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MEMORANDUM OF UNDERSTANDING
CONCERNING THE OPERATION OF
SCHOOLS AT THE MINIDOKA WAR
RELOCATION CENTER

(1) Authority

Executive Order No. 9102, dated March 18, 1942, directs the
Director of the War Relocation Authority:

"To formulate and effectuate a program for the removal,
from the areas designated from time to time, by the
Secretary of War, or appropriate Military Commander,
under the authority of Executive Order No. 9066, of
February 19, 1942, of the persons or classes of per-
sons designated under such executive order, and for
their relocation, maintenance, and supervision."

In order to effectuate this program, the Director is authorized to
provide for the relocation of such persons in appropriate places,
provide for their needs in such manner as may be appropriate, super-
vise their activities, provide for their employment at useful work,
and to secure the cooperation, assistance, and services of any govern-
mental agency. In accordance with this authority, the Minidoka War
Relocation Center has been established at Eden, Jerome County, Idaho.

(2) Scope of Memorandum

It is the purpose of this memorandum to indicate the plans,
policies, and functions of the War Relocation Authority and the
Idaho State Board of Education with respect to the education of
persons located at the Minidoka Relocation Center. The memorandum
sets forth basic principles that are intended to govern the education
program, but it is understood that changes and modifications will be

made if necessitated by the course of future events.

(3) Responsibility for Education

The War Relocation Authority recognizes that responsibility for the creation, maintenance and government of the public school system has traditionally been a state and local responsibility in the United States, and wishes to enter into cooperative arrangements with the states in which the relocation centers are located, in order, as far as possible, to preserve this responsibility.

here The War Relocation Authority recognizes that the establishment of the Minidoka Relocation Center, placing some 10,000 persons of Japanese ancestry from other states in a sparsely settled area of Idaho, raises many unique and special problems. This area is not subject to state or local taxation and is now under federal jurisdiction. Under these circumstances, it is the consensus of the parties to this memorandum that the educational needs of the persons living in this area should be financed by the Federal Government, but that the assistance of the Idaho State Board of Education should be enlisted in the planning and supervision of the school curriculum and program, the selection of personnel, and the maintenance of educational standards.

(4) Financing

here The schools at the Minidoka Relocation Center will be financed throughout the existence of the war emergency by the War Relocation Authority. The Authority will also construct the necessary school

buildings and facilities. The funds of the War Relocation Authority will be available for the operation of schools from the kindergarten through the high school level.

(5) Teachers

Teachers and school administrators will be provided by the War Relocation Authority in the relocation schools. The War Relocation Authority plans to use citizens of Japanese ancestry as teachers wherever they are able to conform to state requirements. Teachers who are unable to meet state requirements but who hold preliminary certificates will be eligible to serve as practice or cadet teachers under appropriate supervision. It is contemplated that approximately 80 per cent of the teachers will be Caucasians, and 20 per cent will be of Japanese ancestry.

(6) School Board

A School Board to consist of a chairman, appointed by the Project Director of the War Relocation Authority, and four other members who will be elected by project residents, will be established for the relocation center. Its duties will be to advise and consult with the superintendent of schools of the relocation center on curriculum, program, personnel and budget. Voting for school elections shall be under the same regulations as in other project elections. Either Japanese or Caucasians shall be eligible for election to the School Board.

(7) Superintendent of Schools

The Superintendent of Schools of the Minidoka Relocation Center

will be appointed by the War Relocation Authority under U. S. Civil Service, with the approval of the Idaho State Board of Education.

(8) Relations with Idaho State Board of Education

It is agreed that the services of the Idaho State Board of Education will be extended to the schools on the Minidoka Relocation Center to assist in planning and supervising the curriculum and program and recommending teachers, and when necessary in procuring textbooks and supplies, and that the War Relocation Authority will reimburse the State Board of Education for travel and incidental expenses incurred at the request of the War Relocation Authority.

(9) Board of Consultants

The State Board of Education will appoint a Board of Consultants of six persons, resident in the State of Idaho, who will pay an annual visit to the Minidoka Relocation Center to inspect and advise upon the educational program. Such persons shall be reimbursed by the War Relocation Authority for travel and incidental expenses incurred on such visit. Two weeks advance notice of such visit and of the names and addresses of the visiting consultants shall be given the Project Director of the Minidoka Relocation Center, so that appropriate arrangements for travel and accommodations may be made.

- (10) Neither the War Relocation Authority nor the State Board of Education is bound by any obligation in this memorandum of understanding which will entail the expenditure of funds in excess

of the amounts legally available to them, or for a period in excess
of that authorized by law.

4/19/43

C. E. Roberts
Idaho State Superintendent of Education

APPROVED:

Arthur B. Wilson
Chairman, Idaho State Board of Education

D. L. Myer
Director, War Relocation Authority

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BWH

THE MINIDOKA WAR RELOCATION PROJECT SCHOOLS

Eden, Idaho
August 10, 1942

General Facts:

The Minidoka War Relocation Project for the housing and care of Japanese is located about nine miles north of Eden, Idaho, and about twenty miles from Twin Falls, Idaho. The project has been under construction for some weeks. It is anticipated that the location of Japanese in this area will begin about August 15, 1942. Housing and other facilities will be provided for approximately ten thousand people.

The project is situated near an irrigated section of south central Idaho within sight of the mountain vacation area of the state and about one hundred miles from the famous Sun Valley resort. New land will be brought under cultivation as a part of the work of the community.

It is expected that schools will be opened for these children about October 1. About twenty-five hundred students will be enrolled in the schools, which will include kindergarten through the twelfth grade. Teachers may be inducted into the service as of September 15. It seems likely at this point that a training school for the new faculty will be conducted during the third and fourth weeks of September.

Eventually, quarters will be provided on the project for all faculty members at nominal rents. There will be housing both for families and single persons. Children of faculty members will be allowed to enroll in the schools on the project.

Purposes and Objectives:

The purposes of the school, in general, are: (1) To transmit to these children of foreign background the cultural heritage which we call the American way of life; (2) To develop in them such ambitions and skills as will cause them to find a place for themselves in our social order after the war is over; (3) To cause the growth of any creative tendencies found in these children which may be a contribution to our national life.

These purposes must be accomplished under unusual and difficult circumstances such as: (1) A home life which is not normal; (2) An immediate environment which is entirely new to both pupils and teachers; (3) A current racial prejudice caused by the war; (4) Unknown and possibly inadequate teaching materials and facilities.

Teachers accepting appointment must be ready to do some pioneering. Many problems will come up for which there is no solution. If answers are possible they must be worked out cooperatively. We need teachers with a dynamic philosophy of education and a willingness to work hard and experiment in the application of that philosophy. To those who have faith in their own ability to help create a school under entirely new circumstances this work offers a distinct challenge.

SUMMARY OF THE MEETING OF THE EDUCATIONAL PLANNING COMMITTEE

Time: 9:00 A.M., September 22nd, 1942

Place: Project Director's Office, Hunt, Idaho

Persons Present:

Mr. Stafford: Project Director
Mr. Schäfer: Assistant Project Director
Mr. Townsend: Chief of Community Services
Mr. Ross: Assistant Chief of Community Services
Mr. Pomeroy: Superintendent of Schools
Mr. Light: High School Principal
Miss Bennett: Elementary School Principal
Mr. Cole: Curriculum Adviser

Mr. Townsend opened the meeting by reading Administrative Instruction No. 23, Supplement No. 2, which sets forth the policies for schools in the relocation centers.

I. No discussion.

II. Since Idaho requires that students finish only the eighth grade and inasmuch as boys under 16 years of age are applying to go to the sugar beet fields to work, the question was brought up as to whether educational requirements could be raised for this center. That something must be done to prevent too much labor recruitment of school age children was stressed.

III. It was explained that for interpretive purposes the Japanese language is permissible.

IV. No discussion.

V. Mr. Schafer emphasized the danger of a conflict arising in this program from the inevitable demand for production by supervisors rather than instruction of students. However, inasmuch as the community and schools are sufficiently close together on this project, with careful planning and cooperation, the program can be worked out.

SUMMARY OF THE MEETING OF THE EDUCATIONAL PLANNING COMMITTEE - 2

Mr. Stafford stated that the only way some experiments which he has in mind in agriculture and other necessary work can be accomplished is through the schools. He also stated that Mr. Gibson, Assistant Director of Education from the Regional Office, has already requested all possible facilities for vocational apprenticeship to carry on this work here.

- VI. Mr. Schafer stressed that due to the abnormal way of living here, care must be taken against the disintegration of family units. This project tends to tear apart closely knit families and accentuates the Issei-Nisei conflict.

Miss Bennett explained that with the organization of mothers' clubs to aid in nursery activities, she hopes to take care of the problem.

Mr. Ross explained about cooperative nursery education in which the parent learns along with the child. In such a plan the danger of a rift between the parent and the child may be coped with.

- VII. Although a number of colonists will be asked to help, the teachers are expected to be kept quite busy with adult education.

Mr. Light suggested that teachers who work with adults at night should be relieved of part of their day school schedule to conserve their energies.

- VIII. No discussion.

- IX. Mr. Townsend stated that Boy Scout units have already been organized.

- X. No discussion.

- XI. Because of the complex procedures and requirements, the possibility of immediate action on the part of religious denominations to start schools in the center is believed remote.

SUMMARY OF THE MEETING OF THE EDUCATIONAL PLANNING COMMITTEE - 3

The preliminary statements of the Agenda were read by Mr. Townsend.

1. It was generally agreed that a one-week workshop for the orientation of teachers be held from September 28th to October 4th. Mr. Schafer suggested that another one be held later.
2. As a general plan is too slow, an organized schedule will be essential. Mr. Townsend suggested the following:
 - a. Monday, Tuesday and Wednesday be set aside for the education of teachers through what the staff is able to give them.
 - b. On Wednesday evening a mass meeting of teachers and all supervisors is to be called by Mr. Stafford so that the whole Caucasian staff will know the philosophy and principles of the educational program.

It was especially stressed that the plans for the mass meeting must be carefully worked out by the staff beforehand and very tactfully presented as care must be taken to avoid a feeling of resentment toward the educational division.

Another suggestion was that teachers survey the community with various division chiefs so that they may have a better knowledge of the community in respect to vocational opportunities.

3. Mr. Cole stated that he has already requested that someone be made available from the Albion Normal School to give the teachers a background on the history, geography, and geology of the local area. He also requested that someone be available to present the story of irrigation in this area.

Mr. Stafford suggested that the reclamation men who are already on the project may possibly aid in this.

4. Yes, all of them.
5. Yes. The large number of cadet teachers and the shortage of Caucasian teachers may make it necessary for the ratio of Japanese Americans to Caucasians be changed from one out of five to two out of five.

The Japanese American employees of all divisions will attend the mass meeting. On other issues their opinions, as well as those

SUMMARY OF THE MEETING OF THE EDUCATIONAL PLANNING COMMITTEE - 4

of the Isseis will be considered. The participation of Colonists will be encouraged in all curriculum work.

6. Yes, goals should be set up.
7. With the innumerable shortages the postoffice is believed to be the only possibility.
8. Minimum requirements for the opening of schools were stated as follows:
 - a. a room
 - b. a place to sit (some school furniture)
 - c. an instructor.

Report by Mr. Mann of the Procurement Department.

If various nearby stores are bought out, approximately 200 chairs may be available immediately for the workshop.

Report by Mr. Sheehan of the Construction Department.

All possible efforts will be put forth to provide minimum equipment for the opening of schools.

Lumber may be available by Thursday, and schools will be given first consideration.

The possibility of using volunteer labor and tools to construct school furniture was discussed. As volunteer crews will take more time and need careful supervision, it was suggested that as many tools as possible be secured from the colonists and put into the hands of experienced carpenters under the supervision of the superintendent of construction.

The difficulties arising from the fact that army priorities take care of food, shelter and medical aid but neglect to recognize education were discussed.

9. It was generally agreed that to start school immediately is imperative. If the difficulties arising from some sectors starting earlier or later are foreseen, the matter can be coped with.

October 5th is the tentative date for the opening of schools.

WAR RELOCATION AUTHORITY

WASHINGTON, D. C.

August 24, 1942

ADMINISTRATIVE INSTRUCTION NO. 23

Supplement No. 2

Subject: Schools in Relocation Centers

I. General

Memoranda of Understanding concluded between state departments of education and the War Relocation Authority outline the general plan of operation of schools in Relocation centers and their relationship to the public school system of the state in which the center is located. The following general policies define and govern the scope of educational activities within the center.

II. Conformity to State Educational Requirements

- A. The school shall meet state requirements for courses of study and for graduation from elementary school and from high school, and shall provide the courses necessary for admission to state colleges and universities.
- B. Requirements for school attendance shall conform to the laws of the state in which the project is located.

III. Language of Instruction

The language of instruction in all schools of all types within the center shall be English. Japanese language schools shall not be permitted to operate in any center.

IV. Length of School Year

Schools shall operate throughout the year, with one month of summer vacation during each year. The school year shall be organized to provide 180 days for classroom and vocational instruction leading toward elementary and high school graduation, and a modified summer program with work opportunities and specialized vocational experience.

V. Vocational Training

- A. Opportunity and encouragement shall be given to all students to take some vocational training before graduation from high school. At the discretion of the Project Director definite responsibilities should be assigned to schools for some part in the production operations and maintenance programs in the center and the schools should be assigned the use of such land, machinery, equipment and other supplies as are necessary to carry out these responsibilities.
- B. High school students above the age of sixteen specializing in vocational fields may, under the direction of the superintendent of education, spend one-half their time in apprentice training or work experience during the regular school year.
- C. The major part of the vocational training of students in high school must be obtained through work experience in the enterprises, offices, institutions and services in the center, and shall be carried on as apprentice training. The placement and vocational training program of the schools shall be closely integrated with the employment and production program on the project. Project Directors shall make the formulation and operation of the vocational and retraining program a responsibility to be shared by all divisions and activities on the project.

VI. Day Nurseries

Day nurseries to provide supervised play and rest periods for young children shall be carried on in all centers and operated by center residents under the supervision of a qualified evacuee leader.

VII. Adult Education

An adult education program to meet the needs of adult evacuees shall be organized on all projects. Instruction shall be carried on by qualified evacuees, project employees and teachers employed in the elementary and secondary school program. Where there is not a center resident with the training and experience necessary to organize and supervise this work, a Caucasian night school principal may be appointed.

VIII. Post-graduate and Collegiate Training

- A. Qualified evacuees may obtain leave for the purpose of attending approved institutions for post-graduate and collegiate training under the applicable regulations of the War Relocation Authority.

IX. Relations with outside Organizations

Establishment of chapters or groups of such organizations as 4-H Clubs, Future Farmers of America, Boy Scouts, Girl Scouts, Camp Fire Girls, Parent Teacher Associations, Red Cross and Clubs of various kinds in the centers shall be encouraged.

X. Religious Instruction

Religious denominations within the centers may with the approval of the Community Council be permitted the use of school premises for religious instruction at times and under conditions which will not interfere with the general school program. Hours and regulations regarding such use of school premises shall be determined by the superintendent of schools.

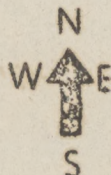
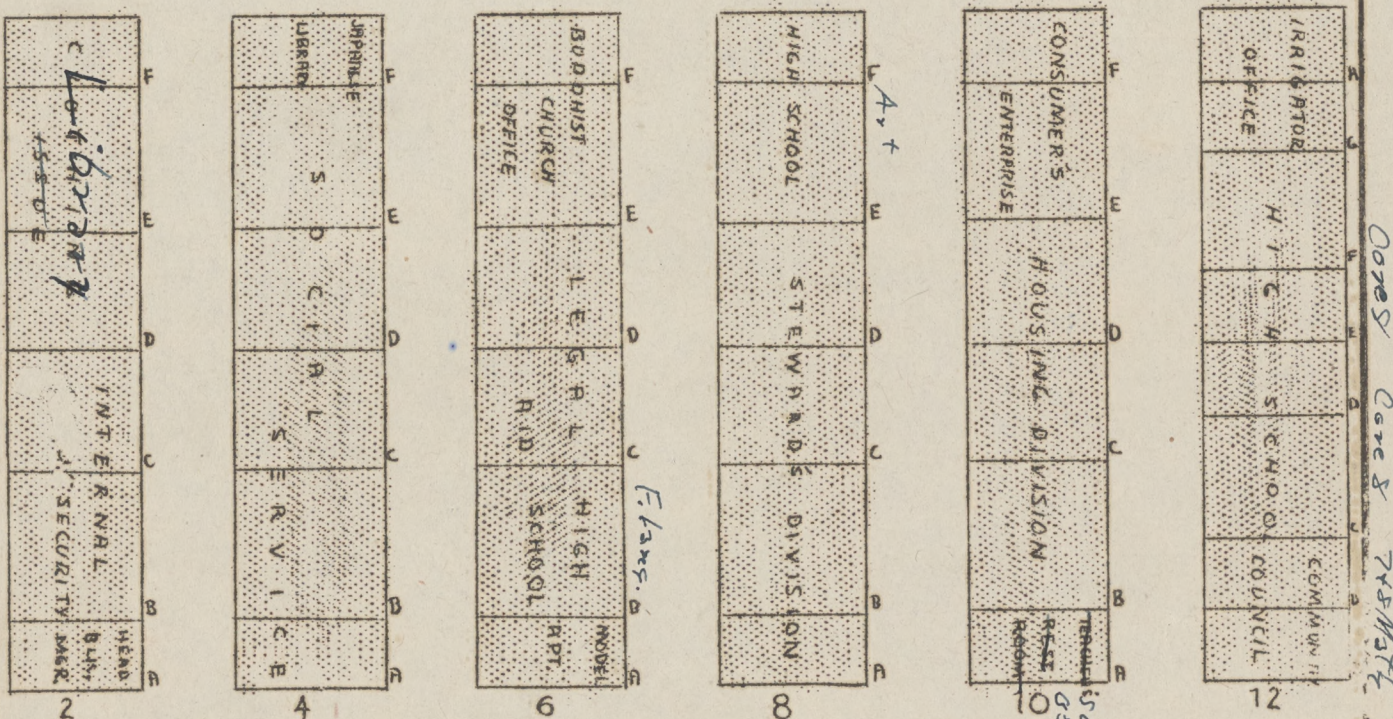
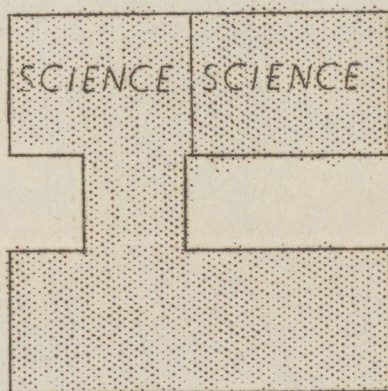
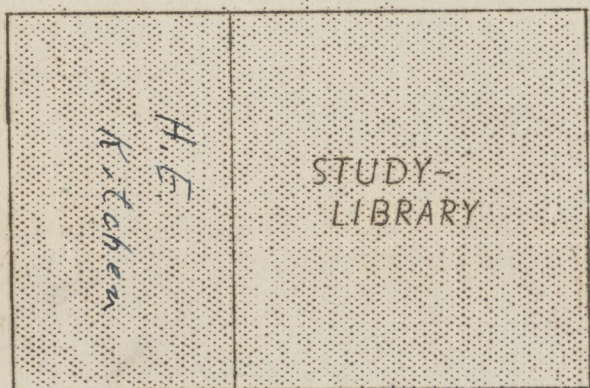
XI. Schools Operated by Religious Organizations

- A. Religious denominations within the centers may be permitted to organize full-time schools with the approval of the Community Council and the project director. Such schools shall meet all requirements for attendance, courses of study, and standards required by the state in which the center is located, and shall be inspected periodically by the War Relocation Authority to insure conformity to such standards.
- B. Full-time schools operated by religious organizations shall be required to provide buildings for school purposes under the same conditions as apply to the erection of church building. (See Administrative Instruction No. 32)
- C. All costs of instruction and operation of full-time schools operated by religious organization shall be borne by the denomination conducting such schools.

D.S. MYER (signed)
Director

SUPPLEMENT to the Irrigator

Civic ★
CENTER



PERSONNEL NEEDS

War Relocation Project Schools for Japanese

Eden, Idaho
July 24, 1942

Elementary School:

- 2 Kindergarten Teachers
- 3 First Grade Teachers
- 3 Second Grade Teachers
- 3 Third Grade Teachers
- 3 Fourth Grade Teachers
- 3 Fifth Grade Teachers
- 3 Sixth Grade Teachers

All elementary teachers should be prepared to handle their own art and music as well as other subjects.

Elementary teachers will be required to have A.B. or B.S. degrees. Beginning salaries will be \$1620 per year.

Junior-Senior High Schools:

- 11 Core Teachers
- 2 Mathematics Teachers
- 2 Science Teachers
- 1 Home Economics Teacher
- 1 Agriculture Teacher
- 1 Music Teacher (vocal)
- 1 Music Teacher (instrumental)
- 1 Industrial Arts Teacher
- 1 Physical Education Teacher (woman)
- 1 Art Teacher
- 1 Foreign Language Teacher
- 1 Librarian
- 1 Commercial Teacher

Core teachers should be prepared in both the social sciences and English, and in the junior high school grades should have a working knowledge of arithmetic and science.

Junior and senior high school teachers must have an M.A. degree or at least a fifth year of university training.

Beginning salaries will be \$2000 per year.

Administration and Supervision:

Junior-Senior High School Principal	\$3800
Elementary Principal	3200
Night School Principal	2600
Teaching Vice-Principal of Elementary School	1800
Director of Health and Phys. Educ.	2600
Supervisor of Student Teachers	2600
Director of Guidance, Testing and Placement	2600
Supervisor of Home Economics and Child Care	2600
Director of Agriculture Program	2600
Director of Shop Program	2600
Director of Athletics	2600

These persons should all be equipped with at least an M.A. degree and some qualifying experience in their particular fields.

NOTICE

ALL SCHOOL PERSONNEL WILL WORK UNDER THE RULES OF THE CIVIL SERVICE COMMISSION EARNING AND BEING ENTITLED TO BUT THIRTY DAYS LEAVE PER YEAR. SCHOOLS WILL BE OPERATED ON A YEAR ROUND BASIS.

THE MINIDOKA WAR RELOCATION PROJECT SCHOOLS

Hunt, Idaho
October 11, 1943

General Facts:

The Minidoka War Relocation Project for the housing of Japanese is located about nine miles northwest of Eden, Idaho and about twenty miles northeast of Twin Falls, Idaho. The camp will house approximately ten thousand people. The project is situated near one of the richest irrigated districts in the United States. The elevation is approximately four thousand feet. There are many warm sunny days during the summer. The temperature seldom gets above ninety-five degrees. There is little or no rain during the summer. The climate during the winter is variable. There are many winters in which the thermometer never registers below zero.

Schools:

School children are housed in made-over barrack buildings. These barracks are one hundred twenty feet long and twenty-four feet wide. They are divided into the sizes needed for the pupils which they house. Supplies and equipment are not quite like those found in ordinary school situations. However, funds are available for purchasing needed supplies and no one need worry about the lack of these.

The libraries are well equipped. There are hundreds of fine books to be found in both the elementary school and junior senior high school libraries.

There are twenty-one teachers in the elementary school and thirty-four in the junior-senior high school. There are thirteen hundred and twenty-seven pupils in the junior-senior high school and eight hundred fifty-seven in the elementary school.

School is in session five days a week. Saturdays are used for professional research and class room preparation. Teachers are required by Civil Service Regulations to work forty-eight hours per week. A school day is from 8 A.M. until 5 P.M.

Living Quarters:

There are dormitories on the project for single people. The cost of the dormitory room is \$6.00 per person, per month. People living in the dormitories will furnish their own bed linen and bath towels. Living quarters for married people consists of furnished or unfurnished apartments. The cost of these apartments varies from sixteen to twenty-six dollars per month depending upon the number of rooms to be furnished. All utilities are furnished. Meals may be taken at the administrative dining hall. The cost is thirty cents per meal.

It is hoped that living quarters will eventually be provided for everyone. At the present time, however, there is not sufficient room for everyone so many are living in Twin Falls. Transportation, so far, has

been furnished by the War Relocation Authority. There is a commercial bus line that makes regular daily trips from Twin Falls to Hunt. Teachers may use this transportation to leave the project for shopping and for other purposes.

Purposes and Objectives of the School:

The purposes of the school, in general, are: (1) To transmit to these children of foreign background the cultural heritage which we call the American way of life; (2) To develop in them such ambitions and skills as will cause them to find a place for themselves in our social order after the war is over; (3) To cause the growth of any creative tendencies found in these children which may be a contribution to our national life.

These purposes must be accomplished under unusual and difficult circumstances such as : (1) a home life which is not normal; (2) an immediate environment which is entirely new to both pupils and teachers; (3) a current racial prejudice caused by the war.

Teachers accepting appointment must be ready to do some pioneering. Many problems will come up for which there is no solution. If answers are possible, they must be worked out cooperatively. We need teachers with a dynamic philosophy of education and a willingness to work hard and experiment in the application of that philosophy. To those who have faith in their own ability to help create a school under entirely new circumstances this work offers a distinct challenge. Working in a relocation center will add greatly to a better understanding of human relationships.

MINIDOKA PROJECT SCHOOLS
HUNT, IDAHO

GENERAL AIMS

1. To facilitate adjustment to the immediate environment.
2. To develop a program which will preserve and improve individual and community health.
3. To develop loyal, democratic citizenship, both through instruction and actual practice in the school and in the community.
4. To cultivate both fundamental and specialized knowledge and skills.
5. To create learning experiences that will result in the development of attitudes and appreciations leading toward an integrated personality.
6. To educate in the use of leisure time.
- X7. To foster the moral and spiritual growth of each individual. *Sharing property, time, playmates*
8. To educate for post-war readjustment; as individuals, and as part of the family of nations.



MINI

File
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Budget

COMMUNITY MANAGEMENT DIVISION
Education Section
1945 Budget

SUPPLIES (08 account)

Textbooks		\$6000
Library books		8000
Paper supplies		5000
Library supplies		750
Magazines and other periodicals		500
Physical Education	\$1750	
Art	2000	
Home Economics	700	
Science	650	
Shop	1800	
Visual Aids	1000	
Music	850	
Kindergarten and Nursery	<u>1000</u>	
Classroom supplies (total of above)		9750
Miscellaneous		<u>300</u>
TOTAL		<u><u>\$30,300</u></u>

COMMUNITY MANAGEMENT DIVISION
Education Section
1945 Budget

EQUIPMENT (09 account)

Folding chairs		\$3000
Phonographs		200
Library tables		300
Library and classroom chairs		400
Library files		100
Gymnasium equipment		2500
Science	\$500	
Home Economics	800	
Shop (wood)	830	
Auto Mechanics	1000	
Music	500	
Social Science	<u>600</u>	
Classroom equipment (<i>total of above</i>)		4230
Playground		700
Miscellaneous		<u>120</u>
TOTAL		<u><u>\$11,550</u></u>

Instructions for Completing WRA Form 304

- Column 1 - List the position titles by Division, Section and Unit. Both appointive and evacuee positions are to be listed, with the evacuee positions as a separate group below the appointive positions. Prefix evacuee position titles with the correct assigned position number.
- Column 2 - Indicate the grade of each position title, appointive and evacuee. In the case of unallocated appointive positions, show the hourly rate of pay instead of grade.
- Column 3 - Show the number of indefinite positions presently authorized for each type of position listed in Column 1, for both appointive and evacuee positions.
- Column 4 - Show the number temporary appointive positions presently authorized for each type of position listed in Column 1.
- Column 5 - Show the requested number of indefinite positions for each type of position listed in Column 1, appointive and evacuee.
- Column 6 - Show the requested number of temporary appointive positions for each type of position listed in Column 1.
- Column 7 - Show the total man-months that the temporary appointive positions will be needed during the remainder of this fiscal year.
- Column 8 - Show the total man-months that the temporary appointive positions will be required during the quarter covered by this estimate.
- Column 9 - Show the monthly base rate of pay for each type of position listed in Column 1, appointive and evacuee.
- Column 10 - Show the monthly overtime rate of pay for each type of appointive position listed in Column 1.
- Column 11 - Total of Columns 9 and 10.
- Column 12 - Show the quarterly salary payments for indefinite appointive positions requested for the quarter covered by this estimate (objective class 01.1).
- Column 13 - Show the quarterly salary payments for temporary appointive positions requested for the quarter covered by this estimate (objective class 01.4).
- Column 14 - Show the quarterly salary payments for evacuee positions requested for the quarter covered by this estimate (objective class 01.3).

Columns 3, 4, 5, 6, 12, 13, and 14 should be totaled for each division. At the end of the estimate include a sheet showing grand totals for the whole project, with estimated cost of subsistence and quarters shown as deductions from the totals of Columns 12 and 13.

Job descriptions and justifications for all new positions proposed, appointive and evacuee, must accompany this form. This form and attachments are to be prepared in original and four copies.

WAR RELOCATION AUTHORITY

PERSONAL SERVICES ESTIMATE SHEET

1945 Budget

COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

Relocation Center Minidoka

Sheet No. 4

[illegible]

Instructions for Completing MRA Form 304

- Column 1 - List the position titles by Division, Section and Unit. Both appointive and evacuee positions are to be listed, with the evacuee positions as a separate group below the appointive positions. Prefix evacuee position titles with the correct assigned position number.
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PERSONAL SERVICES ESTIMATE SHEET Education Section

1945 Budget

Relocation Center Minidoka

[illegible]

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- Column 9 - Show the monthly base rate of pay for each type of position listed in Column 1, appointive and evacuee.
- Column 10 - Show the monthly overtime rate of pay for each type of appointive position listed in Column 1.
- Column 11 - Total of Columns 9 and 10.
- Column 12 - Show the quarterly salary payments for indefinite appointive positions requested for the quarter covered by this estimate (objective class 01.1).
- Column 13 - Show the quarterly salary payments for temporary appointive positions requested for the quarter covered by this estimate (objective class 01.4).
- Column 14 - Show the quarterly salary payments for evacuee positions requested for the quarter covered by this estimate (objective class 01.3).

Columns 3, 4, 5, 6, 12, 13, and 14 should be totaled for each division. At the end of the estimate include a sheet showing grand totals for the whole project, with estimated cost of subsistence and quarters shown as deductions from the totals of Columns 12 and 13.

Job descriptions and justifications for all new positions proposed, appointive and evacuee, must accompany this form. This form and attachments are to be prepared in original and four copies.

Instructions for Completing WRA Form 304

- Column 1 - List the position titles by Division, Section and Unit. Both appointive and evacuee positions are to be listed, with the evacuee positions as a separate group below the appointive positions. Prefix evacuee position titles with the correct assigned position number.
- Column 2 - Indicate the grade of each position title, appointive and evacuee. In the case of unallocated appointive positions, show the hourly rate of pay instead of grade.
- Column 3 - Show the number of indefinite positions presently authorized for each type of position listed in Column 1, for both appointive and evacuee positions.
- Column 4 - Show the number temporary appointive positions presently authorized for each type of position listed in Column 1.
- Column 5 - Show the requested number of indefinite positions for each type of position listed in Column 1, appointive and evacuee.
- Column 6 - Show the requested number of temporary appointive positions for each type of position listed in Column 1.
- Column 7 - Show the total man-months that the temporary appointive positions will be needed during the remainder of this fiscal year.
- Column 8 - Show the total man-months that the temporary appointive positions will be required during the quarter covered by this estimate.
- Column 9 - Show the monthly base rate of pay for each type of position listed in Column 1, appointive and evacuee.
- Column 10 - Show the monthly overtime rate of pay for each type of appointive position listed in Column 1.
- Column 11 - Total of Columns 9 and 10.
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Jan. 15, 1945.

JUNIOR AND SENIOR HIGH SCHOOL

<u>Caucasian Teachers</u>	<u>Student Teachers</u>	<u>Ass't Teachers</u>	<u>Grade</u>
<u>CORE</u>			
Tharp	Lillian Fujihira		7
Gwinn	Arthur Shirakawa		7
Peavey			8
Sisterman			8
Pollock	Stella Yoroza		9
Coombs	George Inouye		10
Fletcher		Sueko Hasegawa	10
Ammerman		Ruth Nishino	11
Gilbertson	Dixon Miyauchi		12
Herndon		Tom Kuranishi	11
Horne			9-10
<u>ART</u>			
Markholm		Masa Kishida	all grades
<u>HOME ECONOMICS</u>			
Major	Matsuko Imori		9-10
Gorkill	Esther Uchimura		12
	Misao Hayashi		11
<u>COMMERCIAL</u>			
	Masaomi Kibe	Shirley Kajikawa	all grades
<u>MATHEMATICS</u>			
Hunt	Mary Toribara		11-12
		Tsuyoshi Nakahara	9-10
Coad	Chietsu Kajiwara	Yoichi Ito	7-8
<u>MUSIC</u>			
Erlandson		Teruko Akagi	all grades
<u>PHYSICAL EDUCATION</u>			
McLoughlin	Frank Yamashita	Minor Azuma	all grades
	Thomas Hayashi		
<u>SCIENCE</u>			
Haglund	Thomas Imori		11-12
	George Uomoto		11-12
	Yoshio Sato		12
	Tats Hayasaka		

To Mrs Light
File from Teacher
 Training Dept
 February 5, 1943

JUNIOR AND SENIOR HIGH SCHOOL

<u>APPOINTED PERSONNEL</u>	<u>STUDENT TEACHERS</u>	<u>ASS'T TEACHERS</u>	<u>GRADE</u>
<u>CORE</u>			
Tharp	May Ota		7
Gwinn			7
Peavey			8
Sisterman			8
Pollock	Stella Yorozu		9
Coombs	George Inouye		10
Fletcher		Sueko Hasegawa	10
Ammerman		Ruth Nishino	11
Gilbertson	Dixon Miyauchi		12
Herndon		Tom Kuranishi	11
Horne			9-10
<u>ART</u>			
Markholm		Masa Kishida	all grades
<u>HOME ECONOMICS</u>			
Major	Esther Uchimura		12
>Corkill	Matsuko Imori		9-10
	Misao Hayashi		11
<u>COMMERCIAL</u>			
Boatright (temp.)		Shirley Kajikawa	all grades
<u>MATHEMATICS</u>			
Hunt	Mary Toribara	Tedd Kawata	11-12
		Tsuyoshi Nakahara	9-10
Coad	Chietsu Kajiwara	Yoichi Ito	7-8
<u>MUSIC</u>			
Erlandson		Teruko Akagi	all grades
<u>PHYSICAL EDUCATION</u>			
>McLoughlin	Frank Yamashita	Minor Azuma	all grades
Satterfield	Thomas Hayashi		
<u>SCIENCE</u>			
Haglund	Thomas Imori		11-12
	Tatsuro Hayasaka		11-12
	Yoshio Sato		12

APPOINTED PERSONNELSTUDENT TEACHERSASS'T TEACHERSGRADESHOP

Fleishman

Kazuichi Murakami

all grades

MINIDOKA PROJECT SCHOOLS
BUILDING I
Blocks 1 - 19

February 5, 1943

GRADE

Kdg.

1
2
3
4
5
5
6
6

TEACHER

M. Hester
Meadows
T. Senda
M. Queen
Koek
R. Hultcrantz
" "
Haug
Kleinkopf

ASSISTANT

N. Ochiai
S. Yoshida
K. Nagaoka
C. Shimizu
H. Ikeda
A. Iguchi
G. Fukano
G. Okita
R. Fukuhara

BUILDING II
Blocks 21 - 44

GRADE

Kdg.

1
1
2
2
3
3
4
4
5
5
6
6

TEACHER

C. Stull
J. Koontz
Boatright
K. Nikolaison
Bauman
N. Enking
K. Riikola
L. Sato
M. Kawamura
I. Sifton
Morton
G. Wahl
Smith

ASSISTANT

L. Yatagai
M. Date

S. Tanaka
M. Onishi
M. Iwashita
A. Ike
B. Murakami
K. Fujikado

T. Ogasawara
M. Otaka

WAR RELOCATION AUTHORITY

Minidoka Project Schools

August 10, 1942

To Applicants for Teaching Positions:

Teachers applying for employment at the Minidoka Relocation Project should consider the following information about living and teaching conditions:

Construction of the living quarters for the colonists is nearing completion. Eventually, there will be apartments for families and dormitory facilities for single teachers, but these will not be available when school opens. Teachers will have to live for a few weeks in barracks apartments without running water. Central laundry and shower facilities will be available and food will be provided at a community dining hall. These living quarters can be made comfortable and the food will be good. There will be no opportunity for teachers to do their own cooking on the project for some time. Some teachers may wish to live in neighboring towns such as Twin Falls, 20 miles distant, Jerome, 15 miles distant, and Eden, 9 miles distant, and commute to the project; however, it is the policy of the War Relocation Authority that, when facilities are provided, the staff will be expected to live on the project site and participate in the community life. A nominal monthly charge will be made for room and board.

Until school buildings are constructed by the Japanese, the schools will be housed in barracks buildings. Rooms and equipment will not be like that found in the average school plant, and teaching materials will be scarce. The resourcefulness of each teacher will be challenged many times during the first year. The purpose of this bulletin is to prevent disappointment but not to discourage applicants. Those of us on the project think we have a real job facing us and are challenged by its possibilities.

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CONFERENCE WITH ROBERT E. GIBSON

POINTS OF AGREEMENT

Aug. 16, 1942

1. We will have to order school supplies as soon as it can be done for the first quarter. This means that we will not even wait for Miss Bennet, or any of the department heads.
2. The question of materials out of which to construct tables and chairs for school use was not finally settled. Mr. Gibson at one time asked us to send in our estimate of how much material would be needed, but later he requested that we wait until we hear from him. The point at issue was; will we have to continue to use the temporary equipment after the regular equipment is available in the name of economy, and because it "has been good enough so far"; or will we discard the materials out of which the temporary ~~xxxxxx~~ equipment was made? If the equipment is replaced what will we do with the materials? Mr. Bibson wanted to inquire into the possibility of ~~xxxxxx~~ obtaining the additional funds that would be needed for the construction of temporary equipment on the project.
3. Mr. Gibson indicated that he had received information from the assembly centers regarding the individuals who had taken certain responsibilities for educational work (and other), ~~xxx~~ with some comments as to the quality of that work. Mr. James was contacted and he stated that he had no such information and that he had no knowledge as to whether or not he would receive some in the future. He state that Mr. Schafer had received an envelope containing some srt of information about each group of Japanese that had arrived, but that it seemed to be confidential. Information such as Mr. Gibson had received would be of much value.
4. It was recommended by Mr. Gibson that requisitions for assistant teachers among the Japanese be given to Mr. James with as full a statement of the qualifications desired as possible, at the earliest possible moment.
5. After surveying the school facilities ~~sxx~~ arranged for by Mr. Townsend before the a rrival of Mr. Huycke, it was recommended that two rooms be used for each class of forty pupils, and that each regular teacher have an assistant teacher from the colony for the management of this arrangement. It was further recommended that partitions be built in the bachelors' quarters and the recreation halls to divide them up according to the needs of the schools, and that physical education be held out of doors, and no considerable provisions be made for holding such activities indoors for the time being.
6. It was suggested ~~xxxx~~ and tacitly agreed that it would be well to open school by sections or groups, and tha t the

CONFERENCE WITH ROBERT E. GIBSON

sections that came in first would assist in the management of the groups that came later. The high school could well be organized to produce the temporary furniture, if that is the procedure that is finally agreed upon.

7. Mr. Gibson recommended that a member of the education staff be present at all staff meetings (the Superintendent when present) and that other members be expected to attend so that they may make more intelligent contributions to the total project program. This specific recommendation was made in connection with a rather prolonged discussion of the need for developing closer relationships with all other staff members on the project for the purpose of promoting a better educational program by both meeting the actual needs of the various divisions of the project and by utilizing their assistance and cooperation for the benefit of the pupils.

Follow up on Gibson

May we requisition
lumber for benches
+ tables for
starting school.

Order supplies as
soon as possible.

(Hold for reply)
(Send in lumber)
estimate needed
for school furniture

Get information about
jobs that Japan~~se~~ did
in assembly centers.

Send requisition for
teachers to James at
once.

Registration stenographers

20 per room with
assistant teacher
& regular teacher
working together in
2 rooms.

Educators should
be ~~represented~~ at
all staff meetings
~~and so~~

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

TEACHER DIRECTORY

ADMINISTRATIVE & SUPERVISORY STAFF:

BENNETT, MILDRED E. Elementary Principal Dorm. 14-I, Hunt; Pendleton, Ore.; Supv. Prin. & Case Worker for Child Guidance Clinic; M.A., Stanford Univ.

BRIGGS, JOHN V. Agriculture 320 N. Washington, Twin Falls; Yakima, Wash.; Smith Hughes Agriculture teacher; B.S., Univ. of Idaho; Graduate credit.

CORKILL, MARGUERITE Home Economics 1315 7th Ave. E., Twin Falls; Hobart, Okla.; W.P.A. Supv., Clothing & Child Protection Programs; M.S., Iowa State College.

FLEISCHMAN, CHARLES Director of Shop Dorm. 6-J, Hunt; Boise, Idaho; C.C.C. Educational Adviser; B.S., Northern State Teachers College, S. Dak.; Additional credits in Industrial Arts.

FOGARTY, JERRY J. Night School Director Colonial Apts., Twin Falls; Seattle, Wash.; Teacher, Univ. of Washington; Ph.D., Univ. of Washington.

HAUG, LENA Elem. Vice-Principal 145 9th Ave. N., 125, Twin Falls; Buxton, N. Dak.; 4th grade supv. at S.T.C., Bemidji, Minn.; M.A., Univ. of Minn.

JENSEN, GERALD L. Director of Guidance 221 Jefferson St., Twin Falls; Bend, Oregon; Teacher, High School; M.A., University of Oregon.

KLEINKOPF, ARTHUR Director of Tchr. Training 455 6th Ave. N., 989-W, Twin Falls; Sandpoint, Idaho; School of Educ., Univ. of Idaho; M.A., Univ. of Idaho.

LIGHT, JEROME T. High School Principal Dorm. 8-K, Hunt; Santa Barbara, Calif.; County Supt. of Schools; M.A., Stanford University.

MCLAUGHLIN, VICTOR Director of Health & P.E. Dorm. 6-I, Hunt; Marsing, Idaho; Supt. & Prin., High School; M.A., University of California.

POMEROY, R. A. Supt. of Education Reed Apts., #209, Twin Falls; Boise, Idaho; Prin., Boise Jr. High School; M.A., University of California.

RUBLE, LOUISE PYLE Librarian Dorm. 16-B, Hunt; Roxana, Ill.; Librarian, Community High School; A.B., Monmouth College; B.S. in Library Sci., University of Illinois.

JUNIOR-SENIOR HIGH SCHOOL STAFF:

AMERMAN, HELEN Core Dorm. 14-B, Hunt; Palo Alto, California; Secretary, Stanford Univ. Education Workshop; M.A., Stanford University.

ASKEW, MARGUERITE Language 312 Shoshone Ave. E. C-4, Twin Falls; Sturgis, S. Dak.; Teacher, High School; M. A., University of South Dakota.

BOATRIGHT, EUGENE C. Core 761 Main West, Twin Falls; Jefferson, Texas; Prin., Jr. High School; M.S., East Texas State Teachers College.

COAD, EDWARD E. Mathematics R.F.D. #3, 0180J4, Twin Falls; Jackson, Wyo.; Supt. of Schools; B.S., University of Oregon; Graduate credit.

COOMBS, ROBERT Core Dorm. 6-E, Hunt; Sacramento, California; Substitute Teacher, High School; M.A., Stanford University.

ERLANDSON, ERLING Music 235 North 3rd, Twin Falls; American Falls, Idaho; Music Teacher, High School; B.M., St. Olaf College; Graduate credit.

FICKE, ALBERT Agriculture Dorm. 6, Hunt; Moscow, Idaho; Soil Conservation Service; M.A., University of Idaho.

FLETCHER, MERNA Core 235 6th Ave. E., Twin Falls; Cedar Falls, Iowa; Supv., Jr. High School Social Studies; M.A., Teachers College, Columbia.

GILBERTSON, GLADYS Core Dorm. 16-D, Hunt; Pullman, Washington; Teacher, Colton, Wash.; M.S., State College of Washington.

GWINN, ALICE Core Dorm. 16-K, Hunt; Garfield, Washington; Asst., Dept. of Oriental Lang. & Lit., Univ. of Mich.; M.A., Univ. of Wash.

HAGLUND, FRANCES Science Dorm. 16-I, Hunt; Cannon Falls, Minn.; Science Teacher, Jr. College, Maryland; M.S., University of Minnesota.

HERNDON, ELLEN B. Core Dorm. 8-D, Hunt; Los Angeles, California; Director of Dormitory, Occidental College; M.A., Columbia University.

HORNE, JAMES Core Route 3, 389-J, Twin Falls; Wolf Point, Montana; Prin., High School; M.A., Montana State University.

HUNNICUT, CHARLES Commercial Greenwood, S. C.; Asst. Prin., Pvt. Business College; B.S., Okla. A & M Col.

HUNT, M. ECCO Mathematics Dorm. 16-F, Hunt; Cambridge, Idaho; Asst. Supt., English Girls' High School, Moulmein, Burma; M.A., Berkeley Baptist Divinity School.

MAJOR, RUTH Home Economics Dorm. 8-L, Hunt; Edison, Nebraska; Eastern Illinois State Teachers College; M.A., University of Minnesota.

MARKHOLM, GENEVIEVE Art Dorm. 14-C, Hunt; Minneapolis, Minn.; Art Teacher, High School; B.E., State Teachers College, Minn.; Credits sufficient for master's, University of Minnesota.

PEAVEY, BETTY Core Dorm. 14-C, Hunt; Pendleton, Oregon; Kindergarten & Remedial Teacher; M.A., Columbia University.

POLLOCK, MARJORIE Core 126 6th Ave. N., 2255, Twin Falls; Twin Falls, Idaho; English Teacher, Jr. High School, Anderson, Indiana; A.B., Indiana University.

SATTERFIELD, VEDA Health & P.E. Covey's Motor Lodge, Twin Falls; Pocatello, Idaho; P.E. Teacher, Central Utah Project Schools; B.A., Univ. of Utah; Graduate credit.

SISTERMANS, JESSIE Core 419 4th Ave. E., Twin Falls; Berkeley, Calif.; Teacher, High School, Los Angeles; A.B., Indiana Univ.; Graduate credit.

THARP, ELMA Core Dorm. 14, Hunt; Palisado, Colorado; Teacher, Mabic College, Yokohama, Japan; A.B., Ottawa Univ.; Graduate credit.

ELEMENTARY SCHOOL STAFF:

Huntville School:

HESTER, MARGARET Kndg. Dorm. 16-A, Hunt; Evanston, Illinois; Kndg. Training School, Sendai, Japan; B.E., Natl. College of Education, Ill.

HULTCRANTZ, RUTH 5th 315 2nd Ave. N., 443-W, Twin Falls; Minneapolis, Minn.; Jr. High School, Faribault, Minn.; B.S., Univ. of Minn.

KLEINKOPF, EDITH 6th 455 6th Ave. No., 989-W, Twin Falls; Sandpoint, Idaho; Teacher, Elementary School.

KOCH, ELLA LOUISE 4th Rogerson Hotel, Twin Falls; St. Louis, Mo.; First Aid Teacher, American Red Cross; B.S., State Teachers College, Missouri.

MEADOWS, GWYNETH 1st Dorm. 8, Hunt; Campbellton, Texas; Primary Teacher; A.B., University of Texas.

PLEMMONS, ALMA 5th Kyle, Texas; Principal, Mexican School; B.S., University of Texas.

QUEEN, MARJORIE 3rd Dorm. 14-H, Hunt; Denver, Colorado; 4th Grade Teacher, Ordway, Colo.; A.B., Immaculate Heart College, Calif.

Stafford School:

BAUMAN, NANNIE L. 2nd 320 8th Ave. E., Twin Falls; San Diego, Calif.; Elem. Teacher, U. S. Indian Service; A.B., Southeastern State Col., Okla.

BOATRIGHT, JEWELL 1st 761 Main West, Twin Falls; Jefferson, Texas; Primary Teacher; M.S., East Texas State Teachers College.

ENKING, NANCY 3rd Dorm. 14-K, Hunt; Boise, Idaho; Elem. Teacher, Cocur d'Alone, Idaho; B.S., University of Idaho.

KOONTZ, JESSIE 2nd Dorm. 16-C, Hunt; Greeley, Colorado; Kndg. Teacher & Primary Prin., Albion, Neb.; B.A., Hastings College, Nebraska.

MORTON, ALYNNE 5th Dorm. 16-E, Hunt; Kansas City, Missouri; Project Supervisor, NYA; State Teachers College.

NIKOLAISEN, KATHERINE 2nd Dorm. 16-H, Hunt; Minneapolis, Minnesota; Student, completed graduate work for M.A.; M.A., University of Minnesota.

RIIKOLA, KATHERINE 3rd Dorm. 14-E, Hunt; Ely, Minnesota; 3rd Grade Teacher, Vermillion, S. Dakota; B.S., University of Minnesota.

SIFTON, IONA 5th Dorm. 14-F, Hunt; Emmott, Idaho; 6th Grade Teacher; B.S., University of Idaho.

SMITH, RUBY 6th 605 2nd Ave., N., 1495-W, Twin Falls; Cloo
Springs, Okla.; 5th Grade Teacher; A.B., Phillips University, Okla.

STULL, CHARLOTTE Kndg. 419 4th Ave., E., 2374-W, Twin Falls; Valley
City, N. Dak.; Kndg. Teacher, Kearney, Neb.; B.M., Concordia College Conserva-
tory, Fargo, North Dakota.

WAHL, GRETCHEN 6th 312 Shoshone Ave. E. C-4, 939-M, Twin Falls;
Duluth, Minn.; Art Teacher, Cicero, Ill.; B.S., University of Minnesota.

MINIDOKA PROJECT SCHOOLS
HUNT, IDAHO
Dec. 17th, 1942

A REPORT ON SCHOOL PROGRESS AND NEEDS

What has been done?

The first colonists arrived on the Minidoka Project on August 10th, 1942. Between this date and September 14th, the complete population of 9,500 people moved in. Four members of the education staff were on the project during this period; the Superintendent of Education, the High School and Elementary School Principals, and the Curriculum Adviser. In addition to recruiting teachers and making plans for school, these people worked at many other jobs in getting the colonists located. Housing assignments and recreational activity organization were among their many duties. Faculty members began arriving on the project September 15th, and they also worked at miscellaneous jobs. This experience was helpful in establishing acquaintance and friendly relations with other divisions and staff members on the project.

Our Education Workshop began on September 28th. Approximately twenty Caucasian teachers and thirty-five colonist helpers were present. The first purpose of the workshop was to become acquainted with each other, with the other staff members on the project, and with the physical aspects of the project. In addition several opportunities came to us during the workshop to gain greater insight into problems of the project and the feelings of the colonists. The second and more important purpose was to make beginning plans for the curriculum in our project schools. The

concept of a "Community School" in which all facilities of the project are available to the schools for learning experience and all problems of the community may be brought to the school for assistance in solution was adopted. This philosophy was approved by the Project Director and accepted by most of the project staff members including teachers.

During the workshop the group formulated and adopted the following General Aims as guides for our educational program in the Minidoka Project Schools:

1. To facilitate adjustment to the immediate environment .
2. To develop a program which will preserve and improve individual and community health.
3. To develop loyal, democratic citizenship, both through instruction and actual practice in the school and in the community.
4. To cultivate both fundamental and specialized knowledge and skills.
5. To create learning experiences that will result in the development of attitudes and appreciations leading toward an integrated personality.
6. To educate in the use of leisure time.
7. To foster the moral and spiritual growth of each individual.
8. To educate for post-war readjustment; as individuals, and as part of the family of nations.

In addition to these General Aims the Scope and Sequence pattern shown on the attached sheet was worked out and adopted. Within this general pattern the teachers spent some time working on Resource Units in preparation for their own work in connection with the opening of school. The workshop closed on October 10th, 1942.

There were no rooms or tables available, and it was

impossible to start school immediately following the workshop as had been planned. The Elementary School began on October 19th, and the High School began on November 16th. In the period between the close of workshop and the opening of school, teachers worked on Resource Units, examined and requisitioned material and books, and helped prepare rooms for school use. For example, a group of teachers spent three days removing partitions from barrack buildings to make rooms for school use. Others acted as janitors and truck drivers. During this time committees were appointed to break down the General Aims into Achievement Goals in the fields of Art, Mathematics, and Language Arts. Tentative forms of the Art and Mathematics reports have already been made and are being used and revised by teachers. The report from the Language Arts Committee is still being formulated.

Day Nursery Schools opened late in August to provide a program of planned activity for small children. These schools now have 151 children under five years of age enrolled. They are conducted entirely by Japanese teachers. The purpose of these schools is to supplement the home and help keep the children happy and healthy. The fact that normal home life has been partially destroyed here on the project makes this program very necessary.

The Elementary Schools with an enrollment of 737 pupils have now been in operation eight weeks. The High School with 1296 pupils enrolled in grades 6 to 12 has been going four weeks. Each week shows progress in organization and learning results. The administrative and supervisory staff is now giving intensive study to evaluation techniques and methods of reporting and recording educational progress. We hope to have an acceptable form of report for parents ready soon.

What should be done?

The following statements of what should be done next in the Minidoka Project Schools are made without reference to the relative importance of the items mentioned. The staff members would probably not agree on the relative importance of these items but they do agree that all of them should be listed.

- I. Furniture, equipment and books are much needed. All pupils including primary and now using dining hall tables which are better than nothing but far from satisfactory. There are no backs on the benches and the younger pupils cannot rest their feet on the floor. Chairs and desks are being manufactured at the Tule Lake Project and sent here to be assembled. The first shipment has arrived. Every possible effort should be made to get this furniture assembled as soon as it arrives. Desks for teachers are being made here on the project. These should be rushed. Each room should also have book shelves, cupboards, and filing space. Equipment for the Science, Shop, Home Economics, Agriculture, and Library Departments is needed very much. A higher project priority for the purchase and construction of such equipment would help. Also, if school needs could have a higher priority within the project, these needs could be met more quickly. Many books have been requisitioned and some should be arriving soon. All possible bottlenecks should be removed to reduce the time consumed between the selection of books by the teachers and their delivery to the classroom. We understand that approximately \$7,000.00 worth of library books were ordered for us by the Regional Office. We have postponed extensive requisitioning of library books until this order or some record of it arrives. A more complete and adequate library would add much to the effectiveness of our work.

- II. The completion and retention of a faculty is needed. The late start in recruiting teachers and the high qualifications required have made it impossible to recruit a complete Caucasian staff. This probably will not be true next year. The Japanese assistants and teachers secured from among the colonists are filling in, but teaching loads are still too heavy and weak spots are evident because of an incomplete faculty. The better qualified Japanese might be encouraged to stay with teaching if the wage rate for student teachers were raised from \$16.00 to \$19.00 per month. Another incentive to hold good people on these jobs would be the securing of college credit for professional study done under the Supervisor of Student Teachers. A start has been made to get the University of Idaho to credit this work. This should be pursued vigorously.
- III. The feature of our school curriculum which is most unique is our work experience program. This offers opportunity for a practical tie-up with the community. For this reason the work experience program should be pushed as rapidly as possible. Caution should be taken to avoid exploitation of the student and boondoggling on the job.
- IV. There is need for a better public health program in the schools. It is difficult for the schools to move in this matter because all health matters on the project are rightly under the direct supervision of the Project Doctor. It is recommended that a public health nurse be assigned to the hospital staff to work with the schools.
- V. The completion of family living quarters on the project so that all school employees as well as other staff members can live on the project is highly desirable. This will make for

greater community understanding.

- VI. School building which will eliminate fire hazards and provide space for special work such as shop, library, physical education, and assemblies are needed. Building plans should include playgrounds and outdoor play equipment for each school building.
- VII. It is very hard to plan an educational program for people who have no assurance regarding their future status in the group. The National Office should provide us with as much information as possible regarding plans for the Japanese people after the war. It begins to look as though our project will become a temporary abode between working seasons. Under these conditions it is difficult to maintain an interest in improving conditions here. It is impossible for future policies to be determined now, but any information we can have regarding plans for these people after the war will help us solve our problems. Will they be free to relocate as they choose? If not, what are the probable limitations to be placed on them?
- VIII. The Minidoka Project is an agricultural project. Most of the opportunities both inside and outside the project, except those directly connected with maintaining the camp, are in the field of agriculture. The people assigned to live in the project are urban people from Seattle and Portland. They have been engaged in hotel and retail businesses. If our people are to be relocated in this area and our project is to become self-supporting, an effective program of retraining must be carried on. The first step is to interest the colonists in agriculture. This presents a real challenge to the schools.
- IX. The next step in actual curriculum work is a further breakdown of the General Aims into Achievement Goals. This is now in

LINIDOKA PROJECT SCHOOLS

HUNT, IDAHO

October 22nd, 1942

The following committees are appointed to recommend achievement goals within the various subject areas for inclusion in the core classes. The following suggestions should guide committee action:

1. Achievement goals should be stated in terms of pupil behavior.
2. Achievement goals should point in the direction of our accepted general aims.
3. Achievement goals included in the core should be a part of our general education program necessary for and required of everyone.
4. Acceptance of achievement goals is a function of the entire faculty acting as a group.

Committees

Art:

Miss Markholm - chairman
Miss Lahl
Miss Queen

Miss Peavey
Miss Senda

Language Arts:

Miss Hultcranz - chairman
Miss Gilbertson
Miss Koontz
Mrs. Sato

Mr. Coombs
Mr. McLaughlin
Miss Lerman
Miss Niikola

Mathematics:

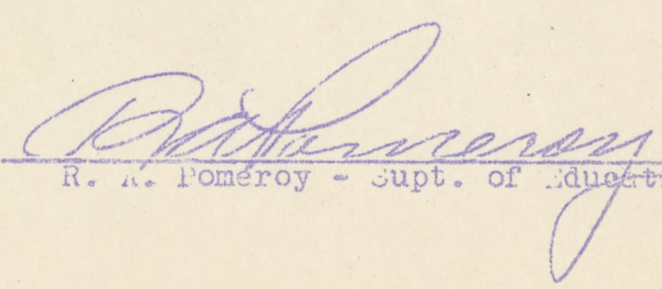
Mr. Glazebrook - chairman
Miss Hunt

Miss Nikolaisen
Miss Sifton

Book Requisitions

Teachers may submit requests for textbook adoptions and requisitions at any time. The procedure is for all teachers using the book or series of books to agree upon the selection and submit the request in writing over the signature of the teachers. These should be submitted to your principal who in turn will present them to the superintendent. Justify all requests by considering the following questions:

1. Does this material fit into the accepted curriculum design?
2. Does this material contribute to the achievement of our general aims?
3. Is the vocabulary suitable for the pupils who will use the book?
4. Is the print and paper suitable?
5. Is the book attractive?
6. Is the book durably bound?


R. A. Pomeroy - Supt. of Education

SCHOOL CLOSING PLANS

Secondary and Elementary School

May 18 is the official closing day for the elementary school. June 1 is the official closing day for the secondary school. This ends all formal elementary and secondary school education in the Minidoka Relocation Center. There will be no more elementary or secondary school teaching. This must be fully understood by teachers, parents and students. There will not be any school next fall.

Nursery School

The nursery school may continue under the direction of an appointed personnel until August 31. This will be more of a child care center than one of formal education. After August 31, if necessary to continue this child care center, it will have to be done under the direction of the evacuees.

Adult and Vocational Education

It may be advisable to continue some Americanization work on the adult level during the summer and fall of 1945. The kind and amount of this will have to be determined at a later date. Here, as in the nursery school, whatever activity is continued will have to be justified on the grounds that it is lending a helping hand toward relocation.

Summer School

There are no plans for summer school at this time. If the necessity arises for setting up activities during the summer and if such activities will speed relocation, then some teachers may be asked to take charge of such activities. However, no formal school program is being planned or will be planned. This, too, should be made clear to all parents and pupils.

Library

The elementary and secondary school libraries will close when the elementary and secondary schools close. There will be funds to pay for the services of a librarian until August 31 and perhaps September 30. The community library and the relocation library will be kept open during the fall and early winter months if they can render a service for relocation.

Staff Changes

The Washington office has asked Congress for an appropriation to pay the salaries of a skeleton crew to remain in Education after August 31. The number of the staff members to be in this skeleton crew will depend on

the appropriation made. In no case will it consist of more than eight people, probably two from the elementary school, five from the high school and Superintendent of Education. The Washington Office in an earlier communication had mentioned certain positions that should be retained but now gives no assurance that these original positions will be a part of the skeleton crew. That there will be a small crew to remain to care for supplies, equipment and records for the rest of the year I think seem wise and expedient. I think we can expect this to happen.

Elementary school teachers, after May 18 and high school teachers after June 1 are free to other types of work on the Project if they so desire. Teachers are also free to make contact with other school systems or other agencies if they wish to terminate their services with WRA. In all events all teachers should plan to either transfer within the agency or find a position elsewhere before August 31 as the appropriation does not allow for teachers salaries after that date. This will not apply to those who remain in the skeleton crew.

Due to the necessity of a complete and accurate reports which have to be left by each teachers, administrator, and supervisor it will not be wise for any teacher to transfer to another job until she has secured the permission of her immediate supervisor and the Superintendent of Education. The Washington office is asking for many detailed and accurate reports of all work that has been done in the school system since its beginning in 1942. We must be sure that each person in the Education Section has left his record in such shape that it can be interpreted by those who have to handle it later.

Records and reports

You are already working on a course of study. The elementary school course of study has been finished. The high school course of study is due May 1. The high school administration must insist that each teacher hand in his work so that the final form is in the Superintendent's office on the above date. Please do not neglect this.

WRA Form 303 should be filled out and sent with each student who leaves school. This is merely a form to act as a temporary transcript or report card.

Teacher Personnel Record Forms 282 and 283 are on file in the Superintendent's office. These forms may be sent to other government agencies at the request of the teacher.

OSYA Classes

Mr. Linke's class in farm carpentry will close April 1. Mr. Simerly's class in repair of farm machinery will continue at least until June 1.

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

October 28, 1942

The following people have consented to come into the schools and assist when needed. Special skills are listed opposite each persons name. Please contact these people ahead of time so that they can plan to meet your group with as little inconvenience to them as possible. Remember these are colunteer workers, and we should be considerate of their time. A personal contact with these people is recommended in making the first approach.

<u>Name</u>	<u>Address</u>	<u>Special Skills</u>
Ammerman, Helen		sewing, knitting, crocheting, Benet testing, psychiatric social work, mental testing
Bennett, Mildred E.		mental hygiene, child guidance, reading techniques, forum discussions, social functions, child and adult psychology, folk dancing
Chiba, Mrs. Y.	28-5-A	knitting, golf
Coombs, Robert		dramatics
Fujikado, Mrs. M.	26-10-B	flower arrangements (no equipment)
Fukuyama, Tsutomu	38-10-B	folk dancing, temperance talks
Hester, Margaret		recorder (something like a flute)
Hosokawa, Mrs. S.	8-1-A	flower arrangement (all types)
Hunt, K. Ecco		Burma and India with examples of handiwork
Iwamura, Kenneth	6-10-A	photography
Matsuda, Haruye	28-5-C	flower arrangements
Mizuki, Mr. G.	21-1-E	landscaping
Morishita, Mrs. K.	7-3-A	Dennison crepe paper craft, sewing, designing, knitting, crocheting
Nakagawa, Margaret	5-9-D	music--theory, history, instrumental (piano)
Nakatani, Mrs. F.	36-3-E	Japanese music and dancing
Nitta, S.	13-10-E	judo
Okawa, Kiyoshi	17-10-C	photographic, retouching
Shiota, D.M.	23-7-E	carpentry (builder and cabinet work)
Shoji, Mrs. G.	28-12-B	flower arrangements
Sharp, Elma R.		Japan with occupational pictures and other materials, China, Philippine Islands
Toribara, Frank Y.	28-11-H	architect
Toribara, Mary	28-11-G	taxonomy of grasses in the Northwest
Wahl, E. Gretchen		puppet and marionette construction, masks, clay modeling, jewelry and metal work, leather tooling, stage and costume design, doll making, painting, drawing, basketry, batik, cardboard and paper construction, soap and wood carving, tie-dye work, finger painting
Watanabe, Frank	5-5-A	design, charcoal painting, oil painting, elementary and adv. lettering, etc.
Yasui, Minoru	30-9-E	tennis training, sportsmanship
Yoda, Takako		law, speech, parliamentary procedure
		typing, piano

TOTAL EXPENDITURES FOR THE THIRD QUARTER

SUPPLIES

1. <u>Text Books</u>		
High School	\$776.84	
Elementary School	<u>15.00</u>	
Total		<u>\$791.84</u>
2. <u>Paper Supplies</u>		
High School	\$702.47	
Elementary School	<u>1036.74</u>	
Total		<u>\$1739.21</u>
3. <u>Art Supplies</u>		
High School	\$91.45	
Elementary School	<u>----</u>	
Total		<u>\$91.45</u>
4. <u>Miscellaneous</u>		
High School	\$713.98	
Elementary School	<u>105.98</u>	
Total		<u>\$819.96</u>

EQUIPMENT

1. <u>Library Books</u>		
High School	\$569.77	
Elementary School	<u>292.92</u>	
Total		<u>\$862.69</u>
2. <u>Miscellaneous</u>		
High School	\$664.20	
Elementary School	<u>187.75</u>	
Total		<u>\$851.95</u>

SUMMARY

Total Expenditures for supplies	\$3442.46
Allotment for supplies	<u>3362.00</u>
Exceeds our allotment	<u>\$80.46</u>

ALLOTMENT FOR 08 ACCOUNT (SUPPLIES) FOR
FOURTH QUARTER (APRIL TO JUNE)

High School

General Classroom Supplies	\$1200
Art and Music Supplies	240
Text Books	500
Science Supplies	400
Shop Supplies	500
Home Economics Supplies	400
Athletic Supplies	400
Miscellaneous	<u>342</u>
Total Allotment	<u>\$3982</u>

ALLOTMENT FOR 09 ACCOUNT (EQUIPMENT
FOR FOURTH QUARTER (APRIL TO JUNE)

High School

Shop Equipment (Vocational Training)	\$3000
Miscellaneous	<u>471</u>
Total	<u>\$3471</u>

HEALTH AND PHYSICAL EDUCATION
BULLETIN

The Public Health Division of the Hospital has asked that the schools refrain from sending students to the hospital unless we send information with them as to what we want to know, history, difficulty, etc.

We have had very good cooperation with the Medical Unit. They have investigated and reported to us every case which we have referred except those that they have had no information on which to work.

Beginning July 1, 1943, only those referrals made on the attached forms will be accepted. Fill out the form and return it to the Health and Physical Education Dept. The report from the Hospital will be given as soon as possible to the teacher making the request. By following this procedure we can save the time and effort of the doctors as well as the student. More blanks are available in my office.

You will recall that in a previous bulletin, we have asked you to send all students who become ill at school to 7-13-2 so that we can give first aid treatment. Any emergency does not fall under the above description. Such cases may be taken immediately to the hospital.

Copy and explanation of form:

MEMORANDUM TO: Public Health Division
SUBJECT: (Name of Student)
Request: (Request: What you wish to know about the student.)
History: (Description of his difficulty in school. Anything else that may help the doctor in determining the cause of his difficulty.*)

Elizabeth M. Moxley
Supervisor of Health and
Physical Education