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MINIDOKA PROJECT SCHOOLS

Hant, Idaho  
September, 1942

OCCUPATIONAL SURVEY OF FATHERS  
Compilation of Stafford & Hantville Schools

<u>Occupation: Before</u>	<u>Occupation: Now</u>
Farmer.....79	Unemployed.....177
Hotel & apt .....56	Dining hall help..... 67
Manager (Stores & cafes)....48	Cook and butcher..... 45
Grocer.....36	Sanitation crew..... 34
(Deceased).....34	(Deceased)..... 34
Cook & butcher.....26	(Interned)..... 29
Wholesaler.....18	Carpenter..... 20
Lumbermill.... 16	Police..... 14
Salesman.....14	Warehouseman..... 11
Truck & bus driver.....13	Block manager..... 10
Florist, greenhouseman, nurseryman.....12	Porter..... 9
Railroad employee.....11	Farmer..... 8
Gardener.....10	Watchman..... 4
Priest & minister..... 8	Truck driver..... 4
Market employee..... 8	Priest..... 3
Newspaperman..... 6	Laborer..... 3
Oyster business..... 5	Canteen work..... 3
Unemployed..... 5	Irrigation work..... 3
Garage mechanic..... 5	Fireman..... 2
Druggist..... 4	Dentist..... 2
Shoe repairman..... 4	Plumber..... 2
Merchant..... 4	(Outside)..... 2
Jeweler..... 4	Post office work..... 2
Fish Co. employee..... 3	Translator..... 1
Laundry work..... 3	Cleaner..... 1
Importer & exporter..... 3	Electrician..... 1
Gasoline station operator... 3	Assoc. architect..... 1
Printer..... 3	Assigner..... 1
Photographer..... 3	Coal swamper..... 1
Carpenter..... 3	Dental technician..... 1
Boilerman..... 3	Draftsman..... 1
Clerk..... 3	Doctor..... 1
Tailor..... 3	Engineer..... 1
(Hospitalized outside)..... 2	Ground crew..... 1
Canneryman..... 2	Housing Dept..... 1
Dental technician..... 2	Legal Aid Dept ..... 1
Dentist..... 2	Mechanic..... 1
Beer tavern..... 2	Pharmacist..... 1
Paper hanger..... 2	Recreation sup't..... 1
Physician..... 2	Tractor operator..... 1
Interpreter..... 2	Traffic patrol..... 1
Barber..... 1	Radio repairman..... 1
Garretaker..... 1	Boilerman..... 1
Fuel dealer..... 1	Accountant..... 1
Insurance agent..... 1	(In Japan)..... 1
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(Over)

OCCUPATIONAL SURVEY OF FATHERS  
Compilation of Stafford & Hantville Schools

Occupation: Before

Ice creamery.....	1
Electrician.....	1
Lawyer.....	1
Movie operator.....	1
Real estate broker.....	1
Soda Factory employee.....	1
Associate architect.....	1
Commission house.....	1
Social worker.....	1
Expressman.....	1
Chiropractor.....	1
Bookkeeper.....	1
Wrestler.....	1
Dye works.....	12
Porter.....	9
	<u>510</u>

MINIDOKA PROJECT SCHOOLS  
Hant, Idaho  
September, 1942

OCCUPATIONAL SURVEY OF MOTHERS  
Compilation of Stafford & Hantville Schools

<u>Occupation: Before</u>	<u>Occupation: Now</u>
Housewife.....330	Housewife.....423
Farm work..... 34	Dining hall help..... 36
Hotel & apt..... 26	(Deceased)..... 17
Grocer..... 23	Unemployed..... 16
Restaurant & cafe... 19	Sanitation work..... 4
(Deceased).....17	Hospital work..... 2
Dye works & laundry..... 13	Cadet teacher..... 2
Factory work..... 13	Canteen clerk..... 2
Teacher..... 8	Glove maker..... 1
Market employee..... 6	(Hospitalized outside)..... 1
Greenhouse, nursery, & florist..... 6	Day nursery work..... 1
Cannery worker..... 2	<u>510</u>
Bookstore..... 2	
Barber..... 1	
Dressmaker..... 1	
Minister..... 1	
Confectionery clerk..... 1	
Store helper..... 1	
Retailer..... 1	
Bathhouse..... 1	
Newspaper work..... 1	
Beer tavern..... 1	
Ice creamery..... 1	
Receptionist & journalist.. 1	
<u>510</u>	

RELIGIOUS PREFERENCES OF PARENTS

Buddhist.....230
No preference..... 81
Catholic..... 39
Protestant.....153
Shinto..... 4
Orthodox..... 1
Salvation Army..... 2
<u>510</u>

RELIGIOUS PREFERENCES OF CHILDREN

Buddhist.....301
Protestant.....299
Catholic..... 79
No preference..... 62
Shinto..... 5
Orthodox..... 1
Salvation Army..... 2

MINIDOKA PROJECT SCHOOLS  
Hunt, Idaho  
December 4, 1942

Comments Received in Answer from Parents Concerning the Circulatory Letters.

Miss Shimizu, First Grade

Mr. C. T. Arai--22-9-A

"We shall highly appreciate if you can favor Owen Ken by allowing him to eat at Mess Hall #10, with his grandmother, who lives in that block, since the school is so far from Mess Hall #22."

Mrs. S. H. Asai--19-2-B

"I have read this letter and everything is satisfactory except that I wish to have transportation for these children that have to walk so far. When it is cold, the children come back just numb and don't even feel like eating. It is so far to walk back and forth so often that I wish transportation can be secured."

Mrs. Y. Higo--19-5-AB

"It is often convenient to send a youngster to school with an older child. Consequently some of the youngsters will arrive at school at least one-half hour before the class begins. The recreation hall or some room should be set aside for such students. On windy days, it is too much to ask the younger children to walk all the way home for lunch through the dust storms. Arrangements should be made to have the first and maybe the second year children to eat in a dining hall close to the school. There should be traffic policies on the streets especially at 11:30 to help children in crossing streets."

Mrs. J. H. Iwakiri--3-6-B

"You will notice that Paul is kind of slow in understanding you, so please be patient with him. He is oldest of my children and he didn't start talking English until he started Kindergarten."

Mrs. C. Sakura--15-8-E

"Your program will have my heartiest cooperation and anything we can do to uphold this end will be done to the best of our ability."

Mrs. T. Uyeda--15-2-E

"A P. T. A. will be very helpful."

Mrs. Y. Uyehara--17-1-E (R. Nagasawa's grandmother)

"I will try my hardest in cooperating with the suggestions and will make sure that the children follow it."

Mrs. K. Yanagihara--24-6-B

"I think the idea is very fine, only when it gets very cold (I don't know how cold) it seems to me it is too bad for them to walk to and from school. I hope I will be able to visit school and to know teachers well."

Mrs. J. Y. Sakamoto--16-5-D

"Your program is very much appreciated. At any time when Marcia does not behave, please let us know, as I am glad to cooperate with you in any manner."

Mrs. Chester Sakura--15-8-E

"Could you spare me an extra copy of this letter? I have a very good friend who is a first grade teacher in Vancouver, Washington. I'm sure, she would be greatly interested in this work they are doing here. I would like very much to send her a copy."

Mrs. K. Yotsuuye--15-2-C

Thank you very much for your interest and your advice, I will try to cooperate as much as possible."

Miss Senda, Second Grade

Mrs. D. Yoshioka--16-5-B

"I am highly in favor of organizing a P.T.A. as we will have the pleasure of meeting teachers as well as our children's playmates and parents."

Mrs. E. Y. Nishimoto--19-9-A

"I am in favor of P. T. A. organized in this Hunt School."

Mrs. K. Takeuchi--17-6-C

"Kaoru has some room mates that do not go home to lunch, so he does not come home at noon at times, but eats at Block 10 with them. Will you please tell him that he must come home for lunch?"

Mrs. Tamura--13-3-E

"We realize that any child's education is not a teacher's responsibility only but that of ours, too, and for that reason we would like to give our full cooperation in everything. It will be nice to have a P. T. A. where we may have an opportunity to meet teachers as well as other children's parents and discuss our school problems."

Mrs. J. M. Kobata--15-10-E

"I don't think it is necessary to have a P. T. A. but leave it to our principal whatever she does. We support her in every way and cooperate with her in 100%."

Mrs. G. Ishihara--13-4-C

"I believe a P. T. A. is very desirable in a community like this, as parents should keep in close contact with teachers as problems in here are getting to be of more serious nature than outside. Very glad to note that one of your aims is to strengthen home ties."

Mrs. Yoshi Uyehara--3-2-E

"I will try my hardest in cooperating with the suggestions and will make sure that the children follow it."

Mrs. M. Todo--10-1-CD

"Thank you for the suggestions to help my children's health. I will try to cooperate with you. It would be very nice to organize a P. T. A."

Miss Queen--Third Grade

Mrs. Tobe--19-11-D

"On windy and dusty days, please allow him to eat his lunches near the school."

Mrs. M. Todo--10-1-CD

"I think the suggestions were very helpful and will cooperate with you. I would also like to have a P. T. A. as soon as possible."

K. T. Murayama--17-10-E

"We are glad to know your plan. We are very thankful that you and all the teacher's great effort."

T. Sakai--7-6-D

"The education department should suggest that Sunday and Saturday morning mess should open 30 to 60 minuts later."

Mrs. D. Yoshioka--16-5-B

"I am highly in favor of organizing a P. T. A. as we will have the pleasure of knowing other teachers and playmates and parents of our children."

Miss Hulcrantz--Fifth Grade

Mrs. K. Sato--5-2-B

"I will try to do my best to cooperate."

Mr. Okita--Sixth Grade

Y. Urakawa--10-4-C

"I believe the establishment of a P. T. A. would be really worthwhile, not only in bringing about closer harmony and understanding, but gives parents a phase of social life of which we really lack."

Y. Hashizume--3-9-B

"I have read this letter. I would like to let my child come home for lunch because he would like to take her smaller brother the afternoon."

S. Nakashima--7-3-C

"Let the children report what they learned each day in school to their parents."

K. Sugino--7-7-#

"I would like a P. T. A."

Mrs. Kleinkopf--Sixth Grade

G. Mizuki--21-1-E

"It is not necessary for my son, Paul, to come home for

lunch because my wife is working in the Mess Hall and we make my boy return home directly in the afternoon and then go out to play."

Yuri Ibe--sister--22-9-C

"We are requesting that Akira eats with his friends near the school as it is quite far for him to walk all the way home on cold dayss"

Comments received in Answer from Parents Concerning the Circulatory Letters.

Miss Stull--Kindergarten

T. Yoneyama--30-8-E

"I thank you. I will try to cooperate with the school in any way possible."

T. H. Nakagawa -- 35-4-D

"I am in favor of having a P. T. A."

K. Tamura--34-4-D

"I thank you kindly. I will try to cooperate with school in any way possible."

Miss Koont--First Grade

T. Miura --37-6-B

"I think that it would be better if Namibo eats at Block 32 Mess Hall. After she comes home, she does not want to go back to school. If she ate at Block 32, it is easier for her to go back to school."

Mrs. James M. Unosawa--42-10-C

"My daughter, Jeannette, lives at 42-10-C, the last block of this Center, and so, on stormy and cold days, I would like her to have luncheon at the school Dining Hall. Sometimes she comes home way after our Dining Hall bell has rung. Our noon mealtime is often ten minutes earlier nowadays."

Mrs. K. Miyazaki--38-1-D

"We are very grateful for the careful consideration and thought that has been given to our children's education and well-being. I am sure a P. T. A. is a very good thing to have."

Mrs. F. Iwata-38-3-C

"Yes, I think that this is a very good idea about a P.T.A. because through it, we may both work together to understand the child's need of good and bad."

Mr. & Mrs. T. Mori--39-5-F

"We thank you for your interest in our childrens and your kind cooperation in teaching them to being well educated."

F. Kamaya --29-7-CD

"I don't have any particular comments or suggestions. I think that these you have mentioned are just fine."

T. Yoneyama--30-8-F

"I thank you. I will try to cooperate in any way possible."

Naotaro Kato--41-5-D

"We appreciate your suggestions. We will be glad to make any helpful suggestions and cooperate with you. We hope to make a good American with your way of education for our children."

Mrs. A. Suzuki--28-2-E

"I wish to express sincere thanks for your plans of encouragement of family-get-together and efforts to make it so for our children. We will be glad to cooperate with you."

Mrs. May S. Nakashima--41-8-F

"The only comment that I will make is that my child lives too far from school. Therefore on a chilly winter day I prefer to have my child have lunch in a mess hall close to school."

Miss Nikolaison--Second Grade

Misao Hayashi--32-1-C

"I wish to comment highly the way the teachers have utilized the meager facilities and equipments to make a growing school. However, I wonder if it is a wise plan to send children home for lunch when the real cold weather sets in and walking would be hazardous. It is a good try to ask children to sit with their parents but in many cases parents are working and are not able to fulfill their obligations. Many have spoken to me about the standards of requirement of assistant teachers. From about half a dozen people who have talked to me about it. They have asked that more mature person, at least college graduate was preferred."

T. Yoneyama--30-8-E

"I thank you. I will try to cooperate with school in any way possible."

Mrs. R. Uyeda--28-9-B

"We think that your suggestion is very fine. We always have liked our children to eat with us at one table so they always have come home when they were at play unless we give them permission to eat with their friends."

J. K. Okawa--21-5-D

"In case of duststorms, I would like my child to stay and eat at dining hall 32."

F. Y. Okada--28-4-E

"Please accept my sincere appreciation for your kindness in assisting our children in the school. I will try my best and fully cooperate with you at the home."

S. Nishida--21-5-C

"It is a little too far to come home to eat lunch, because we live in block 21; so I wish she could eat at block 32 if she can."

Mrs. R. Uyeda--28-9-B

"We think that your letter was very fine. We have always asked our children to come home to eat with us at meal time, so they have always come home; unless they asked us permission to eat with their friends."

Miss Bauman--Second Grade

Mrs. K. Tokita--38-8-E

"I am thinking and trying the same idea as you said. Thank you ever so much for the kindness to my son, Shokichi and my daughter, Shizuko."

Mrs. K. Kiuchi--42-7-B

"Lillian lives so far; I don't think she will be in time for lunch up here so would you please excuse her if she can eat by herself or with friends, as I work in the Dining Hall. Thank you."

Mrs. Kurihara--35-10-B

"Lily has completed half term of her second year at the Portland Elementary School; she finds that her students here are too easy and wishes to be put in the third grade. If you think that she is eligible, will you please advance her?"

Mrs. K. Okamoto--36-12-D

"At present Jane only attends half day of school but later I believe she'll be there all day, so when the real cold winter days come, I'd much rather have her eat lunch as close to school as possible. The idea of the family life is very good. I think every one wants their child to know that, but there must be some exceptions."

K. Suzuki--34-4-A

"I would like to cooperate in any manner concerning to education of my son. At the present time, I have no suggestion, but believe the organization is fine. If the P. T. A. should be organized, I would like to help."

Mrs. Enking--Third Grade

M. S. Watanabe--22-6-D

"A long lunch hour for the children, is, to my idea, a very good thing. I hope that a P. T. A. will be organized very soon, because I believe cooperation between parent and teacher is most necessary."

Mrs. S. Nakamura--32-11-CD

"No suggestions, but would like to say, thought the system is most practical. Sometime in the near future, I would like to see the classes. Thank you."

Y. Imazu--32-12-D

"I suggest you deprive the boys the privilege of playing with jackknives and darts. It is very dangerous for everyone. They not only play with knives and darts, but throw stones at our buildings. What if the window under which a baby is sleeping breaks."

Mrs. A. Suzuki--29-2-E

"I wish to express sincere thanks for your plan of family-get-together and encouragements of that kind for our children. I know it will work out fine. We will be glad to cooperate with you."

M. Uyeta--28-3-D

"The idea of having the children come home to eat is a very good one. It also gives us a chance to correct table manners as some children really need it!"

Miss Riikola--Third Grade

Mrs. G. Torigoe--41-2-C

"The a P. T. A. would be a very good organization for a closer unity between the parents and teachers and also the pupils. Also I think there should be a bus for the children who may come from blocks 40,41, and 42, in the winter."

Mrs. Sam Goto--38-9-D

"Joyce enjoys school very much now. The P.T.A. will be a wonderful idea, but until the transportation system gets a little better, it is a little too hard to get places."

Teisaku Nitta--35-11-D

"I agree with all your plans and have nothing to suggest to you at present. I wish you will do whatever you think the best in regard to the education of our child. I thank you."

Mrs. Ideda--Fourth Grade

Mrs. Yuriko L. Uyeda--15-2-E

"We are so happy that you are encouraging the children to eat with their parents. P. T. A. would be a very nice idea. (Some parents need instruction in parental duties.) I will see you soon, Miss Bennett."

Mrs. Sato--Fourth Grade

Mrs. G. Kashiwagi--24-10-C

"I understand your stand in sending children home for lunch. However, do you think it advisable for the first graders in section 'V to walk to block 10 and back four times a day in freezing weather or these terrible dusty and blowing weather? If it is impossible to get bus service, I should like to see those first graders stay for lunch?"

Miss Sifton--Fifth Grade

N. Shiota--36-7-B

"If my boy, Fumio, does not obey you or does not do his studies, conscientiously, please notify me."

B. Kamaguchi--36-6-B

"Would you be having any kinds of sewing for girls, fifth grade and up?"

Mrs. K. Okamoto--36-12-D

"At the present time it is not too cold so I think it's a very good idea to have the children come home for lunch, but I'm not so sure about this idea when the real cold winter days come; for the children aren't use to this part of the country's climate."

F. Y. Okada--28-4-E

"Please accept my sincere appreciation for your kind deed in assisting our children in school. We will try my best and fully cooperate with you at the home."

Mrs. A. K. Arai--35-5-D

"I am very much in favor of having children eat with their parents and have teachers emphasize this fact to the pupils and also remind them to sleep early for their health."

N. Shibata--36-7-B

"If my boy Teruo does not behave and does not do his studies conscientiously, please notify me. Thank you."

Miss Wahl--Sixth Grade

Mrs. F. Kobayashi--36-2-E

"I think that the school program is excellent."

Mrs. T. Tsujimura--32-7-E

"I don't have any suggestions or comments. Everything understood satisfactorily."

Mrs. M. Takei--28-8-D

"We are both working in the Dining Halls so cannot eat with them. When the weather is bad, I would prefer them to eat at school."

Seijiro Fujita--39-10-E

"Needs just enough homework to catch up."

J. Y. Sumida--31-6-E

"Thanks for the opening of the school. My boy is in the sixth grade and goes to school only in the morning, because of shortage of teachers as I understand. Please see that afternoon sessions be opened as soon as possible. Also I wish P. T. A. to be organized as soon as possible."

MINIDOKA PROJECT SCHOOLS  
Hunt, Idaho  
April 9, 1943

HUNTVILLE SCHOOL 10

SIGNIFICANT COMMENTS MADE BY PARENTS  
ON GROWTH REPORTS FOLLOWING PERIOD I

GRADE	TEACHER child	REMARKS FROM PARENTS
1.	:Mrs. Meadows : David Sakura	: "We appreciate your efforts to : make the school the best for : the child's need." : Mr. Chester Sakura : 15-8-E
2.	:Miss Senda : Sachiko Yamano	: "Thank you very much for all the : help you are giving Sachiko." : Mrs. Miyo Yamano
	: Kaoru Takeuchi	: "I shall be very glad to help : him at home if you will tell : me how." : Mrs. K. Takeuchi : 17-6-C
4.	:Miss Koch : Yukie Masumoto	: "Notice a few U's. Will try to : help her to show better." : T. Masumoto : 14-2-AB
	: Yoichi F. Tsuru	: "Yoichi has been to Japan for : 2 years and the English had been : pretty tough to him ever since, : so please tell him to bring : his books home every night as : possible." : K. Tsuru : 4-9-D
5.	:Miss Hultcrantz : George Nishimura	: "We will be careful a little : more. Try to force him to study : harder from now on." : Mr. Nishimura : 8-4-B
6.	:Miss Haug-Mr. Okita : George Hirano	: "Am satisfied with my son's : report card. But I believe

GRADE

TEACHER  
child

REMARKS FROM PARENTS

6. :con't

: they should be sent out more re-  
: gularly as I think in that way bad  
: grades may be improved before the  
: end of the semester."

: M. Hirano 3-5-B

: Elsie Urakawa

: "We'll take the first opportunity to  
: recheck her eyes. However the indi-  
: cation of tired feeling in her has  
: been and became habitual since years  
: ago."

: Mrs. Y. Urakawa  
: 10-4-CD

: Akiko Miyazaki

: "Her eyes were examined at Hospital  
: in Nov. 1942 and paper went to San  
: Francisco on the time. Then I think  
: it will come soon. Dr. Tani said that  
: he will send notice when it arrived.  
: Somebody said takes about  $\frac{1}{2}$  year."

: Mrs. Miyazaki  
: 5-8-C

6 :Mrs. Kleinkopf  
: Reiko Tamura

: "Thank you for your fine efforts under  
: these circumstances."

: Mrs. T. Tamura  
: 21-10-EF

: Hugh Sugiura

: "Both Mr. Sugiura and I are very sorry  
: to get the report that Hughie is qua-  
: rrelsome and noisy in school. That is  
: not the real Hughie we have always  
: known. I will be down to see you at my  
: earliest opportunity."

: Mrs. J.T. Sugiura  
: 19-5-E

: Osamu Shimizu

: "We will try to help Osamu along the line  
: you've mentioned. I hope he will try  
: harder for he seems proud of his report  
: card. Thank you very much for all your  
: interest."

: Mrs. R. Shimizu  
: 16-3-B

: Paul Mizuki

: "We are appreciated the teacher's work  
: very much and will try to go to the



MINIDOKA PROJECT SCHOOLS  
Hunt, Idaho  
March 25, 1943

*Miss Fitzsimons*  
*Rec. 23*

Huntville School

SIGNIFICANT COMMENTS MADE BY PARENTS  
ON GROWTH REPORTS FOLLOWING PERIOD I

GRADE	TEACHER Child	REMARKS FROM PARENTS
3	: <u>Miss Queen</u>	:
	: Bette Kurimoto	: "We always thanked your way of
	:	: teaching. A part of time every
	:	: day at home, giving her a little
	:	: work."
	:	: Mr. Muneyuki Kurimoto
	:	: 17-11-C
	: Satoru Tashiro	: "Satoru stutters a little bit,
	:	: so he has difficulty in express-
	:	: ing himself."
	:	: Mrs. Y. Tashiro
	:	: 13-1-C
	: Marianne Urakawa	: "We find this new system of
	:	: report card very satisfactory."
	:	: Y. Urakawa
	:	: 10-4-D
	: Hazel Joy Woo	: "Hazel Joy is making quite a
	:	: social adjustment. This is the
	:	: first time she has ever gone to
	:	: a school with Japanese children.
	:	: Her background has been Cau-
	:	: casian. She enjoys going to
	:	: school very much, although she
	:	: feels like a stranger at times."
	:	: Mrs. Nellie Woo
	:	: 13-4-F

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho  
 March 25, 1943

STAFFORD SCHOOL  
 SIGNIFICANT COMMENTS MADE BY PARENTS  
 ON GROWTH REPORTS FOLLOWING PERIOD I

GRADE :	TEACHER :	REMARKS FROM PARENTS :
	Child	A.M. Class
Kdgtn. :	<u>Miss Stull</u> :	
	Mutsuko Arima :	"Mutsuko is quiet but cries easily."
		Mrs. F. Arima
		24-10-E
	Hiroshi Kanno :	"Because this is my boy's first report card, I am very much satisfied to see the above reports which he has deserved. And I thank you more than anything else for your kindness and patience in taking care of my child."
		Mr. Kinji Kanno
		24-2-A
	Sadao Kitayama :	"Thank you, teacher. We are hoping to make Sadao a very good American citizen."
		Mr. Hideo Kitayama
		21-2-D
	Junko Nitta :	"You have taught Junko well; Junko likes teacher. Thank you very much."
		Mr. Rinji Nitta
		40-7-A
	Mason Shirozu :	"Thank you for all you are doing for my boy. I hope in time he will be less self-conscious in a school group."
		Mrs. I. Shirozu
		21-6-E
	Nola Jeanne Sugai :	"We are very glad Nola Jeanne is such an apt pupil. We hope she will continue to be so in the future."
		Mrs. Don Sugai
		30-12-D
	Robert Uyeda :	"We are glad to hear that Bobby is overcoming his timidity. Before evacuation he was always sick so the lady we had taking care of him babied him all the time. We think that is one of the reasons he is slow in coloring or cutting papers."
		Mrs. R. UYeda
		28-9-B

GRADE	TEACHER	REMARKS FROM PARENTS
	Child	P.M. Class
Kdgtn.	<u>Miss Stull</u>	
	Grace Kato	"She is always restless at home; please let us know how she behaves at school."
		Mr. T. Kato
		29-2-C
	Samuel Kito	"I'm glad that he is trying to learn. I hope he improves in his tardiness. I talk to him every time he is going to school."
		Mrs. Amelia Kito
		24-3-C
	Shigeru Ohashi	"Shigeru speaks mostly in Japanese."
		Mrs. S. Ohashi
		41-6-B
	Dale Shigaki	"I am very glad to know how he is progressing at school. He enjoys it very much. He speaks both Japanese and English language at home."
		Mrs. George Shigaki
		42-9-D
2	<u>Mrs. Bauman</u>	
	Alami Sato	"Send him home with his books. We'll make him study."
		Mrs. K. Sato
		39-10-D
	Joseph K. Suzuki	"Kinichi Suzuki is Joseph's father. Joseph is worrying too much. He isn't bold like others. We will try to cooperate with you."
		Mr. Kinichi Suzuki
		34-4-A
	Tsuneo Tsutsumi	"Please use strict measures to obey rules at all times. Thank you."
		Mr. Kinichi Suzuki
		41-4-E
6	<u>Miss Wahl</u>	
	Roscoe Kono	"I am thankful for your guidance of my son. Since he started I noticed that he takes better care of himself. I know that he is not smart but in time I hope he will improve. I thank you for your patience with him,

GRADE	TEACHER Child	REMARKS FROM PARENTS
:	:	: and I shall encourage him to do
:	:	: better."
:	:	: Mrs. Yone Kono
:	:	: 42-12-E
:	: John Katayama	: "I certainly appreciate your
:	:	: teaching my child and if he does
:	:	: not try to study, I will try my
:	:	: best to make him, as I want him
:	:	: to be promoted. Thank you."
:	:	: Mr. C. Katayama
:	:	: 41-5-F
:	: Terry Akagi	: "The report card is quite
:	:	: systematic and fine. We will
:	:	: see to it that Terry improves
:	:	: on all his weak points. Also,
:	:	: if there is anything that he
:	:	: is not up to par, kindly let us
:	:	: know, as we will drill Terry
:	:	: at home."
:	:	: Mr. & Mrs. G. T. Akagi
:	:	: 40-6-E
:	: Kenneth Hara	: "We at home are trying to lead
:	:	: Kenneth to be cooperative and
:	:	: helpful for the betterment of
:	:	: our community."
:	:	: Mr. T. Hara
:	:	: 42-8-E
:	: Chima Okada	: "I have known and realized that
:	:	: Chima is shy because of her past
:	:	: records in the Seattle Schools,
:	:	: and if there is any way in which
:	:	: I can help to overcome this diffi-
:	:	: culty, could you please suggest
:	:	: them? Thanking you in apprecia-
:	:	: tion of your fine work in an ad-
:	:	: verse situation, I remain,
:	:	: Sincerely yours,
:	:	: Mrs. T. Okada
:	:	: 40-8-B
:	: Roy Kuga	: "I would like Roy to study more
:	:	: in his studies. You can give
:	:	: him some home-work to do so he
:	:	: can learn more. I would like
:	:	: him to learn arithmetic, be-
:	:	: cause he is behind in that. Thank
:	:	: you."
:	:	: T. Kuga
:	:	: 39-1-B

GRADE	TEACHER	REMARKS FROM PARENTS
:	Child	:
:	Phyllis Unosawa	: "I think this report card the : finest that my daughter has had. : It gives a clear idea of how : and what she has been doing in : school. I am pleased that she : has ability in writing. I will : try to help her in arithmetic : as I have not done so, thinking : it best she work out problems : herself. Learning much toward : things artistic, she does not : favor or understand cold hard : facts and figures." : Mrs. James M. Unosawa : 42-10-C
:	Alex Sumida	: "Thanks, Miss Wahl and school : authorities. We can appreciate : your efforts in bringing up our : children into normal growth under these : abnormal conditions. As soon as wea- : ther permits, we would like to see : these children engage in organized : games of physical exertions in and : out of school outside of the class- : rooms." : Mr. & Mrs. J. Y. Sumida : 31-3-E
:	Nola Takamura	: "By looking in the report card, : I can tell she got to work harder. : I hope you tell her to work." : Mrs. M. Takamura : 39-7-B
:	Henry Ikeda	: "We shall see that Henry does : a little more studying at home." : K. Ikeda : 38-12-E
:	Ruriko Tanaka	: "She will try harder next time." : Mr. Sokichi Tanaka : 40-8-B
:	Theresa Fujino	: "Theresa should try to work : harder in her Social Living and : Arithmetics. I think she is all : right in her other studies." : M. Fujino : 38-9-E

GRADE	TEACHER	REMARKS FROM PARENTS
	Child	
	Yukie Sato	"I think there is no excuse for Yukie not having better grades on her report card. I have always wanted to visit you but had no chance to go out. Please tend to Yukie for me and be as strict as you will need to be. Thank you." Sincerely yours, Mrs. M. Sato 37-11-F
	Ayako Nagasaka	"I will see that she uses better English." R. Nagasaka 37-11-E
	Ruiko Murakami	"I would think that she should study more harder in order to improve her grades." Mr. and Mrs. Murakami 39-8-E
	Wake Sato	"I hope Wake will try." Mrs. K. Sato 39-10-DE
	Henry Sasaki	"Doing fine work and hoping he would keep it up." Mr. M. Sasaki 39-3-B
	Thomas Tsuji	"He will study more next time." Mrs. Yuki Tsuji 38-7-E
	Tatsuo Matsuda	"We know Tatsuo talk too much; we will try to correct his habit." Mrs. T. Matsuda 40-10-E
	Sumako Tanaka	"Please see that she gets to work--she will try to work harder this time, so she will get O's." Mr. Sokichi Tanaka 40-8-B
	Marion Gosho	"I am satisfied with Marion's work. I hope she will keep it up." Mrs. H. Gosho 38-11-F
	Yoshito Kondo	"I am sorry about Yoshito's

GRADE	TEACHER	REMARKS FROM PARENTS
:	:	: report card. I will try to make
:	:	: him study more. I wish you let
:	:	: him take home his books. Please
:	:	: let me know if he copies other
:	:	: pupil's work again."
:	:	: Sincerely,
:	:	: F. Kondo
:	:	: 38-10-C

Minidoka Project School  
Hunt, Idaho  
March 27, 1943

SIGNIFICANT COMMENTS MADE BY PARENTS  
ON GROWTH REPORTS FOLLOWING PERIOD I

GRADE :	TEACHER CHILD	:	REMARKS FROM PARENTS
3	: <u>Mrs. Enking</u>	:	: "
	: Arthur Watanabe	:	: "I am sure Arthur could do bet-
	:	:	: ter if he tries. I hope to see
	:	:	: better grades next time."
	:	:	: M.S. Watanabe
	:	:	: 22-6-D
	: Setsuko Uyeda	:	: "What would you suggest that
	:	:	: we do to help Setsuko? I always
	:	:	: take her to the library and buy
	:	:	: her books, but she never seems
	:	:	: to read them or if she does, she
	:	:	: never finishes it. We were sur-
	:	:	: prised to see her report and saw
	:	:	: how unsatisfactory her marks
	:	:	: were."
	:	:	: Mrs. R. Uyeda
	:	:	: 28-9-B
	: Tom Teraoka	:	: "Having noticed his manner and
	:	:	: the way he behaves. We are
	:	:	: taking great interest in select-
	:	:	: ing his playmates. The children
	:	:	: don't seem to mind the parents
	:	:	: after they came to camp. We are
	:	:	: trying to correct it and always
	:	:	: have them together at least at
	:	:	: the meal time."
	:	:	: Ruizi Teraoka
	:	:	: 24-8-B
	: Akiye Hikida	:	: "Will you please let Akiye
	:	:	: bring her books home to study?"
	:	:	: K. Hikida
	:	:	: 24-1-E
	: Heyano, John	:	: "To our knowledge he's been
	:	:	: attending school regularly ex-
	:	:	: cept for last week on account of
	:	:	: a bad cold."
	:	:	: George Okegawa
	:	:	: 24-3-D
	: Phyllis Ando	:	: "I would appreciate very much
	:	:	: if you would give Phyllis some
	:	:	: home work to do in different
	:	:	:

GRADE :	TEACHER CHILD	REMARKS FROM PARENTS
:	:	: subject."
:	:	: Frank S. Ando
:	:	: 32-9-B
3	: <u>Miss Riikola</u>	:
:	: Duane Yamamoto	: "Duane has been bashful and I
:	:	: always feared if he was able to
:	:	: do satisfactory work."
:	:	: Mrs. N. Yamamoto
:	:	: 40-4-E
1	: <u>Miss Koontz</u>	:
:	: Eugene Yoshida	: "Will see that he goes to
:	:	: oftener and for make up, I will
:	:	: be very glad to help him out."
:	:	: Very sincerely,
:	:	: Mr. & Mrs. M.B. Yoshida
:	: Henry Okumura	: "Thanks for your comment. I
:	:	: will try to pay more attention
:	:	: to make him understand to be a
:	:	: good neighbor."
:	:	: S. Okumura
:	:	: 42-3-D
:	: Kiyoshi Terakawa	: "We are having the same diffi-
:	:	: culty at home and any suggestions
:	:	: from you for correcting this
:	:	: fault will be greatly appreciated."
:	:	: Mrs. H. Terakawa
:	:	: 35-8-B
:	:	:

SIGNIFICANT COMMENTS MADE BY PARENTS  
 ON GROWTH REPORTS FOLLOWING PERIOD I

GRADE	TEACHER CHILD	REMARKS FROM PARENTS
5	: <u>Miss Hulterantz</u> : Charley Chihara	: "I hope Charles does better : work." : G. Chihara : 14-7-D
	: Toshio Doi	: "We are glad to know about the : school system and appreciate for : teachers working hard. We think : Toshio does better work under : present school hours. Keep : going." : Asajiro Doi : 14-6-B
	: Akira Hideshima	: "For a long time my child has : not studied but when I look at : his report card his citizenship : is much better. I am very happy : to think that the teachers are : working hard to develop high : charactered students. I think : the parents and the teachers : should cooperate to make better : American citizens which we can : be proud of. From now on I : ask you to teach my child as if : he was your child and correct : all his mistakes without hesi- : tation." : Yours sincerely, : Mrs. Mumeo Hideshima : 14-9-C
	: Henry Kumasaka	: "We appreciate very much the hard : work you put in so that all the : children may have their report : cards. We think you all have : made a very good card. I hope : that one of us will have a chance : to talk to you soon." : S. Kumasaka : 17-9-B

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho  
 March 27, 1943

page 2

GRADE	TEACHER CHILD	REMARKS FROM PARENTS
5	Henry Watanabe	"I am indeed happy to know that Henry's work shows improvement. I am hoping he will be able to get S's in place of U's next time. I certainly appreciate your efforts. Mrs. T. Watanabe 22-6-D
	James M. Terada	"When Jimmy is bad then it is all right to scold him." Mrs. M. Terada 12-10-D
	Seiichi Yasumura	"We are pleased with the report. If you think he is slightly hard of hearing, please let us know." No address
	Yoshiko Hayashi	"I would like to have you give Yoshiko some homework every day please. (The things she can't do so well.) Mrs. K. Hayashi 22-9-D
	Jane Hino	"I wish to say that I'm very satisfied with the school system. I wouldn't advise bringing home extra work as it is very hard for the children to study in one room." Mrs. J. Hino 22-3-E
	Ayako Nagata	"I hope Ayako will do her best and continue to keep this mark." Mrs. T. Nagata 12-7-A
	Junko Takiguchi	"When Junko was of kindergarten age, she was very seriously injured in an auto accident and though in all appearance now her recovery seem to



PARENTS' BULLETIN  
EDUCATION WEEK - MARCH 22 - 29, 1943  
Office of the Superintendent

During Education Week, March 22-29, 1943, the following events will take place:

- I. Pageant:--"From Many Lands and Peoples" in Mess Hall 15 at 6:30 P. M., Monday, March 22; Wednesday, March 24; Friday, March 26th. Children from kindergarten to Junior College will take part. The community band and the community orchestra will participate.

Ticket Distribution:

In order that a maximum number of people may see the performance, the community will be divided into 3 districts.

District No. 1 -- Monday 6:30 P. M.

Red ticket: Blocks 1,2,3,7,8,9,14,  
15,19,20,21, Administrative section.

District No. 2 -- Wednesday --6:30 P. M.

Green ticket: Blocks 4,5,6,10,11,  
12,16,17,18,22,23,24.

District No. 3 -- Friday --6:30 P. M.

Yellow tickets: Blocks 25,26,27,28,  
29,30,31,32,33,34,35,36, Hospital.

Each person in the Pageant will receive two tickets for his parents or friends. Other available tickets will be given to the block managers for distribution to people who request tickets.

Children in the pageant will follow their teacher's directions in regard to assembling, dressing, and caring for costumes. All children in the programs must come all three evenings even though parents see only one performance.

- II. Exhibit : Visual Aids 8-15, March 22-29, 1943  
Hours: 10:00 - 11:30 A. M.  
1:00 - 5:00 P. M.  
6:30 - 9:00 P. M.

All departments of the school will have work on display all during the week. Ushers will be on hand to assist in caring for the crowds.

- III. Parents' Day --Elementary Schools

Tuesday and Thursday, March 23 and 25th.

9:00 to 11:30 A. M. 1:15 to 3:30 P. M.

Parents are welcome to visit on these days.

High Schools: Two conducted tours will be arranged for representatives of the P. T. A., Tuesday, March 23rd.

- IV. Lectures: A speaker's program has been arranged by the P. T. A. for Tuesday evening, March 23rd, 7:00 - 8:00 P. M.-Kit. 15.  
Mrs. Adams  
Miss Esther Briesemeister  
Miss Mary A. Schauland

Miss Beckwith  
File

Elem. School Curr. Material

(Excerpts from Los Angeles  
City School Minimum Requirement)

To guide your teaching toward the attainment of minimum essentials in Arithmetic we are offering the following information which follows closely the State Course of Study. Inquiries and requests for further assistance will be welcomed.

All grade levels have been included so that you may know what has preceded your level and what is expected in skills in the following grades.

ARITHMETIC

The course of study in any field is greatly influenced by the philosophy of education held and by the point of view to which we subscribe. In the past arithmetic was considered valuable mainly because of its disciplinary value. It was thought to be a means of mental training. But today we question this value and regard it rather as a useful tool in the process of everyday life. The study of arithmetic in school should merge into practical life as completely as the school situation permits.

With this main purpose established, our task in arithmetic is first, to develop the ability to apply arithmetical knowledge:

1. in real life situations
2. to develop accuracy and speed in computation
3. to develop an appreciation of the importance of number in daily life.

Kindergaerten and Transition

(5 to 6 or 7 year olds)

In these grades no formal arithmetic is required. But the plays and other activities are rich in opportunities for building number concepts and for acquiring a vocabulary of number terms. At this level the child should be taught number but should not be tested in number. It need hardly be said that busy work devices involving number are entirely out of place at this level.

Minimum Essentials

1. The child plays games calling for use of number.
2. He learns in actual experience the meaning of such terms taller than, more than, less than, larger than, how many.
3. He can do such counting as is required in his play activities.

Grade I

(6 to 7 year olds)

At this level more and more of the dramatic play and other activities of the child will call for the use of number. He will play store. He will make purchases. He will count and weigh articles. He will measure wood and other materials to be used in building. If the school has a cafeteria he may be using real money to make real purchases. Through these and other similar experiences he will make practical use of number.

Minimum Essentials

1. The child learns to count through ten, using objects.
2. He can count to 100 abstractly.
3. He can group not more than twelve objects into 2's, 3's, 4's, and 6's.
4. He can estimate fairly well the number of things needed as about three sheets.
5. He has an idea of what  $\frac{1}{2}$  means when used objectively.
6. He knows meaning of first, second, third.
7. He is enlarging his vocabulary so that he understands and uses fairly accurately such terms as one, none, many, round, square, short, tall, behind, far away, top, bottom, front, up, down, first, second, third.

Grade II

(7 to 8 year olds)

Minimum Essentials

1. The child knows his address, his age, and his birthday.
2. He can read and understand signs involving number such as "20 mile zone," "15c a gallon."
3. He can count beyond 100 abstractly; through 15 using objects.
4. He can group articles into 2's, 3's, 4's, 5's, 6's.
5. He can find and read pages in his book.
6. He can write numbers below 100.
7. He can add 1 to any number and know the result, as: 11 and 1 more.
8. He can make easy combinations for 6, 8, 10, 12.
9. He can use and count money in small amounts.
10. He recognizes and can use: yard, foot, quart, pint, dozen, pound, nickel, dime.
11. He can estimate size, length, number, distance, fairly well.
12. He can write all figures correctly and legibly.

Grade III

(8 to 9 year olds)

Materials

B-3 Triangle Arithmetic, Grade III, pages 1-98.

A-3 Triangle Arithmetic, Grade III, pages 99-251, omitting all work on tables and all multiplication and division.

Minimum Essentials

1. The child knows the 100 addition and 100 subtraction combination.
2. He is able to write numbers to 100.
3. He can count by 1's to 100, by 2's to 20, by 3's to 30, by 4's to 40, and by 5's to 50.
4. He can measure inches, feet, yards, pints, quarts, pounds.
5. He knows money; nickel, dime, quarter, dollar.
6. He can find and call a telephone number and can read a car license.
7. He can use a recipe involving use of 1 cup,  $\frac{1}{2}$  cup,  $\frac{1}{4}$  cup.
8. He can do addition without carrying in B-3, (the first half of the third grade) with carrying in A-3. (the last half of the third grade)

9. He can do subtraction without borrowing in B-3, with borrowing in A-3.
10. He can prove his problems.
11. He can tell time.
12. He knows Roman numerals to XII.
13. He can state his own arithmetical experience in the form of problems.
14. He can read numbers up to 1000.
15. He shows some ability to solve problems mentally.
16. He can write all figures correctly and legibly.

Grade B-IV  
(9 to 10 year olds)

Materials

B-4 Triangle Arithmetic III, pages 182-251 (sections involving tables of 2's and 3's, also multiplication and division by 2's and 3's which were omitted from work of Grade III.)  
Traiangle Arithmetic IV, pages 1-104.

Minimum Essentials

1. The child can add and subtract numbers accurately using 3 figure numbers.
2. He can multiply and divide by 2's, 3's, 4's, 5's, 6's, 7's.  
(Note--All division is done by the long division method.)
3. He can use and understand the fractions  $\frac{1}{2}$  and  $\frac{1}{3}$ .
4. He can write time and use the calendar.
5. He can measure more accurately than heretofore using inches, feet, yards, pounds, pints, quarts.
6. He can write and read numbers under 10,000.
7. He can state his own arithmetical experiences in the form of problems for the class.
8. He can solve simple one step problems.
9. He shows added power to solve problems mentally.
10. He can write all figures correctly and legibly.

Grade A-IV  
(9 to 10 year olds)

Materials

A-4 Triangle Arithmetic, Book IV, pages 104-256.

Minimum Essentials

1. The child can add accurately using up to 5 addends of 4 figures or up to 8 addends of 2 figures. (Addend: a number that is to be added to another number)
2. He can subtract accurately using 4 figure numbers.
3. He can multiply using multipliers from 2's through 12's.
4. He can divide using divisors from 2's through 12's (Note: division is taught by long division method).
5. He can use dollars and cents in problems in adding, subtracting, multiplying, and dividing.
6. He can read city and rural addresses and simple time-tables.
7. He can measure with a reasonable degree of accuracy using inches, foot, and yards.
8. He can read and write Roman numerals through 100.
9. He shows added power to solve problems mentally.
10. He can write all figures correctly and legibly.

Grade B-V  
(10 to 11 year olds)

Materials

Triangle Arithmetic, Book V, pages 1-123.  
Minimum Essentials

1. The child can add, subtract, multiply, and divide integers with accuracy and reasonable speed. (Note: division is done by the long division method.)
2. He has mastered the zero difficulty in all processes.
3. He can read and write numbers to millions.
4. He understands the scheme of Roman notation and can read and write from 1 to 100, also 500 and 1000.
5. He can keep records, accounts, and personal scores.
6. He can read time-table, weather charts, and the thermometer.
7. He has an enlarging mathematical vocabulary.
8. He can state his own arithmetical experiences in the form of problems.
9. He shows increasing power to solve problems mentally.
10. He knows how to estimate, and to judge the reasonableness of answers.
11. He knows how to check his work in all processes.

Grade A-V  
(10 to 11 year olds)

Materials

Triangle Arithmetic, Book, V, pages 123-221.  
Minimum Essentials

1. The child can add, subtract, multiply, and divide integers with accuracy and speed. (Note: division is taught by long division method. Short division is presented as a short cut only to the more apt pupils.)
2. He can check his work in all four processes.
3. He can make change and count money as it is counted in business.
4. He can read and write numbers into billions and from his reading of daily papers he sees the importance of these numbers.
5. He understands the scheme of Roman notation and can read and write such Roman numerals as are in common use.
6. He can solve one and two step problems.
7. He knows how to measure, using linear measure.
8. He can add and subtract fractions and mixed numbers.
9. He can measure accurately and mark off a baseball field.
10. He has mastered long division.
11. He shows increasing power to solve problems mentally.
12. He practices estimating and then checking the accuracy of his estimate.

Grade B-VI  
(10 to 11 year olds)

Materials

Triangle Arithmetic, Book V, pages 221-250.  
Triangle Arithmetic, Book VI, pages 1-98.

Minimum Essentials

1. The child can add, subtract, multiply, and divide integers with accuracy and speed.
2. He can check his work in all four processes.
3. He can read numbers into the billion and has some understanding of the significance of such numbers.
4. He can multiply fractions by whole numbers, fractions by fractions, and mixed numbers by mixed numbers.
5. He can use fractions in practical situations as using  $\frac{1}{2}$  of a recipe or doubling a recipe.
6. He can use fractions in division, can divide a whole number by a fraction, a fraction by a mixed number, a whole number by a mixed number, and a mixed number by a mixed number, and vice-versa.
7. He can express in ratio the relationship between numbers.
8. He can read house plans, can draw simple plans, and can draw to a scale.
9. He shows increasing skill in estimating answers before solving thought problems.
10. He shows skill in computing mentally.

Grade A-VI  
(10 to 11 year olds)

Material

Triangle Arithmetic, Book VI, pages 99-282.

Minimum Essentials

1. The child can add, subtract, multiply, and divide integers with accuracy and speed.
2. He can add, subtract, multiply, and divide fractions with accuracy.
3. He shows increasing skill in computing mentally.
4. He habitually estimates and judges the reasonableness of his answers before solving thought problems.
5. He can read and write decimals.
6. He can add decimals, placing decimal point correctly.
7. He can change decimals to fractions and fractions to decimals.
8. He can subtract decimals and knows the implication of annexing zeros.
9. He can multiply decimals by whole numbers and decimals by mixed decimals.
10. He can divide decimals and place decimal point correctly.
11. He can compute, using dollars and cents in all operations.
12. He has memorized the table of decimal equivalents for the more commonly used fractions.
13. He shows an increasing pride in being neat and accurate in all arithmetical experiences.

Elem. School Curr. Material

(Taken from L. A. City  
Minimum Essentials)

LITERATURE

Literature is art. The medium in literature is language. There are two main types, prose and poetry, with their various adaptations, as story, description, exposition, argument, blank verse, drama. Through literature we do not aim to teach facts or to give information. We want the child always to get joy from the experience. Much appreciation will come because literature deals with the dramatic, the motivating, and the spiritual values of life.

For small children we select themes which are in their daily experience--pets, flowers, trees, ships, baby, mother, dolls, toys. The materials must be on the child's level, written for him not written for adults to enjoy about him. Beautiful picture books with these themes are very good introduction to the story and verse which come later.

As a child grows in experience and in ability to read, an ever wider field is open to him. He can read, enjoy, commit to memory longer and more difficult units. His reading lessons as well as his free reading will be so planned that they open up a large and varied field of pure literary enjoyment.

In the integrated program, literature is made to fit into its place among the other school experiences and is not thought of as a subject apart, though it justifies itself in the satisfaction it gives.

Kindergarten and Transition Classes

(5 to 7 year olds)

Minimum Essentials

1. The child knows several of the Mother Goose rhymes.
2. He enjoys stories told to him about things with which he is familiar.
3. He is able to tell a story so mates listen and enjoy it.
4. He asks for stories and is actively attentive when story is told.
5. He comments on story, expressing his own opinion of the characters.
6. He shows desire to illustrate a story or rhyme, to dramatize it or use it in dramatic play.
7. He knows literary characters as Bo Peep, Black Sambo, Little Red Hen, Peter Rabbit, the Elves and the Shoemaker.
8. He recognizes a story or poem from a picture.

Grades I and II

(6 to 8 year olds)

Minimum Essentials

1. The child is able to tell stories so that his audience enjoys them.
2. He has committed to memory several poems which have been presented by the teacher.
3. He shows a love for books.
4. He gets enjoyment from listening to stories told or read by others.
5. He takes some responsibility about handling books properly.
6. He has a repertoire of good stories.

Grades III and IV  
(8 to 10 year olds)  
Minimum Essentials

1. The child knows choice books to which he may go for enjoyment.
2. He reads voluntarily books of his choice.
3. He is interested in fairy tales and knows several.
4. He appreciates plot, action, suspense, and surprise in a story.
5. He enjoys and understands stories of children in other lands.
6. He enjoys realistic animal and nature stories.
7. He is careful and appreciative of books.
8. He likes to read to others.
9. He enjoys poetry.
10. He knows fables and can tell several.
11. He is showing a developing taste in reading and a habit of entertaining himself with books.

Grades V and VI  
(10 to 12 year olds)  
Minimum Essentials

1. In these grades children will be launched upon a wide reading program of stories and folk tales, hero stories, poems, and even translations of choice books from other lands. They will be developing permanent reading interests and tastes which should be fairly well established before they leave the elementary school.

Minimum Essentials

1. The child knows a number of favorite authors in the several fields.
2. He knows fables and folk tales of the English speaking peoples as well as those of other lands.
3. He is acquainted with some great hero stories as of Sigurd, Achilles, Odysseus, Beowulf, Robin Hood.
4. He knows some outstanding American authors and poets and their works.
5. He reads and enjoys good current magazines.
6. He shows increasing good taste in his selection of books and other reading materials.

Grades VII and VIII  
(12 to 14 year olds)

At this age level the children's reading will tend to become more and more specialized. They will have their hobbies, their special interests, their personal preferences. Certainly these must be considered and respected in choosing literature for their enjoyment. But upon the teacher devolves the very important responsibility of seeing that these interests do not crystallize into too definite patterns at this age level. With this purpose in mind there will be the responsibility of bringing to the children the very finest available materials in the fields of biography, history, adventure, travel, animal life, and poetry.

Minimum Essentials

1. The child has an acquaintance with the writing of some of our best modern authors.
2. He reads both fact and fiction.
3. He reads some good magazines.
4. He appreciates humor in literature.
5. He has experiences in reading and interpreting articles in the daily papers.
6. He has a list of favorite books and of favorite authors.
7. He enjoys reading as a leisure time activity.
8. He has respect for good books and handles them properly.
9. He reads in the fields of biography, history, adventure, travel, animal life, and poetry.

Elon. School Curr. Material

(Taken from L. A. City  
Minimum Essentials)

ENGLISH

It is difficult to exaggerate the importance of English. People are judged far more than we like to admit upon the basis of their ability to express themselves correctly, adequately, and beautifully. An inadequate vocabulary is a real hindrance to many otherwise competent individuals. They lack the ability to select just the right word to express the precise meaning which they wish to convey verbally or in writing. The schools, then, have a real responsibility in helping children to use better English both in speaking and in writing. This responsibility rests rather heavily on the lower grades of the elementary school because of the fact that speech habits have been forming for several years before the child enters school. Many habits of slovenly and incorrect speech will have become habituated to a certain extent before the ages of five or six. But by setting for ourselves the definite problem of helping children improve their speech, by working in season and out of season on this very commendable task, we cannot fail to get results.

The most desirable procedure seems to be to concentrate our efforts first upon the elimination of the more gross errors rather than upon the cultivation of such excessive refinements as "It is I," or "It is he." Not only must English errors be corrected but definite and deliberate vocabulary extension should be carried on at all levels in order to give the children a richer and more varied stock of words with which to express their thoughts. Because the teacher's speech will be imitated by the children she will need to have a full and rich vocabulary herself, and in addition she will habitually use English that is both correct and refined.

Kindergarten and B-1  
(5 to 7 year olds)

The first need of language is to have children talk with motive and to a purpose. At this level subjects of study are not separated and learned as such. Rather all subjects are drawn upon in amounts and at times as needed. The child often enters school with bad speech habits, with speech immaturities, and occasionally with real speech defects. The parent and teacher need to understand the causes of speech inadequacies and need also to help the child to correct and outgrow these or provide clinical help when necessary.

Minimum Essentials

1. The child uses adequate vocabulary in his dramatic plays.
2. He listens to a story attentively and can tell it to his mates.
3. He asks intelligent questions; can ask for what he wants.
4. He can say rhymes and pronounce clearly the words of his songs.
5. He has a desire to speak and express himself.
6. He has correct consonant pronunciation; no baby talk.
7. He tends to use correct forms in the place of most common errors.

Grades II and III  
(7 to 9 year olds)  
Minimum Essentials

1. The child can reproduce a story in his own words.
2. He can help make lines for a little play.
3. He can take the part of some character in the play.
4. He can make an announcement, carry a message, tell an occurrence.
5. He contributes sentences to the group-composed story, the teacher doing the writing.
6. He helps to evaluate, to criticise, and to organize such contributions and the contributions of others.
7. He is eliminating such gross speech errors as ain't--ain't got no--seen for saw--done for did--and was for were--they was you was--him and me or he and him for he and I.  
(Note--If these errors donot prevail in the group, drill should, of course, be concentrated upon those that do occur.)
8. He can write a simple note of thanks.
9. He can write or compose a short item for class paper.
10. He knows the use of capitals--first word in a sentence, pronoun I, titles; Mr., Mrs., Miss, proper names of persons, days of week, names of city and state.
11. He knows where periods need to be used.
12. He observes margins and paragraph indentation.
13. He can write several sentences about one subject.
14. He can write a friendly letter.
15. He asks for words he cannot spell.
16. He is learning some new words and is incorporating them in his vocabulary.

Grade IV  
(9 to 19 yr. olds)  
Minimum Essentials

1. The child takes part in group discussion and in doing so he looks at the person to whom he is speaking, tries to use good English and to tell something that is of interest.
2. He can tell a story in such a way as to hold his audience.
3. He can make a clean cut announcement, or report a current event in an interesting way.
4. He makes contributions to group composed stories and shows increasing power to organize such contributions into a unified paragraph.
5. He can make and receive introductions in a cordial, natural manner.
6. He shows growth in eliminating such speech errors as ain't--ain't got no--seen for saw--done for did--was for were--(they was, we was, you was) him and me for he and I.  
(Note-- If these errors do not prevail in the group, drill should, of course, be concentrated upon those errors that do occur.)
7. He is learning new words and is incorporating them in his vocabulary.
8. He can write a friendly letter with interesting content and in correct yet simple form.
9. He observes margins and correct indentation in paragraph writing.
10. He can, with the help of the teacher, write from one to several paragraphs dealing with some classroom interest.
11. He habitually looks up or asks for spelling of words of which he is uncertain.

TO: Elementary Teachers  
FROM: Clyde L. Simpson  
SUBJECT: Newspaper -In lieu of a meeting-

The 5th & 6th grade rooms have assumed the responsibility for a grade school newspaper. It is well underway as far as plans and organization are concerned. They wish to permit each of the other grades to be represented and will welcome contributions and cooperation from each room.

To avoid disturbing teachers and pupils at inopportune times they have set Thursdays as the day when news will be collected. At that time one or two reporters will call at your room and request news on any of the topics listed below or any additional items which you consider interesting and valuable to our school children.

Classroom News	Visitors
Statistics	Service
Entertainments	Contributions
Progress on a Unit	Activities
Excursions	Humor-jokes-riddles
Achievement	Cartoons-comics
Crossword Puzzle	Sports--contests-inter-
Creative Work-art,	school competition
music, poems, stories	yells-songs-etc.
Tournaments	
Columns	
Editorials	

Will you assist and encourage the reporters by making them welcome? This will be a new experience for our children and any thing we can do to smooth the way and prevent embarrassment for them in making their requests or presenting a proposition to your room will encourage them to carry forward a real pupil managed enterprise.

1. Will you then have your news talked over with your room, written out, or on the board ready to be copied, this first time so that the initial trip will be fruitful for the reporters?

The editorial staff of the 5-6 grades meet Friday to decide on the format and contents.

2. Will your room consider an appropriate name for the paper and be ready to submit your suggestions--after a contest and vote on them--by Friday Feb. 5. The art editors will collect them Friday P.M. Feb. 5 to submit them to the Editors for final selection and will meet Tuesday, Feb. 9 to set up the pages for the paper.

The editorial staff will endeavor to present their first publication sometime during Education Week Feb. 22-28.

Luis Newford  
Feb. 3, 1943

TO: Elementary Teachers  
FROM: Clyde L. Simpson  
SUBJECT: Newspaper -In lieu of a meeting-

The 5th & 6th grade rooms have assumed the responsibility for a grade school newspaper. It is well underway as far as plans and organization are concerned. They wish to permit each of the other grades to be represented and will welcome contributions and cooperation from each room.

To avoid disturbing teachers and pupils at inopportune times they have set Thursdays as the day when news will be collected. At that time one or two reporters will call at your room and request news on any of the topics listed below or any additional items which you consider interesting and valuable to our school children.

- |  |   |
|--|---|
| 1. Classroom News                              | Visitors  |
| Statistics                                     | 6. Service  |
| Entertainments                                 | 7. Contributions                                  |
| Progress on a Unit                             | 8. Activities                                     |
| Excursions                                     | 9. Humor-jokes-riddles                            |
| Achievement                                    | 10. Cartoons-comics                               |
| 2. Crossword Puzzle                            | 11. Sports--contests-inter-<br>school competition |
| 3. Creative Work-art,<br>music, poems, stories | yells-songs-etc.                                  |
| Tournaments                                    |   |
| 4. Columns                                     |   |
| 5. Editorials                                  |   |

Will you assist and encourage the reporters by making them welcome? This will be a new experience for our children and any thing we can do to smooth the way and prevent embarrassment for them in making their requests or presenting a proposition to your room will encourage them to carry forward a real pupil-managed enterprise.

1. Will you then have your news talked over with your room, written out, or on the board ready to be copied, this first time so that the initial trip will be fruitful for the reporters? (Share Feb. 4)

The editorial staff of the 5-6 grades meet Friday to decide on the format and contents.

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P2.76

MINIDOKA PROJECT SCHOOLS Miss Fitzsimons  
Hunt, Idaho  
April 9, 1943

HUNTVILLE SCHOOL 10

SIGNIFICANT COMMENTS MADE BY PARENTS  
ON GROWTH REPORTS FOLLOWING PERIOD I

GRADE	TEACHER Child	REMARKS FROM PARENTS
1	:Mrs. Meadows : David Sakura	: "We appreciate your effort to make the : school the best for the child's need." : Mr. Chester Sakura : 15-8-E
2	:Miss Senda : Sachiko Yamano	: "Thank you very much for all the : help you are giving Sachiko." : Mrs. Miyo Yamano
	: Kaoru Takeuchi	: "I shall be very glad to help him at : home if you will tell me how." : Mr. K. Takeuchi : 17-6-C
4	:Miss Koch : Yukie Masumoto	: "Notice a few U's. Will try to : help her to show better." : T. Masumoto : 14-2-AB
	: Yoichi F. Tsuru	: "Yoichi has been to Japan for 2 : years and the English had been pretty : tough to him ever since, so please : tell him to bring his books home every : night as possible." : K. Tsuru : 4-9-D
5	:Miss Hulterantz : George Nishimura	: "We will be careful a little more. : Try to force him to study harder : from now on." : Mr. Nishimura : 8-4-B
6	:Miss Haug-Mr. Okita : George Hirano	: "Am satisfied with my son's report card. : But I believe they should be sent out : more regularly as I think in that way : bad grades may be improved before the : end of the semester." : M. Hirano : 3-5-B

GRADE	TEACHER	REMARKS FROM PARENTS
6	Elsie Urakawa	"We'll take the first opportunity to recheck her eyes. However the indication of tired feeling in her has been and became habitual since years ago." Mrs. Y. Urakawa 10-4-CD
	Akiko Miyazaki	"Her eyes were examined at Hospital in Nov. 1942 and paper went to San Francisco on the time. Then I think it will come soon. Dr. Tani said that he will send notice when it arrived. Somebody said takes about $\frac{1}{2}$ year." Mrs. Miyazaki 5-8-C
6	<u>Mrs. Kleinkopf</u> Reiko Tamura	"Thank you for your fine efforts under these circumstances." Mrs. T. Tamura 21-10-EF
	Hugh Sugiura	"Both Mr. Sugiura and I are very sorry to get the report that Hughie is quarrelsome and noisy in school. That is not the real Hughie we have always known. I will be down to see you at my earliest opportunity." Mrs. J. T. Sugiura 19-5-E
	Osamu Shimizu	"We will try to help Osamu along the line you've mentioned. I hope he will try harder for he seems proud of his report card. Thank you very much for all your interest." Mrs. R. Shimizu 16-3-B
	Paul Mizuki	"We are appreciated the teacher's work very much and will try to go to the class in the near future." Mrs. G. Mizuki 21-1-E
	Akira Ike	"We hope Akira will improve next period. I shall visit the school in the near future." Mrs. T. Ike 22-9-C

WAR RELOCATION AUTHORITY  
COMMUNITY ANALYSIS SECTION

W-1

Team 9  
C-100

Lordsburg, New Mexico  
April 29, 1943

Internment  
Camp

COPY  
Miss Margaret W. Hester  
Minidoka, W.R.A.  
Hunt, Idaho

COMMUNITY ANALYSIS

WAR RELOCATION AUTHORITY  
COMMUNITY ANALYSIS SECTION

Dear Miss Hester,

I am grandfather to Rose Komatsubara who is one of pupils under your care. I wish to express my sincere appreciation and gratitude to your effort of teachings. Mrs. Komatsubara (my daughter) having informed me that Rose is obedient and lovely girl now which must have been the goodness of your unusual kindness and good teachings toward your pupils, and she praised your effort very highly and thanking you deeply. Our family is broken up into pieces, forced to live separately; mother and children are in Idaho and father and grandfather are in New Mexico, even though none of them intend nor did crimes to harm this country, but it is under victims of circumstances. I am thankful to you what a fortunate for children to have kind and thoughtful teacher like you are, especially in time strain and difficulties as we have now. Again I thank you and hope some day in near future I could see you face to face and to express my gratitude to you.

Yours truly,

(Signed) Harushi Oyama

W

Thomas Tohru Ogawa  
ISN 18-46-J-65 CI  
Barrack 1 Co. 5 Comp. 8  
Lordsburg Interment Camp  
Lordsburg, New Mexico

TO:

Mrs. G. Meadows  
Teacher, Grade One  
Minidoka Project Schools  
Hunt, Idaho

I am sincerely appreciative of your thoughtfulness in providing me with a copy of the school report on my daughter, Lila Mae. The report is, of course, of extreme interest to me, and has brought me a measure of happiness in the thought that Lila Mae apparently is progressing satisfactorily. The obvious comment that I as her father must make, is that I am deeply concerned, in fact, quite alarmed that you have conspicuously omitted the usual mark against 4, 2, of the left-hand column, surely an indication that you do not believe her to be happy, will adjusted. I am no psychiatrist, nevertheless I have confidence that I can help her, ever from here, so I feel I must make every effort to instigate remedial measures subsequent to discovering the conditions responsible. I therefore would be very grateful for your able assistance in this, for whatever enlightenment you may be able to furnish. Lila Mae is extremely sensitive, and, even discounting parental pride, I believe she is intelligent above average: so I am afraid she feels rather keenly the fact of my interment. I hope "Daddy's girl" is merely saddened, bewildered by my long absence. Many thanks again, and with sincere regards.

Yours,

Tom. Tohru Ogawa

*Files*

.....INSTRUCTIONS FOR EDUCATION WEEK PAGEANT.....

A. Dress rehearsal and performance schedules are as follows:

Place: Mess Hall 15

Time: Friday	March 19	1:30 P. M.
Monday	March 22	1:30 P. M.
Monday	March 22	6:30 P. M.
Wednesday	March 24	6:30 P. M.
Friday	March 26	6:30 P. M.

1. The children must be in their places, dressed and ready at the above stated hours.
2. Places for Friday afternoon are in mess hall 15 as follows:

		12.	6.
		Kitagawa	Kincaid
22.	17.	11.	5.
Thomas	Beckwith Gratch	Beekman	Kincaid
21.	16.	10.	4.
Thomas Atwood	Sandrige	Harrison	Dales
20.	15.	9.	3.
Hooper Harding	Harding	Harrison	Dales
19.	14.	8.	2.
Jones	Cox	Bailey	Lewis
18.	13.	7.	1.
Dombrowski H. S. Girls	Dombrowki	McFarland	Lewis

3. Only the children who are in the program Friday are to come to mess hall 15. They will be allowed to remain in the building to watch each other. All children are to report to school Friday afternoon as usual and the teachers will dismiss those not in the program and come with those in the program to mess hall #15.
4. The children who have complete costumes will receive their costumes from their teachers in their own school rooms Friday after lunch and dress at school. After Friday's performance these costumes will be checked back to the teachers where the children's own clothes are. Then Mrs. Yoshizawa will collect all of the costumes and have them at building 20 for Monday and following performances.
5. For the rehearsal Monday, the children will again report to school as usual Monday afternoon. All third, fourth, fifth, and sixth grade pupils not in the program will be invited to mess hall #15 to see the Monday afternoon dress rehearsal. The children who are not in the program and who are in grades kindergarten, first, and second will be dismissed. Teachers who do not have pupils in the program will sit in the mess hall with the third, fourth, fifth, and sixth grade pupils who are the audience. Teachers who have pupils in the Pageant will have new places as follows. (These places will be for Monday afternoon and evening, Wednesday evening, and Friday evening.)
  - a. Two school building, 21 and 20, will be used by the children in the Pageant as waiting rooms. Miss Moxley will be in charge of 21 and Mrs. Yoshizawa in charge of 20. Misses Lewis, Dales, Bailey, Kincaid, Harrison, Cox, Thomas, Beckwith, Gratch will bring pupils to school building 21.

Misses McFarland, Dombrowski, Jones, Harding, Sandridge, Hooper, Atwood, Beekman, Kitagawa, Nakamura will bring pupils to building 20.
  - b. Building 20 is for those groups which are completely costumed. The children will come in their own clothes and dress at building 20. Each teacher is asked to remind her own pupils to bring certain items of clothing that they are to furnish. Mrs. Yoshizawa will have all of the costumes in the nursery rooms and when fully dressed, the children will sit in the other rooms in the building. After the Monday afternoon performance, the costumes will be taken off and left with Mrs. Yoshizawa. When the children return Monday evening, they will find the costumes as in the afternoon. After the evening performance, they will again check

Their costumes with Mrs. Yoshizawa and do the same for Wednesday and Friday performance.

6. Mrs. Nielson will be out front with the piano and orchestra at all times. Miss Hosford will be the stage manager back stage. She will have 4 errand boys called "call boys" who will to back and forth between building 20 and 21 calling each teacher's group in plenty of time for the performance. "Plenty of time means two numbers before your turn. Groups should come quickly and quietly when called to the northeast door of messhall 15 and wait back stage until Miss Hosford gives the signal to go on stage. After each group has performed, they will leave by the northwest door and return to places in buildings 20 or 21. Children in singing groups of the kindergarten, first, and second grade levels will be excused to go home after they have checked in their costumes or properties. Children in third, fourth, fifth, and sixth grade groups and those in the primary grades who are completely costumed will wait to be called for the Finale.

7. For the Finale, groups will be called as follows. The costumed groups will be in this order.

- |               |            |
|---------------|------------|
| a. Nakamura   | e. Hooper  |
| b. Dombrowski | ff Atwood  |
| c. Jones      | g. Beekman |
| d. Saadridge  |            |

They will enter messhall 15 by the northeast door and line up on the stage in rows. This order allows the biggest groups to go in first and stand in the back and groups make lines in front until the last first grade group completes the first row. The singing groups will be called as follows:

- |              |             |
|--------------|-------------|
| a. McFarland | d. Bailey   |
| b. Lewis     | e. Kincaid  |
| c. Dales     | f. Harrison |
|              | g. Cox      |
|              | h. Harding  |

The first three groups will go around the west side of messhall 15 and enter by the west side door and make a single line along the west wall inside the building. The rest of the groups will go along the east side of messhall 15 to the east side door and make a line along the east wall inside the building. All groups will report back to their own places in 20 or 21 after the Finale to check in costumes. Each teacher will dismiss her own groups.

B. Each teacher is responsible for the behavior of her own groups. Teachers are asked to announce carefully each day where the children are to go and what they are to bring. The teachers are reminded that the children are to report to school as usual morning and afternoon.

1. Teachers are cautioned to notice that while the parents may come to only one, the children who are in the show must be at every performance.
  
- C. Each child who is in the performance will be given two tickets which may be used by his parents or friends. The remaining tickets will be divided evenly between the blocks and given to the block manager. Children who are not in the show are to tell their parents and friends to obtain tickets from the block managers.
  
- D.
  1. Danish "Dance of Greeting"
  2. Spanish "Lightly Row"
  3. English "John Peel"
  4. Negro "Tap Dance"
  5. Welsh "All Thru the Night"
  6. Early Am. "Virginia Reel"
  7. Irish "Piping Tim of Galway"
  8. Amer. "Captian Jinks"
  9. Amer. "Our Flag"
  10. French "Tambourine"  
"Frere Jacques"
  11. German "Jack-in-the-Box"  
Kindergarten Songs (Gratch)  
" Rhythms (Kitagawa)
  12. Russian "Snow Storm"
  13. Hungarian "Csebogar"
  14. Dutch "Dutch Shoes" (Japanese Getas)
  15. Japanese "Fan Dance"
  16. Japanese Am. "Original Dance to Yankee Doodle"
  17. Danish "Shoemaker's Dance"
  18. Norwegian "Mountain March"
  19. Italian "Funiculi-Funicula"  
"Airs from Operas"
  20. Finale "America the Beautiful"  
"School Song"

School 21.

School 2

N ↑

N Street

W. Door

E Door

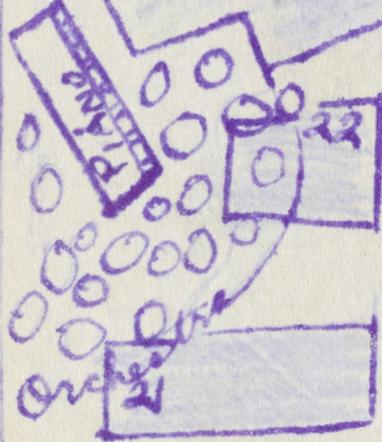
Stove

Stove

Curtain  
STAGE

Curtain

OR4



20

19

18

17

16

15

14

13

12

11

10

9

8

7

6

5

4

3

2

1

Kitchen

MESS HALL 15.

↓ S.

←

School 21.

N ↑

School 20

Street

W. Door

E Door

E

Stove

Stove

Curtain

STAGE

Curtain

O.P.A.

Flange

Orchestra

20

19

18

17

16

15

14

13

12

11

10

9

8

7

6

5

4

3

2

1

MESS HALL 15

Kitchen

↓ S.

19

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Misses McFarland, Dombrowski, Jones, Harding, Sandridge, Hooper, Atwood, Beckman, Kitagawa, Nakamura will bring pupils to building 20.
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WEEK PAGEANT

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Monday March 22 6:30 p.m.  
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22. Thomas	17. Beckwith Gratch	11. Beckman	5. Kincaid
21. Thomas Atwood	16. Sandridge	10. Harrison	4. Dales
20. Hooper (6) Harding	15. Harding	9. Harrison	3. Dales
19. Jones	14. Cox	8. B ailey	2. Lewis
18. Dombrowski H.S. girls	13. Dombrowski	7. McFarland	1. Lewis

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y

MINIDOKA PROJECT SCHOOLS  
 Hunt, Idaho  
 October 8, 1943

HUNTVILLE ELEMENTARY SCHOOL

Blocks 1 - 19

<u>Grade</u>	<u>Teacher</u>	<u>Assistant</u>	<u>Enrollment</u>	<u>Room</u>
Kdg. a.m.	Miss Hester		19	10-2-AB
Kdg. p.m.	Miss Hester		20	10-2-AB
1 a.m.	Miss Koontz	Miss Otaka	29	10-2-EF
1 p.m.	Miss Koontz	Miss Otaka	27	10-2-EF
2	Miss Tanabe	Miss Ikeda	41	10-2-CD
3	Miss Queen		36	10-4-EF
4	Miss Koch		41	10-6-EF
5	Mrs. Roth		31	10-4-AB
5	Miss Plemmons		31	10-4-CD
6	Miss Erickson		42	10-6-CD
6	Miss Haug		40	10-6-AB
Total Enrollment			357	

STAFFORD ELEMENTARY SCHOOL

Blocks 21 - 44

<u>Grade</u>	<u>Teacher</u>	<u>Assistant</u>	<u>Enrollment</u>	<u>Room</u>
Kdg. a.m.	Miss Stull		24	32-8-AB
Kdg. p.m.	Miss Stull		21	32-8-AB
1 a.m.	Miss Johnson		29	32-2-CD
1 p.m.	Miss Johnson		25	32-2-CD
2 a.m.	Mrs. Bauman	Miss Yamashita	27	32-2-EF
2 p.m.	Mrs. Bauman	Miss Yamashita	26	32-2-EF
3	Miss Nispel		35	32-4-CD
3		Miss Ochiai & Miss Sakurai	35	32-4-AB
4	Miss Schmidt		37	32-8-EE
4	Miss Lambert		38	32-8-CD
5	Miss Murakami	Miss M. Murakami	33	32-6-EF
5	Miss Morton		29	32-4-EF
6	Miss Smith		42	32-6-CD
6	Mrs. Kleinkopf		40	32-6-AB
Total Enrollment			441	
			<u>798</u>	

MINIDOKA PROJECT SCHOOLS

R E P O R T

to

Dr. N. E. Viles  
Educational-Consultant

ELEMENTARY SCHOOL

Enrollments

Teacher Allotment

Room Occupation

Nursery School Report

October 21, 1943

Ethel M. Fitzsimons

MINIDOKA PROJECT SCHOOLS  
 Hunt, Idaho  
 October 21, 1943

HUNTVILLE ELEMENTARY SCHOOL

<u>Grade</u>	<u>No. from Tule Lake</u>		<u>Present Enrollment</u>
Kdg. am & pm	8		39
1	9		56
2 (2 student teachers)	12		41
3	9		36
4	8		41
5	4	31	
5	4	<u>31</u>	62
6	3	42	
6 (head teacher)	4	<u>40</u>	82
	<u>61</u>		<u>357</u>

Number Appointed Personnel Teachers	9
Number Student Teachers	<u>4</u>
Total Number Teachers	13

MINIDOKA PROJECT SCHOOLS  
 Hunt, Idaho  
 October 21, 1943

STAFFORD ELEMENTARY SCHOOL

<u>Grade</u>	<u>No. from Tule Lake</u>		<u>Present Enrollment</u>
Kdg.	6		45
1	4	29	
1	4	<u>25</u>	54
2	1	27	
2	1	<u>26</u>	53
3	5	35	
3	5	<u>35</u>	70
4	6	38	
4	5	<u>37</u>	75
5	6	33	
5	5	<u>29</u>	62
6	5	40	
6	5	<u>42</u>	<u>82</u>
Total	<u>58</u>		<u>441</u>

Number Appointed Personnel Teachers	12
Number student teachers	<u>7</u>
Total Number Teachers	19

Total Number from Tule Lake:		
Huntville Elementary	61	
Stafford Elementary	<u>58</u>	<u>119</u>
Total Elementary School Enrollment:		
Huntville Elementary	357	
Stafford Elementary	<u>441</u>	<u>798</u>
Total Number Appointed Personnel:		
Huntville Elementary	9	
Stafford Elementary	<u>12</u>	<u>21</u>
Total Number Student Teachers:		
Huntville Elementary	4	
Stafford Elementary	<u>7</u>	<u>11</u>
Total Number of Elementary Teachers:		
Huntville Elementary	13	
Stafford Elementary	<u>19</u>	<u>32</u>

MINIDOKA PROJECT SCHOOLS  
 Hunt, Idaho  
 October 21, 1943

Barrack Occupation of  
HUNTVILLE ELEMENTARY SCHOOL

<u>Barrack</u>	<u>Room</u>	<u>Size</u>	<u>Grade</u>	<u>Pupils</u>	<u>Total Time</u>	
2	AB	20' x 40'	Kdg.	19 am 20 pm	5 hrs.	(5 days per wk.)
2	CD	" "	2	41	5 $\frac{1}{2}$ hrs.	"
2	"	" "	Sun. Sch.		1 $\frac{1}{2}$ hr.	
2	EF	" "	1	29 am 27 pm	5 $\frac{1}{4}$ hrs.	"
2	"	" "	Sun. Sch.		1 $\frac{1}{2}$ hrs.	
<hr/>						
4	AB	20' x 40'	5	32	5 $\frac{1}{2}$ hrs.	"
"	"	" "	Sun. Sch.		1 $\frac{1}{2}$ hrs.	
"	"	" "	Sing. Classes		2 $\frac{1}{2}$ hrs.	(2 days per week)
4	CD	20' x 40'	5	31	5 $\frac{1}{2}$ hrs.	(5 days per wk.)
"	"	" "	Sun. Sch.		1 $\frac{1}{2}$ hrs.	
"	"	" "	Adult Ed. Class		1 hr.	(3 days per wk.)
4	EF	20' x 40'	3	36	5 hrs.	(5 days per wk.)
"	"	" "	Sun. Sch.		1 $\frac{1}{2}$ hrs.	
<hr/>						
6	AB	20' x 40'	6	40	5 $\frac{1}{2}$ hrs.	"
"	"	" "	Sun. Sch.		1 $\frac{1}{2}$ hrs.	
"	"	" "	Adult. Ed. Class		2 hrs.	(3 days per wk.)
6	CD	20' x 40'	6	42	5 $\frac{1}{2}$ hrs.	(5 days per wk.)
"	"	" "	Sun. Sch.		1 $\frac{1}{2}$ hrs.	
6	EF	20' x 40'	4	41	5 $\frac{1}{4}$ hrs.	"
"	"	" "	Sun. Sch.		1 $\frac{1}{2}$ hrs.	

<u>Barrack</u>	<u>Room</u>	<u>Size</u>	<u>Grade</u>	<u>Pupils</u>	<u>Total Time</u>	
8	ABC	20' x 60'	Workroom		Av. 5 hrs.	(5 days per wk.)
			Used by various groups			
8	DEF	20' x 60'	Health room		Av. 4 hrs.	"
			Used by Nurse, Dental Clinic, First Aid, etc.			
<hr/>						
10	ABC	20' x 60'	Library		8 hrs.	(6 days per wk.)
10	DEF	20' x 60'	Extra Classroom			
<hr/>						
12	A-F	20' x 120'	Auditorium		2-5 hrs.	(School Days)
			Used by P.E., all groups			
<hr/>						
15	ABC	18' x 100'	Offices		8 hrs.	(6 days per wk.)
15	DEF	18' x 20'	Teach. Rest. Rm.			
			Comm. Services Classes			
"	"	"	Teach. Rest. Rm.			
			Patrol Meetings		1 hr.	(1 day per wk.)
"	"	"	Teach. Rest. Rom			
			Faculty Meetings		3 hrs.	Alt. Sat.
"	"	"	Episc. Church			Sat. noon

MINIDOKA PROJECT SCHOOLS  
 Hunt, Idaho  
 October 21, 1943

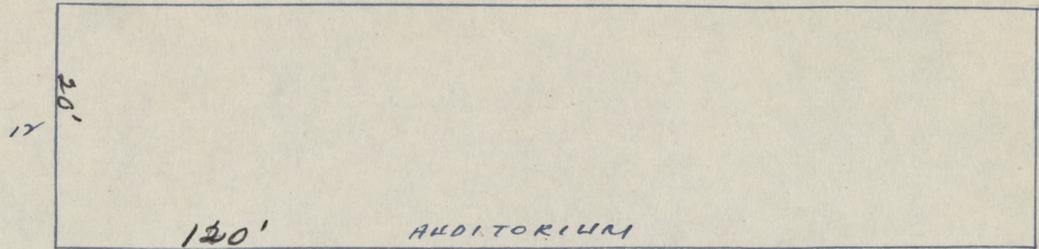
Barrack Occupation of  
 STAFFORD ELEMENTARY SCHOOL

<u>Barrack</u>	<u>Room</u>	<u>Size</u>	<u>Grade</u>	<u>Pupils</u>	<u>Total Time</u>	
2	AB	20' x 30'	1	27	5½ hrs.	(5 days per wk.)
2	CD	" "	1	25	5½ hrs.	"
2	EF	" "	2	27	5½ hrs.	"
2	GH	" "	2	25	5½ hrs.	"
<hr/>						
4	AB	20' x 40'	3	35	5 hrs.	"
"	"	" "	Sun. Sch.		2 ¾ hrs.	
4	CD	" "	3	34	5 hrs.	"
"	"	" "	Sun. Sch.		2 ¾ hrs.	
4	EF	" "	5	29	5½ hrs.	"
"	"	" "	Sun. Sch.		2 ¾ hrs.	
<hr/>						
6	AB-	20' x 40'	6	40	5½ hrs.	"
"	"	" "	Sun. Sch. Club Meetings		1 hr.	Altern. Tues.
6	CD	" "	6	42	5½ hrs.	(5 days per wk.)
6	EF	" "	5	33	5½ hrs.	"
<hr/>						
8	AB	" "	Kdg.	24 am 22 pm	5 hrs.	"
8	CD	" "	4	38	5½ hrs.	"
"	"	" "	Sun. Sch.		1½ hrs.	"
8	EF	" "	4	37	5½ hrs.	"
"	"	" "	Sun. Sch.		1½ hrs.	"

<u>Barrack</u>	<u>Room</u>	<u>Size</u>	<u>Grade</u>	<u>Pupils</u>	<u>Total Time</u>	
10	ABC	20' x 60'	Workroom		Av. 5 hrs.	(5 days per wk.)
			Used by various groups			
10	DEF	" "	Healthroom		Av. 4 hrs.	"
			Used by Nurse, Dental Clinic, First Aid, etc.			
10	DEF	" "	Sun. Sch.		1½ hrs.	"
<hr/>						
12	A-F	20' x 120'	Auditorium		2-5 hrs.	School Days
			Used by P. E. all groups			
12	A-F	" "	(No school chairs at present)	Church	5 hrs.	Sunday
<hr/>						
15	ABC	18' x 100'	Offices		8 hrs.	(6 days per wk.)
15	D	18' x 20'	Teach. Rest. Room			
			Adult Ed. Classes		2 hrs.	(3 days per wk.)
"	"	" "	Tea. R. R.			
			Patrol Meetings		1 hr.	(1 day per wk.)
"	"	" "	Tea. R. R.			
			Faculty Meetings		3 hrs.	Alt. Sat.
<hr/>						

Block #10

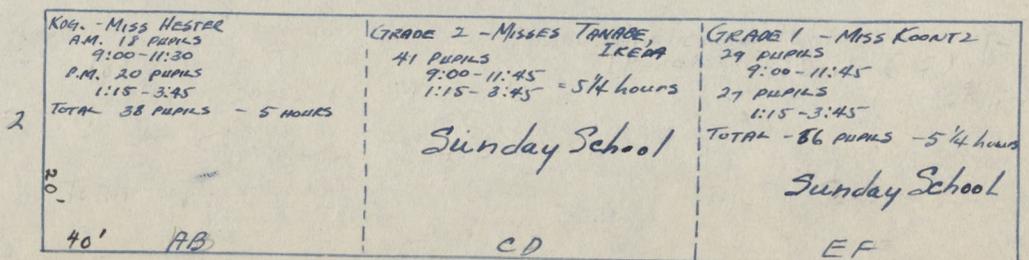
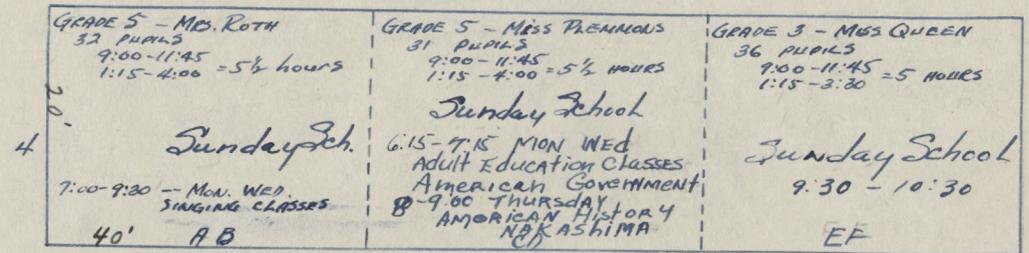
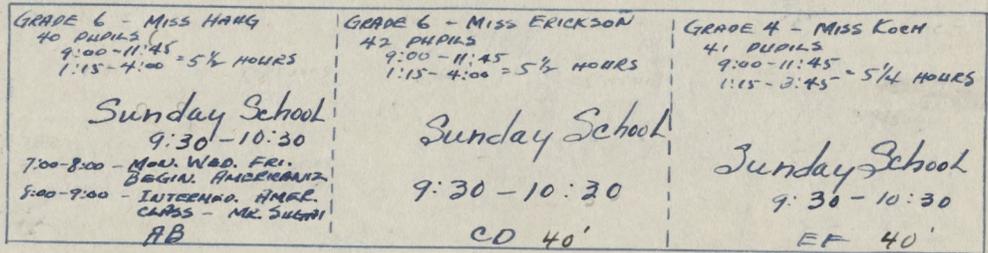
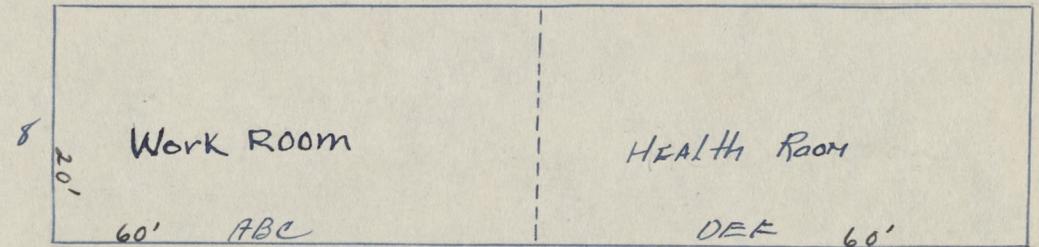
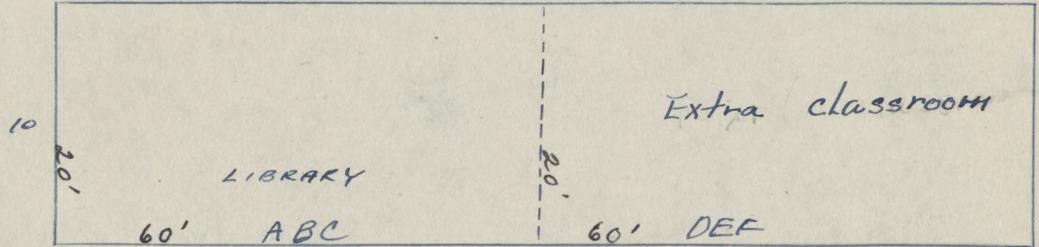
Huntville  
School



Minidoka  
Project

Hunt,  
Idaho

Oct. 21, 1943



School classes using  
PIANO

Comm. SERVICE

JR. SAFETY PATROL  
MEETINGS-9:00

SAT. AFTERNOON  
Episcopal church

Stock  
Room

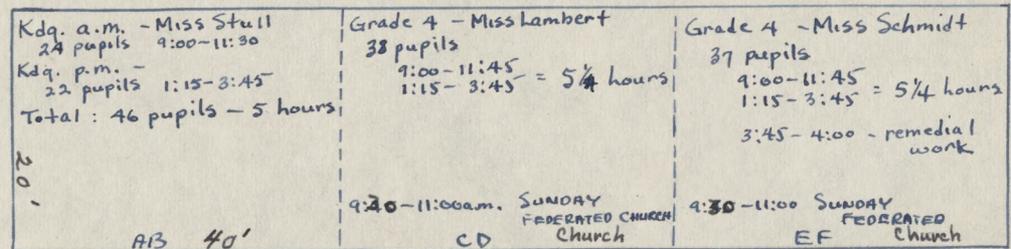
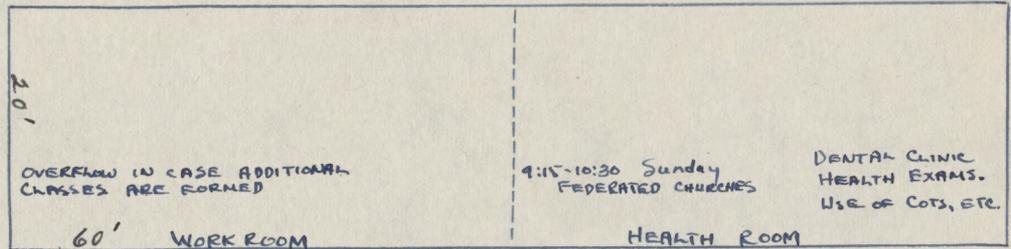
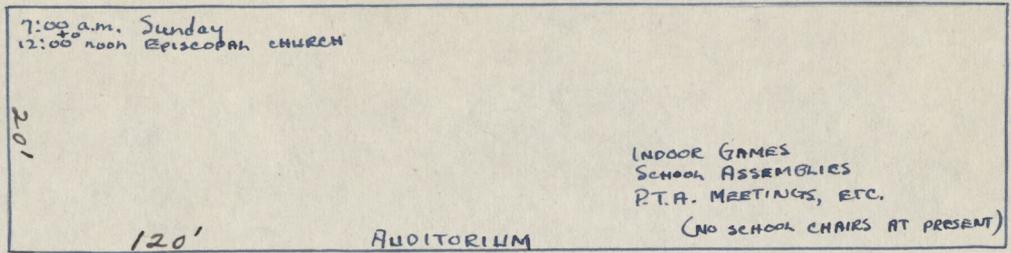
Block #32

Stafford School

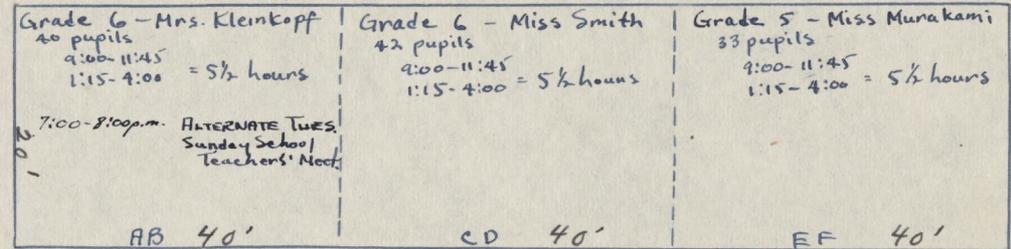
Minidoka Project

Hunt, Idaho

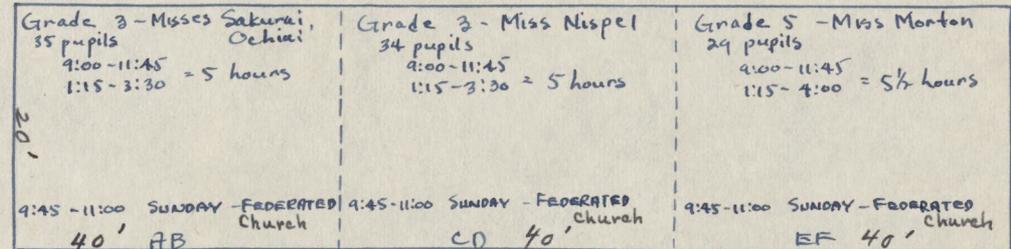
October 21, 1943



1:30-2:30 pm. Mon, WED. FRI  
 AMERICANIZATION  
 Mr. Yamada  
 7:30-8:30 pm. TUES.  
 AMERICAN GOV.  
 Mr. Nakashima  
 2:30-3:30 - FRIDAY  
 PATRON MEETINGS  
 8:15-11:15 - ALTERNATE SAT.  
 FACULTY MEETINGS  
 Misc. Use.  
 School classes using piano  
 Janitors' MEETINGS  
 Teachers' Rest. Room

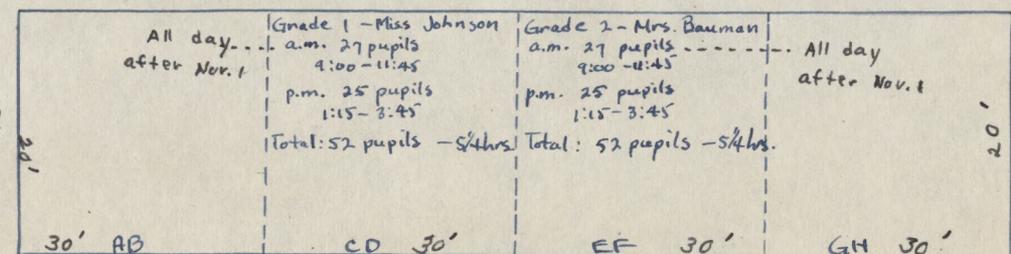


8:00 - 5:00  
 (Daily - 6 days  
 per week)



Secretary's Office

8:00-5:00 Daily  
 (6 days per  
 week)



Principal's Office

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

October 21, 1943

NURSERY SCHOOLS

I	II	III	IV	V	VI
Nursery Block	2 year Olds	3 year Olds	4 year Olds	No. from Tule Lk. Included in VI	Enrollment
# 4	9	19	17	6	45
# 16	12	23	26	7	61
# 26	10	12	8	2	30
# 36	7	22	15	3	44
# 40	11	9	16	0	36
	<u>49</u>	<u>85</u>	<u>82</u>	<u>18</u>	<u>216</u>
					Total Enrollment

Each Nursery has 1 head teacher  
 2 assistant teachers  
 3 Teachers

Total Number of Colonist Teachers:

$$5 \text{ (schools)} \times 3 = \underline{\underline{15}}$$

75 Copies

MINIDOKA PROJECT SCHOOLS  
HUNT, IDAHO  
NOV. 9, 1942

MATHEMATICS BULLETIN

I. Scope Areas

1. Production, distribution, and consumption
2. Mental and physical health
3. Family relationships
4. Leisure time
5. Spiritual and aesthetic life
6. Education
7. Communication
8. Transportation
9. Government
10. Conservation

The report of the Mathematics Committee consisting of Mr. Glazebrook, chairman, Miss Hunt, Miss Nikolaison, and Miss Sifton is ~~continued~~ in items II, III, and IV of this bulletin. *presented*

II. Learning Activities

In the field of mathematics these are left entirely to the classroom teacher.

III. Achievement Goals for Core Courses

(Most pupils will achieve these goals easily. Superior pupils will need additional goals.)

Kindergarten

1. Simple number concepts
2. Simple comparisons

Grade One

1. Learning to count through 50 (by 1's)
2. Understanding numbers through 10
3. Learning to recognize and write numbers through 30
4. Simple number concepts

### Grade Two

1. Learning to count through 100 (by 1's, 2's, 5's, & 10's)
2. Understanding numbers through 50
3. Learning to recognize and write numbers through 100
4. Understanding simple combinations - addition and subtraction with results less than ten
5. Simple story problems
6. Simple arithmetical terms
7. Learning value of simple coins
8. Introducing halves and quarters

### Grade Three

1. Learning to count, read, and write through 500
2. Learning to count by 3's to 36
3. Learning number: 55 basic number combinations (addition and subtraction)
4. Simple column addition and subtraction involving simple carrying and borrowing
5. Development of story problems
6. Learning Roman numerals to XII
7. Learning simple measurements
8. Learning thirds, sixths, and eighths
9. Telling time

### Grade Four

1. Review of the work of first 3 grades
2. Reading, writing, and recognizing the 1,000's
3. Introducing simple multiplication and division through 9's
  - a. Multiplication by 2 digits
4. Reading and writing dollars and cents
5. Simple measurements
6. Fractions  $\frac{1}{5}$  and  $\frac{1}{10}$
7. Continuing Roman numerals to 50
8. Social arithmetic (problems)

### Grade Five

1. Long divisions
2. Fractions (simple: addition, subtraction, and finding common denominators)
3. Learning arithmetical terms
4. Experiences with measurements
5. Continuing Roman numerals to 100 and by 100's through thousands
6. Understanding use of zero
7. Understanding of time belts, etc.
8. Story problems

#### Grade Six

1. Review work of first 5 grades
2. Complete work on fractions, divisions and multiplications
3. Numerical terms
4. Use of decimals involving money, simple addition and subtraction
5. Story problems

#### Grade Seven

1. Review of previous work
2. Whole numbers and decimals and how to use them (addition, subtraction, multiplication and division)
3. Meaning and use of per cent
4. Lessons in thrift
5. Arithmetic in business-problem solving
6. Geometrical figures - Geometry of size
7. Graphs and their use
8. Practical measurements including denominate numbers

#### Grade Eight

1. Review of previous years work
2. Measuring surfaces and solids
3. Expanding the concept of per cent and its use
4. Using per cent in business
5. Budgeting time and money
6. Ratios and proportions
7. Squares and square roots from a table
8. Continuations, graphs, scale drawing, geometric figures
9. Simple introduction of algebra

#### Grades Nine, Ten, Eleven, and Twelve

Mathematics on these grade levels becomes an elective subject; therefore, the core is not concerned with the specific achievement goals. However, the core teachers will use and further arithmetic skills by practical application of the subject as it arises in classroom problems.

#### IV. Objectives

1. To develop an understanding of the Arithmetic functions to the extent that they will function in problem solving situations.
2. To develop facility in mental arithmetic.
3. To appreciate the use of numbers in all areas of life.

## V. 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.
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 using this report please consider the following <sup>questions</sup> suggestions:

1. Are the learning activities found in the scope areas?
2. Are the achievement goals stated in terms of pupil behaviors so that they can be evaluated?
3. Are the achievement goals necessary for general living to such a degree that they should be required of all pupils?
4. Do the achievement goals lead through the objectives to the General Aims?

Use the blank space above for notations and suggestions regarding this bulletin.

GARDEN NEWS



S O S ! ! We beans in Stafford School garden will suffer when the frost comes unless boys and girls and their teachers take pity on us. We would be glad to do duty in serving any group that will make profitable use of our freshness.

We beans might even be willing to let ourselves become wrinkled and dry with old age if we are sure that we could be of real service in learning situations.

Yours for 'beanamin' service,  
Kentucky Wonder Family

CONVENTION NOTES

The squashes and melons at Huntville report the following from their convention held on Saturday night.

Resolution Committee:

Resolved that 1. Even unripened watermelons and cantaloupes can be useful if ingenious people take advantage of their seeds,

2. Squash seeds can be very beautiful if dried and colored for purposes of decorations.

Ways and Means Committee

Be it known that suggestions for using squash, melon, and sunflower seeds may be found in the Junior Arts and Activities magazine for September, 1943, a copy of which is now in the hands of Miss Ruth Lambert, 4th Grade, Stafford School.

m J.

710.  
B.M.  
N.B.  
R.L.  
R.S.  
R.S.

8:30 -	Consultants Taru and Henry	Home Room and Gardening					
10:00 Hester	Meadows Tanabe and Sakurai	Queen	Koch	Hucranitz	Pecchens	Kainkopf	Haug
10:00 -	Consultants Kainkopf Hester Tanabe Sakurai	Fundamentals		Oaxa and Haug		Meadows and Yoshida Pecchens and Ogawa	
11:30	Remedial wk. } Eng. & Read. } Queen	Remedial wk. } Read. & Arith. } Koch	Remedial wk. } Read. & Arith. } Huc-	Remedial wk. } Read. & Arith. } Kainkopf			
11:30 1:30	Noon - Intermission						
1:30 2:00	Rest Period						
K. 2:00	Consultants Inaba	<u>CRAPTS</u> and <u>ARTS</u> - <u>HANDWORK</u> - <u>HOBBIES</u>					
3:00 Hester	Ass'n in prep- oration (in AM.) Stull	Teachers' choices of activities in respective classrooms (classroom as in period I) Children's choices of activities (personnel of each group determined by children's choices of activities) <u>6 Groups</u>					
3:00 3:30 or 4:00	Consultants Kainkopf - R. Reed Hucranitz - Art Inaba - Eng Smith - R. Arith. Ogasawara - Gard. Noyama - Gard. Bauman - R. Eng. & Speech Queen - Rec.	RECREATION - (Physical Education and Music) Teachers' choices of activities (for planning and direction) Children's choices of activities (for cooperation & participation) (Personnel of respective groups determined by children's choices of activities) <u>6 Groups</u>					



MINIDOKA PROJECT SCHOOLS  
 Hunt, Idaho  
 Dec. 12, 1943

The following chairs were received at the Stafford Elementary School and distributed as follows:

<u>Size</u>	<u>Distributed to</u>	<u>No. distributed</u>	<u>Lettered</u>
10"	Miss Stull.....	16.....	14E to 29E
10"	Miss Koontz.....	20.....	30E to 49E
10"	Mrs. Baumen.....	7.....	50E to 56E
	TOTAL.....	43	
12"	Miss Riikola.....	15.....	46C to 60C
12"	Mrs. Enking.....	10.....	61C to 70C
12"	Mrs. Baumen.....	10.....	71C to 80C
12"	Miss Nikolaisen.....	15.....	81C to 95C
	TOTAL.....	50	
15"	Mr. Kawamura.....	9.....	32B to 40B
15"	Mrs. Gato.....	9.....	41B to 49B
15"	Miss Sifton.....	10.....	50B to 59B
15"	Miss Wahl.....	11.....	60B to 70B
15"	Miss Smith.....	11.....	71B to 81B
	TOTAL.....	50	
18"	Miss Stull.....	1.....	8A
18"	Miss Koontz.....	1.....	9A
18"	Mrs. Baumen.....	1.....	10A
18"	Miss Nikolaisen.....	1.....	11A
18"	Mrs. Enking.....	1.....	12A
18"	Miss Riikola.....	1.....	13A
18"	Mr. Kawamura.....	1.....	14A
18"	Mrs. Gato.....	1.....	15A
18"	Miss Sifton.....	2.....	16A & 17A
18"	Miss Smith.....	1.....	18A
18"	Miss Wahl.....	1.....	19A
18"	(unassigned).....	2.....	20A & 21A
18"	Huntville School Office.....	1.....	22A
	TOTAL.....	15	

MINIDOKA PROJECT SCHOOLS  
Hunt, Idaho  
Jan. 12, 1943

MEMORANDUM TO: All teachers

FROM: Mildred E. Bennett, Elementary Principal

Since our plans were changed somewhat at the Faculty Meeting Saturday morning, we shall attempt to cover some of the points which we did not have time for.

In addition to your Class Record Sheet for Stanford Achievement Tests, you will want to make some subject graphs, I am sure, so that you get a definite idea as to where your class stands in the given subject areas. Attached is the plan for these subject graphs made for Mr. Kawamura's class. Graph paper may be requisitioned from the Office. You will note that the names are arranged alphabetically by last names and that only given subjects are included. We do not feel the necessity of graphing the other subjects, unless you wish to have your own records. We would like a copy of these graphs for the Office, Mr. Cole, Mr. Pomeroy, and Mr. Townsend. On the Profile Chart, which has been mimeographed, you will indicate the class mean (that is, the average score in each subject). When this has been done, you will have an excellent picture in your mind of the weaknesses and the strengths of your class.

In answer to your survey of children's footwear, the cases whom you reported as not being financially able to buy overshoes or galoshes have been reported to Mr. Sandoz for investigation and appropriate proceedings. For the information of those children who were listed as needing galoshes or rubbers but who were unable to buy them due to shortage of market, we learned at the staff meeting that the Community Enterprise Store does not plan to carry these. The reason is that one must have priorities to buy them. If parents are unable to secure rubber footwear from mail order houses or department stores in other areas, we will need to recommend that they buy heavy leather shoes and woolen socks. These, we understand, are available in both the Community Enterprise Stores and local stores.

We are still unable to give you definite information about the first three Saturdays in December. This must await administrative instruction from Washington, D. C. Full particulars regarding the raise in salary which accompany the 48-hour week will be given later, also. We regret that our former bulletin conveyed erroneous information. As we understand it now, your pay per hour is determined on the basis of 2,880 hours per year divided into your yearly salary. We understand that you are to receive time and a half for Saturdays. We have been instructed that any increase in pay will be made on the supplementary payroll and not on the regular one, at least in the beginning. When we have had definite information, we shall pass it on to you.

(Over)

There are some teachers who have not as yet handed in their daily class schedules. We should like to have those (one copy for the Office and one copy for Mr. Pomeroy's files) not later than the end of this week. Those who have handed them in need not make another unless there have been several changes.

Tools which were requisitioned from the warehouse are expected to arrive today. You will be notified as to the number and kind, and they will be kept in the office in each building.

Mr. Kleinkopf is very eager to have demonstration lessons begin. Will those of you who volunteered, let us know about when you will be ready to give these demonstration lessons for Colonist teachers. We would like to discuss with you your plans for these demonstration lessons with the hope that we might be able to render some assistance.

Unless instructed otherwise, the Faculty Meeting to discuss report cards will be held at 9:00 a.m. Saturday morning in Miss Hultcrantz's room, 10-11-AB.

Some forms have been placed in your mail box which you will want to use as a follow-up for the Dental Survey. These should be filled in and sent home to parents whose children were found to be in need of immediate dental care. These were marked in the lower right-hand corner with a 1 encircled thus: ①. Appointments may need to be made a long way in the future, but we believe that it would be a good policy to follow up the Dental Survey with these notices right away.

MINIDOKA RELOCATION PROJECT  
HUNT, IDAHO  
May 12, 1943

*Miss Saug*

Office Of The Curriculum Adviser

Bulletin #2

To: Elementary School Teachers  
From: Ethel M. Fitzsimons

You will be interested to know that Miss Haruye Matsuda can meet with those who wish to form a class in flower arrangement every Wednesday from 4:00 5:00 o'clock. According to present plans, the group will meet in the reception room of the Women's Dormitory #16. Miss Matsuda has made special arrangement whereby she will be able to teach the class at this hour. I trust that many of you will find it possible to attend the first meeting which will be held on Wednesday, May 19. The following items will be needed at the first meeting:

scissors  
low bowl  
flowers and greens  
pin frog

Watch for posters for further announcements in the reception room of Dormitory #16.

I have noticed that children in many of the classrooms are now privileged to enjoy the bouquets of seasonal flowers. I appreciate the fact that teachers are ever mindful of the influences afforded by attractive plants and flowers in the classrooms. Without doubt, much can be done in the way of utilizing such objects in good teaching.

The Rexo-graphed sheets which are coming to you today should be helpful in linking current interests in elementary science with subsequent developments in the study of gardening.

By this time you have received copies of the book, "INSECTS" by Glen Eaton Hodson. These copies have been sent to you by way of furnishing materials with which to plan science lessons in connection with gardening activities. Insects have not yet become garden pests but it is not too early to do some planning with respect to study of insect control. Soon you will receive additional materials which I trust will be helpful in this connection.

In recent visits to the schools I have observed that boys and girls are faithful in the care of plants made near the barracks. It may be of advantage to know that Mr. Briggs advises that plants be watered in the afternoon or in the early evening. He says that watering at this time of day prevents soil from caking or baking. The water can soak into the soil without causing plants to wilt during the warmest part of the day.

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 handicrafts. Next year's plans can embody a somewhat less formal procedure.

Our staff consists of:

- Day Nurseries.....20 residents teachers
- Huntville Elementary School.. 8 certified Appointed Personnel  
5 student teachers
- Stafford Elementary School... 9 certified Appointed Personnel  
14 students 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. Alternations 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 services for school rooms.