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TOPAZ 1461

*Historical*

*H 2.10*

WAR RELOCATION AUTHORITY

CENTRAL UTAH PROJECT

TOPAZ, UTAH

SCHOOL FOR THE HANDICAPPED

by  
George Sugihara

July 29, 1944

PROJECT REPORTS DIVISION  
HISTORICAL SECTION  
R.A. Bankson



### ACKNOWLEDGMENT

The current success of the newly opened class for the handicapped children of Topaz has been influenced and determined by the cooperation of several persons who, in large part, have devoted more than a just share of their time and effort to the task of specialized instruction.

From fifteen special pupils of Topaz tacit appreciation for Miss Margaret Jones's guidance is expressed by their notable gains acquired therein and is written in their ready acceptance of the class session. And from their parents an immeasurable degree of gratitude can be the only response.

Mrs. Henderson and Mrs. Anderson of the Topaz education section have assumed the painstaking work of conditioning the hard-of-hearing for lip reading. Improved speech has been the result. Miss Mary Mitchell has given her college vacation period to the same program; the added help has been added steps forward.

Preparations were launched with the supervision of Miss Wanda Robertson, principal of the Elementary School, and other necessary matter were received from the Inter-faith, Community Welfare, and medical sections of this center.



### SCHOOL FOR THE HANDICAPPED

Vacuous leisure had been the condition for the handicapped children of this center from its opening on September 11, 1942 until June 12, 1944. During this period these children were given no opportunity for school instruction, save that of limited home tutorship. The majority of the handicapped children had attended special schools prior to evacuation, and on entrance into the assembly center and the subsequent span of twenty-one months of Topaz adapted teaching was not made available to them. Among the mentally retarded the need for constant instruction was acute for, their power of retaining knowledge being limited to a great extent, sustenance of learning remains imperative for any marked improvement.

Miss Margaret Jones, a specialist in teaching cerebral palsied children, has been solely responsible in translating this situation into one of active learning experience. During the week of June 12, Miss Jones had interviewed all children and parents that were concerned with this special class. Their response was of enthusiasm in every case. Class instruction started as of this date.

For an analysis of each student a case history is herewith included, and in order to attach the proper narrative to it the writer has observed class sessions and has entered discussions with Miss Jones on every question and decision.

Lacking in this report (where it would be necessary) is an adequate norm of intelligence rating of the pupils; however,



mental and chronological ages could be computed but with possible high positive correlation with the social lag of the center, and, of course, feeble-mindedness is a problem of society and not a mere statistical definition.

The enclosed diagnosis has been made by the hospital and by the grammar school wherever each was able to do so. Records of each student are listed in these files.

The class at present is comprised of fifteen students. Among the thirteen listed crippled children three are attending this special class; the remaining have not reported, while some are now out of the center. Several mentally retarded children are attending regular sessions but with recommendations that they receive further instruction at this special class; these are also mentioned herewith as case histories.

Class sessions commence at 8:30 a.m. in the grammar school, block 8, building 11, rooms E and F. Where physical disabilities prevent children's walking to school, arrangements have been made with the carrier service to provide car transportation.

Function and the progress made is of the nature of this report. Each student is treated as a whole. The report is made up of these parts. . .



BOY "A" age 10 deaf, congenital

Boy "A" enrolled in the fourth grade. He continues to be a problem since he cannot hear. The medical health director and welfare department have both been consulted concerning an ear phone for the child. As yet nothing has been done.

His learning is rapidly becoming worse and he is becoming a behavior problem child due to his handicap. He comes to the special class for help with his studies about forty minutes each day. He is not taken out of regular school but is listed as a part time student. He seems to be benefitting by special help, this being mainly reading and speech.

Boy "A" can speak but may forget due to his losing hearing. The only advantage in this case is that he has heard up to this time. There is no need for institution care if he can learn to read lips. The teacher must have correct speech habits. Especially in this case parents having Japanese lip habits will deter his progress.

At this writing Boy "A" is learning to distinguish "f" sound from "v". As the teacher forms the letter on her lips he is instructed to pick up slips of papers (which have the answer written on them) so that the sound formed on the teacher's lips corresponds with the answer on the paper.

After a few drills on one sentence he is able to lip read it as the teacher mutely forms the words on her lips.



GIRL "A" age 13½ deaf and dumb

This girl was found at home. Previous to coming to Topaz she had attended a special school for the deaf in California where she had been taught a little lip reading also to read and to write.

She is enrolled in this special class and is one of the most outstanding members of the class. She is a beautiful girl and very intelligent. Although she cannot hear the sound of her own voice, she can say a few words. She is reading about the fifth grade level. Her arithmetic is fairly accurate and she does beautiful art work. There is perfect understanding between her and the group. She fits in well and is making definite progress.

If Girl "A" had a earphone teaching would be simplified. She is being taught visually, with pictures, etc. She must be brought to the front of the class and should be talked to frequently, and she must be given hand work. She must be given work of which she can see the result.

Lastly, she must be taught to feel at home in the class.



GIRL "B" age 16 glandular case

Girl "B" is mentally retarded and is extremely oversized. She has never been enrolled in school in Topaz. She is feeble-minded and should not be in any regular school. There is little that can be done outside of an institution.

She seems happy to be in school although her progress is very slow. She is learning to write and to read very simple words. She takes an interest in art, but she requires much individual help. Her only choice which she has shown is in color, and this is not done verbally.

She can print. Her activity is very sluggish.

At the conclusion of the daily singing session Girl "B" was said to have addressed a "good-bye" to Miss Jones as she left the hall--this was an object of much elation for the teacher.



BOY "B" age 17 spastic paralytic

Boy "B" has been observed at the clinic and accepted for further treatment. He is not enrolled in school at the present time. Miss Gottfried requested that he be given special tutoring but it was felt that the girls who were home-tutoring him were too young, and referred this case to Mr. Nuttall, then principal of the local high school, in order that something could be done for him.

Boy "B" will never be able to attend regular school for his physical disabilities are too great for that. His worst trouble is his speech. His face and neck are paralyzed, although he is somewhat paralyzed all over his body. He is most intelligent and responds well to all instruction. He has completed the pre-primer and he can add and subtract simple combinations. He is able to print a few words, and in spite of the difficulties he has with his hands he does beautiful art work.

He figures out nice designs, paints pictures, and is an expert in making airplanes out of pieces of wood which he whittles and nails together unaided. He is very happy over teaching a younger boy how to make airplanes.

The special class is doing wonders for this boy. He excels here.



BOY "C" age 17 cerebral palsy confined in wheel chair

Boy "C" has been observed at the clinic. No recommendations for further treatment have been made.

Boy "C" is paralyzed from the waist down. He is unable to walk but he has strength enough in his arms to push himself to school (same block as the school). He has a very independent spirit and does not like to have other people wheel him about. He has been out of public school for five years, but he is showing great interest in wanting to learn. He is doing about the fifth grade level of work. He reads aloud well.

He comes to school early every morning. He is an average student. He takes books home; he likes music and does not care for art.



GIRL "C" age 12 heart trouble

Girl "C" has been tutored at home by two elementary teachers. She has been making a steady satisfactory progress.

She was not enrolled in any school. She is most intelligent and is benefitting very much from this special program. She is doing part sixth and part seventh grade work.

It is believed that she is covering ground faster in the special class where she is receiving individual instruction than she would in the regular school. However, just as soon as she is physically able she will be transferred to her regular class.

Girl "C" is ambitious, having read several books in the few weeks of this special class. At present she cannot be taught too fast.



GIRL "D"    age 12    mentally retarded

Girl "D" was enrolled in the high fifth grade. She was requested to leave regular school and receive individual tutoring due to the fact that her mental retardation made her a dangerous person in the classroom.

She seemed to take great pleasure in thrusting pen points and scissors into arms of other children.

She is attending this special class and is doing very well with her work, and she is adjusting nicely with these students.

It is very possible that the normal group of children with whom she did not adjust had provoked the pen sticking episode.

Girl "D" is being taught to read but with difficulty. Her activities at present include the cutting out of paper dolls.



GIRL "E" age 16 cerebral palsy

She is enrolled in this special class and seems to be making progress. She reads in the sixth grade level, but her arithmetic is not so advanced. She shows an aptitude for art. She is learning to read and to follow directions in the special class.

She has a definite persecuted complex. To make her sociable is the aim.

BOY "D" age 10 tubercular hip

Boy "D" had been hospitalized and is under treatment at the primary hospital. He is enrolled in the special class. He has not been enrolled in the regular school on account of his physical difficulty. He uses one crutch and walks very little.

He is most intelligent. He has read three readers within four weeks of school. He is doing about the fourth grade level of work. He shows an interest in all phases of the special school, and he participates in art and music as well as in all regular school subjects.

"Boy D" must be taught regularly with rest periods. As with other children, his activities must be curtailed.



The following list of children are either not enrolled in the special class or are attending on a part time basis.

BOY "E" age 11½ speech handicap, cleft palate

Boy "E" has been enrolled in the low fourth grade. He is making tremendous gains. He has been doing passing work in regular school. It was recommended that he come to the special class for thirty minutes each day for help in reading and speech, but as yet he has not reported.

GIRL "F" age 14 mentally retarded

Girl "F" is enrolled in the fifth grade. She is reported to be making good adjustment and is making less demands of the teacher's attention. She was one of the problems of last year.

She comes for an hour each day to the special class for help in her studies. She seems to be responding well to the individual help. Her main difficulty is speech, and she cannot retain the things that have been taught her.

GIRL "G" age 7 paralyzed on right side most of her life, epileptic

Girl "G" is a cerebral palsy case. Both of her legs are paralyzed and are in braces. She was found attending kindergarten class. She is brought to school each morning on the carrier. She is adjusting well in the group of normal children. She shows a great lack of coordination, nervousness, and instability. It was recommended that she be placed in the special class for part time work.



BOY "F" age 7 mentally retarded

Boy "F" was found in the junior kindergarten. He was listed as being backward and a slow learning child. It was recommended that he come to the special class for part time work. So far, arrangements have not been made for the transfer.

BOY "G" age 10 slightly spastic

Boy "G" is enrolled in the fourth grade. He has difficulty in speaking, but he has made definite improvement in his muscular control in so far as the rest of his body is concerned. He seems to be happy in his work, and he is reported to be fitting in well with his group.

The recommendation is that he remain in this group.

GIRL "H" age 10 spastic accepted for tenotomies at clinic

Girl "H" has been hospitalized since school began last fall until the week of 7/3/44 when she went to Salt Lake City for an operation. She has been tutored since the beginning of school by one of the assistant teachers in the elementary school. She had done very well and was enrolled in a fifth grade prior to her trip to SLC. It was recommended that she have bed side teaching until she is able to be carried to the special class. She is quite intelligent.

She should definitely be in the special class until she is



strong enough to go back to regular school. Her mother is to give her physical therapy. The community welfare section is arranging for her enrollment.

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It is not the policy of this school to take a child out of a regular class if he is adjusting to a normal situation. Among other things, the class as a whole is working for relaxation. Confidence, coordination, and ease must be attained in order to facilitate learning. Ordinarily there is no pattern to be followed inclusively; each student must have a specially designed course of study.

No student here is unable to write, but where difficulty exists the student must be taught to concentrate on objects. Usually writing can be taught by guiding dots, the first step of this method being the guiding of pencils along a circular dotted course simultaneously with the ~~rythm~~ <sup>RHYTHM</sup> of music which helps coordinate muscles. Another step to enhance writing coordination is the coloring of pictures, instructing in this step to keep colors strictly between the lines.

Whenever reading difficulty exists through poor eyesight the students are taught words singularly and not be phrases. Pictures are also greatly helpful in this case.

An arithmetic board is usually needed for paralyzed students, but fortunately there is no need for it here.

Students in the cerebral palsy category are slow in pro-



gressing. Patience, interest, and especially competence are required to bring this progress, however slow it may be. An objective to be reached also is the making of these children sociable and eligible for accommodation into normal society. And the stimuli received at school must not be thwarted by home circumstances; such influences tend to exist, the school not being set off apart from the living areas of the center.

In each case students are given individual instruction. Activities such as art and music are classroom affairs. All are able to participate in art work, although some are less creative than others. And, of course, only a few are able to follow the swiftness of the music session.

Though pronounced discrepancies exist among the students, mention must be made of their attentiveness and of their willingness to struggle for the goal that has been projected for them.

As conditions now stand, the possibility of this special class functioning successfully, or functioning at all, will be determined in the near future by the available personnel from the resident group. Such an outlook is of paramount importance at present for Miss Jones takes leave of Topaz August 12, 1944. Reversion of initiative will rest with the residents.

Another basic item of progress will be the interest and responsibility borne by the immediate members of the family in behalf of their less privileged ones, and families must produce the wholesome condition necessary to make for happiness and adjustment of the child. There being no substantial periods of



privacy, guided integration could be sought and not willful exclusion in order that a sense of belonging may be created in the child; here much tact will be necessary, especially on the part of the parents who may be able to effect such a situation. PTA organizations would be the appropriate agency for such action.

The best situation must be created out of this communal make-up; patchwork must be superseded by measures that aim for group solution. And the home environment must not work counter and remain perversely dominant over that of the school; each student must be given to a merging of each situation-- Miss Jones has aided to this end.

oo oo oo



The following exhibits are pieces  
done by these pupils during their  
class session. . .



Boy "B"



MORIYAMA SHITA



Masato Ishida

June 20

Boy "D"

5	6	7	6	5	8
+5	+6	+7	+7	+4	+8
<u>10</u>	<u>12</u>	<u>14</u>	<u>13</u>	<u>9</u>	<u>16</u>

5	6	6	8	7	6	4	5
+6	+7	+6	+8	+6	+5	+6	+4
<u>11</u>	<u>13</u>	<u>12</u>	<u>16</u>	<u>13</u>	<u>11</u>	<u>10</u>	<u>9</u>



GIRL "H"

Capacity

Edith Mori

1 The power of receiving  
or holding also the amount  
that can be held; as the  
capacity of a room, cup etc;

Bungalow

A one story house

Association

1 A joining together;

2 fellowship 3 a body of  
persons organized for a  
common object & corpor-  
ation



1 liberal ✓	20 Tragedy
2 adjourn	21 excess
3 adjust	22 extent
4 booth	23 admission
5 devote	24 issue ✓
6 auditorium	25 shipped
7 dormitory	
8 advisable	liberal
9 advising	exquisite
10 automatic	adorable
11 construct	issue
12 cucumber	
13 equist ✓	
14 admiration	
15 adorable ✓	
16 cigarette	
17 alfalfa	
18 campus	
19 coupon	



95%

17 Jan

Cerebral Palsy

plank  
acre  
age<sup>v</sup>  
split  
tar  
thru  
greet  
sash  
bedroom  
chimney  
cabin  
bore  
stump  
homestead  
attic  
basement  
fort  
team



GIRL "C"

add

$$\begin{array}{r} 0 \frac{1}{9} \\ \frac{4}{9} \\ \hline \frac{5}{9} \end{array} \quad \begin{array}{r} 2 \frac{1}{3} = \frac{4}{12} \\ \frac{5}{12} \\ \hline \frac{9}{12} \end{array} \quad \begin{array}{r} 3 \frac{1}{2} \\ 5 \\ \hline 5 \frac{1}{2} \end{array} \quad \begin{array}{r} 4 \frac{10}{4} \\ \frac{3}{4} \\ \hline 10 \frac{4}{4} = 11 \end{array}$$

$$\begin{array}{r} 5 \frac{8}{8} = \frac{25}{30} \\ 4 \frac{1}{10} = \frac{3}{30} \\ \hline 10 \frac{28}{30} \frac{14}{15} \end{array} \quad \begin{array}{r} 6 \frac{25}{9} \\ 30 \frac{5}{9} \\ \hline 56 \frac{1}{9} \end{array} \quad \begin{array}{r} 7 \frac{19}{4} = \frac{5}{20} \\ 13 \frac{4}{5} = \frac{16}{20} \\ \hline 22 \frac{21}{20} \end{array}$$

$$\begin{array}{r} 8 \frac{3}{8} \\ \frac{5}{8} \\ \hline \frac{8}{8} = 1 \end{array} \quad \begin{array}{r} 9 \frac{1}{2} = \frac{4}{8} \\ 6 \frac{3}{8} = 6 \frac{3}{8} \\ \hline 16 \quad 16 \\ \hline 32 \frac{7}{8} \end{array} \quad \begin{array}{r} 10 \frac{9}{4} = 9 \frac{3}{12} \\ 8 \frac{5}{8} = 8 \frac{10}{12} \\ \hline 7 \quad 7 \\ \hline 25 \frac{1}{12} \end{array}$$

$$\begin{array}{r} 11 \frac{14}{8} = 16 \frac{18}{45} \\ 18 \frac{1}{9} = 18 \frac{5}{45} \\ \hline 17 \quad 17 \\ \hline 51 \frac{23}{45} \end{array} \quad \begin{array}{r} 12 \frac{1}{8} \\ \frac{3}{8} \\ \hline \frac{5}{8} \\ \hline 1 \frac{1}{8} \end{array} \quad \begin{array}{r} 13 \frac{11}{4} = 11 \frac{3}{2} \\ \frac{5}{12} = \frac{5}{12} \\ \hline \frac{1}{12} = \frac{1}{12} \\ \hline 11 \frac{9}{12} \end{array} \quad \begin{array}{r} 14 \frac{5}{5} = \frac{16}{40} \\ 6 \frac{3}{8} = \frac{15}{40} \\ \hline 3 \frac{8}{5} = \frac{64}{40} \\ \hline 14 \frac{95}{40} \end{array}$$



Sub.

$$\begin{array}{l} \textcircled{1} \frac{11}{16} \\ \frac{3}{16} \\ \hline \frac{9}{16} \end{array} \quad \textcircled{2} 9\frac{1}{2} \quad \frac{1}{2} \quad 9$$

$$\textcircled{3} 1\frac{1}{3} = 1\frac{4}{3} \quad \frac{2}{3} = \frac{2}{3} \quad \frac{2}{3}$$

$$\textcircled{4} 24\frac{5}{12} = 23\frac{17}{12} \quad 23\frac{7}{12} = 23\frac{7}{12} \quad 46\frac{10}{12}$$

$$\textcircled{5} \frac{7}{10} = \frac{7}{10} \quad \frac{1}{2} = \frac{5}{10} \quad \frac{2}{10} = \frac{1}{5}$$

$$\textcircled{6} 7\frac{2}{3} = 7\frac{8}{12} \quad \frac{1}{12} = \frac{1}{12} \quad 7\frac{9}{12}$$

$$\textcircled{7} 11\frac{1}{2} = 11\frac{4}{8} \quad 2\frac{7}{8} = 2\frac{7}{8} \quad 8\frac{5}{8}$$

$$\textcircled{8} \frac{3}{5} = \frac{51}{80} \quad \frac{5}{16} = \frac{25}{80} \quad \frac{26}{80} = \frac{13}{40}$$

$$\textcircled{9} 3\frac{1}{2} = 3\frac{2}{4} \quad 2\frac{2}{3} = 2\frac{4}{6} \quad \frac{5}{6}$$

$$\textcircled{10} \frac{7}{15} = \frac{14}{30} \quad \frac{1}{6} = \frac{5}{30} \quad \frac{9}{30}$$

$$\textcircled{11} 25\frac{1}{3} = 25\frac{4}{12} \quad 8\frac{7}{12} = 8\frac{7}{12} \quad \frac{9}{12}$$

$$\textcircled{12} 18\frac{2}{10} = 18\frac{39}{30} \quad 8\frac{7}{15} = 8\frac{14}{30} \quad 10\frac{25}{30}$$

$$\textcircled{13} 19\frac{3}{10} = 19\frac{9}{20} \quad 10\frac{1}{6} = 10\frac{5}{30} \quad 9\frac{42}{30}$$

$$\textcircled{14} 23\frac{5}{8} = \frac{75}{120} \quad 20\frac{2}{15} = \frac{16}{120} \quad \frac{359}{120}$$







GIRL "C"



Fujiko Takayama



GIRL "E"





Ruth Tachibashi  
June 22, 1944

1. 1	2. 2	3. 3	4. 4	5. 5
$\times 2$	$\times 2$	$\times 2$	$\times 2$	$\times 2$
<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>

6. 6	7. 7	8. 8	9. 9	10. 10
$\times 2$	$\times 2$	$\times 2$	$\times 2$	$\times 2$
<u>12</u>	<u>14</u>	<u>16</u>	<u>18</u>	<u>20</u>

11. 11	12. 12
<u>2</u>	<u>2</u>
<u>22</u>	<u>24</u>



$$\begin{array}{r} 9 \\ 2 \\ \hline 18 \end{array}$$

$$\textcircled{\text{|||||}} 5 + \textcircled{\text{|||||}} 5$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline 10 \end{array}$$

$$\textcircled{\text{|||||}} 8 + \textcircled{\text{|||||}} 8$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 2 \\ \times 1 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 11 \\ \times 2 \\ \hline 22 \end{array}$$

$$\begin{array}{r} 12 \\ \times 2 \\ \hline 24 \end{array}$$



GIRL "A"



Draw by  
Kazuko Momii



Boy "D"



Masato Ishida



## NEW GATE PROCEDURES EFFECTIVE NEXT FRIDAY

The new gate procedures will become effective on Friday, June 23, it was announced today by L. T. Hoffman, project director.

These procedures instituted to keep a record of entries and exits for statistical purpose have been prepared for all centers by the Washington WRA office, and are set forth in the Administrative Manual.

The full details of the new procedures are set forth in Office Letter No. 42 which will be distributed in both English and Japanese throughout the center early next week.

The procedures cover motor vehicle travel in and out of the center, pedestrian traffic on and off the project area, outside the center, and all forms of passes and leaves.

"I hope that all residents will carefully read the procedures so that they will be thoroughly familiar with the details in order to give their full co-operation in keeping an accurate and complete record," Hoffman said.

**LOST CAT:** The person who recently lost a female black Persian cat is requested to claim it at 9-11-C. The cat has become the mother of 3 kittens.

### BIRTHS

**HIRANO**--To Mrs. James Hirano, 11-2-B, June 5, a girl.

**ISAKI**--To Mrs. Shigeyoshi Isaki, 26-11-F, June 5, a boy.

**KANEHARA**--To Mrs. Kiyoji Kanehara, 14-1-F, June 10, a boy.

**KURUMA**--To Mrs. Kazuo Kuruma, 6-10-A, June 13, a girl.

### DEATHS

**TAMURA**--Hidematsu Tamura, 61, 23-7-A, June 2.

**HARANO**--Mrs. Toku Harano, 56, 20-3-E, June 3.

**NISHIKAWA**--Chojiro Nishikawa, 66, 29-7-B, June 4.

**TANAKATSUBO**--Genkichi Tanakatsubo, 63, 19-10-D, June 15.

## TEACHER TRAINING PROGRAM STARTED AT ELEM. SCHOOL

Under the direction of Miss Mary Nielson, supervisor of the South San Pete Schools in Manta, Utah, a teacher training program for the elementary school department has been started here this week, according to Miss Wanda Robertson, principal.

For the next two months Miss Nielson will work directly with teachers in classrooms and at regular conferences.

The elementary schools do not yet have a sufficient number of teachers for the fall term which starts in September, according to Miss Robertson.

Residents who are interested in teaching are urged to participate in the program now being offered.

## COUNCILMEN FOR BLKS 14, 30 NAMED

The two blocks' candidates who were not nominated for the council election held last Tuesday, were named today.

They are Mas Narahara, who was re-elected for block 30, and Tsuna Watanaabe of block 14.

## Miss Jones Here To Establish Special School

To set up a school for exceptional children, Miss Margaret Jones of Miami, Florida, a specialist in cerebral palsy, arrived here this week for a two-months' stay.

Arrangements are being made to open a school which will give special attention to 15 exceptional children. Seven of these children have been attending regular school and will be given special part-time training at this school.

Miss Jones has studied under such eminent authorities on cerebral palsy as Dr. Earl Carson of New York and Dr. Winthrop Phelps of Baltimore. She has received her MA degree from the Columbia University in New York City and also attended the Wayne University in Detroit.

## PERMITS NECESSARY TO START BONFIRES

Owing to the bad condition of the fire protection water lines, residents should not start bonfires without a permit, stated William Miller of the fire department.

Permits for bonfires from 6 to 8 AM will be issued on request, he said.

## CHAPLAIN AKI RETURNS TO SHELBY FROM VISIT WITH ALABAMA AJ UNIT

**CAMP SHELBY**--Chaplain George Aki returned to the 1st Battalion, 442nd Infantry, after six weeks service with the AJ unit stationed at Camp McClellan, Alabama. Originally from Fresno, California, he had been previously attached to the 442nd Infantry Regiment, and was sent to Camp McClellan to help the AJ men there. He has done a fine job, and now, having returned to Camp Shelby, will continue his services for the men of the 1st Battalion, 442nd Infantry.

"I was tremendously impressed by the performance of the men," de-

clared Chaplain Aki, in regards to the AJ unit at Camp McClellan. "They are getting the best of training and through the excellence of their work, earned the commendation of the Post Commander and the Officers in charge."

He continued, "Now that I am back again with the 1st Battalion, 442nd Infantry, my prime duty will be to work for the training, leadership and unity of our group. I have great faith in the men here, and I will work diligently to further the progress of our units."

Chaplain Aki is a former resident of Topaz.



# TOPAZ TIMES

S E M I — W E E K L Y

Vol. VII, No. 23

TOPAZ, UTAH

Saturday, June 17, 1944

## SEASONAL LEAVE

### Farm, Cannery Contracts Arrive From Provo, Murray, Smithfield

Approximately 50 high school boys will leave for seasonal work in Orem today, according to Donald F. Egr, War Food Administration recruiter. Another busload will depart next Monday or Tuesday if enough persons are secured.

On July 1, a group of 88 men, excluding high school students, will leave for the Spanish Fork camp, and on July 4 between 100 and 200 will depart for the Orem camp.

Call-in notices have been sent to all persons who registered for such work. Unless these persons respond promptly, other residents will be recruited to fill the order.

A contract for sugar beet and general farm work for 75 men in Cache County has been received in the relocation office. The workers will be housed at Smithfield camp. If enough men are recruited on this order, transportation will be provided as soon as the crew is ready.

Egr is available at the relocation office in the evenings.

Farrell Liljenquist of the War Manpower Commission is in the center to recruit 50 men for the Rocky Mountain Cannery in Murray, Utah. Groups of 25 will leave on June 19 and June 30. Both contracts terminate on July 29.

The men will be paid 65 cents to 70 cents an hour with room provided in the barracks at 25 cents a week. Eating arrangements will be on a co-operative basis with charges at \$1 a day and refunds if there is any surplus.

Liljenquist is also recruiting 65 girls and women for the Royal Canning Company in Ogden. The contract is from June 23 to October 15.

The work will include processing of apricots, peaches, and tomatoes.

Call-in notices are being sent to all persons who have registered for cannery work. Unless they respond promptly, other persons will be recruited.

Liljenquist will be in the ad annex every day and in the evenings until 8 PM.

## HOFFMAN WELCOMED AT RECEPTION BY 800 RESIDENTS LAST NIGHT

Approximately 800 resident representatives from the blocks and various organizations attended the reception held last night in the auditorium to welcome the center's new director, Luther T. Hoffman. George Shimamoto was chairman of the reception which was co-sponsored by the block managers and the community council.

Welcome addresses were given by James Hirano representing the block managers and resident workers, Assistant Project Director Roscoe Bell for the administration and Dr. George Ochikubo for the council.

Project Director Hoffman spoke briefly and expressed his appreciation for the co-operation given him since his arrival by both the residents and the appointed staff.

The program also included musical selections and refreshments, it was reported.

## TOPAZ VOLUNTEER PVT Y. KOIZUMI KILLED IN ACTION

The first Topaz volunteer for the Japanese Combat Team to die overseas, Private Yutaka Koizumi, 22, of the 442nd Infantry was killed in action in Italy on May 23, according to word received here. He entered the army last summer from Detroit Lakes, Michigan, where he had relocated in June.

Pvt. Koizumi is the eldest son of Mr. and Mrs. Suyematsu Koizumi who are now relocated in South Minneapolis. He is also survived by a brother, Yosh, and a sister, Kiyo. He is formerly of San Francisco, and received his army training at Camp Shelby, Miss., and Camp Blanding, Florida.

A home memorial service was held for him last night by relatives and close friends here.

## 47 DRAFTEES GO FOR PHYSICALS

Forty-seven Topaz registrants reported to Fort Douglas yesterday for pre-induction physicals, according to the selective service office here.

Joe Sasaki also reported to Fort Douglas for induction and transfer to Camp Savage, Minnesota.

## SHIRAKIS TO LEAVE FOR SF

The first Topaz serviceman's family to relocate to California, Mrs. George Shiraki and her five-year-old daughter, Jean, will leave Monday for San Francisco, it was reported today. Mrs. Shiraki who is the wife of Pvt. George Shiraki, Topaz volunteer now serving overseas, will work for a Caucasian friend in San Francisco.

WEATHER	Max.	Min.
Wednesday.....	80°	52°
Thursday.....	76°	45°
Friday.....	--	45°



## Leaves

### INDEFINITE

DELTA: Charles Araki, Kazuo Kuruma.

SALT LAKE CITY: Kikumatsu, Shinobu and Sugi Toga-saki.

CHICAGO, ILLINOIS: Mary Igarashi, Martha Imagawa, Yoshiko Mizoguchi, Nobuko Tanaka, Paul Nomura, Yasuko Suzawa, Masu Komatsu.

FORT DOUGLAS: Sam Isono.

MARSHALLTOWN, IOWA: Sa-yoko Ogawa.

NEW YORK CITY, NEW YORK: Hisayo and Itsuko Yoshiwara, Mike Morizono.

### SEASONAL

DELTA: Ben Shijo, Ralph Tajima, Tom Kitashima.

GUNNISON: Shigeo Mizokami.

OREM: Kunio Ishii, Roy Abbey, Mitsuko Abey, Mayble Hananouchi, Jim Karasu, George Hashimoto, Margaret Hayamizu, Sakae Horita, Karl Ichikawa, Takara Inouye, Chester Kaku, Takashi Kariya, Masao and Noboru Kato, Shigeo Kinoshita, Mickey Kirihara, Yoshiro and Kumio Konno, Kazuo Marucka, Mioko Miura, Harry Mizoye, Fred Moritomo, Akira Nakamura, Tsuneo Okawachi, Nobuo Sasamoto, Yoshi Sato, George, Hatsue and Yoshio Shimada, Akito Sunada, Sanzui Takaha, Shigeru Takahashi, Michiko Takaki, Tom Yamane, Shigeru Fujimori, Junzo and Teizo Fukami, Roy Hamachi, Hideo Kamio, Giichi Kawaguchi, Makoto Mita, Henry Miyamura, Noboru Momii, Choichiro Mori, Joe Morita, Bobby and Motonishin Motozaki, George Okada, Shigemori Orimoto, Robert Sakakura, Suekuma Sakano, Tomekichi Tanaka, Tom Tsukamoto, Yutaka Yoshida.

PLEASANT GROVE: Ben Dote, Joe Morite, Fudekichi Kawamoto, Tokuchi Nomura, Seichi Yamamoto.

KAYSVILLE: Chiyoko and Gloria Yamada, Zenza Yoshino.

PROVO: Kazumi Ikenoyama, Harry Koga.

AMERICAN FORK: Yoshikazu Ishida, Nori Nagai.

SMITHFIELD: Saichi Yamai, Yasuichi Enodika, Saji-ro Hamada, Masayoshi Ishikawa, Ichimatsu Takenaka.

## TOSHIKO TANAKA YAMATE MAKES MARRIES SHIGIO PROGRESS REPORT ON STUDENT FUND

At an impressive double ring ceremony held at the First Methodist Church in Salt Lake City, Miss Toshiko Tanaka became the bride of Matao Shigio last Friday night, it was announced here Monday. Rev. Raymond C. Walker performed the marriage rites. About 100 friends and relatives attended the wedding and reception which followed.

The couple's parents are Mr. and Mrs. S. Shigio of 40-11-E and Mrs. Chieyo Tanaka of 34-4-A.

## RECITAL GIVEN BY MUSIC STUDENTS

Miss Ayako Sato's students presented a music recital Sunday afternoon at 1-6-DE.

The following students participated in the recital: Anna Kaku, Janet Muneno, Joanne Ichiyasu, May Yanagi, Ellen Ishida, Jane Kawaguchi, Aiko Suyehiro, Barbara Suzuki, Rose Nakamura, Midori Ogi, Margaret Mizuno, Grace Otsuji, Aiko Yoshida.

Mary Shimamura, Violet Yoshiyama, Pauline Yoshiyama, Misuye Kawata, James Mori, June Otsuji, Jane Shinozaki, Eiko Sato, Fay Yoshizuka, Mildred Yamada, Elsie Ishida, Gayle Palmer, Mary Iwaki, Sumiko Yoshikawa.

## RICHMOND GIRL WEDS L. HONDA

The marriage of her youngest daughter, Elsie, to Henry Lefty Honda on June 27 in Fillmore was announced today by Mrs. Yuuko Mayeda, 14-12-D, mother of the bride.

Michiko Aihara and Norio Endo were the attendants. A reception was held at the bride's home in the evening.

The couple have made their home in Richfield, Utah, where the groom is employed.

RELOCATION: Corlies Carter, assistant relocation officer, returned Friday from New York City.

A report on the progress of the Student Scholarship Aid Fund was made recently by Sasato Yamate, chairman.

Yamate stated that profits made from the two movies, "Mrs. Miniver" and "King's Row" were \$306.79 and \$307.22, respectively. Contributions from various organizations and persons total \$337.62. The total amount now in the fund is \$951.63.

Latest contributors to the fund are Mr. and Mrs. T. Nitta, 36-1-EE, Mr. and Mrs. M. Ota, 20-8-B, Adult Education Department, Z. Teranishi, New York City, Mr. and Mrs. K. Kumekawa, 26-3-B, Mr. and Mrs. T. Hara, 4-3-D, Mr. and Mrs. Yoshida, 9-6-C, Mrs. Inatome, Topaz PTA, Mr. and Mrs. S. Toda, 37-8-E, Rev. Nishimura, New York City, Mrs. Y. Mayeda, 14-12-D, Mr. and Mrs. S. Hayashida, 7-9-B, Mr. and Mrs. H. Nakano, 5-4-CD, Mrs. H. Matsuzaki, 34-10-D, Mrs. S. Ochi, 27-5-B, Mr. and Mrs. H. Hayashi, 22-8-C, Kotoji Inouye, Chicago, Asa Fujie, Provo, Grace Fujii, and Joe Inatome, Detroit.

## W.B. MILLER TO LEAVE TOMORROW

William B. Miller, acting fire protection officer, will leave the center Thursday to spend his annual leave at his home in Beverly Hills, California. His wife, telephone operator at ad A, will accompany him.

Charles Roraback, former fire protection officer at the Jerome center, will replace Miller during his absence.

## TEACHERS NEEDED

Margaret Jones, instructor of courses for exceptional children, wants 2 resident workers to assist her. The assistants will carry on the work this winter after Miss Jones leaves. 7 children are now attending the school and 8 receive special tutoring.



## Meeting

All managers of the teams entered in the Pee-Wee league are requested to attend an important meeting to be held in DH 32 from 7 PM this evening. Rules, regulations and other important matters will be discussed.

## TEN TEAMS SIGNED UP FOR PEEWEE LEAGUE

Ten teams have already signed up for the newly-formed PeeWee softball league, according to Moto-ichi Yanagi, supervisor for the loop. He also stated that a few more teams have signified their intentions of entering but are undecided. At the managers' meeting held Saturday evening, it was decided to start the circuit Monday.

Teams entered in the league are: blocks 36, 37, 38, 22-23, 9, 10-3, 7-13, 28-31, 16 and 29-30.

## "FIGHTING T'S" LOSE GAME MONDAY

The "Fighting T's" of blocks 10 and 3 failed to score after the third and fell under the might of the block 7-13 outfit, 12 to 8 in the opening games. Both teams hit their peak in the second when they each scored 7 runs apiece.

Maruyama batted high in the contest with 1 for 1. Others topping the list were: Mayeda, Ito, Otani, Nishimura, Akita and Nishikawa.

**APPRECIATION:** The baseball commission wishes to thank the public and the representatives of blocks for the enthusiasm shown by them during the season.

## HOW TO MARK SCORESHEETS

All scorekeepers at the league softball games are requested to use the following symbols in order to keep an accurate record for the season: HITS--\*(single),=(double),=(triple); ERRORS--E--(position); WALK--W; STRIKE OUT--K; SACRIFICE--SAC; HOME RUN--HR. POSITIONS SHOULD BE MARKED: 1(pitcher), 2(catcher), 3(first), 4(second), 5(third), 6(short stop), 7(buck short), 8(left field), 9(center field), 10(right field).



## SPORTS PARADE



## 10-7 CONTEST TAKEN BY BLK. 9 IN PEEWEE OPENER

After a 10-run splurge in the first two innings, the block 9 horsehiders kept in the lead throughout the remaining frames to eke out a 10-7 win over the block 36 contingent in the league opener on Monday.

Remaining scoreless for three innings, the losers came to life in the fourth canto with a double and four safeties which brought in three tallies. They pushed across 3 more runs in the sixth and 1 in the final period but couldn't supply the punch to make up a 3 run deficit.

Masaru Nakazawa, #36 backstop, turned in a creditable performance behind the bat as well as showing amazing accuracy in his pegs to second. Center fielder Mas Miyamura led the hitting with 2 for 2 while June Nihei and T. Tsuchiya garnered 2 for 3 in the contest.

### SUMMARIES

BLK. 9.....820 000 X--10  
Hits.....630 000 X-- 9  
BLK. 36.....000 303 1-- 7  
Hits.....120 513 0--11

## BLOCK 38 BLOWS LEAD IN FINAL PERIOD; BLK 29-30 WINS, 17-14

### PEEWEE SCHEDULE THURSDAY

(All games start at 6:30)

TEAMS	PLACE
Block 16 vs 28-31	#30
Block 9 vs 38	#15

SATURDAY	PLACE
Block 37 vs 7-13	#30
Block 29-30 vs 22-23	#26

### GOLF

## TOURNAMENT WON BY K. ICHIMARU

Netting a 71 score, K. Ichimaru took first place in an 18-hole golf tournament held on the local link Sunday. About 40 golf enthusiasts participated for the first six prizes.

The scoring for the tourney was as follows:

NAME	G	HDCP	NET
K. Ichimaru	93	22	71
T. Higashino	79	5	74
H. Ogami	85	10	75
M. Narihara	95	18	77
S. Kajiware	104	26	78
T. Yamane	101	22	79

## BLOCK 37 TAKES OPENING BATTLE

Block 37 opened its schedule by downing block 22-23 by an 11-3 score Monday evening. The first three periods were close but #37 pulled ahead with four runs in the fifth.

Batting honors went to S. Araki and S. Sasamoto with 1 for 2 while R. Masuda, Neishi and Y. Maruyama scored 2 for 3.

The scrappy block 29-30 squad, after trailing for six full periods, held the block 38 men scoreless in the final inning to mark up a 17-14 victory.

#38 lengthened out to a 12-4 lead in the last of the fourth with 8 runs denting the plate. However, the victors, capitalizing on 6 walks and 4 hits, came back in the following inning with 7 more counters but still trailed by 2 digits.

Only 1 run separated the two teams coming into the final lap with #38 holding the advantage. 2 straight walks and 2 hits scored the winning runs for block 29-30's victory.