelerated		0	0	1	6	11	6	7							31
No. at age		75	70	67	61	59	81	72							485
% accelerated		0	0	.01	.06	.09	.04	.05							3%
% at age		.86	.80	.69	.61	.53	.56	.51							66%
% retarded		.14	.20	.30	.33	.38	.40	.44							31%

Gerry Jensen + Sect.
High School

MEMORANDUM PROJECT SCHOOLS
Punt, Idaho
Nov. 10, 1942

MEMORANDUM TO: All S. T. Members & Colonists
working in the Administrative
Area and in Education

FROM: Mildred E. Bennett, Elementary
Principal

SUBJECT:

Some More Fun!!



Isn't it about time for another shindig?
Let's all get together again Friday night, Nov.
20th, at 8:00 p.m. in Recreation Hall 8, shall
we? It seems to us a good plan to rotate members
of various office staffs at these parties because
of limited space. The Colonist members working
in the Administrative Area and in Education are
invited this time--at subsequent parties other
divisions will be included.

Will the following people share responsi-
bility for such a party:

Arrangements

(to get names of those planning to at-
tend from your department and give to
Ruth Major, Chairman of Refreshment Com-
mittee, by Wednesday night)

Evelyn Anderson.....Administrative Division
Betty Peavey.....High School
Charles Beltt.....Community Ent. & Proj. Reports
Harold Jones.....Housing & Employment
Lena McDonald.....Hospital
Emil Meuser.....Fire & Internal Security
Marjorie ueen.....Elementary Schools
Agnes Aratani.....Nursery Schools
Roy Olsen.....Transportation & Supply
Charles Johnson.....Public Works & Agriculture



Groeters

Mr. & Mrs. Phil Schaffer, Chairman
Harry Stafford
Mr. & Mrs. George L. Townsend
Mr. & Mrs. John Bigelow
Mr. & Mrs. Jerry Fogarty

Refreshments
(15¢ per person)



Ruth Major, Chairman
Mr. & Mrs. Carl Sandoz
Ellen Herndon
Helen Anderson
Marilyn Evans
John Essene
Leon Krumenacker

Decorations
(Hall & Table)

Gretchen Wahl, Chairman
Michiko Ogoni
Katsuko Fujikado
Ayame Ito
Haruko Kuroiwa
Ruth Fukuhara

Music

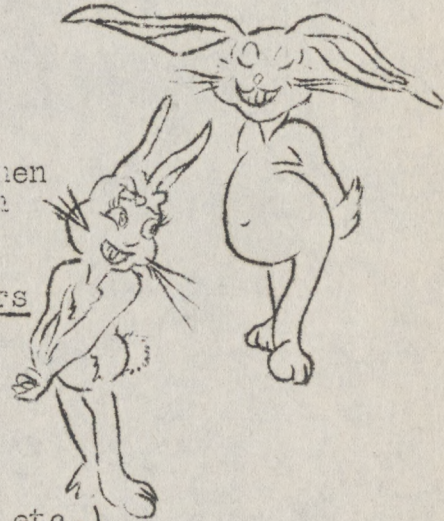
Mr. & Mrs. Fred Ross, Chairman
Mr. & Mrs. Maxwell Wallich
Milovan Zarubica

Entertainment, Games, Mixers

Abe Hachiwara, Chairman
Waka Mochizuki
Bob Coombs

Special Dances
(Circles, tag, squares, dances, etc.)

Herman Elliott, Chairman
Dan Sheehan,
Merlow Glenn
Clarence Hurst
Roy Olsen



Will anyone who finds it inconvenient to
serve on the committee named, please notify me by
Tuesday night.

OF COURSE, wives, husbands,
& dates are invited!

Mildred E. Bennett
Mildred E. Bennett, Gen. Chairman

[illegible]

MINIBOOKA PROJECT SCHOOLS

Hunt, Idaho

Nov. 24, 1942

MEMORANDUM TO: Mr. Townsend, Chief of Community Services

FROM: Mildred E. Bennett, Elementary Principal

SUBJECT: Narrative Report for Week of Nov. 15th through 21st

The enrollment in elementary schools has increased five this week.

Transcripts have arrived for many children from previous schools and several readjustments are being made in grade assignments. A standardized testing program is now under way. The Stanford Achievement Test from D is being administered by the principal to all children from grades 3 through 6. This program will be continued for another two weeks. Gates Primary Reading Test will be given to Second Graders.

A few cases of chicken pox are being reported each week. Colds are very prevalent among the children.

Construction is being completed in the Assistant Principal's office.

The six County School Superintendents, who visited us Friday, were most enthusiastic in their praises and were much impressed with what teachers were able to do without materials. They often remarked that they wished some of their teachers could see what could be done with so little. Our schools here were discussed Saturday at Teachers' Institute at a meeting of fourteen County School Superintendents. I was invited to their luncheon meeting. I wish you could have heard what they said about our work here.

In our contest for names for Building 32, the names "Sun Valley" and "Stafford School" seemed to head the list at this time. Not all rooms have reported, however, and the report is not in for the school in Block 10. I will let you know when names have been chosen.

Mildred E. Bennett
Elementary Principal

copy

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho

Week ending Nov. 28, 1942

TO: Mr. George Townsend, Chief of Community Services

FROM: Mildred E. Bennett, Elementary Principal

Enrollment in the two elementary schools is approximately the same. Attendance is very irregular due to colds, bad weather, and a few cases of chicken pox. The number of tardy marks in our last report was quite disgraceful. We are requesting a crow bar from the warehouse to be used as a bell with the hope that this condition might be improved.

Gravel for walks is desperately needed in both areas.

The office in Block 10 has been completed, a desk secured for the Assistant Principal, and conditions improving there steadily.

Two young men have been put on the staff of the elementary schools to assist in the Fourth grades. We feel that this should greatly improve the discipline in these large rooms where Colonist teachers have been working.

Cots and blankets were delivered for teachers' rest room, health room, and children's rest room.

Plans are under way to make Christmas as happy a holiday as is possible for these children without involving any expense on their part. Children are very happy over the prospect of a tree for every room. We hope to have the trees soon, because the number of school days between now and Christmas are relatively few.

In the contest for names for the two elementary schools, in Block 10 the names, "Mountain View," "Sage Side," and "Bennett & Sage" predominate. In Block 32 "Sun Valley School," "Minidoka Grammar," "Victory School," and "Stafford School" seem most popular. Final Votes will be cast this coming week.

Mildred E. Bennett
Elementary Principal

MEB:mo

MILFORDKA PROJECT SCHOOLS
Hunt, Idaho

Dec. 7, 1942

MEMORANDUM TO: Mr. Townsend, Chief of Community Services
FROM: Mildred E. Bennett, Elementary Principal

These are the compiled results of the questionnaire at the end of letters to parents which were sent out some time ago. We feel sure that you would be interested in these results.

Many of them require an answer; others are suggestions which we plan to take seriously and attempt to do something about them.

Mildred E. Bennett
Mildred E. Bennett
Elementary Principal

MINIDOKA PROJECT SCHOOLS
HUNT, IDAHO

Dec. 7, 1942

MEMORANDUM TO: Mr. Townsend, Chief of Community Services
FROM: Mildred E. Bennett, Elementary Principal

These are the compiled results of the questionnaire at the end of letters to parents which were sent out some time ago. We feel sure that you would be interested in these results.

Many of them require an answer; others are suggestions which we plan to take seriously and attempt to do something about them.

Mildred E. Bennett
Elementary Principal

MINIDOKA PROJECT SCHOOLS
HUNT, IDAHO

Dec. 7, 1942

MEMORANDUM TO: Mr. Townsend, Chief of Community Services
FROM: Mildred E. Bennett, Elementary Principal

These are the compiled results of the questionnaire at the end of letters to parents which were sent out some time ago. We feel sure that you would be interested in these results.

Many of them require an answer; others are suggestions which we plan to take seriously and attempt to do something about them.

Mildred E. Bennett
Elementary Principal

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho
Dec. 11, 1942

*Mr. Townsend
Chief of Comm. Services*

MEMORANDUM TO: Miss Hester, Kindergarten Teacher, Block 10

FROM: Mildred E. Bennett, Elementary Principal

With regard to your question about Sachiko Takahara, I feel that inasmuch as this child is five years and five months of age, her age is definitely in the kindergarten even though she does seem very immature as compared to the rest of the children. Her chronological age will justify first grade next year; therefore our obligation in kindergarten will be to develop in so far as possible readiness for first grade work.

I have not had an opportunity as yet to discuss the matter of children attending both nursery and kindergarten with Mr. Pomeroy, as you know he is in Boise. When he returns, I will take the matter up with him. Meanwhile, no particular harm will come from children attending both.

Thank you for calling such problem to my attention. When I visit your room next time, if you will point her out to me, I will try to help you discover means of promoting school readiness.

Mildred E. Bennett

Mildred E. Bennett
Elementary Principal

MEB:SK

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
Dec. 11, 1942

MEMORANDUM TO: Mrs. Lucy Adams, Director of
Recreation and Education

FROM: Mildred E. Bennett, Elementary
Principal

SUBJECT: Handicapped Children

Some children have been listed on this survey who are not attending school. We felt that perhaps you would like a complete survey of handicapped children. Astericks indicate those for whom special teaching will be required. A teacher with specific training in speech pathology, hand work, and mentally retarded children would be a good asset to our educational program.

Case histories are available in the principal's office for those attending school.

Mildred E. Bennett
Mildred E. Bennett
Elementary Principal

MEB:mo
Attachment

MINIDOKA PROJECT SCHOOLS
Dec. 11, 1942

SURVEY OF HANDICAPPED CHILDREN

<u>Child's Name</u>	<u>Age</u>	<u>Description of Handicap</u>	<u>Previous Schooling</u>	<u>Gr.</u>	<u>Recommendations</u>
* 1. Arai, Mary	11	Speech defect. Lacks control of upper part of spine. Nervous, hysterical laugh.	Normal	6	Speech retraining program
2. Ebihara, May	8	Tuberculosis of the spine. Wears brace.	Irregular attendance.	3	Restricted exercise, x-ray, dental care.
3. Hashimoto, Shigeru	10	Tuberculosis of right lower radius & sternum. Tuberculosis of left hip joint and right tibia. Supracondylar right elbow. Wears brace.	Irregular attendance. Achievement normal.	4	Restricted activity. Rest period in middle of day. Wear brace at all times when up & about. Cod liver oil. X-ray.
4. Kurata, Sumiko	5.9	Epilepsy	None	Kdg.	Hospitalization
* 5. Matsumoto, William	10	Neuro-muscular incoordinations due to some virus etiology, may be poliomyelitic in origin. St. Vitus Dance?	None	4	Special school program. Learn to walk with crutches, leg braces later.
* 6. Nakamura, Tommy	9	Poor eyesight. Reported to have affected muscles of arm. Mentally retarded.	Adjustment Class at Pacific School, Seattle.	1	
7. Shoji, _____(girl)	12	Epilepsy	None	Not enrolled.	

(Over)

	<u>Child's Name</u>	<u>Age</u>	<u>Description of Handicap</u>	<u>Previous Schooling</u>	<u>Gr.</u>	<u>Recommendations</u>
	8. Takakoshi, Uriko	17	Mongoloid idiot	None	Not enrolled	
*	9. Tomota, George	7	Speech defect. Mentally retarded. Poor muscular coordinations.	None	"	Adenoids removed & encephalography at later date.
	10. Unosawa, Jeannette	6	Left Pectoralis major muscles show partial absence of lower 5/6, showing only subclavicular portion of about 1". Pectoralis minor muscle seems to be entirely absent. Motion of arm seems to be not impaired. Web fingers of same side which was partially separated but not completely to proximal phalanges. Probably congenital.	None	1	Because of scar burns, further surgery to be delayed until after 9th year.
	11. Wakamatsu, Noriko	4	Complete inability to talk--probable brain tumor.	None	Not enrolled	Doctors report that nothing can be done.
*	12. Yamano, Sachiko	11	Mentally retarded due to cerebrium meningitis. Poor muscular coordination. Sex problem.	None	2	Some doctors recommend not attend public school.

*require special teaching

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
Dec. 17, 1942

MEMORANDUM TO: Mr. Pomeroy, Superintendent of Education
✓ Mr. Townsend, Chief Community Services

FROM: Mildred E. Bennett, Elementary Principal

The enclosed health records were compiled for our children's individual folders. They were copied from the hospital records which were made at the time of the pre-school clinic. We would like to have you make a quick survey of these records, paying particular attention to the item marked "teeth." We would like to have your support and backing when we insist that dental work for these children receive immediate attention. I had heard that Japanese people do ordinarily have poor teeth, but I was not aware that quite such a high percentage of our Kindergarten and First Grade children needed immediate attention. Would you recommend that Dr. Neher be urged to attend the next Community Services Staff Meeting on Tuesday afternoon, and that one of us propose the immediate initiation of school dental services. Because of the distance involved, we might ask whether it is practical to have dental work done in the dispensary for children attending school in Block 32.

You will note on these records that there are several heart murmurs, several rickety chests, and a few cases of tuberculosis of the bone. We are attempting an immediate follow-up and the best attention possible for these cases.

We hope eventually to have such a record for every child in the school. We feel sure that not all examinations can be given this year but if one or two grades is examined, we will eventually have records for all.

We will appreciate any suggestions which you may make and your cooperation in our urgent request for immediate dental care.

Mildred E. Bennett
Mildred E. Bennett
Elementary Principal

MEB:mo

STAFFORD ELEMENTARY SCHOOL
Hunt, Idaho
Dec. 22, 1942

*Mr. Lowyend
Chief of Comm.
Services*

*Mr. Stafford
Please return to S. P. J.*

MEMORANDUM TO: All teachers in block 32 and 10

FROM: Office

SUBJECT: Miss Fassold's letter

We have received a letter from Miss Fassold to all of her former pupils who were in her class in Seattle before evacuation.

We wish to submit her sincerity for you to read. Attached is the letter.

Secretary

W. P. J.

5422, 42nd. S.W.
Seattle, Wn.
Dec. 12, 1942

To My Former Pupils---

Dear Boys and Girls:

At this lovely season of the year, my thoughts go back to the happy days we all had together. There is never a day passes, but that I am reminded of you--there is a signed paper, or a map, or a card and then old Room 21 does not quite seem the same without you.

How I would love to run over and help you build a snow man and when you were not looking too hard, I would pelt you with a few snow balls--that is, if Miss Mahon were not looking.

We are having a tree in the Assembly this year, but no canes. The rooms are beginning to look "Christmasy". Winger Chinn and Monte Preuitt insisted on putting up the snow scene in front and the Bible scene in the back.

We have children from all over the U. S. I have one from Kodiak, Alaska and one from my dear old home, Indianapolis, one from Chicago, one from N. Y. and so on.

I am now reading Ebenezer Scrooge to them--the 6 B's enjoy it, but the 6 A's are different. I am trying to teach Decimals and such a time! I wonder how my 6 B double promoted ones are getting along there. I know the answer.

There are some marks on dear old Bailey Gatzert and chewing gum tries most every day to roll around in some one's mouth. We do miss you all. You were dear, sweet children and we love you.

I have heard from a number of you and I have answered every one and I do hope you received them.

Remember me kindly to your parents. May you all have a Merry Christmas and may the New Year bring peace to this sad old world, we love so much.

My sister joins me in sending love to you all.

Sincerely,

Mary B. Fassold

Handwritten signature: M. B. Fassold

STAFFORD ELEMENTARY SCHOOL
Hunt, Idaho
Dec. 23, 1942

MEMORANDUM TO: Mr. Robert Coombs and the Community Dramatic Club
FROM: Mildred E. Bennett, Elementary Principal
SUBJECT: Christmas Puppet Show

I wonder if you people have any idea how much joy you added to our kiddies' Christmas when you gave the puppet show? Those of you who had the experience of watching the children's eyes would know what I mean. I wish in addition you could have heard the comments and the questions that followed each showing. For a great many children and a few teachers, that was their first "puppet show". We had great fun explaining the word, "puppet," and why Santa should have "strings on him". Inasmuch as no Christmas program had been planned, due to lack of space, this show took the place and made Christmas complete for the children. They loved singing carols with old Santa! It seems to me that your efforts simply put the finishing touches on their really happy Christmas. Innumerable parents have gone out of the way to tell me that the children after all, had had one of the merriest of Christmases. Your efforts contributed to this more than you know.

I hardly know where to start in my praise, for it seemed to me every part was so well arranged. I must praise the voices, though, first of all. I have never attended a puppet show before where I could understand every word that was said and where each voice actually fitted the part. The scenery was lovely, the puppets were most attractive; in fact, I have seen that dear old Father many times in person. Your rendition of Silent Night, Holy Night was so impressive that it brought tears to the eyes of some of our Caucasian Administrative Staff. I don't want to seem superfluous in my praises, but I do want you to know that we appreciate more than we can tell you what you had contributed to our Christmas.

I hope your work in your Dramatics Club meets with half as much success in your next undertaking. If it does, you should be more than satisfied. If at any time, we could help you in any way, please feel free to call upon us.

Mildred E. Bennett
Mildred E. Bennett
Elementary Principal

MEB:SK

Minidoka Project Schools
Hunt, Idaho
Jan. 5, 1943

Office of the Principal

Dear _____:

We have been very much concerned lately about the safety of your boys and girls on the highway and at intersections. No doubt you have shared this anxiety. In an attempt to protect the children and to give valuable training in leadership, in group activities, and in community participation, we have organized a junior Safety Patrol Squad in each school. Children chosen on this squad will be from Grades 4, 5, and 6. They will be selected on the basis of good conduct, dependability, self-control, and an interest in giving service. We hope to make membership on the squad one of the greatest honors which can possibly be bestowed upon children in the elementary schools. Mr. Tad Muraoka, who has had 10 years' experience in such service, is working with the men teachers; Miss Haug, Assistant Principal and me in the organizing and supervising of this squad. We will try to plan the schedules so that a minimum of class time is lost. We believe you will be proud of this school activity.

We would like to ask the cooperation of all adults as well as students in the functioning of the Junior Safety Patrol Squad. Our children have the authority only to request cooperation of pedestrians and care drivers. We are sure that all pedestrians, whether adults, Jr. -Sr. High School students, or elementary school children will be happy to cooperate once they understand what we are doing. We have listed several points which will be extremely helpful, if observed by all: 1. All pedestrians should walk on the left-hand side of the road. 2. If persons walk not more than two abreast along the left-hand side of the road, drivers can proceed with greater safety. During icy weather it is sometimes impossible to stop quickly and lives are endangered if one walks too close to cars. 3. The speed limit for automobiles, trucks, and ambulances within the Project is 20 miles per hour. If all drivers stay within this limit, it will assure greater safety to all concerned. Drivers are asked to cooperate with Safety Patrolmen at all crossings. 4. The Junior Safety Patrol Squad is expected to display courtesy but firmness at all times. Cooperation from every member of your family will be greatly appreciated.

We hope that you will visit our schools soon and often. We plan to organize a P. T. A. as soon as possible after the New Year. We will send you a notice about the meeting and hope you will attend.

This office extends to you our New Year Greeting and best wishes for the coming year.

Sincerely yours,

Mildred Bennett
Elementary Principal

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
Jan. 14, 1943

*Mr. Townsend
Chief of Comm. Service*

MEMORANDUM TO: Mr. Pomeroy, Supt. of Education

FROM: Mildred E. Bennett, Elementary Principal

The following children live in an area outside the one where they attend school. Would you please request lunch permits for these children:

Block 32 School: Identification

<u>Name</u>	<u>Number</u>	<u>Address</u>
Aiko Aoyama	11721	19-4-AB
Chuck Kato	11720	17-7-E
Masao Koba	12031	15-7-E
Hidemi Nakagawa	17603	19-9-B
Henry Ozaki	11767	17-11-B
Barbara Setsuda	43044	19-11-C
George Tobe	43077	19-11-D
Tsutomu Utsunomiya	11921	16-10-C
Jo Ann Uyeda	17615	15-2-F
Tadao Watanabe	17341	17-11-E
Kazuko Yamagishi	17540	19-9-D
Stanley Yamashita	11947	16-8-B

Chuck Kato's father came to see me this morning and requested this permit for his child in a very nice way. He said that he was perfectly satisfied about every thing else, but that he and parents of these other children felt that the distance was too great to walk. He said that this change in the lunch situation will make them all happy.

Mildred E. Bennett
Elementary Principal

MEB:sk

Office of the Principal
Minidoka Project Schools
Hunt, Idaho
February 24, 1943

Dear Parents:

No doubt you have been wondering about a report card for your child. Teachers and administrative staff have been working on one for months, and we hope that we have arrived at one which will be meaningful to you and to your child.

The elementary school children of Hunt come from 96 different schools. We have samples of many of their report cards. We have tried to take the best features of all and adapt them to our particular situation. All printing must be done in Washington, D. C.; therefore, it would take considerable time. We felt sure that you would rather have a mimeographed form than to wait. Many other communities are now using the mimeographed form.

In addition to the growth in subjects and skills (the right-hand side of the card), we felt that you would want a report of progress in growth in personality (the left-hand side of the card). We place much stress on this growth because we feel it contributes so much to a child's success and happiness. In this day it is the well-adjusted person who can work and play with others who really meets with success.

On the subject matter side we no longer compare a child with the other members in the class, but rather with his own past record. A child is judged according to his own ability. We do not believe it fair to hold the same standards for the slow learner as for the fast learner. We hope to stimulate each to do his very best and beat his past mark, whatever that was. That is the reason for our explanation of the marks O, S, and U on the right-hand side of the card. They all add according to ability. We believe, also, that parents not only want to know how a child is doing in arithmetic or reading, but also why his grade or mark is what it is. That is why we have broken down the markings in subjects to give you specific weaknesses and strengths.

Since every child is different, we have left a space for comments to parents. These will be as different as the children are. You, as parents, understand your child far better than we can; at this time, therefore, we urge you to use the space reserved for parent's comments. The report cards can be a success only if we all understand them and contribute to their use.

We have tested all children in grades two and above in an effort to find out where they need most help. We are trying earnestly to set out standards as high as in any elementary school in the Northwest. We want our children to be able to fit into the school life anywhere that they may go. In order to do this, our reporting system should serve as an incentive to each child to beat his own past record, and work up to his own maximum capacity. This can be stimulated by parents as well as by teachers.

If you have comments or questions about this report, we hope you will feel free to come for a conference or write your comments and questions. Will you sign this card and return it for our files? At the end of the year, all reports will be returned to the child.

Sincerely yours,

Mildred E. Bennett

Mildred E. Bennett
Elementary Principal

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho

R. A. Pomeroy, Superintendent

Mildred E. Bennett, Principal

KINDERGARTEN PUPIL GROWTH REPORT

Name _____ Grado _____ Report Period _____

GROWTH IN PERSONALITY

Indicates Progress

1. EMOTIONAL ADJUSTMENT.....
 - a. Works and plays well with others.....
 - b. Responds cheerfully to sugges-
tions.....
 - c. Maintains good voice control....
2. SOCIAL ADJUSTMENT.....
 - a. Shows cheerful, friendly
attitude....
 - b. Willing to share, to take turns
 - c. Refrains from interrupting.....
 - d. Uses simple expressions of
courtesy....
 - e. Responds willingly to signals..
 - f. Plays fair, is a good loser as
well as a good winner.....
 - g. Respects rights and property of
others.....
3. INTELLECTUAL MATURITY.....
 - a. Has varied interests.....
 - b. Shows increasing interest span.
 - c. Shows self-dependence & self-
direction..
 - d. Expresses ideas intelligently..
 - e. Speaks distinctly.....
 - f. Does responsible thinking.....

Height _____ Weight _____

Attendance: Days due _____

Days absent _____

Times tardy _____

Remarks to Parents _____

GROWTH IN INTEREST AND ACTIVITIES

O-Outstanding According to Ability
S-Satisfactory According to Ability
U-Unsatisfactory According to Ability

1. WORK HABITS.....
 - a. Handles materials well.....
 - b. Shows satisfaction in doing
work.....
 - c. Works well with others.....
 - d. Works well alone.....
 - e. Makes good use of time and
materials.....
 - f. Completes what he begins....
2. SKILLS.....
 - a. Music:
 1. Shows interest & enjoyment
 2. Sings in tune.....
 3. Responds to rhythm.....
 4. Shows creative ability....
 - b. Art:
 1. Shows interest & enjoyment
 2. Uses materials and tools
with reasonable degree of
skill.....
 3. Shows creative ability....
 - c. Literature:
 1. Appreciates good stories..
 2. Knows some of the more
familiar kindergarten stories
and poems.....
 3. Can tell stories and recite
poems.....
 4. Shows creative ability....

Parent's Comments _____

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

R. A. Pomroy, Supt. of Education

Mildred E. Bennett, Principal

PRIMARY PUPIL GROWTH REPORT

Pupil _____ Grade _____ Report Period _____

GROWTH IN PERSONALITY

Indicates Progress

1. WORK HABITS.....
 - a. Finishes work on time.....
 - b. Is accurate.....
 - c. Is neat.....
 - d. Follows directions.....
 - e. Concentrates well.....
2. HEALTH HABITS.....
 - a. Comes to school clean.....
 - b. Seems to get sufficient rest.....
 - c. Practices health habits.....
3. PERSONAL ATTITUDE.....
 - a. Takes care of property.....
 - b. Shows good sportsmanship.....
 - c. Works well with others.....
 - d. Shows leadership.....
 - e. Does original thinking.....
4. ADJUSTMENT TO GROUP.....
 - a. Seems happy and well adjusted.....
 - b. Shares group responsibility.....
 - c. Listens when others are talking.....
 - d. Plays fair, takes turns, & respects the rights of others.....

Height _____ Weight _____

Vision Test _____

Attendance: Days present _____

Days absent _____

Times tardy _____

Teacher's Signature _____

Teacher's Comments _____

GROWTH IN SUBJECTS AND SKILLS

O-Outstanding According to Ability

S-Satisfactory According to Ability

U-Unsatisfactory According to Ability

1. READING.....
 - a. Reads with understanding.....
 - b. Shows interest.....
 - c. Reads well orally.....
2. NUMBERS.....
 - a. Reasons well.....
 - b. Understands number skills.....
 - c. Uses numbers accurately.....
3. LANGUAGE ARTS.....
 - a. Clear oral expression.....
 - b. Clear written expression.....
 - c. Has good speech habits.....
 - d. Applies spelling lessons in written work.....
 - e. Writes legibly & neatly.....
4. SOCIAL STUDIES (Geography and History)
 - a. Shows understanding of facts studied.....
 - b. Contributes to class discussions.....
 - c. Is intellectually curious.....
5. ART.....
 - a. Finishes successfully.....
 - b. Uses drawing to express ideas.....
 - c. Shows originality.....
6. MUSIC.....
 - a. Takes part in activities.....
 - b. Shows appreciation.....
7. HEALTH STUDIES & ACTIVITIES.....
 - a. Applies learnings to life situations.....
 - b. Enters into games readily.....

Parent's Signature _____

Parent's Comments _____

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

INTERMEDIATE PUPIL GROWTH REPORT

School _____

Date _____

Mr. and Mrs. _____

Address _____

Dear Mr. and Mrs. _____ :

The attached report is to show your child's growth in fundamental skills, habits, and attitudes. You will find indicated those qualities in the different phases of development which will make for your child's success and happiness. A plus mark signifies satisfactory growth. An effort should be made to further develop those items not marked plus on the report.

Sincerely yours,

Teacher

Mildred E. Bennett Principal
M. H. Forney Supt.

Pupil _____ Grade _____

Parent's Comments _____

INTERMEDIATE PUPIL GROWTH REPORT

Pupil _____ Grade _____ Report Period _____

GROWTH IN PERSONALITY

Indicates Progress

GROWTH IN SUBJECTS AND SKILLS

O-Outstanding According to Ability

S-Satisfactory According to Ability

U-Unsatisfactory According to Ability

1. WORK HABITS.....
 - a. Begins work promptly.....
 - b. Completes tasks on time.....
 - c. Is accurate.....
 - d. Is neat.....
 - e. Follows directions.....
 - f. Concentrates well.....
 - g. Requests help when necessary....
 - h. Responds well to suggestions....
 - i. Uses leisure time profitably....

2. HEALTH HABITS.....
 - a. Comes to school clean.....
 - b. Is neat in appearance.....
 - c. Seems to get sufficient rest....

3. PERSONAL ATTITUDE.....
 - a. Takes care of property.....
 - b. Shows good sportsmanship.....
 - c. Works well with others.....
 - d. Shows leadership.....

4. ADJUSTMENT TO GROUP.....
 - a. Seems happy & well adjusted....
 - b. Shares group responsibility....
 - c. Gives courteous attention when
others are speaking....
 - d. Plays fair, takes turns, res-
pects rights of others....

Height _____ Weight _____

Vision Test _____

Attendance: Days present _____

Days absent _____

Times tardy _____

Teacher's Comments _____

1. LANGUAGE ARTS.....
 - a. Reading and Literature.....
 1. Reads with understanding....
 2. Reads clearly & expressively..
 - b. Spelling & Word Study.....
 1. Applies words learned.....
 2. Uses dictionary effectively..
 - c. English.....
 1. Shows originality.....
 2. Uses correct English.....
 3. Tries to improve speech habits
 - d. Writing.....
 1. Writes legibly.....
 2. Arranges work carefully.....

2. SOCIAL LIVING (Geography and
History).....
 - a. Develops understanding & appre-
ciation of peoples & places....
 - b. Has an inquiring mind.....
 - c. Contributes to class activities

3. ARITHMETIC.....
 - a. Masters fundamentals.....
 - b. Applies knowledge.....

4. SCIENCE & HEALTH.....
 - a. Shows interest in the world
about.....
 - b. Applies learnings to life
situations.....
 - c. Practices good health habits..

5. ART ACTIVITIES.....
 - a. Shows creative ability.....
 - b. Appreciates art principles....

6. MUSIC.....
 - a. Enjoys music.....
 - b. Participates in music activities

拝啓

兼て本校生徒の学業成績に關しては父兄各位には色々御心配中の御事と推察申上げます。

さて当学務当局は教師一同と共に過去数ヶ月間学業進歩の爲に懸命努力致しました結果、今

回ここに意義深き報告申上げることになりました。仰も当ハント小学校の生徒は六十六校より轉校と

矢張りしました。而して各生徒の所持してゐる通知簿を一覽しますと夫々特徴があります。誠にその中の取

もよいと信じらるるものを取上げて、それを現代特種

の環境にある生徒に最もよく適應する様に考案して今回お送りする通知簿を作成しました。

学科の熟練上達に關しては通知簿の右面に記入しましたし、品性の陶冶、人格の向上に關しては左方に記入しました。特に品性の陶冶、人格の修養

には教師一同最も力を注ぎました。即ち兒童が將來の成功と幸福とはその人格と品性に關する所大

であるからであります。当今眞の成功をなす人は他人とよく協調してよく学びよく遊びよく働く

ことの出来る人、換言すればよく均整のとれた人格者であります。即ち崇高な人格の持ち主であります。これ本校教育の重点と人格修養に

要した所以であります。学科の考査は同級の他生徒と比較するよりも寧ろ本人の過去の成績と比較検討して本人の

能力に基いて成績を判定しました。かく本人の能力によつて判定することが、学びの速い生徒も

学習の遅い生徒も一律の標準によつて判定するより公平な方法であると思ひました。故に

の方法を用ひました。学務当局は生徒が最善を盡して過去の成績を凌駕する様に指導しました。

また採点の方法については通知簿の右の方に、S、Mの説明を加へましたが何れも生徒の能力を基として採点したものです。

惟ふに父兄各位は教師より一日詳細に兒童を了解して居られますから、是非其を御意見と同様の御見解を通知簿の

左の下方に餘白を置きました。故に、必ず御意見を書き下さる様特に切望申し上げます。
 此れ畢竟、教師と父兄各位が協力一致、通知簿を善用して學業の進歩を計り、人格の向上を期する所以であります。何卒御意見を申書き下さい。

先般全校生徒を試験して、彼等の長所、短所を鑑別し、長所をのばし、特に短所を補ふ点最も適切な指導を与へんと努力しております。

私共教師は本校の學業を米北西部の如何なる小學校にも劣らない成績にしたい為懸命努力しております。私共は我が生徒が如何なる小學校に轉校しても行く先々にこれと比し学校生活を営み得る様に教育してあります。これが為には過去の成績よりも好成績を得が得る様を奨励する方法を通知簿を作製しました。就ては父兄各位にも通知簿を利用し、生徒を奨励して下さい。

拙筆に當つて特にこの通知簿に対して御意見なり御質問が有りますなら、本校にお話し下さいませ。または一筆お書き下さる様希望いたします。尚ほ周覽を見下さいましたら、署名の上お返し学校へは返送下さい。學校では保管して置いて、學年末に夫々生徒に渡します。敬具

一九四三年三月

ミネドカ小學校々長

ミルドレッドイーベネット

父兄各位

（英文手紙抄譯）

Mr. Townsend

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho
Feb. 25, 1943

MEMORANDUM TO: All Teachers

FROM: Mildred E. Bennett, Elem. Principal

SUBJECT: Pupil Growth Reports

Our growth reports have been mimeographed and are now ready for the teachers to fill in. We hope that the final spacing, blocking, and general format meets with your approval. We have tried to be consistent on all three levels. We would like to make the following recommendations when you fill in the cards:

1. Let us use no marks but O, S, U, and \pm on the blanks. In other words, no plus or minus is to be used on the right-hand side and only plus and blank on the left-hand side.

2. Great care should be exercised in writing in all headings.

3. These growth reports should be individualized by the comments to parents. We hope that these be of a nature that will indicate to parents that you are attempting to understand each individual child. These comments need not all be in the nature of praise, if you feel another suggestion is needed.

4. All growth report cards should be accompanied by the letter to parents written both in English and in Japanese. The Japanese copies are not ready as yet but will be ready by the time your growth reports are sent home.

5. Cream Manila envelopes have been ordered for these growth reports and will be placed in your box as soon as they arrive. These should be addressed to the parents.

6. These growth reports should be discussed in great detail on the primary and on the intermediate levels. If your child understands his report, the chances are great that the parents will understand it likewise. We would recommend that you take at least an hour to go over these reports with the children. In some cases, teachers may wish to have the children help in the evaluation.

7. We are borrowing scales from the hospital with which to weigh and measure the children. Will you be sure that this record is kept both on their growth reports and on their health cards?

8. We believe that these reports should go home by Friday, March 5th. I would like to look over all reports before

they are sent home. When your reports are ready, will you leave them in the office for examination? They will be returned to your box at the earliest possible moment. This will give us an opportunity to keep a check on the progress of all children and will help me to be better prepared for discussions with parents.

9. All blanks should of course be filled in ink.

10. Any help which we can give you in the preparation of these cards will be given gladly.

Mildred E. Bennett
Elementary Principal

MEB:sk

*To
Bigelow &
return
S. H. T.*

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
Feb. 27, 1943

Jan 1, 1943

MEMO TO: Mr. Townsend

FROM: Mildred E. Bennett, Elem. Principal

Attached are samples of the report card which has been developed for use in the Hunt Elementary Schools. Since all printing is to be done in Washington, D. C., we decided to use mimeographed copies to avoid delay. We have tried to put in enough of the old traditional theory to give the parents and children a feeling of security and a feeling that this is really school.

The letter of explanation and interpretation to parents has been prepared in both languages to assure greater understanding and cooperation in the use of these reports.

The report marked primary will be used in grades one, two, and three. Those marked intermediate will be used in grades four, five, and six.

We thought you might be interested in having a copy of these for your files.

Mildred E. Bennett
Mildred E. Bennett
Elementary Principal

MEB:sk

Attachments

Hospital Office

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho
March 12, 1943

MEMO TO: Dr. Neher
Dr. Suzuki
Miss Cona, Public Health Nurse
Mrs. Evans, Head Nurse

FROM: Mildred E. Bennett, Elem. Principal

Attached are samples of the report card which has been developed for use in the Hunt Elementary Schools. Since all printing is to be done in Washington, D. C., we decided to use mimeographed copies to avoid delay. We have tried to put in enough of the old traditional theory to give the parents and children a feeling of security and a feeling that this is really school.

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We thought you might be interested in having a copy of these for your files.

Mildred E. Bennett
Mildred E. Bennett
Elementary Principal

MEB:sk

Attachments

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
April 21, 1943

MEMO TO: Miss Akiko Endo, Committee for Outside Contacts

FROM: Mildred E. Bennett, Elem. Principal

The following children would like to correspond with Caucasian of their age:

<u>Name</u>	<u>Address</u>	<u>Age</u>	<u>Sex</u>	<u>Grade</u>
May Yamamoto	40-4-E	9	F	4
Edward Toyooka	39-9-B	10	M	4
Arthur Tanabe	31-9-B	10	M	4
Miriam Koyama	35-8-D	9	F	4
Betty Kato	41-5-D	9	F	4
Mitsuye Kiyomura	39-8-B	10	F	4
Jeanne Go	36-5-B	9	F	4
Masae Morita	32-10-F	9	F	4
Kenneth Shimokochi	31-9-E	10	M	4
Yasuko Sato	39-10-E	10	F	4
Frances Kinoshita	39-6-F	9	F	4
Kazuko Miyake	38-2-F	10	F	4

Mildred E. Bennett
Elementary Principal

MEB:sk

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
April 22, 1943

MEMO TO: Mr. Nakagawa, Adult Education Department
FROM: Mildred E. Bennett, Elem, Principal
SUBJECT: Elementary School Program for Keirokai

The Huntville Elementary School will contribute the following numbers to the Keirokai on Saturday, April 24, at 2:00 p.m. in Recreation Hall 8:

- (1) Dramatization, the Blind Man and the Elephant, by a group of sixth graders from Mrs. Kleinkopf's room.
- (2) A clog dance, Swanee River, by a group of fifth grade pupils from Miss Hultcrantz's room.

The Stafford Elementary School will contribute the following numbers to the program to held Sunday 3:00 p.m. in Recreation Hall 34:

- (1) A group of primary songs by 12 little girls from the first grade. (Miss Koonts's and Mrs. Boatright's room).
- (2) Folk dance, Hansel and Gretel, by a group of second graders from Miss Nikolaisen's room.
- (3) Tap dance, Anchors Aweigh and School Days, by Helene Tsumoto and Setsuko Okita; music by Ted Shimano, Clarinet and Harvey Shirai, guitar.

Thank you for the privilege of contributing to this very worthy cause. We regret sincerely that previous plans prevented me from making the talk which you so kindly asked me to do. I have not felt more honored since I came to the project, and if I have not made plans in advance which involved others, I should have been most happy to be so honored.

Mildred E. Bennett
Elementary Principal

MEB: sk

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
May 4, 1943

Miss Fitzsimon

MEMO TO: All Teachers and Teachers' Assistants

FROM: Mildred E. Bennett, Elem. Principal

SUBJECT: Clean-Up Campaign, Tuesday, May 4, 1943

GENERAL INSTRUCTIONS FOR SPRING CLEAN-UP CAMPAIGN:

- (1) Every person in the school area is to participate in the clean-up campaign.
- (2) Rocks are to be piled in neat piles along the main road-ways.
- (3) Rubbish is to be piled in separate piles near main high-ways.
- (4) Every teacher is responsible for the organization, planning, and work of his own group.

SPECIFIC INSTRUCTIONS FOR CLEAN-UP CAMPAIGN:

- (1) 1:15--Classes assemble as usual; attendance checked.
- (2) 1:15-1:45--Classes organizing and planning for the clean-up activities.
 - a. Committees with captains organized.
 - b. Specific plans made so that everyone knows what he is to do and where.
 - c. Specific instructions about the over-all plan.
- (3) 1:45--Dismissal for clean-up around own barrack.
 - a. All rocks and pebbles piled along main high-ways. (On each side of the block).
 - b. All bits of sagebrush gathered up and put in rubbish pile near main high-way.
 - c. All papers put in rubbish pile.
 - d. All superfluous rocks picked off the walks.
 - e. All areas adjacent to school barrack smoothed, cleaned, and made presentable.
 - f. Coal piles, if any, moved according to attached memorandum from Mr. Townsend.
- (4) 2:30 to dismissal time--Work in playground area.
(See attached chart for assignment).

I shall be in the office during the noon hour so that any part of this plan is not clear to you, please feel free to ask questions.

Mildred E. Bennett

Elementary Principal

MSB:sk
Attachment

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

May 8, 1943

Latino's Organizing

MEMO TO: Mr. George Townsend
Chief of Community Services

FROM: Mildred E. Bennett
Elementary Principal

SUBJECT: American Association of University Women

*Return
W. 2. 1244*

Your memorandum regarding the organization of an American Association of University Women reached my desk some time ago. I have given the matter serious consideration since it was mentioned in a staff meeting some time ago. My first thought, when asked about the organization of a branch here would have been a favorable one. Now that I have worked a longer time with the people here and have heard Mr. Stafford's discussions at staff meetings about fraternizing, I am not so sure.

I have been a worker in AAUW for years and consider it a very outstanding organization. There is just one objection which I have always felt and been a little sorry about. Namely, the qualifications for membership sometimes tend toward discrimination. I should be sorry to see anything organized here which tended to divide rather than to unite. However, this objection may be very minor, and that it may be that I placed too much stress upon it. If wiser heads than mine are seeing fit to organize in other projects, then it might be well to grant our people the same privilege.

I would make one suggestion or recommendation. If an organization takes place here, I would recommend that colonists be very definitely in the majority, and that the officers be all residents. If the group is fairly evenly divided or the Appointed Personnel predominates, there would be a tendency for the residents to take a back seat. I do not think this would be a healthful situation. I have discussed the matter with Miss Ethel Fitzsimons, and she and I seem to agree thoroughly in our reactions.

You asked how many teachers would be eligible and interested. Membership can be gained only by graduation from a university on the accredited list. I do not have a hand-book here, therefore, I could not say how many of our teachers would be eligible. They are, as you know, with one exception, college graduates, but since only those colleges or universities announced by the National Association are recognized, our number would be limited. I am wondering whether the majority of university graduates among the residents other than the University of Japan are not re-located for the most part. I am of the opinion that few

would be left here. I may be altogether wrong in this impression.

Thank you very kindly for allowing me to consider this with you. I am not sure that my thinking has helped you any. May I say that should you decide that an organization is advisable here, I certainly will do every thing possible to help you.

Mildred E. Bennett
Mildred E. Bennett
Elementary Principal

MEB:si

(Copy)

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

National Headquarters, 1634 I Street, N.W.

Washington, D.C.

February 25, 1943

War Relocation Authority
Washington, D. C.

Gentlemen:

We are communicating with the state presidents and membership chairmen concerning the organization of branches of the AAUW in Relocation Communities for War Evacuees, wherever there are enough women eligible to membership to organize a branch. We understand that there are numbers of university women among the evacuees and the administrative personnel, and we believe that branches established in the Relocation Communities would thrive best if their membership included both groups.

We are furnishing you with details about the AAUW and its activities. Though the responsibility for taking the initiative in the formation of a branch is that of the state officers listed in the enclosure, you may care to share these information kits with the project directors in Relocation Communities who can in turn share them with the women interested.

It should be noted that only those women with approved degrees from approved institutions listed in the A.A.U.W. Membership booklet are eligible to join the Association. The national membership fee is \$2.00 and is paid to the national Headquarters office at 1634 I Street, Northwest, Washington, D. C., by those not connected with a branch. If there is a sufficient number of eligible women to organize a branch, the \$2.00 fee in addition to the local assessment for branch work should be paid to the branch treasurer. The procedure to follow in organizing an AAUW branch is given in the kit of materials which accompanies this letter.

Yours very sincerely,

(Signed) Kathryn McHale

Kathryn McHale
General Director

Enclosed:

- 10 - How to Organize a Branch
- 10 - National Charter and By-laws
- 10 - Eligibility List
- 20 - Application Cards
- 10 - What is the AAUW?
- 10- Handbook
- 10 - Publications
- 10 - Journal
- 10 - General Director's Letter

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

I. Correspondence

Correspondence on organizing branches of the AAUW at centers, and concerning all other AAUW service matters, should be addressed to Dr. Kathryn McHale, General Director, American Association of University Women, 1634 I Street, N.W., Washington, D.C.

II. Organization

The AAUW was founded in 1882 by seventeen graduates of eight colleges. It now has approximately 73,000 members in 915 communities covering each state. In their communities AAUW branches demonstrate their interest in education - in the broadest sense - in concrete ways. They are active in the promotion of public schools, nursery schools, libraries, and recreation centers. They have sponsored lectures and forums on national and international subjects. They have put on art exhibits and they have fostered Americanization work. They have also aided in the vocational and educational guidance of high school students, and sponsored children's theaters and museums.

The Headquarters staff in Washington, D.C. develops plans for study programs and communal services, and helps branches with suggestions for carrying out their activities.

III. Eligibility for Membership

There are two types of AAUW members, National and Associate. Women holding approved degrees from colleges or universities accepted by the National Association for national membership are eligible for national membership.

(List I of the AAUW membership booklet).

Associate membership is open to:

1. Women holding approved degrees from any colleges or universities on the associate membership list (List III of the AAUW membership booklet).

2. Women not currently registered as undergraduates who have completed at least two full years of non-professional work, such as would be credited toward an approved degree, as regularly matriculated students in any college or university on the national membership list of the Association (List I of the AAUW membership booklet).

Any woman who is eligible to National membership may not hold Associate membership. Associate members have full privileges in the branch, except that they may not serve as President, Vice-President, or Treasurer, or as accredited delegates to National AAUW conventions.

Ten or more national members are necessary for the formation and continuance of a branch.

IV. Membership Dues

National members pay national dues of \$2.00 a year, which includes subscription to the AAUW Journal.

Associate members pay branch dues only, but are invited to subscribe to the Journal (\$1.00).

V. Materials

In addition to the quarterly Journal which goes to all national members and subscribing associate members, two copies of the General Director's Letter, containing program suggestions, go to each branch. Each branch also receives an AAUW Organization Kit containing "How to Organize a Branch," Constitution and By-Laws, Handbook for AAUW leaders, and various other items.

VI. Supervision and Assistance Available

AAUW State Division officers will arrange for visits to the centers to aid in the organization of branches.

A.A.U.W. STATE OFFICERS

<u>STATE</u>	<u>STATE PRESIDENT</u>	<u>MEMBERSHIP CHAIRMAN</u>
Arizona	Mrs. Malborne Graham * 221-21st Place, Santa Monica, California	
Arkansas	Miss Mary Elizabeth Greening 1900 Gaines Street Little Rock, Arkansas	Miss Mattie Brown 209 East 5th Street Russellville, Arkansas
California	Miss Florence Brady 1447 Armadale Los Angeles, California	Miss Helen L. Moore 5069 Romaine Street Los Angeles, California
Colorado	Mrs. John J. Dynes 502 North Colorado Street Gunnison, Colorado	Mrs. John Zugelder 204 North Taylor Gunnison, Colorado
Idaho	Mrs. William E. Erickson 125 Johnson Avenue Orofino, Idaho	Miss Lillian Navratil State House Boise, Idaho
Utah	Mrs. Theron S. Parmalee 1360 Princeton Avenue Salt Lake City, Utah	Mrs. La Val S. Morris 168 North First East Logan, Utah
Wyoming	Miss Jessie Lummis 115 East 22nd Cheyenne, Wyoming	Mrs. Christine Fuller Lander, Wyoming

* Since the three branches in Arizona have not formed a state organization, we are giving to you the name of the Vice-President whose region includes the state of Arizona.

MINIDOKA PROJECTS SCHOOLS
Hurt, Idaho
May 11, 1943

Miss Fitzsimons

MEMORANDUM TO: Mr. Pomeroy, Superintendent of Education
FROM: Mildred E. Bennett, Elementary Principal
SUBJECT: Group Intelligence Tests

After due consideration, deliberation, consultation, evaluation and reconsideration, I believe we are ready to place an order for group intelligence tests. We have consulted now with Mr. Jensen, Mr. Light, Mr. Robert Gibson, and Miss Fitzsimons, regarding these tests and believe that the choices made met with the approval of the majority of persons involved. Will you kindly requisition from the World Book Company, 149 New Montgomery Street, San Francisco, California, the following Pintner General Ability Tests:

Kindergarten and Grade 1 (25 copies per pkg.)	7 pkgs.	Pintner-Cunningham Primary Mental Tests Form B	@ \$1.20	\$ 8.40
Grades 2 and 3	9 pkgs.	Pintner-Durest Elementary Mental Tests Scale 1	@ 1.20	10.80
Grades 4, 5, and 6	16 pkgs.	Pintner Intermediate Mental Tests Form B	@ 1.25	20.00
				<u>\$39.20</u>

We are advised in their catalog to send postage equivalent to 10% on small orders. Would this order be considered small? If so, that would mean an additional \$3.92 for postage or freight.

Miss Fitzsimons agrees with you and me that it would be most worthwhile to try out the Chicago Non-Verbal Tests which was so highly recommended by Dr. Maud Merrill. We have decided to try this in Grade 3 and compare it with the Pintner and the Individual Binet. If you still feel that this would be advisable, would you kindly place a requisition with the Psychological Corporation, 522 Fifth Avenue, New York, New York for the following copies:

150 copies	Chicago Non-Verbal by Andrew W. Brown	
	Institute for Juvenile Research	\$5.50 per hundred <u>\$8.25</u>

Thank you very much.

Mildred E. Bennett
Elementary Principal

MEB:sl

Miss Fitzsimmons

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho
May 19, 1943

MEMO TO: Mr. Pomeroy,
Superintendent of Education

FROM: Mildred E. Bennett
Elementary Principal

SUBJECT: Report on Elementary Schools
for Mr. Stafford

Since I was not at staff meeting, Saturday, I am not at all sure that in the attached statement, the proper things have been included or stressed. I have written what seems to me the policy behind our organization in present procedures, but if this does not fit in with the over-all pattern you had in mind, please feel free to disregard or change any part of this. I am sure we have more problems than I have listed, but I must be in a particularly optimistic mood today, because I can't seem to think of any problems except the ones which we would expect to find common to all the projects. I tried to list only those with which we must have help. The other, I believe, we can work out in time.

Mildred E. Bennett
Elementary Principal

MEB:si

MINIDOKA PROJECT ELEMENTARY EDUCATION

May 19, 1943

Five day nursery schools and two elementary schools were organized in September and October of 1942 for the Minidoka War Relocation Project. Elementary School actually opened, October 19. Average enrollment in the day nurseries is approximately 40. Huntville Elementary School has nine rooms with a total enrollment of 329. Stafford Elementary School has thirteen rooms with an enrollment of 447.

These schools were organized with the individual child in mind. Class size, curriculum and instruction, health program, and special activities are planned with the maximum development of the individual, whether a slow learner, an average pupil, or an exceptional child, as our optimum goal. At present, there is slightly more formality than originally planned, but the stabilizing effect upon the children seems to warrant continuation of a somewhat regular routine. The mental hygiene of the children seems to be improved and greater security felt among pupils, parents, and teachers. This regularity of attendance, of schedule, and of routine seems to offset the early reactions that "school was just a makeshift." As summer advances, we plan to gradually swing into more activity centered around our agricultural and gardening units, more recreation, and more handcraft. Next year's plans can embody a somewhat less formal procedure.

Our staff consists of:

Day Nurseries.....	20 resident teachers
Huntville Elementary School..	8 certified Appointed Personnel
	5 student teachers
Stafford Elementary School...	9 certified Appointed Personnel
	14 student teachers

Parents are intensely interested and are taking an active part in Parent-Teacher Association. Both English and Japanese is used in these meetings to insure understanding, participation, and a feeling of belonging.

Our most pressing problems are:

1. Personnel. (We have never yet had a complete staff of Appointed Personnels.)
2. Alterations to barrack buildings to provide adequate space, lighting, blackboards, supply room, and lavatory facilities.
3. Auditorium space for assemblies and large group meetings.
4. Availability of printing service for school forms.

Mildred E. Bennett
Elementary Principal

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
May 25, 1943

MEMO TO: Mr. Pomeroy, Superintendent of Education
FROM: Mildred E. Bennett, Elementary Principal
SUBJECT: Summer Assignments for Teachers

Following is a summary of the returns from Bulletin No. 8 which was sent out from your office on Saturday.

I. ARTS AND CRAFTS

Miss Morton
Miss Koch

Mrs. Murata

II. BIBLE SCHOOL

Miss Koontz
Miss Plemmons

Miss Otaka

III. CHILDREN'S STORY HOUR

Miss Koontz
Mrs. Kleinkopf
Mrs. Bauman

Miss Hester
Mrs. Boatright
Miss Yoshida

IV. COMMUNITY SERVICES WAREHOUSE

Miss Morton
Mrs. Boatright
Mrs. Kleinkopf
Mrs. Bauman

Miss Stull
Miss Plemmons
Miss Ogawa
Miss Sakurai

V. COOKING

Mrs. Boatright
Mrs. Kleinkopf

Miss Smith

VI. CORRECTIVE SPEECH

Miss Haug (Elementary)
Mrs. Bauman (Special)

Miss Hester (Kindergarten level)
Mrs. Boatright (Junior High level)

VII. CUB OR SCOUT WORK

Miss Onishi

Miss Otaka

VIII. FOLK DANCING

Miss Yoshida

IX. HOBBY CLUB

Miss Morton

Miss Onishi

X. LIBRARY

Miss Morton

Miss Sakurai

Miss Koontz

Miss Ogawa

Miss Hester

Mrs. Murata

Miss Otaka

XI. MUSIC ACTIVITIES

Mrs. Kleinkopf (Tonette Orchestra)

Miss. Stull (Class Piano and Organ)

Mrs. Meadows (Class Piano)

Miss Haug (Girls' Chorus)

Miss Hester (Toy Orchestra)

Miss Onishi (Boys', Girls', or Mixed Chorus)

Miss Stull (Accompanist)

XII. OFFICE WORK

Mrs. Boatright (School Office)

Mrs. Kleinkopf (Curriculum Laboratory)

Mrs. Murata (Other Divisions)

Miss Sakurai (Curriculum Laboratory)

Miss Ogawa (Curriculum Laboratory)

XIII. PLAYGROUND OR GROUP PLAY

Miss Haug (Baseball)

Miss Yoshida (Recreation)

XIV. REMEDIAL ARITHMETIC

Mrs. Boatright

Miss Plemmons

Mrs. Kleinkopf

Miss Smith

Miss Haug

Miss Koch

Miss Morton

XV. REMEDIAL READING

Mrs. Boatright (Lower Grades)

Mrs. Meadows (Lower Grades)

Miss Morton (Intermediate Grades)

Miss Plemmons (Intermediate Grades)

Mrs. Bauman (Lower Grades)

Miss Koch (Intermediate Grades)

XVI. SEWING

Mrs. Boatright

Miss Smith

Mildred E. Bennett
Elementary Principal

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
May 26, 1943

Miss Fitzgerald
Nursery

MEMO TO: All Nursery School Teachers
FROM: Mildred E. Bennett, Elementary Principal
SUBJECT: Assignment of Teachers

We would suggest that beginning Monday, May 31, that the three nursery teachers who were transferred temporarily, return to their original assignment. We believe the teacher load, according to enrollment, is fairly evenly distributed now. A few more transfers will be made as soon as possible, to place all teachers as near home as possible. We are happy to welcome Mrs. Aoki, Miss Ikeya, and Miss Tanaka back after their illness.

The assignments according to our book stands as listed below. If any error occurs here, will you notify us immediately.

<u>Nursery No.</u>	<u>Rec. Hall</u>	<u>Staff</u>	<u>Address</u>
I	4	Miss Yoneko Tanaka*	6-2-A
		Miss Ella Ota	4-6-C
		Miss Isako Takahashi	5-11-C
		Miss May Yasutake	4-1-C
		Mrs. Ritsuko Hamamura	12-4-F
II	16	Mrs. Mieko Mori*	14-4-B
		Miss Yoshiye Nakamoto	5-5-E
		Miss Marion Ohno	14-2-C
		Mrs. Shea Aoki	16-11-F
		Miss Laura Tabusa	17-8-D
III	26	Miss Kazuko Hoshide*	24-4-D
		Miss Kazuko Amatatsu	44-12-D
		Miss Gladys Hamano	22-2-E
		Miss Chiyeo Oyama	44-4-C
IV	36	Miss Haruye Ikeya*	39-7-A
		Miss Emiko Kobayashi	28-9-D
		Miss Kazuko Ida	24-7-C
		Mrs. Michi Fukano	40-7-E
		Miss Teruko Tanaka	35-6-A
V	40	Miss Rose Niguma*	39-7-D
		Mrs. Miyuki Maruhashi	40-3-A
		Miss Momoye Kosugi	7-4-C

Mildred E. Bennett
Elementary Principal

Miss Fitzgimons

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
May 28, 1943

MEMO TO: All Teachers and Student Teachers
FROM: Mildred E. Bennett
Elementary Principal
SUBJECT: Faculty Meeting

At the faculty meeting, Saturday morning, May 29, at 10:00 a.m., the Cumulative Record Committee will submit its proposed form for your approval. Specific plans for gardening will be discussed. Any other problems which you might have will be given consideration. The meeting will be held in the Teachers' Rest Room in Block 10.

Mildred E. Bennett
Elementary Principal

MEB:sl

Exact report on Summer staff / Activities - Assign
Weekly Program -

8:30 - 11:30

1:30 - 3:30

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho
June 1, 1943

MEMO TO: Mr. Yasumura, Community Enterprises
Block 23

FROM: Mildred E. Bennett, Elementary Principal

SUBJECT: Survey of Comic Books and Children's Magazines
Read by Elementary School Children in the
Minidoka Project Schools

We found that the survey which you requested took somewhat longer than we had anticipated. We regret the delay, but, in as much as there are 22 rooms to be surveyed, I am sure you will understand that this takes time. Attached, you will find a study of comic books which are reported by teachers of children old enough to read. The comic book, itself, is listed, the number of children per grade who read it, the total for that magazine in red pencil in the right-hand column. A summary of the comics is given at the end of the study on Page 6.

You asked, also, that we list juvenile magazines read by children in Project. These have been compiled in the same manner as the comic books, with a summary of the leading magazines at the end.

You, also, requested that we send a list of approved comics. We worked with the Project librarians on the matter. Although approved lists seem hard to find in our present supplies, we did find the following recommendations:

I. Published and recorded by the Parents' Magazine Press, 4600 Diversey Avenue, Chicago, Illinois.

- A. True Comics
- B. Real Heroes
- C. Calling All Girls

II. Published by Funny Animals Comic Company, Fawcett Building, Greenwich, Connecticut.

- A. Funny Animals

III. Published by David McKay Company, 604 South Washington Square, Philadelphia and distributed by International Circulation Company, 57 Street at 8th Avenue, New York, New York.

- A. Ace Comics
- B. Magic Comics

NIDOKA PROJECT SCHOOLS

Hunt, Idaho

June 1, 1943

COMIC BOOKS

READ BY ELEMENTARY SCHOOL CHILDREN

	Teacher:	N	O	I	M	M	T	O	
	Grade	: 3	: 3	: 4	: 4	: 5	: 5	: 6	TOTAL
1.	About Elmer	:	:	:	:	:	:	:	:
2.	Ace Comics	: 18	: 1	: 1	: 14	:	:	: 3	37
3.	Action Comics	: 8	: 9	:	: 6	:	:	: 2	25
4.	Adventure	:	:	:	: 8	:	:	:	8
5.	Air Ace	:	:	:	:	:	:	:	:
6.	Air Boy	: 7	:	:	:	:	:	: 12	19
7.	Air Fighters Comedy	: 11	:	:	: 6	: 5	:	:	22
8.	Air Race	:	:	:	:	:	:	:	:
9.	Air Trails	:	:	:	:	:	:	:	:
10.	All-American	: 9	:	:	:	:	:	:	9
11.	All Blondie Comics	:	:	:	:	:	:	:	:
12.	All Flash	: 15	:	:	:	:	:	:	15
13.	All Star Comics	: 13	:	:	: 8	:	:	:	21
14.	Andy Pandy	:	:	:	:	:	:	:	:
15.	Animal	: 16	:	: 1	:	:	:	:	17
16.	Archie	:	:	:	:	:	:	:	:
17.	Back to Superman	:	:	:	:	:	:	:	:
18.	Bambi	: 15	:	: 1	:	:	:	:	16
19.	Bat Man	: 17	: 19	:	: 13	: 7	: 6	: 22	84
20.	Best Comics	: 6	:	:	: 2	:	:	:	8
21.	Big Shot	:	:	:	:	:	:	:	:
22.	Black Hawk	: 11	:	:	:	:	:	:	11
23.	Black Terror	: 10	:	:	:	:	:	:	10

24.	Blondie	19	14	11	9			53
25.	Blue Belt	11	3		8	7		29
26.	Boy Comics	11		9		6		26
27.	Boy Commando	7			5	8		20
28.	Boy King	5						5
29.	Buck Rogers	9						9
30.	Buffalo Bill	10						10
31.	Bugs Bunny	10						10
32.	Bullet Man	16						16
33.	Calling All Girls	10	3	8		8	12	41
34.	Cap't. America			15				15
35.	Cap't. Easy	5						5
36.	Cap't. Marvel	19	24	3			19	55
37.	Cap't. Marvel, Jr.	14	16	2	6		19	47
38.	Cap't. Midnight	15						15
39.	Classic Comic							
40.	Clue Comics						10	10
41.	Comic Cavalcade							
42.	Commando Yank	7						7
43.	Cop-Cop Comics	14		11		7		32
44.	Crack	10						10
45.	Crazy	4						4
46.	Crime							
47.	Dare-Devil			15				15
48.	Detective		2					12
49.	Dick Tracy	16						16
50.	Doc Savage	5						5

[illegible]

107.	Popeye		19									19
108.	Popular					12						12
109.	Porky Pig		12									12
110.	Pyroman		7									7
111.	Raggedy ann & Andy											
112.	Rangers		14									14
113.	Real Funnies		8							5		13
114.	Real Heroes		10		3	1	10					24
115.	Real Life											
116.	Red Ryder		12									12
117.	Red Dragon											
118.	Robin Hood		12									12
119.	Santa Claus		16									16
120.	Sensation		9			4						13
121.	Shadow		13									13
122.	Smash		14									14
123.	Smiling Jack		10									10
124.	Sparkler		9			16						25
125.	Speed											
126.	Sports Comics				4							4
127.	Spy Smasher		15									15
128.	Star-Spangled Banner Kid											
129.	Sub-Mariner											
130.	Super Comics					7						7
131.	Superman		25									25
132.	Super Mysteries											
133.	Target Comics				2					7		7

134.	Super Snipe	:	10	:	:	:	15	:	:	:	:	:	25		
135.	Terry Tunes	:	:	:	:	:	:	:	:	:	:	:			
136.	The Owl	:	:	:	:	:	:	:	:	:	:	:			
137.	Thumper Meets the 7 Dwarfs	:	14	:	:	:	:	:	:	:	:	:	14		
138.	Tillie the Toiler	:	8	:	:	:	:	:	4	:	4	:	16		
139.	Tip Top	:	:	:	:	:	:	6	:	4	:	12	22		
140.	Toots and Caspar	:	:	:	5	:	:	:	:	:	:	:	5		
141.	Top Notch	:	:	:	:	:	:	:	:	:	:	:			
142.	Torch	:	:	:	:	:	:	:	:	:	:	:			
143.	True Comics	:	15	:	13	:	3	:	:	:	6	:	10	47	
144.	True Ranger Comics	:	:	:	:	:	:	:	:	:	:	:	:		
145.	Uncle Sam	:	16	:	:	:	:	:	:	:	:	:	:	16	
146.	Walt Disney Comics	:	6	:	23	:	20	:	27	:	:	6	:	25	107
147.	Wambi, Jungle Boy	:	5	:	:	:	:	:	:	:	:	:	:	:	5
148.	Whiz	:	11	:	:	:	:	:	:	:	:	:	:	:	11
149.	Wings	:	:	:	:	2	:	:	5	:	:	10	:	:	17
150.	Wonder Woman	:	13	:	8	:	:	:	:	:	:	:	:	:	21
151.	World's Finest	:	4	:	:	:	:	8	:	:	:	:	:	:	12
152.	Wow Comics	:	8	:	13	:	:	4	:	:	6	:	:	:	31
153.	Yankee & Doodle	:	12	:	:	:	:	:	:	:	:	3	:	:	15
154.	Zip Comics	:	12	:	:	:	:	:	:	:	:	:	:	:	12

WALT DISNEY COMICS	107
BAT MAN	84
FUNNY ANIMALS	69
CAP'T. MARVEL	55
LOONEY TOONS	55
BLOEDIE	53

WIDOKA PROJECT SCHOOLS

Hunt, Idaho

June 1, 1943

MAGAZINES

READ BY ELEMENTARY SCHOOL CHILDREN

	Teacher:	N	O	I	M	M	T	O	
	Grade	3	3	4	4	5	5	6	TOTAL
1.	Air News	:	:	:	:	:	:	:	:
2.	Airplanes	:	:	:	:	:	:	:	:
3.	Air Progress	:	:	:	:	:	:	:	:
4.	Air Trails	:	:	2	14	12	:	10	38
5.	Air Ways	:	:	:	:	:	:	:	:
6.	American Girl	:	:	:	:	:	:	1	1
7.	Army Laughs	:	:	:	:	:	:	:	:
8.	Boy's Life	:	30	1	:	:	7	10	48
9.	Boy's Manuel	:	:	:	17	:	:	:	17
0.	Children's Activities	:	1	4	:	:	:	:	5
1.	Children's Playmates	:	7	:	11	:	7	:	25
2.	Child's Life	:	12	:	11	20	7	:	50
3.	Farm Journal	:	:	4	:	:	:	:	4
4.	Jack and Jill	:	:	4	:	15	3	:	22
5.	Life	:	30	14	:	:	7	12	63
6.	Look	:	:	:	:	:	:	:	:
7.	Mechanics Illustrated	:	:	7	:	:	:	:	7
8.	Model Airplane News	:	2	:	:	:	:	:	2
9.	Movie	:	:	:	:	:	:	:	:
0.	Movie Stars on Parade	:	:	:	:	:	:	:	:
1.	Outdoor Life	:	:	:	:	:	:	:	:
2.	Playmates	:	1	:	:	12	:	:	13
3.	Popular Mechanics	:	:	:	15	:	:	:	15

24.	Popular Science	1	1	1	15	5	10	30
25.	Reader's Digest	1	1	8	1	1	7	15
26.	Screen Guide	1	1	8	1	1	7	1
27.	Screen Romances	1	1	1	1	1	1	1
28.	Silver Screen	1	1	1	1	1	1	1
29.	Skyways	1	1	1	1	1	7	7
30.	Star	1	1	1	1	1	1	1
31.	See Wisdom	1	1	8	1	1	1	8

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CHILD'S LIFE 50
BOY'S LIFE 48

MINIDOKA PROJECT SCHOOLS
HUNT, IDAHO
June 4, 1943

TO: Teachers in the Elementary Schools

FROM: Ethel M. Fitzsimons

SUBJECT: Gardening

The progress being made in school gardening is gratifying to all interested observers as well as to participants. Now that irrigation water is actually flowing on the Project, prospects for rapid growth of plants are very promising. It is recognized that at the present time seed planting is of prime importance on the part of school groups. In view of this fact, copies of Mr. Briggs' outlines and diagrams on planting are being sent to you to supplement materials which you now have on hand. Because these suggestions which Mr. Briggs makes are directly pertinent to planting, it would be well for teachers and pupils to make thorough acquaintance with this information before putting the seed into the soil.

The cards which have come in are proving helpful toward finding and distributing materials which should be helpful in various units now underway. Two cards have not yet reached the Curriculum office.

Counting materials coming to you today you should now have in your hands sheets with the following heads.

Mr. Briggs' materials:

1. Suggestive Gardening Outline
2. Vegetable Time Chart
3. Vegetable Distance Chart

Curriculum Office Materials:

Elementary Science and Gardening
Snake River Valley Soil
Suggestions on Teaching Plant Life
Gardening Studies
Suggestions for Use in the Study of Ants
Suggestions for Studying Chicken Ways
Snail Study
Questions to Guide Observations
The Garden Snail
Suggestions for Use in the Study of the Earthworm

You may be interested to know the following miscellaneous items of information. It is better to study specifically one subject in a group than to spread information over a wide range. Example: Ant study can be representative of the insect group. Study of Lamb's quarter can be representative of weed study. The grasshoppers may be used as typical insects

There are in the Curriculum office five rolls of cellophane which can be used for mountings when called for. It is gratifying to know that many gardening activities are underway. Already collections of fine materials representing activities have been assembled in the Curriculum office. Additional write-ups of activities and units are welcomed at all times.

Ethel M. Fitzsimons
Curriculum Adviser

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

June 4, 1943

Miss Fitzsimons

MEMO TO: Mr. Pomeroy, Superintendent of Education
FROM: Mildred E. Bennett, Elementary Principal
SUBJECT: Office Helpers

Our nursery school teachers had their regular meeting in our office, Wednesday of this week to discuss their problems and to receive additional guidance from Miss Fitzsimons and me.

The following persons who are able to type have volunteered to come to your office and to do whatever they can to help you next week. Several of them do not take shorthand, but I think you will find most of them careful workers.

Monday, June 7

Miss Marion Ohno
Miss Kazuko Noshida

Tuesday, June 8

Miss Kazuko Amatatsu

Wednesday, June 9

Miss Emiko Kobayashi
Mrs. Michiko Fukano

Thursday, June 10

Mrs. Miyuki Maruhashi

These girls were asked to report to you by 2:00 and to put in at least a couple of hours or such time as you need them. We hope this will be of benefit to you, and we think it will be good training for them.

Mildred E. Bennett
Elementary Principal

MEB:si

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

June 4, 1943

Miss Dirksen

MEMO TO: Mr. Kanno, Placement Office

FROM: Mildred E. Bennett, Elementary Principal

SUBJECT: Reclassification of Nursery School Teachers

We have discussed the matter of reclassification of nursery school teachers with the Administrative Staff, and all are inclined to agree with you that the head teachers, at least, in each nursery school should be raised to the \$19.00 classification. However, we feel that this should await the development of all-day nurseries. At the present time, these girls have the children with them in the mornings but are left pretty much to their own devices in the afternoon. Some of them work very hard on preparation for the next day, but due to the fact that their recreation halls are used for so many other purposes, their day is, at the present time, broken into, very much. I, personally, (and the rest of the Administrative Staff agrees with me) would find it very hard to justify raising their classification at this time.

We are expecting a new member of the Appointed Personnel, a Miss Dirksen, who will take the responsibility of nursery schools and devote full time to their planning and supervision at least for the summer. In order to meet the need for greater employment on the Project, we plan to operate all-day nursery schools which will free mothers to work. Until this can be developed, we would recommend that nursery school teachers' salaries remain as they are. When the new program has developed to a sufficient state to warrant reclassification, either Miss Dirksen or I will contact you.

Thank you very kindly for your interest in our nursery school people.

Mildred E. Bennett
Elementary Principal

MEB:ei

MINIDOKA PROJECT SCHOOLS

Post, Idaho

June 5, 1943

Miss Fitzgerald

SEND TO: Mr. Cecil Wilder, Project Steward, Block 23

FROM: Mildred E. Bennett, Elementary Principal

SUBJECT: Lunch Permits for Student Teachers

The two student teachers named below teach school in Block 32 and live in Block 41. Quite frequently, they have playground duties to perform during the lunch hour. They have asked whether it would be possible to have lunch permits to eat in this area, so that they could have more time to spend at school. If you find this possible, we would appreciate it very much.

The girls are:

Lily Sakurai	41-9-8	Ident. No. 15471
Ruth Ogawa	41-12-4	Ident. No. 10866

Mildred E. Bennett
Elementary Principal

MEB:ml

Miss Fitzsimone

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
June 9, 1943

MEMO TO: Mr. Cecil Wilder
Project Steward

FROM: Mildred E. Bennett
Elementary Principal

SUBJECT: Lunch Permits

Recently, one of our school families was moved from Block 22-3-CD to Block 15-7-AB. Since these children are in Grades 2 and 4, both of which are badly crowded at Huntville, we must insist that they continue in Stafford School until school is out. This means that they must eat their lunch in or around Recreation 32 because of the great distance involved. Could we secure lunch permits for:

Alice Inoki Ident. No. 16894 Address 15-7-AB
Tom Inoki Ident. No. 16894 Address 15-7-AB
to eat in or around the area of Recreation 32.

Thank you very much.

Mildred E. Bennett
Elementary Principal

MEB:sl

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
June 9, 1943

Miss Fitzgerald

MEMO TO: Mr. John V. Briggs
Recreation Hall 24

FROM: Mildred E. Bennett
Elementary Principal

SUBJECT: Garden Seed

We are beginning to do our planting at
Stafford School garden and find that we need more
of the following seed:

Klondike Watermelons
Boston Pickling Cucumbers
Hale's Best Canteloupes
Squash
Scarlet Globe Radishes

You will note we are not stating definite
amounts because I am afraid we don't know, but we
say that approximately three rooms need this
supply. I am sure your good judgment can take
care of the matter.

Thank you very kindly.

Mildred E. Bennett
Elementary Principal

MEB:ai

Miss Fitzsimmons

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
June 9, 1943

MEMO TO: Minidoka Project Church Council

ATTENTION: Rev. Fukayama
Father Tibesar

FROM: Mildred E. Bennett
Elementary Principal

SUBJECT: Teachers for Church School

At our faculty meeting, Saturday morning, the dates and plans for Church School were discussed. You remember that we had agreed to free additional teachers to help you in your Church School should they be interested. You already had word that Miss Otaka, Miss Koontz, and Miss Plemmons would help you. The following additional ones agreed to help with the Protestant Bible School:

Ruth Hultcrantz	5th grade teacher	Huntville School
Jewell Boatright	1st grade teacher	Stafford School
Marjorie Queen	3rd grade teacher	Huntville School

In the Catholic Church School, Mrs. Nancy Bauman has agreed to help if she is on the Project at the time when the Catholic Church School is held.

If there is anything further which we, as an Administrative Staff of the School or as residents of the Project, can do to aid in your worthwhile plans, we shall be glad to have you call on us.

Mildred E. Bennett
Elementary Principal

MEB:si