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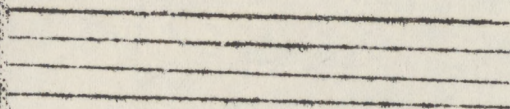
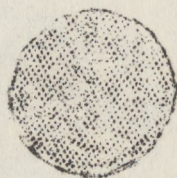
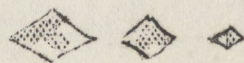
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TEACHER TRAINING



HUNT IDAHO
JULY 1943

TEACHER TRAINING DEPARTMENT

MINIDOKA PROJECT SCHOOLS

Superintendent of Education

R. A. Pomeroy

Supervisor of Student Teachers

Arthur Kleinkopf

WAR RELOCATION CENTER

Hunt, Idaho

July 12, 1943

INTRODUCTION

By order of the War Relocation Authority a teacher training department was made a part of the educational system in each of the Relocation Centers. This teacher training department was organized for the primary purpose of training Japanese evacuees to become teachers' assistants. There were many Japanese evacuees who had training above high school and many with college degrees; yet they had little or no training for the teaching profession. By enrolling in teacher training work they could receive the training necessary to allow them to become teachers' assistants and in many cases home-room teachers. Due to a shortage of appointed personnel teachers, it was expected that a part of the teaching staff would have to come from the teacher training department.

A secondary purpose in organizing a teacher training department was to make it possible for Japanese college students to earn accepted college credit from some accredited institution of higher learning. For this reason, the University of Idaho at Moscow, Idaho, was asked to approve the professional courses offered, to act in an advisory capacity, and to grant credit for the professional work. The State Board of Education of the State of Idaho at its regular

meeting in February voted to accept the teacher training work done at the Relocation Center and requested the University to proceed with plans for approving the professional courses and recording credit. J. Franklin Messenger, Dean of the School of Education of the University of Idaho, and Arthur Kleinkopf, Supervisor of Student Teachers at the War Relocation Center at Hunt, Idaho, conferred and worked out a plan of teacher training work which was approved by University officials and has been in operation since. It was made retroactive to October 1, 1942.

War Relocation Centers offer a unique opportunity for training teachers. Each student teacher can spend many hours each day in actual classroom participation, making it possible to acquire many times the required hours of observation and practice teaching. There is ample time for continuous and unbroken daily preparation and practice. Then, too, the schools in the War Relocation Centers are not bound by any ties of tradition or existing philosophies, but, of necessity, have to build from the beginning their own philosophies, theories, and practices. This makes a laboratory situation for student teachers in which they can make a day by day contribution in the formulation of new policies to meet ever-changing needs. Here they see and take part in the growth of a school system whose plans are

all in the making. It has no past, only a present and a future.

A full and detailed description of the work done in the teacher training department, the professional classes given, names of students earning credit, and the entire faculty list of student and colonist teachers are found on the following pages.

A. M. K.

EDUCATIONAL PSYCHOLOGY

Students in the teacher training department had had little or no training in the teaching profession. Very few of them had had any educational courses in college. They were trained as mathematicians, engineers, dentists, and pharmacists. For this reason, it was thought that a course in educational psychology should be given during the first semester (October 1, 1942 to February 12, 1943). Since this class was to receive credit at the University of Idaho, it was planned upon a semester basis with meetings three times a week for a period of eighteen weeks. Psychology in Education by Sorenson was used as a text. Various methods were used in conducting the class. They were lectures, reports, observations, case studies, round table discussions, forums, and examinations. The opportunity to make practical application of educational psychology was ideal. Practice immediately followed theories and methods learned. Thirty-eight students started in the educational psychology class and twenty-seven finished and received credit. Each student who completed the course received three semester hours of college credit at the University of Idaho. Enrollment cards and record cards for this work were sent to the University on June 15, 1943.

STUDENTS EARNING PSYCHOLOGY CREDIT

NAMES

Dixon Miyauchi
Yoshio Sato
Tom Kuranishi
Ayame Ike
Marie Otaka
Hannah Ikeda
Ruth Nishino
Kimiko Nagaoka
Masako Onishi
Teruko Akagi
Masa Kishida
Katsuko Fujikado
Shirley Kajikawa
May Date

George Okita
Matsuko Imori
Nobuko Ochiai
Mary Toribara
Esther Uchimura
Frank Yamashita
Sueko Hasegawa
Sumiko Tanaka
Thomas Imori
Mae Iwashita
Lucy Yatagai
Catherine Shimizu
Ruth Fukuhara

OBSERVATION AND PRACTICE TEACHING

Observation and practice teaching was given as professional course both semesters. It was offered on both the high school level and the elementary school level. Although practically all the students enrolled in the teacher training department did observation and practice teaching, credit for such work was not given to any student unless he had at least sophomore college standing. The University of Idaho also advised that credit for observation and practice teaching should not be given any student until he had first completed the course in either elementary school methods or high school methods. Due to these two limitations, there were not very many students who could qualify and receive credit for this work.

Student teachers who did practice teaching and observation spent at least four hours a day in class room work. Some of this was observation and some was teaching. Each student who received credit did no less than three-hundred fifty hours of observation and practice teaching. Observation was not confined to Minidoka Project Schools. It was also done in the Twin Falls High School, Burley High School, and the Albion State Normal School. Each student kept an observation notebook. Every observation done was

followed by class discussions and written reports. These reports were checked from time to time and grades recorded. Each student averaged twenty written observation reports each semester.

Due to the fact that there was never a time when the schools had a complete staff of appointed personnel teachers, student teachers had to become home-room teachers or teachers of special subject fields. The fact that student teachers had to assume so many teaching responsibilities plus the unusual amount of time that they had to do observation and practice teaching made it possible to give more teacher training work in a semester than could be done in any other teacher training institution. The schools in the War Relocation Centers proved to be real laboratories for practice teaching. Here each student teacher had a chance to take the theory and philosophy from his professional classes and test it under actual school room conditions. Nearly all the work in observation and practice teaching was laboratory work. It was in the school room where the supervisor met the student teacher for conferences, for planning, for testing, and experimentations. A more ideal condition for practice teaching could not have been asked for.

Many demonstrations by appointed personnel teachers

of the Minidoka Project Schools were given for the benefit of student teachers. These demonstrations proved to be of so much value that they are being listed in this report.

DEMONSTRATIONS

<u>Title of Work</u>	<u>Teacher in Charge</u>
Silent Reading	Ruby Smith
Oral Reading	Mildred Bennett
Poetry Appreciation	Ruth Hulcrantz
How to Conduct a Class Meeting	Edith Kleinkopf
First Gr. Reading and Dramatization	Jewell Boatright
Second Grade Spelling	Katherine Nikalaisen
Kindergarten May Day Fete	Charlotte Stull
How to Introduce a Unit in Social Studies	Arthur Kleinkopf
Music	Lena Haug

PRACTICE TEACHING

First Semester Oct. 1, 1942 - Feb. 12, 1943
 High School
 Ed. 131 (3 S.H.)

<u>Name</u>	<u>Subject</u>
Mary Toribara	Algebra
Dixon Miyauchi	Soc. Science
Tom Kuranishi	Soc. Science
Chietsu Kajiwara	Algebra

Second Semester Feb. 15, 1943 - June 25, 1943
 High School
 Ed. 131 (3 S.H.)

<u>Name</u>	<u>Subject</u>
Mary Toribara	Geometry
Dixon Miyauchi	American History
Tom Kuranishi	Social Studies
Chietsu Kajiwara	Algebra

<u>Name</u>	<u>Subject</u>
Yoichi Ito	Algebra
Misao Hayashi	Home Economics
George Fukano	Chemistry

Second Semester Feb. 15, 1943 - June 25, 1943
 Elementary School
 Ed. 57 (3 S.H.)

<u>Name</u>	<u>Subject</u>
Toru Ogasawara	Sixth Grade Arithmetic
Tedd Kawata	Junior High Mathematics

HIGH SCHOOL METHODS

A professional course in high school methods was offered during the second semester. Only those students who had sixty-four or more semester hours of college work were allowed to take this course. Here, as in the observation and practice teaching, was an ideal situation for getting first-hand knowledge of methods of teaching. Appointed personnel teachers for the Minidoka Project Schools had received training in various sections of the United States. They brought with them various techniques, methods, philosophies, and rich experiences. Here, then, was a real laboratory for a high school methods course.

The class was divided into committees for the purpose of observing methods used in the class rooms, for doing research work in the professional library, and, then, to bring this material to class for oral discussion. At the end of the semester, these committees turned in research papers on the subjects in which they had been working. This work was done with the view of finding the objectives of each course, methods of teaching, the materials to be used, and the methods of evaluation.

Class meetings were regularly scheduled throughout the semester. Many of the students who took this course

were also doing practice teaching. All problems which these teachers found in their own class rooms were brought to the methods class for discussions. Many times appointed personnel teachers came to the methods class and took part in panel discussions, round tables, and forums. The teacher training class room was a laboratory where the students sat around in groups, some reading, some in conference, and some doing research work.

Eighteen students entered the high school methods course. Only seven finished and received credit. The record of grades and credit was sent to the university on June 27, 1943.

Second Semester High School Methods, (3 S.H.)
February 15, 1943 - June 25, 1943
Education 114

NAMES

Mary Toribara	Misao Hayashi
Dixon Miyauchi	Yoichi Ito
Tom Kuranishi	George Fukano
Chietsu Kajiwara	

RESEARCH PAPERS

High School

BIOLOGY IN SECONDARY EDUCATION.....Mary Toribara
TEACHING GENERAL SCIENCE AND CHEMISTRY
IN HIGH SCHOOL.....Yoshio Sato
A STUDY UNIT IN AMERICAN HISTORY.....Dixon Miyauchi
SOCIAL STUDIES IN THE SECONDARY SCHOOL.....Tom Kuranishi

TEACHING MATHEMATICS IN HIGH SCHOOL....Chietsu Kajiwara
Yoichi Ito

HOMEMAKING IN THE SECONDARY SCHOOLS....Misao Hayashi

ELEMENTARY SCHOOL METHODS

A course in elementary school methods was offered during the second semester. This was open to students who had less than sixty-four semester hours of college credit. The same techniques and practices were followed in this class as in the high school methods class. The laboratory situation was again emphasized.

Forty students were enrolled in this class. Fourteen finished. Each received three semester hours credit. Record of grades and credit earned was sent to the University of Idaho on June 29, 1943.

Second Semester Elementary School Methods
February 15, 1943 - June 25, 1943

NAMES

Teruko Akagi	Masako Onishi
Betty Murakami	Marie Otaka
Hannah Ikeda	Sumiko Tanaka
Kazuichi Murakami	Anne Aoyama
Nobuko Ochiai	Kimiye Tanabe
Toru Ogasawara	Tedd Kawata
Henry Aoyama	Sadako Yoshida

RESEARCH PAPERS

Elementary School

SPELLING.....Henry Aoyama

ARITHMETIC IN THE PRIMARY GRADES.....	Toru Ogasawara Kay Murakami Hannah Ikeda
LANGUAGE METHODS IN THE ELEMENTARY SCHOOL.....	Betty Murakami Masako Onishi Nobuko Ochiai
MUSIC FOR THE FIRST SIX GRADES.....	Teruko Akagi
READING IN THE FIRST GRADE.....	Kimiko Nagaoka Marie Otaka Kimiye Tanabe Fumiko Ohashi
SOCIAL STUDIES IN THE ELEMENTARY SCHOOL.....	Sadako Yoshida Sumiko Tanaka
HANDWRITING IN THE ELEMENTARY SCHOOL.....	Tedd Kawata Shirley Kajikawa Masao Kinoshita
SCIENCE IN THE ELEMENTARY SCHOOL.....	Kiyoshi Fukano

CADET TEACHERS

During the first semester students enrolled in the teacher training work were classified into two divisions. Those who had college degrees were called assistant teachers, while those who did not hold degrees were called student teachers. This classification was changed during the second semester. Students who had to assume home room teaching responsibilities were, after three months' training period, changed to a "C" rating with the title of Colonist Teacher. The others remained in the "B" rating with the title of Student Teacher.

A total of ninety-four students have taken training work since October 1, 1942. The largest number enrolled at any one time was fifty-two. At the present time there are twenty-seven. Due to a recent project ruling, governing the number of employees, the maximum number of student and colonist teachers, hereafter, cannot exceed twenty-six.

HIGH SCHOOL

Akada, Hisayo, Home Economics
Broadway High School, Seattle, Washington
Edison Vocational School, Seattle, Washington

Akagi, Teruko, Assistant - Music
University of Washington, 1 year
Cornish School of Music and Art, 6 years

#Azuma, Minor, Assistant - Physical Education
University of Portland, 2 years
Multnomah Junior College, half year

#Fujihira, Lillian K., Assistant Core 7
B. A., University of Washington

Fukano, Makoto Frank, Assistant - Physical Education
Lincoln High School, Seattle, Washington, 3½ years
Alexander Hamilton Junior High School, 3 years
University of Washington, 1 year

Fukano, George Kiyoshi, Chemistry and General Science
B. S., University of Washington, 1939

Haraguchi, Fumiko, Assistant Art
High School in Japan
Portland Art Museum School, Portland, Oregon, 3½ years

#Hasegawa, Sueko, Assistant Social Studies
Sumner High School, Sumner, Washington
University of Washington, 3 years

Hayasaka, Tatsuro, Assistant - Science
B. S., University of Washington

Hayashi, Misao, Home Economics - Assistant
A. B., Home Economics, Fresno State College

#Hayashi, Thomas, Assistant - Physical Education
M. S., University of Oregon, Portland, Oregon

#Iga, Masa Murphy, Assistant - Social Studies
Lincoln High School, Portland, Oregon
Multnomah College, Portland, Oregon, 1 year

#Imai, Bob, Assistant - Physical Education
Broadway High School, Seattle, Washington, 1943

#Imori, May Matsuko, Assistant - Home Economics
Olympia High School
B. A., University of Washington

#Imori, Thomas, Assistant - Mathematics and Science
B. S., University of Washington, 1938

#Inana, Lilyan S., Assistant - Social Studies
University of Washington, 3 $\frac{1}{2}$ years

#Inouye, George, Assistant - Social Studies
Garfield High School, Seattle, Washington
University of Washington, 5 years

Ito, Yoichi, Mathematics
University of Washington, 3 years

#Kajikawa, Shiori Shirley, Assistant - Commercial
Fife High School, Fife, Washington

Kajiwara, Chietsu, Mathematics
B. S., University of Washington, 1941
(Aeronautical Engineering)

#Kambe, Esther, Assistant - Home Economics
University of Washington, Junior

Katayama, Yukiko, Assistant - Home Economics
Bainbridge High, Bainbridge, Washington
Japanese Sewing School, Seattle, Washington, 2 yrs.

#Kawata, Tedd, Assistant - Mathematics
University of Washington, 1 year

#Kibe, Masaomi, Assistant - Commercial
Northwestern University College of Liberal Arts, 1936
B. S., Northwestern University School of Commerce
Evanston, Illinois, 1938

#Kimura, Irene, Assistant - Science
Ketchikan High School

#Kinoshita, Masao, Assistant - Agriculture
Oregon State College, 2 years

- #Kishida, Masa, Assistant - Art
Garfield High School, Seattle, Washington
- #Kumata, Hideya, Assistant - Social Studies
University of Washington, 3 years
- Kuranishi, Tom, Teacher - Social Science
Reed College, Portland, Oregon, 3 years
- Miyauchi, Dixon, Teacher - Social Studies
B. A., Reed College, Portland, Oregon, 1940
- Murakami, Kazuichi Kay, Teacher - Shop
Broadway High School, Seattle, Washington
- #Nakahara, Tsuyoshi, Assistant - Mathematics
University of Washington, 5 quarters
- #Nakauchi, Sachiko, Assistant - Home Economics
Edison Vocational School, Seattle, Washington
B. A., University of Washington
- #Nishino, Ruth, Assistant - Social Studies
Reed College, Portland, Oregon, 3 years
- #Nomura, Elsie, Assistant - Home Economics
B. A., Oregon State College, 1939
University of Oregon Extension, Summer 1939
- #Ogawa, George Yusaki, Assistant - Social Studies
University of Washington, 1 year
- #Ohashi, Fumiko, Assistant - Commercial
Garfield High School, Seattle, Washington, 1940
- #Okazaki, Masayuki, Assistant - Social Studies
University of Washington, 3 years
- #Sakamoto, Ayako, Assistant - Social Studies
B. A., University of Washington, 1937 - 1941
- #Sato, Yoshio, Chemistry and Science
B. A., Reed College, Portland, Oregon, 1936
University of Washington, 1938 - 1939
M. S., Oregon State College, 1940 - 1941
- #Shirakawa, Arashi Arthur, Assistant - Social Studies
A. B., University of California

- Takami, Ralph, Assistant - Physical Education
Oregon State College, 3½ years
- #Tatsuda, Cherry, Assistant - Commercial
Ketchikan High School
University of Washington, 2 quarters
- #Tatsuda, Kazuko, Assistant - Core 9
B. S., University of Washington, 1942
- #Tomita, Louie, Assistant - Social Studies
University of Washington, 1 year
- Toribara, Mary, Mathematics
Franklin High School, Seattle, Washington
B. S., University of Washington, 1941
- #Uchimura, Esther K., Home Economics
B. A., University of Washington
- #Uomoto, George Yoshinori, Assistant - Science
B. S., University of Washington
- Uyeminami, Mariko, Assistant - Social Studies
Franklin High School, Seattle, Washington
University of Washington, 4 years 1935 - 1939
Barnard College, New York, 2 years 1939 - 1941
- #Watanabe, Frank, Assistant - Physical Education
University of Washington, 3 years
- #Yamashita, Frank, Teacher - Physical Education
University of Washington, 4 years
- #Yorita, Ben, Assistant - Social Studies
University of Washington, 3 years
- #Yorozu, Stella, Assistant - Social Studies
B. A., University of Washington, 1939
- #Permanently relocated or transferred to other positions.

ELEMENTARY SCHOOL

- #Akagi, Toshiko, Assistant - 2nd Grade
Broadway High School, Seattle, Washington
- Aoyama, Anne, Assistant - 4th Grade
Broadway High School, Seattle, Washington
- Aoyama, Henry, Assistant - 6th Grade
Broadway High School, Seattle, Washington
- #Daty, May, Assistant - 2nd Grade
Garfield High School, Seattle, Washington
- #Fujikado, Katsuko, Assistant - 5th Grade
Garfield High School, Seattle, Washington, 1941
University of Washington, 2 quarters
- #Fukuhara, Ruth, Assistant - 6th Grade
Garfield High School, Seattle, Washington
Griffin Murphy Business College, 5 months
- #Iguchi, Amy, Assistant - 2nd Grade
Broadway High School, Seattle, Washington
Cornish School for Music, 1 year
- #Ike, Ayame, Assistant - 5th Grade
Garfield High School, Seattle, Washington
- Ikeda, Hannah, Home-Room - 4th Grade
Broadway High School, Seattle, Washington
Edison Vocational School, 1 year
- Imamura, Haruko, Assistant - 2nd Grade
Broadway High School, Seattle, Washington
University of Washington, 2 years
- #Iwashita, Mae, Assistant - 3rd Grade
Washington High School, Portland, Oregon
- #Kawamura, Mac, Assistant - 4th Grade
Garfield High School, Seattle, Washington
University of Washington, 2 years
- #Kimura, Kikuye, Assistant - 2nd Grade
Oregon City High School, Oregon City

#Kumagai, Rikio, Assistant - 4th Grade
University of Washington, 3 years

#Kuroiwa, Haruko, Assistant - 2nd Grade
University of Washington, 1½ years

#Minamoto, Mary, Assistant - 5th Grade
Hillsboro High School, Hillsboro, Oregon

Murakami, Ayako Betty, Home-Room - 4th Grade
Franklin High School, Seattle, Washington

Murakami, Masako, Assistant - 4th Grade
Franklin High School, Seattle, Washington

Murata, Kiyo, Assistant - 1st Grade
Highline High School, Seattle, Washington

#Nagaoka, Kimiko, Assistant - 1st Grade
Cleveland High School, Seattle, Washington
Seattle Pacific College, 2 years

Ochiai, Nobuko, Home-Room - 3rd Grade
Lincoln High School, Portland, Oregon

#Ogami, Michiko, Assistant - 6th Grade
Garfield High School, Seattle, Washington
University of Washington, 2¼ years

Ogasawara, Toru, Assistant - 6th Grade
Garfield High School, Seattle, Washington
University of Washington, 2 years

Ogawa, Ruth, Assistant - 6th Grade
University of Washington, 1 year

#Okita, George, Home-Room - 6th Grade
Franklin High School, Seattle, Washington

Onishi, Masako, Home-Room - 3rd Grade
Lincoln High School, Portland, Oregon

Otaka, Marie, Assistant - Kindergarten
Immaculate High School, Seattle, Washington

Sakurai, Lily, Assistant - 4th Grade
Corbett High School, Corbett, Oregon

#Sata, William, Assistant - 5th Grade
University of Portland, Portland, Oregon, 2 years

#Shimizu, Catherine, Home-Room - 1st Grade
Marylhurst Normal School, Marylhurst, Oregon,
1941 - 1942

#Suyematsu, Tsamu, Assistant - 4th Grade
Franklin High School, Seattle, Washington

Tanabe, Kimiye, Home-Room - 2nd Grade
Hiroshima Methodist Missionary College,
Hiroshima, Japan

Tanaka, Sumiko, Assistant - 5th Grade
Broadway High School, Seattle, Washington
Japan Women's University, Tokyo, Japan, 4 years

#Tashima, Mary, Assistant - Kindergarten
Gresham High School, Gresham, Oregon, 1941

#Yatagai, Lucy, Assistant - 1st Grade
Garfield High School, Seattle, Washington

#Yoda, Takako, Home-Room - 4th Grade
University of Washington, 3 years

Yoshida, Sadako, Assistant - 4th Grade
Garfield High School, Seattle, Washington

#Permanently relocated or transferred to other positions

RELOCATION

Fifty students who took teacher training work have left the project and have relocated in various parts of the East, the Middle West, and the Central States. A few have entered school to continue college work. Some are at work on farms, some doing clerical work, one is working on the Anderson dam in Idaho, another is in the Japanese language school at Boulder, Colorado, and the rest have taken advantage of whatever opportunity came along for labor. Two have joined the armed forces of the U. S. Army. They are all working and contributing to the war efforts of our own country.

The many letters received show that the student teachers who have relocated are succeeding in their work and that friendly relationships exist between them and the people with whom they come into contact. No animosity exists and no discrimination is shown. As evidence of this feeling, the following quotations from letters received are given.

"People on the outside are very kind to us."

Mr. and Mrs. Vernon Shimo-Takahara

"Our officers are mostly Caucasians at present. They are swell guys and conscientious workers."

Pvt. Thomas Imori, A.S.N. 3991949
Medical Detachment
442nd Infantry Regiment
Camp Shelby, Mississippi

"Everything happened at once and so suddenly, that it took me quite a while before I realized that all was reality and not a dream. It is a grand feeling to be out again and be on our own. My, how I love the greens and the trees here. Sometimes I feel that I'm back once more in good ole Seattle. Since we are living on a ranch, you can see that it is very calm and peaceful here. It is such a contrast from camp with all its buzzing."

Kimi Mukai
Route 2
Stevensville, Montana

"Finally arrived at my destination on Tuesday, May 11, and found a perfectly friendly school. I enjoy this town immensely."

Tedd Kawata
205 College
Winfield, Kansas

"Students here are extremely frisky and regular pranksters but one of the most friendly bunch I have ever seen. Am most certainly enjoying my stay here. Give my regards to all."

George Uomoto
Dallas, Texas

"People have been so kind to us. We hear of all this talk on how some evacuees are being treated elsewhere. It hardly seems possible, for we are treated with great respect and welcomed wherever we go. Of course, we've tried so hard to be good examples of the Japanese people by all we do."

Shirley Kajikawa
123 No. Underhill
Peoria, Illinois

"I like Denver but not as much as I did Portland. I suppose because there are fewer green trees, and dusty at times. Denver is a paradise after being in camp so long. Wish all my friends were out too."

Mae Iwashita
2061 Welton
Denver, Colorado

"I quite appreciate the delicious food and all the scenic beauties and I hate to admit it but I very seldom think about the trying inconveniences of camp."

Ayame Ike
716 W. Cliff Drive
Spokane 9, Washington

Miss Amerman

BULLETIN

Teacher Training Department
Hunt, Idaho

June 24, 1943

TO: Student Teacher

FROM: Mr. Kleinkopf

The University of Idaho agreed some time ago to grant college credit for the professional work done in the Teacher Training Department at Hunt. Two semesters of this work has now been completed. It was only recently, that registration cards and record cards were received from the university. These cards have now been filled out, showing who completed the courses, the names of the courses, the number of credits, and the grades.

The psychology records have been sent to the university. The other records will be sent no later than June 28.

For your benefit the names of the students, the names of the courses, and the number of credits are listed here. If you desire to know what your grade is and wish more information about the work that you have or have not done, please see me immediately. If for any reason you think that you have earned credit in any course but do not find your name on this list, then come to Rec. 23 before June 28.

All the student teachers and the colonist teachers are to be complimented upon the high quality of work that they are doing. Many excellent papers have been turned in. These papers show many days of diligent research. Many compared favorably with the best that can be found in college work. The neatness in organization of these papers is particularly striking. Many favorable comments have been heard concerning the quality of the work that has been done.

Colonist teachers, who have home rooms, have worked under many hardship but are doing a admirable job of teaching. While many of you have taken over emergency assignments, which at first seemed insurmountable to you, it is gratifying to know that you have mastered the situation and are making a most valued contribution to the teaching profession. It is also, a noteworthy fact that you have done these things without complaining.

May I take this opportunity to express to you my deep appreciation for your diligence, cooperativeness, and sincerity. It has been a pleasure to work with you during the past year. While I sincerely hope that each of you can relocate as soon as possible, I would be more than glad to have any of you in teacher training work next year, if you remain on the project and can do so.

EDUCATIONAL PSYCHOLOGY

NAME	SEMESTER HOURS
Dixon Miyauchi	3
Yoshio Sato	3
Tom Kuranishi	3
Ayame Ike	3
Marie Otaka	3
Hannah Ikeda	3
Ruth Nishino	3
Kimiko Nagaoka	3
Masako Onishi	3
Teruko Akagi	3
Masa Kishida	3
Katsuko Fujikado	3
Shirley Kajikawa	3
George Okita	3
Matsuko Imori	3
Nobuko Ochiai	3
Mary Toribara	3
Esther Uchimura	3
Frank Yamashita	3
Sneko Hasegawa	3
Sumiko Tanaka	3
Thomas Imori	3
Mae Iwashita	3
Lucy Yotagai	3
Catherine Shimizu	3
Ruth Fukuhara	3
May Data	3

PRACTICE TEACHING HIGH SCHOOL First Semester

NAME	SEMESTER HOURS
Mary Toribara	3
Dixon Miyauchi	3
Tom Kuranishi	3

PRACTICE TEACHING HIGH SCHOOL Second Semester

NAME	SEMESTER HOURS
Mary Toribara	3
Dixon Miyauchi	3
Tom Kuranishi	3
Chietsu Kajiwara	3
Yoichi Ito	3
Misao Hayashi	3
George Fukano	3

PRACTICE TEACHING ELEMENTARY SCHOOL
Second Semester

NAME	SEMESTER HOURS
Toru Ogasawara	3

HIGH SCHOOL METHODS

NAME	SEMESTER HOURS
Dixon Miyauchi	3
Tom Kuranishi	3
Mary Toribara	3
Misao Hayashi	3
Chietsu Kajiwara	3
Yoichi Ito	3
George Fukano	3

ELEMENTARY SCHOOL METHODS

Teruko Akagi	3
Masako Murakami	3
Betty Murakami	3
Yukiko Katayama	3
Hannah Ikeda	3
Kazuichi Murakami	3
Nobuko Ochiai	3
Toru Ogasawara	3
Henry Aoyama	3
Masako Onishi	3
M. Otaka	3
S. Tanaka	3
S. Yoshida	3
Anne Aoyama	3
K. Tanabe	3
H. Akada	3
K. Murata	3
L. Sakurai	3
R. Ogawa	3