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MINIDOKA WAR RELOCATION PROJECT
QUARTERLY REPORT
Jan - March 31, 1943

Education: The Minidoka center schools made notable progress during the quarter in the accomplishment of matters which had been in planning for several months. Training courses and adult education were expanded; state and federal vocational training departments provided teachers and equipment for classes in farm machinery, auto mechanics, carpentry, electricity and the production, conservation and use of food. Recognition was secured for evacuee resident teachers to gain three credits a semester from the University of Idaho for this work and for other professional courses. Evacuee with at least sophomore rating in college were eligible.

The training courses assumed added importance as the project labor supply diminished. The high school students, working now part-time and later to work full-time, will be one of the chief sources of workers to relieve the project shortage. The fact that school started late and will not be out until mid-July was an unfavorable factor. The elementary schools brought out their first student growth reports which were developed after considerable thought and study. They were individual reports of attitude and progress and contained enough of the old familiar comparative gradings to satisfy the parents that Hunt school were regular schools.

School teaching vacancies totaled five in the elementary school where 18 appointed and 22 evacuee taught; and eight in junior-senior high school where 26 appointed and 26 evacuee teachers taught.

On leave from the project to attend college were 86 men and 46 women.

232

EDUCATION FOR (FUTURE) VICTORY

The legions of the world are engaged in two great battles... the battle of arms and the battle of ideas. Superior resources, greater wealth, more and better fighting men with the will to win bid fair to triumph for the United Nations in the battle of arms. It is a fearful thought that we could gain the ascendancy in the material struggle, terrible as it is, and at the same time fail utterly in the clash of ideas over which we fight.

We of the United Nations uphold the rights of the individual and the minority groups in this and every other nation. The constitution of the United States guarantees equal rights to every man regardless of "race, color, or previous condition of servitude." It is for this ideal and this alone that we are engaged in a struggle to the death with the great dictatorships. As we battle desperately with every means at our command, we must make certain that some of the hateful by-products of war, greed, fear, hate, and racial prejudice do not rob us of the victory.

THE PART OF THE WAR RELOCATION PROJECTS

The evacuation of the Japanese and Japanese-Americans from the Pacific coast and their relocation in centers in seven states is a part of the world conflict now in progress. Social, economic, and military necessity dictated the original movement; but the administration of the centers, the program of education in the projects, and the ultimate relocation of these people in the ordinary pursuits of civilian life are without doubt a part of the world conflict of ideas. These Japanese-Americans, approximately sixty per cent of whom are citizens of the

United States and whose elders, like the first comers of other immigrant races, came to the United States to secure for themselves and their children the blessings of economic, political, and religious freedom, constitute the minority group which is just now most in the public eye because of the treachery of their mother country. This fact does not mean that they are not entitled to the teachings of democracy in the project schools or that they should not ultimately enjoy the benefits for which they entered this country. It becomes the duty of the War Relocation Authority to safeguard their prerogatives during these times of stress, to acquaint the people of the United States with the true nature of the problem, and to inculcate in the minds of these young citizens of America a love of the land and its ideals, to reestablish their faith in democracy.

THE MINIDOKA PROJECT SCHOOLS

From the very beginning it has been our major purpose in the Minidoka Project Schools to teach the principles of citizenship in a democracy and to bolster the flagging faith of a people jostled rudely by the emergency of war. We found boys and girls as well as men and women somewhat shaken in their belief in a land which could snatch them from their homes overnight and plunge them into primitive surroundings with the crudest of conveniences. Steps taken to renew their beliefs were several:

1. The adoption of the philosophy that the schools in a War Relocation Project are even more important in the lives of the people than in the ordinary city.

2. A comprehensive public relations program in the community and state in which the project is located with school officials taking an active part.
3. A friendly, cooperative handling of project (including school) affairs by residents and appointed personnel.
4. Active participation in project social and civic affairs by school people.
5. The formation and administration of school curricula directly aimed at the understanding and appreciation of the principles of democracy.
6. Continuous, active participation by school units in the everyday affairs of the community.

OUR PHILOSOPHY OF EDUCATION

From the beginning it has been our belief that the schools at Minidoka can be of greater significance than those in almost any other city. Children here have little of the social life of the ordinary community; there are few places to go, no places of amusement in the usually accepted sense.

Boys and girls here experience some language difficulty, being sons and daughters of immigrant peoples. Indeed the mores of the race are in process of change - change which can and should be influenced by the school.

The loyalty of these children, shaken as it was by evacuation, was and is in jeopardy and needs to be strengthened and safeguarded.

They come of people who believe strongly in education, so the schools were in a splendid position to lead the way from the wilderness of doubt and disbelief.

So to the end that the schools might take their rightful place - a position which we believed to be so highly important in this community - we proceeded to the selection of the best corps of teachers possible. Strenuous efforts were made to find people with sympathy and understanding and without racial prejudice. No small part of our effort was devoted to securing school housing where there are even yet no regular school buildings and to the acquisition of supplies and equipment in a period of wartime scarcities and priorities.

PUBLIC RELATIONS

Our project is surrounded by a typical western community and state with all the conflicting currents of opinion rife in a period of war with one thought extremely prevalent - disapproval of the hated "Japs." During the early months of the project it was the practice of the school faculty and indeed all the members of the staff to accept, with the director's approval, all the opportunities offered for public contacts of all kinds. Be it said to the credit of Idaho people that a straightforward presentation of the facts - that about sixty per cent of the residents are citizens of the United States; that living conditions on the project are anything but luxurious; and the suspected members of the group have already been separated from the rest and interned - was usually sufficient to win from all but the most skeptical approval of W. R. A. policy.

PROJECT POLICY AND GOVERNMENT

Without being "soft" or attempting to "pamper" the residents of the project in the least it has been our purpose to give the colonists considerable voice in their own government and the conduct of project affairs within the framework of rules and regulations laid down by the War Relocation Authority. These people, being strongly in the minority in their former communities, have had little opportunity to practice the principles of democracy, but here in a relocation center is a chance ready-made to live such experiences and thus be made aware of the advantages of our country. What better way to build in the minds and hearts of these fellow-citizens of our a deep and abiding faith in the tenets of democratic government!

THE SCHOOL AND THE COMMUNITY

Any really successful school must be an integral, dynamic part of the social unit in which it finds itself, but at Minidoka this fact is more than ordinarily evident. School teachers and administrators have taken active part in project life - working in offices in times when schools were not in session; helping in registration and housing of evacuees; working in construction and warehousing; assisting in the subjugation of the raw, sagebrush-covered land; volunteering their services in adult evening school; teaching Sunday School classes; and serving on Y. W. Board and Boy Scout Council.

Students, too, have been more vitally a part of the life around them than could be the case in most schools. It must be admitted that such a circumstance came more or less naturally in this instance. The

situation was new and gripping; interest was keen. It was comparatively easy to get children to study the new community and its problems, feeding, housing, warehousing, transportation, irrigation, agriculture, the schools themselves, relocation - all the phases of life in a relocation center. The study, too, was not just academic but very practical as will be seen in later paragraphs.

SCHOOL CURRICULA

Courses in our core-curriculum have been set up cooperatively with the definite objective of giving the individual student a clear-cut understanding of himself and the manner in which he may fit into democratic American life. In general the courses in the various grades are as follows: seventh grade, Science and Invention; eighth grade, Personal Orientation and Occupations; ninth grade, World History; tenth grade, The Community; eleventh grade, U. S. History and Government; twelfth grade, World Problems. As these themes are developed in practical fashion, careful attention is paid to the problem of connecting closely the child and his immediate environment to the broader pattern. The very fact that texts, reference material, and equipment were so largely lacking in the beginning reacted to the advantage of the program, for teachers were forced to use the local scene as their stock in trade.

SCHOOL PARTICIPATION IN COMMUNITY LIFE

As a result of the situation and the planning outlined above, school children have taken a significant part in practically all community activities. A work experience program in the high school for boys and girls over sixteen years of age has resulted in more than 350 students attending school for four hours per day and working for a like period.

Thus they have been able to gain a very practical experience in nursing, feeding, stenography, clerical work, agriculture, engineering, building, auto mechanics, and merchandising. High school boys have assisted in various emergency jobs on the project such as coal hauling. Core classes in the secondary school have gone out on a volunteer basis in the farm program, clearing land, transplanting plants of various kinds, driving tractors, and irrigating.

High school students, too, have taken a very real interest in the more intangible aspects of project affairs such as community government, improvement of streets and sidewalks, the agricultural program, employment, and relocation. This interest manifests itself in class discussions, forums, research, and membership by students in general community committees.

EDUCATION FOR FUTURE VICTORY?

Thus we at Minidoka feel that we are building for future victory. If we as educators and staff members in general can sufficiently acquaint the public with the true status of the people in our charge and the real nature of the problem involved, then a major part of the battle will be won. The people of the United States must realize that individuals and groups of foreign lineage are a part of our national heritage from the rest of the world and need to be respected and valued as such.

If we are able to teach these youth that democracy is the only worthwhile way of life - if we are wise enough to teach them renewed confidence and faith in the American way, the rest of the struggle will be won. A vigorous, dynamic citizenry will have been added to the assets of the United States, and "Education for Victory" will be assured.

.....Richard A. Pomeroy
Superintendent of Education

H I G H S C H O O L

High School Principal, Mr. Light

The Hunt High School was opened to the one thousand two hundred and sixty students on November 16, 1942. Every student had in mind of taking certain subjects from these special or choice of subjects offered. The required subjects were Physical Education and the core subjects which include English and Social Studies.

The Core subjects have three main purposes: (1) It gives a better understanding of the world you live in, whether near or far. (2) It helps you towards better reading, writing, and speaking. (3) It gives you a guidance towards future life. This is to give you phases of of different business of your interest.

The core teacher is your counselor who helps you with the choice of subjects best fitted for your life plan. Usually the special or choice studies such as Art or Home Economics is taken for your pleasure or to give you brief ideas of a business that interests you. In making out these special subjects, they have taken into consideration what plans most students have and also their future needs.

The reason for having long hours of school is to have an even number of periods in the morning as well as in the afternoon. This gives a chance for those who have jobs to get all four of their subject in half a day, and spend the other half a day for their jobs.

It is said at present that in order to graduate, you are to have thirty-two credits plus Physical Education. But this is

not quite decided upon as yet, Mr. Light had stated. He also said that it was possible to have a regular graduation exercise. Mr. Light said, "We have intention of having a report card." Their hopes are to get a report card that tells more than just grades of A's and B's.

Come on, boys and girls, let's have lots of school spirit by having a school paper and school activities. This categorie is up to the students. School plays may be put on if requests are made for them by the students. There is enough school supplies such as books and papers. Other school supplies such as books and instruments are coming in daily. Mr. Light said, "School will last till August because of the failure to begin at the regular time.

The education department have spent about ten thousand dollars on school books of which nearly one thousand dollarrs of it went to the high school. The school library is located in Dining Hall 23 which is also used as the study hall so students may look up references. Library books must serve hundreds of people every tear. It is both good manners and good citizenship to take care of them.

Here are some rules in caring for books:

1. Don't drop books, soil them, or let them get wet.
2. Never turn down corners of pages or mark them with pencil or ink.
3. Never turn a book face downward to mark your place.
4. Never use pencils or pens as book marks.
5. Never pull a book from the shelves by the top edge; it breaks the binding.

There is no need or worry about sitting on the dining tables

all through the year, for they have made orders from Tule Lake for new desks and the chairs have already arrived, but since they have come in parts, they have to be fixed and put together yet.

Nearly all of the Caucasian teachers are here on their job of teaching, but as yet some are not. When all are here, there are to be twenty-five Caucasian teachers. Getting of these Caucasian teachers was done by Mr. Pomeroy who gave notices to the Colleges and Institutions for students who had passed their degrees and wishing a teaching job in the Minidoka camp. Before their final election to teach, they had to pass the consent of four persons , who were Mr. Pomeroy, Mr. Light, Mr. Cole, and Miss Bennet. Just a few of the places from where the teachers received their education are University of Minnesota, University of Idaho, St. Owens College, Internment College, University of Tennessee and the University of California. These teachers are not under contracts, so they may leave for a better position if they submit a thirty day notice, but they also have a possibility of being fired.

Assistant teachers have little or no professional training. In some cases it has been necessary to put them in charge of classes because no Caucasian teacher is available or because the enrollment in some classes are so large that it has been necessary to have more than one teacher for such classes. The working hours of the assistant teacher is eight hours a day. The major part of their working hour is spent in classroom work. During professional preparation in class, they have discussion under the direction of the supervisor of teacher training. A student teacher is one who has no college degree. Work they may be per-

formed by student teachers are:

1. Paper work
2. Planning units of work
3. Check attendance
4. Finding resource material
5. Attending professional classes
6. Teaching duties
 - a. Take charge when regular teacher is ill
 - b. Fulfill requirements for practice teaching
 - c. Take charge of classes when emergency occur

Sometime in the future, they are expecting to begin on the new high school but because they have not the materials excepting the roof of the school, it is impossible to begin. The school building will also be delayed by the bad weather conditions and the shortage of carpenters. To build this school the expense will amount to \$200,00. All libraries and gymnasium and class rooms are to be included in one great school building. There is two reasons for the delay of the school dininghall opening.

1. Because they cannot get any food supplies for the kitchen.
2. Because the stoves are not quite in readiness for use.

Mr. Light said concerning the school busses that a regular school bus was not possible, but the nearest they can get to a bus was to use the working trucks.

For those unable to speak or understand English at all, they have discussed about having a separate schools for such pupils, but it has not gone into effect yet. Also to the adults who wish further education, to have night schools some of which are already under way.

M E M O R A N D U M

DATE: September 25th, 1942
TO: Mr. J. T. Light, High School Principal
FROM: Orby D. Cole, Curriculum Adviser

I am submitting this memorandum for the purpose of calling your attention to your responsibilities in connection with the Educational Workshop.

- I. You will preside at the Wednesday afternoon meeting of high school teachers at which we hope to have a representative from the State Department of Education. The conference technique is recommended. I suggest that you question the state department representatives and draw them out along the following lines:
 1. Idaho curriculum requirements.
 2. Curriculum development program in Idaho.
 3. Their suggestions for a project school curriculum.
- II. Friday and Saturday morning are left open for you to work with the high school staff on specific school organization in preparation for the opening of schools. The rest of us will be at your service during this time.
- III. In addition to these specific responsibilities, I am anxious for you to stimulate as much thought and discussion during this conference as possible.

TEACHER NEEDS
For Fall 1944

Classes-1045 Pupils

	<u>Class Periods</u>	<u>Teachers Needed</u>	<u>Teachers Hired for next fall</u>	<u>To get</u>
Agriculture	2	1/3	1	0
Art	7	1-1/6	0	1 1/6
Commercial	15	2 1/2	1	1 1/2
Elective English and Core	69	12	9	3
French and Spanish	9	1 1/2	1	1/2
Home Economics	10 or 11	2	2	0
Mathematics and Arithmetic	22	4	2	2
Music	3 or 4	1	1(1 pending)	0
Science	12	2	2	0
Shop and Mech. Drawing	14	2-1/3	1 1/3 Ficke part time	1
Vocational Auto, Capr., & Elect.	14	2 1/3	1 1/2 (Mass)	1 1/6 1/3
		<hr/> 31	<hr/> 20 1/2	<hr/> 10 1/2
Library Supervision		1	0	1
		<hr/> 32	<hr/> 20 1/2	<hr/> 11 1/2
				or
			<u>to hire</u>	- 12

HANDICAPPED CHILDREN

WAR RELOCATION AUTHORITY
COMMUNITY ANALYSIS SECTION

Name	Age	Handicap	Training	Recommendation
Arai, Mary	13	Trouble in the throat. lack of co-ordination. Speech defeat. Self-correcting.	6th grade.	Speech training, if possible.
Ebihara, Mae	8	Inactive tuberculosis of spine - wears brace	3rd grade - school.	None.
Hashimoto, Shigeru	11	Crippled.	Attending school	
Hirata, Kenji	9	Right hand deformed.	Attending school.	Possible Medical care.
Iwakiri, Richard	2	Abnormal size. Retarded growth. Bedridden since birth. Hospitalized.		Continued medical care
Kageyama, Tsutomu	7	Tongue-tied - slight deafness.		Possible medical care
Kiyomura,	16	Feeble-minded	1 yr. grade school	Continued care.
Kurata, Sumiko	5	Epileptic.		Medical care
Makino, Yukiko	20	Unusually small for age. Left Leg crippled	1 yr. high school Training in art, sewing, cooking.	Arrange suitable employment or recreational program.
Matsumoto, Jean A.	8	Dislocated hip due to trouble in spinal column.	2 yrs. grade school.	Possible medical care
Matsumoto, William Toshiaki	10	Paralyzed. Limbs unable to function.	No formal education. Drawing, reading, Wood carving	Recreational program.

Page #2 - Handicapped Children.

<u>Name</u>	<u>Age</u>	<u>Handicap</u>	<u>Training</u>	<u>Recommendations</u>
Mayeda, Masaru	2	Harelip	Day nursery	Possible medical care.
Nakamura, Tommy	10	Mentally retarded - 2nd grade.		Continued schooling.
Okada, Takeshi	19	Idiocy caused by spinal meningitis, during infancy.	No formal education. Raised on farm.	Continued home or institutional care.
Okazaki, Roy	20	General physical weakness due to premature birth. Right elbow deformed.	Grade school - 8 years. Plays harmonica.	Arrange suitable employment or recreational program.
Ouchida, Aiko	13	Mentally retarded.	4th grade in school	Continued schooling.
Sakurai, Betty Kasumi	11	Crippled as result of infantile paralysis.	1 yr. grade school - tutored at home.	Possible recreational program.
Shoji, Florence Tsutako	14	Crippled - partial paralysis. Idiocy.	No education.	Continued home or institutional care.
Takimoto, Hatsuye Hattie	17	Deaf	Attended School for Deaf. Learned sign language and lip reading.	Arrange suitable work or recreational program.
Takakoshi, Lily	19	Lack of co-ordination. Mentally retarded.	No training.	"

HANDICAPPED ACULTS

BLIND

<u>Name</u>	<u>Age</u>	<u>Handicap</u>	<u>Training</u>	<u>Recommendation</u>
Nigo, Kakeshi	51	Totally blind	None	None
Nishiyama, Tamakichi	65	Badly impaired vision. Able to walk around.	Grammar school in Japan	Provide Care.
Okazaki, Shigemitsu	47	Badly impaired vision	Farming.	None
Sakamoto, James	39	Totally blind.	2 yrs. college prior to blind- ness. Was editor of small Japanese- American paper.	None
Shibuya, Tomiko	21	Badly impaired eyesight.	High school graduate. Furnished with special textbooks.	Secure suitable employment
Shimano, Ted	29	Blind	Completed high school. Music weaver on hand loom.	Keep on suitable employment.
Tomita, Kazahara	22	Blind	4 yrs. high school. Training in music piano tuning and expert hand weaver.	"
Tomita, Kiyoshi	31	Bling	4 yrs. high school. Radio re- pair and operator. Music.	"
Yoshida, Makoto	35	Partially blind. Needs help.	8th grade grammar school. Music.	None

CRIPPLED

<u>Name</u>	<u>Age</u>	<u>Handicap</u>	<u>Training</u>	<u>Recommendations</u>
Akahori, Kiku	41	Paralysis due to child-birth. Walks with decided limp.		None
Asakura, Misao	36	Paralyzed. Severed tendon in right hand.		None
Fukuda, K.	57	Paralyzed.		None
Go, Jimmy	21	Crippled. Paralyzed in left arm	6 yrs. Japanese grade school. 3 years. U. S. grade school.	None
Haga, Kaoru	43	Paralysis	2 years nursing school. Sewing	None
Hashimoto, Yone	49	Right leg lame - paralysis.	High school in Japan	None
Hashizume, Mitsuye	62	Lame - caused by injury.	Grade school in Japan. Sewing school in Japan.	None
Hirota, Densuke	61	Right leg missing - artificial limb.	Grade school in Japan. Landscape gardener.	None
Ishikawa, Elo	18	No legs.	Grade school - home study previous to evacuation.	Continued care.
Itami, Ryutaro	67	Paralyzed and crippled.	Grammar school in Japan.	Care
Hara, Kimi	22	Crippled in both legs. Can walk.	Sewing and drawing High school educ.	None

Page #2 - Crippled

<u>Name</u>	<u>Age</u>	<u>Handicap</u>	<u>Training</u>	<u>Recommendation</u>
Kasai, Ume	45	Right half of body paralyzed.	High school in Japan sewing.	Continued care.
Masuda, Yeiko	19	Left side badly paralyzed as a result of infantile paralysis.	No. training	Care in hospital annex
Meriya, Ken	23	Crippled left leg as result of infantile paralysis. Receiving medical treatment.	Took typing at comm. high school. Attended Oregon Institute of Technology.	None
Nagae, Matsuo	48	Paralyzed - both legs completely paralyzed. Bed patient.	Japan - grade school	None
Niguma, Tsugio (Mr. and Mrs.)	30	Lame in leg	None	None
Nishimura, Fumiko	45	Paralyzed right arm.	3 yrs. high school in Japan. Needlework.	None - able to work.
Shibata, Kin	57	One foot missing.	Grade school in Japan. Sewing and cooking.	Continued care.
Shimoishimaru, Billy	26	Two operations on left hip. Badly crippled but able to walk with cane	Grammar school - 5th grade.	Office training or some work which could be performed sitting
Sumino, Kazuo	49	Right arm missing.	Cleaning and pressing	Place on employment.
Takenaka, Kamekichi	65	Badly bent. Not much strength in legs		hospital annex.

Page #3 - Crippled

<u>Name</u>	<u>Age</u>	<u>Handicap</u>	<u>Training</u>	<u>Recommendations</u>
Tamura, Minekichi	66	Fingers missing from left hand.	Farming.	Secure suitable employment.
Terao, Kazuichi	58	Left hand missing.		None
Uchida, Chiyoko		Crippled. One leg below knee abnormally swollen		Keep on suitable employment.
Mrs. K. Yamaguchi	48	Partially paralyzed for past 20 years.		None
Dorke, Heizo	62	Right hand crippled. Toes of right leg missing - lame	None	None

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Minidoka Project
Hunt, Idaho

Education

November 3, 1943

Mr. Dillon S. Myer, Director
War Relocation Authority
Barr Building
910-17th St. N. W.
Washington, 25, D. C.

Attention: Dr. Lester E. Ade, Director of Education

Gentlemen:

Re: Report on Handicapped Children of
Minidoka Project Schools

There are forty-five known exceptional cases, mental and physical, in the Minidoka Project. All of these have been interviewed and checked through the schools. With the recent influx of families from Tule Lake, there may be some children who would benefit from special classes, but who are not yet known to us.

Instruction is being given to these handicapped children. It is done on a voluntary basis by high school instructors. At the present time, there are five children in the project hospital who are unable to attend regular classes. These five handicapped children have classes everyday at the hospital. Three days a week they have core and two days mathematics. One student is taking French. Grade levels of seventh, eighth, and ninth are being taught. Another student, who is a home instruction case, is brought to the hospital on Saturday afternoons so that he may have the benefit of association with the children. Still another student is confined in her home and is being given tenth grade core and handicrafts.

Fourteen students on the project are definitely recommended for special classes. A part of these are enrolled in school but because of mental retardation are unable to do

the assigned work. These cannot be developed to the fullest capacity of average people under the present arrangements.

There are four cases of handicapped children which should be given special supplementary help. They are registered in school and their teacher feels that they should not be taken out although special help is needed.

There is a group of nine young adults, who because of some physical handicap, require special rehabilitation training and are being referred to adult education. A part of them require individualized training. A Special instructor would better meet the requirements of this group.

To date the services developed to meet the need of the handicapped is greatly limited. We are getting excellent cooperation from outside organizations such as the State Crippled Services which holds regular diagnostic clinics in this vicinity and gives the necessary follow-up care to carry out any recommendations made at such a clinic. At the present time we have two children receiving hospitalization, plastic orthopedic surgery under the funds allocated for care of crippled children. These children are given special classes at the Boise Hospital through study plans submitted by the Project Schools and through instructions by the State Hospital teacher. In the near future we shall have a diagnostic clinic held in Twin Falls to which we may refer any child needing diagnostic service.

Arrangements have been completed for psychometric testing of five children through the Psychologist on the staff of the Department of Public Welfare. The service of this psychologist will doubtless be available to us at regular intervals.

Funds for Vocational Rehabilitation through the State Board of Vocational Education have not been made available to any project resident to date; however, the State Supervisor of such funds is interested in our residents and is placing on file all requests for such funds. The recent state ruling that our residents children cannot receive free education in the State has affected the assignment of these funds to our residents. This was recently reported to our National Director, Mr. Myers, and it is hoped that some action may be taken to release funds for the purpose of Vocational Rehabilitation.

We now have one instructor assigned to fourteen hours a week of special instruction to the handicapped group. She is being aided by two other instructors who are volunteering time to complete the curriculum needs of the small group receiving instructions. Because of the time limitation the instruction is being limited to children in the hospital or those who can be brought in who will receive particular benefits from the social and competitive aspects of classroom work. We have no means, at present, to meet the needs of our hospitalized child who is in the intermediate grade.

With this cooperative attitude throughout the State it would appear particularly advisable to have a special instructor assigned to meet the needs of our handicapped group who must be permitted the opportunity to develop to the fullest extent if they are to become self supporting or better able to take part in the normal competitive life of society.

Very truly yours,

H. L. Stafford
Project Director

By
Supt. of Education

AMK/ml

SCHOOL CALENDAR
HUNT HIGH SCHOOL

Senior assembly - 10:00

Senior Day (Seniors excused from classes) May 11

State Board of Education (Visitation of Project Schools)
May 11

Open House -----May 16

P.T.A. (Last Meeting)-----May 16

Senior Banquet-----May 18

Senior Ball *May 19.*

Baccalaureate Services-----May 27

Semester Examinations-----May 28 & 29

Final grades on report cards-----May 30 & 31

Commencement-----June 1

Note: There will be a Faculty Meeting, Monday, May 7,
4 p.m., 7CD.

Miss Haug - 10

MINIDOKA PROJECT SCHOOLS
HUNT, IDAHO
Feb. 9th, 1943

Office of the Curriculum Adviser

Films Available

The following films have been scheduled for our use by the Aetna Life Insurance Co. between the dates indicated. The first one which was shipped February 2nd should be ready for your use within a few days. A preview of each of these films will be arranged to allow teachers to see the films before they are presented to the class. Upon request from teachers we will send these films with an operator to your classroom.

<u>Title</u>	<u>Shipping Date</u>	<u>Return Date</u>
Learn To Live	2-2-43	2-11-43
Highway Sabotage	2-15-43	2-26-43
Sentinels of Safety	3-1-43	3-11-43
Handle with Care	3-15-43	3-29-43
Vitality for Victory	4-1-43	4-11-43

Hunt High School
Hunt, Idaho
July 23, 1943.

Annuals will be distributed today in the science room
during the following hours:

11:00 - 12:00
1:00 - 2:00
3:00 - 5:00

PLEASE ANNOUNCE

The following students will meet during the seventh period today (Wed.) for orchestra rehearsal. (Please excuse them.)

Harue Masuda	Tomie Kunitsugu	Pete Yoshino
Amy Nii	Marie Horituchi	Roy Okada
Toiko Takahashi	Katherine Kido	Yosh Ogata
Norma Tada	Masashi Hashida	Lucy Yoshioka
Yukie Michigami	Ben Ninomia	Kikue Kumata

All seniors are to report to the ampitheater near block 22 for baccalaureate practice during the 4th and 5th periods Thurs.

Regarding daily attendance slips:

Please make an effort to include the period in which the absence occurs and to turn in the slips promptly.

Please turn in the vocal music registration sheets as soon as completed.

MINIDOKA PROJECT SCHOOLS
HUNT, IDAHO
Dec. 21st, 1942

Office of the Curriculum Adviser

Bulletin #1

The following curriculum material has been developed by teachers and is available through this office:

1. General Aims for Minidoka Project Schools.
2. Scope and Sequence Chart for Minidoka Project Schools.
3. A tentative report of the Art Committee.
4. A tentative report of the Mathematics Committee.
5. A bulletin describing phonetic difficulties of the Japanese language prepared by Miss Alice Gwinn.
6. A bulletin describing speech defects found among Japanese pupils with suggested remedial exercises. This was prepared by Mr. Robert Coombs.
7. A reprint from the Stanford Language Arts Investigation, "What Grammar? And How?" by W. Wilbur Hatfield. This article sets forth a practical method for teaching grammar.

Curriculum material issued through this office will be of three types:

1. Any material developed by teachers which fills a general need in the schools. Numbers 5 and 6 in the above list are illustrations.
2. Committee reports setting forth Achievement Goals and Suggested Learning Activities within specific subject areas. The Art and Mathematic reports illustrate this type. The following general outline is recommended for this kind of report:
 - A. Scope Areas (from Scope and Sequence Chart)
 - B. Suggested Learning Activities (use of material including books)
 - C. Achievement Goals
 - D. Objectives
 - E. General Aims (already determined)

This arrangement will place these reports in the general framework already determined.

3. Resource Units prepared by individual teachers or committees. Teachers have suggested the following general outline for Resource Units:

- 2 -

- A. Title
- B. Pupil Problems
- C. Purpose of the Unit
- D. Material
- E. Suggested Activities
- F. Evaluation

It must be kept in mind that the Resource Units will contain all possible suggestions only part of which will be used in developing any specific Teaching Unit. We are anxious to assist in the preparation and production of some of this type of material. Who will be first?

It will be noted that the difference between the second and third type of material discussed above is in the approach or starting point. The second type approaches teaching from a Subject Area and includes materials, activities and outcomes. The third type approaches teaching from pupil problems and includes material, activities, and evaluation of results. The Subject Area approach is a suitable guide in special subject fields, but the Resource Unit approach is preferable for core work.

M E R R Y C H R I S T M A S

and

H A P P Y N E W Y E A R

--

MINIDOKA PROJECT HIGH SCHOOL
Hunt, Idaho
January 27, 1943

The student body Constitution Council voted that a misvote had occurred in the ratification of the constitution and therefore has decided to disregard the vote taken yesterday. There was far too much confusion in the different core classes as to what should be done, some classes not registering any votes at all.

The Constitution Council is meeting this afternoon fifth and sixth periods in room 11-E,F. At this meeting it will consider all of the suggestions for changes that came to its attention through the core class representatives, cast aside those that had been voted down, select those that are new and have enough support to justify consideration and send them out to the core classes so every student may think about them for a full week. Certain minor changes of wording and corrections of typographical errors in the mimeographed copy of the constitution will be made also.

The Council has appointed a committee to plan a careful and accurate method of voting upon the ratification of the constitution. This plan, when decided upon, will be announced carefully and adequately. Before any voting is done, however, it is planned to have a small squad of leaders representing different points of view on the Council go to each core class and discuss questions clarifying the intent of various provisions in the Constitution. Certain provisions in the constitution for which changes have been suggested will be left for the amendment procedure which allows a lot of time for a thorough discussion by the student body of the specific question involved. The regular procedure provided in the constitution can then be used and it will likely be more effective than the present emergency arrangements set up in the Constitution Council.

Please bear in mind that when the constitution is put into operation it will be easier to conduct student body affairs than it is through this temporary council.

There has been a suggestion that the Constitution Council has had too much to say as to what should be done. You should know that for certain members of the Council a great deal of work has been required, running sometimes far into the night. There is no other way to set up a constitution. If every minor suggestion that came to their attention were incorporated into the constitution, it would be a terrible hodge-podge so cumbersome that it would be useless.

The school student body really owes a debt of gratitude to this Council and to its leaders and certain committee members who have done a great deal of work and who have had the interests of the entire student body organization definitely at heart. They have consulted with staff members about practically every question that has arisen and they have done their best to accept and incorporate in their work every worthwhile suggestion that has come to their attention and yet leave the constitution as workable and effective as it can be.

Hunt High School
Hunt, Idaho
April 20, 1943

Please read in all classes

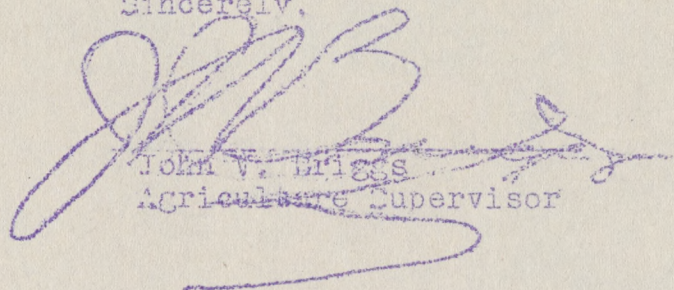
The students of the Hunt High School have drawn a wonderful spirit of cooperation in landscaping the school block. I want to take this means of communicating with each of you who have participated in this program. It has been a great deal of pleasure in working with you all.

To compensate for all this, I hope that soon we will have green grass growing in all the bare spaces between barracks and parking areas.

I am sure it has been a challenge for each of you, but with the splendid cooperative spirit shown thus far, we can expect each one of you to continue and use the walks in moving from class room to class room.

We must prove to the Project officials we can use these walks so the proper grass seed will be secured for our school area.

Sincerely,



John V. Briggs
Agriculture Supervisor

Agriculture classes will meet in Rec. 24 Wednesday morning.

Mechanical drawing class will meet in Rec. 24 today.

The Latin-German class will meet as usual during third period in 1-A, 2. There will be someone there to teach it.

Hunt High School
Hunt, Idaho
April 22, 1943

The boys who have been working on the irrigation canal have done a splendid job and are to be commended.

Mr. Davidson has indicated that those who wish to do so may have work clearing brush off the agricultural land the rest of this week on the same basis. They should report for transportation as usual today and tomorrow.

Hunt High School
Hunt, Idaho
April 12, 1943

The following boys are requested to meet during sixth period today in the social hall. This is an important meeting, so all the boys listed should be there.

Aoki, Tadao
Ariyasu, Tatsuya
Chihara, Takeo
Chikamura, Takeshi
Ebana, George
Fujihara, Masaaki
Fujikado, Kei
Fujii, Hideo
Fukuhara, Masateru
Fukutomi, Ray
Furusho, George
Hada, Isao
Hasegawa, Warren
Higo, Katsuma
Hironura, Masaku
Hironura, Mino
Hiyama, William
Kosokawa, Hiroaki
Ikeda, Junichi
Ikeda, George
Ikeda, Tsuguo
Imagani, Miyoshi
Ito, Chunji
Iadofama, Mitsuru
Kaji, Takao
Kajimura, Saburo
Kamimae, Tomihara
Kanaya, Enoch
Kanzaki, Tsutomu
Kato, Shuzo
Kawahara, Frank
Kawata, Taro
Kawata, Yoshi
Kikoshima, Ray
Kikuchi, Zen
Kimura, Dell
Koba, Fred
Koba, John
Koba, Teruo
Kozu, Shigeru
Kurahara, Ted
Kuroda, Frank
Kusa, Susumu
Kiyono, Noboru
Matoba, Misao
Matoba, Takashi

Matsui, George
Matsushima, John
Minamoto, Ned
Miura, Ted
Miyahara, John
Miyamoto, Takeshi
Miyoshi, Tommy
Morikawa, Frank
Morita, Jun
Nagasaka, Wright
Nakagawa, Bunzo
Nakagawa, Francis
Nakagawa, George
Nakamura, Al
Nakata, Harry
Namba, Ken
Ninomiya, Ben
Nishimura, Fumio
Nukuto, Hiroshi
Ogasawara, Minoru
Okabe, Roy
Okada, William
Okamoto, Tatsuni
Osaka, Dick
Oyama, Albert
Sadanaga, John
Seko, Saburo
Somba, Gudayaki
Shimizu, Paul
Shinoda, Ted
Sugeno, Henry
Tada, Takeshi
Tahara, Dante
Takahashi, Dick
Takizawa, John
Tanabe, Henry
Tanaka, Frankie
Tanaka, Yoshitaka
Tokaji, Kaname
Tokinaga, Toshio
Tsuchikawa, Osao
Tsuye, George
Tsujimoto, Ben
Tsutakawa, Thomas
Uyeta, Tomi
Watanabe, Tatsu

Yamamoto, Hideaki
Yamashita, Isao
Yanaginoto, Tsuruhiko
Yasuda, Henry
Yoshida, Cuchi

Paul
Meeting time & place

Hunt High School
Hunt, Idaho
March 18, 1943

This is the examination schedule for pupils transferred from
Manzanar and will be held in Room 23-12-A, on Friday, March 19.

The teachers who have been asked to supervise each two-period
session should call in the Principal's office to obtain the examinations
needed and instructions as to their administration.

The following schedule has been planned to avoid conflicts and to
match the capacity of the room.

Periods 1 and 2

Low Geometry
Akira Nakamura
Shun Sakuma
Agriculture
Shun Sakuma
Tokio Chihara
Alg. I I
Shinichi Tonooka

Supervisor - Mr. McLaughlin

Biology
Shun Sakuma
Alg. II I
Morio Terayama
Junji Yukawa
Art
Kenzo Koura
Ted Kitayama
Anna Yamashita

Yuriko Kojima
Yaeko Shirley Sakai
Kiyoko Takayoshi
Eiko Suyematsu
Toshiko Yukawa
Matsue Lillian Sakuma
Sally Yamashita
Kee Susumu Kitayama
Chiyoko May Sakai

Periods 3 and 4

Home Ec. 8
Eiko Suyematsu
Yuriko Kojima
Toshiko Yukawa
Yaeko Sakai
Lillian Sakuma
Sally Yamashita
Kiyoko Takayoshi
Family Living
Tokiko Kojima
Clothing
Eiko Yamashita

Supervisor - Mrs. Corkill

American Life and Inst.
Mary Chihara
Tony Koura
Toshio Suyematsu
Eiko Tonooka
Takuo Chihara
Tatsuyoshi Kojima
Junji Yukawa
Morio Terayama
Homemaking 9
Chiyoko Sakai
Anna Yamashita
Sueko Terayama

Periods 5 and 6

English 11 I
Mary Chihara
Takuo Chihara
Tony Koura
Yaeko Sakai
Toshio Suyematsu
Morio Terayama
Eiko Yamashita
Isao Yamashita
Toshiko Kitayama
Junji Yukawa

Supervisor - Mr. Horne

English 12 I
Tokiko Kojima
Tat Kojima
Miyo Nagatani
Eiko Tonooka
Math 8 I
Yuriko Kojima
Yaeko Shirley Sakai
Lillian Sakuma
Sally Yamashita
Toshiko Yukawa

English 9 I
Kee Kitayama
Kenzo Koura
Chiyoko Sakai
Anna Yamashita
Yoshimitsu Suyematsu
Sueko Terayama
Shinichi Tonooka

(over)

Periods 7 and 8

Supervisor - Mr. Coombs

Shorthand

Mary Chihara
Yoshiko Katayama
Emiko Tonooka
Emiko Yamashita

History

Kiyoko Takayoshi
Eiko Suyematsu
Ted Kitayama

Arithmetic

Anna Yamashita
Sueko Terayama
Chiyoko May Sakai
Yoshimitsu Suyematsu
Lenzo Koura
Kee Susumu Kitayama

Latin I I

Taeko Sakai

W. His. and Geog.

John Koba
Fred Koba
Akira Nakamura
Shin Sakuma
Satoru Sakuma
Kazuo Terayama
Latin II I
Morio Terayama

SCHEDULE FOR SIXTH GRADE VISITORS
Hunt High School
July 14, 15

GROUP I

9-9:20, DH 23 Greetings and Introductions

9:25-9:40, 8EF Art

9:45-10, Field north of Block 23
Agriculture

{10:05-10:15, Kitchen) Girls visit
{10:20-10:30, 1CD) Home Economics

{10:05-10:30, 3AB - Boys visit Shop

10:35-10:50, 8CD Core 7

GROUP II

9-9:20, DH 23 Greetings and
Introductions

9:25-9:40, Field north of Block 2
Agriculture

9:45-10, 8EF Art

{10:05-10:15, 1CD) Girls visit
{10:20-10:30, Kitchen} Home Economics

{10:05-10:30, 3 AB - Boys visit Shop

10:50-11:05, 8CD Core 7

Hunt High School
Hunt, Idaho
August 3, 1943

RELOCATION OFFICE

SALT LAKE OFFICE: 234 Atlas Building, Salt Lake City, Utah

Idaho
Nevada
Utah
Washington Outside of evacuated area.
Oregon Outside of evacuated area.
Arizona Outside of evacuated area.
Montana That area including and west of the following counties:
Judith Basin, Valley, Garfield, Petroleum, Fergus, Park,
Meagher.
Wyoming The following western counties: Teton, Lincoln, Uinta,
Sublette, Sweetwater.

DENVER OFFICE: Midland Savings Building, Denver, (2), Colorado

Colorado
New Mexico
Wyoming That area not covered by Salt Lake Office.
Montana That area not covered by Salt Lake Office.
North Dakota That area including and west of the following counties:
Bottineau, Mc Henry, Mc Lean, Oliver, Morton, Sioux.
South Dakota That area including and west of the following counties:
Corson, Dewey, Armstrong, Stanley, Lyman, Gregory.
Nebraska That area including and west of the following counties:
Keyapaha, Rock, Loup, Custer, Buffalo, Kearney, Franklin.
Texas All counties west of and including Winkler, Card, Pecos,
Terrell.

KANSAS CITY OFF: 1509 Fidelity Building, Kansas City, (6), Missouri

Kansas
Missouri
South Dakota That area not covered by Denver Office.
Nebraska That area not covered by Denver Office.
Iowa All except Scott County.

CHICAGO OFFICE: 226 West Jackson Boulevard, Chicago, Illinois

Minnesota
Illinois
Wisconsin
Indiana
North Dakota That area not covered by Denver Office.
Michigan That area west of Lake Michigan.
Iowa Scott County.

CLEVELAND OFFICE: 944 Union Commerce Building, Cleveland, (14), Ohio

Ohio

West Virginia

Kentucky

Michigan

New York

That area east of Lake Michigan.

The following western counties: Niagara, Orleans, Genesee, Erie, Wyoming, Chautauqua, Cattaraugus.

Pennsylvania

That area including and west of the following counties: Warren, Forest, Jefferson, Indiana, Westmoreland, Fayette.

LITTLE ROCK OFFICE: Pyramid Building, Little Rock, Arkansas

Oklahoma

Arkansas

Alabama

Texas

Mississippi

Louisiana

Tennessee

All except El Paso, Hudspeth, Culberson, Jeff Davis, Presidio, Reeves, Brewster, Pecos, Terrell, Winkler, Ward, and Loving Counties.

NEW YORK OFFICE: Room 1410, 50 Broadway, New York, (4), New York

Georgia

New Jersey

Delaware

Maryland

District of Columbia

New York

Pennsylvania

Virginia

North Carolina

South Carolina

Florida

That area not covered by Cleveland Office.

That area not covered by Cleveland Office.

BOSTON OFFICE: 1700 Federal Post Office Building, Boston, Massachusetts

Maine

New Hampshire

Vermont

Massachusetts

Rhode Island

Connecticut

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho
March 1st, 1943

LANGUAGE ARTS BULLETIN

"Language Arts are defined as all those English language activities, impressional as well as expressional, which seem to be necessary or desirable in American life. Such activities include oral language (speaking and listening), written language, reading, handwriting and spelling." (Preface, National Elementary Principal, Twentieth Year Book, July 1941)

With the ever increasing amount of attention directed to the art of communication, it is only proper that the Language Arts be given their important place in the school program.

The committee has made a serious and sincere attempt to state achievement goals for the grade levels, Kindergarten through the Twelfth, which will equip our students to take part effectively and happily in any activity of life.

The Language Arts Committee has arranged the following in this manner for the purpose of associating skills which emphasize the same phases of language. It is not our purpose that the skills discussed be separated one from the other. It is the association of these skills that is important.

The members of the committee are as follows:

Miss Hulcrantz - chairman	Mr. Coombs
Miss Gilbertson	Miss Amelmann
Miss Koontz	Miss Rinkels
Mrs. Sato	

Scope Areas for Minidoka Project Schools

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

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.

I. Grade - Kindergarten - Theme: Home and family life

A. Achievement Goals

1. Reading readiness or pre-reading period
 - a. Develop a large store of concepts through vivid experiences
 - b. Acquire a rich and expressive speaking vocabulary
 - c. Learn to associate meaning with the printed page
 - d. Use good habits of eye movement, to read from left to right
 - e. Establish a small sight vocabulary
 - f. Have a sentence sense
 - g. Make visual and auditory discriminations
 - h. Carry sequence of ideas in thought
 - i. Associate ideas in their relationships
 - j. Anticipate meaning
 - k. Show a desire for reading
2. Literature
 - a. Listen to stories attentively
 - b. Appreciate and enjoy nursery rhymes, stories, and poems suited to grade level
 - c. Retell short stories
 - d. Memorize nursery rhymes and poems
 - e. Take part in simple dramatization
3. Language
 - a. Speak in simple sentences
 - b. Use increased vocabulary
 - c. Retell a story, repeat a poem, relate an experience at will
 - d. Make up short stories or poems
 - e. Speak plainly and correctly
 - f. Use no baby talk
 - g. Begin to be conscious of phonetic relationships of words
 - h. Begin to be conscious of good organization in telling a story or relating an experience
4. Writing
 - a. Hold pencil correctly for writing
 - b. Write first name manuscript

B. Suggested Activities

1. Planning excursions
2. Participating in free and spontaneous conversation
3. Relating experiences
4. Discussing work
5. Writing literary and creative composition - stories, poems, letters, words of songs
6. Taking part in dramatic activities
7. Using picture books and story books
8. Reading and telling many stories
9. Recording activities in cooperative experience charts, etc.
10. Memorizing nursery rhymes, poems, and songs
11. Taking part in constructional activities
12. Writing names on art work, etc.
13. Using readiness books

II. Grade One - Theme: School and neighborhood

A. Achievement Goals

1. Initial reading period
 - a. Read the simple interesting selections of primers
 - b. Work independently when unsupervised
 - c. Get thought from the printed page
 - d. Read in natural thought groups
 - e. Use easy conversational tone in reading
 - f. Speak with clear enunciation and pronunciation
 - g. Attack new words through context clues, noting similarities and differences, applying phonetic clues, and using association of meaning
 - h. Follow instructions as given for seatwork
 - i. Use books carefully and correctly
 - j. Stand and hold book correctly
2. Literature
 - a. Listen to stories attentively
 - b. Appreciate stories and poems suited to grade level
 - c. Develop ability to share appreciation of literature with others
 - d. Memorize poems
 - e. Take part in simple dramatization
3. Language
 - a. Speak distinctly
 - b. Give attention while others are talking
 - c. Join in conversation naturally
 - d. Think a sentence through before speaking
 - e. Retell a short story suitable for the grade
 - f. Take part in simple dramatization
 - g. Repeat poetry that has been memorized
 - h. Use habitually the terms of polite intercourse, for example: excuse me; thank you; yes, Miss
 - i. Write one's own name correctly and independently
 - j. Know the following uses of capitals:
 - (1) Pupil's name begins with capital
 - (2) The word "I" is written with a capital
4. Writing
 - a. Keep body and materials in good comfortable position while writing
 - b. Have a clear mental picture of each letter form
 - c. Write in manuscript the alphabet, small and capital letters
 - d. Write on the line
 - e. Have a pride and satisfaction in achievement
5. Spelling - incidental spelling, oral and written, of words that come up in other work

B. Suggested Activities

1. Taking excursions
2. Conversing freely about experiences
3. Discussing work
4. Planning creative composition

5. Recording of activities
6. Illustrating through drawings and pictures
7. Using basic readers and supplementary readers for grade
8. Using workbooks for basic readers

III. Grade Two - Theme: Our community

A. Achievement Goals

1. Reading
 - a. Read with proper eye movement and without pointing
 - b. Read silently without lip movement
 - c. Read silently to answer questions
 - d. Read orally with ease
 - e. Use phonetic knowledge in word recognition
 - f. Read first reader material fluently
 - g. Read and understand material of second reader difficulty
2. Literature
 - a. Read and enjoy prose and poetry suited to the grade
 - b. Listen courteously to prose and poetry read to the class
 - c. Take part in simple creative work in connection with literature
3. Language and grammar
 - a. Write related sentences, dictated or original
 - b. Write own address as well as name
 - c. Talk with ease about simple everyday experiences
 - d. Give short oral reports on material read silently
 - e. Pronounce correctly the th and ing words
4. Spelling
 - a. Spell and use correctly approximately three hundred words (Horn-Ashbaugh)
 - b. Spell and use correctly simple words occurring in the children's everyday experiences as well as in their school life
5. Writing
 - a. Write manuscript neatly and legibly
 - b. Write short sentences
 - c. Space words correctly
 - d. Leave margins
 - e. Learn correct writing position

B. Suggested Activities

1. Reporting orally on observations
2. Creating stories and poems
3. Dramatizing simple plays
4. Carrying out activities suggested in textbooks and workbooks

IV. Grade Three - Theme: Children of other lands and cultures of contrasting techniques

A. Achievement Goals

1. Reading
 - a. Read more rapidly silently than orally

- b. Read and follow simple directions
- c. Recognize and analyze polysyllabic words
- d. Use mechanical make-up of the book such as the table of contents, index, etc.
- e. Read orally with ease and expression provided material does not contain word difficulties
- f. Read and understand material of third grade difficulty

2. Literature

- a. Find pleasure and enjoyment in reading and listening to stories and poetry written for children of this age
- b. Recite short poems from memory
- c. Take part in some creative work in connection with literature

3. Language and grammar

- a. Talk with ease about everyday experiences
 - (1). Use simple outline
 - (2). Select interesting beginning and ending sentences
 - (3). Use complete sentences
 - (4). Enunciate words clearly and pronounce words correctly
 - (5). Eliminate the use of too many and's, so's, and then's
- b. Write a short paragraph on some interesting topic
 - (1). Spell words correctly
 - (2). Capitalize first word of every sentence
 - (3). Use a period at the end of a telling sentence and a question mark at the end of an asking sentence
 - (4). Leave a margin
 - (5). Indent the first word of the paragraph
- c. Use correctly such verbs as is, do, bring, go, saw, sit, know, throw, may, and can
- d. Capitalize names of days of the week, months of the year, and holidays
- e. Write correctly such contractions as can't, isn't, and aren't
- f. Write short letters

4. Spelling

- a. Spell and use correctly approximately 500 words (Horn-Ashbaugh)
- b. Spell and use correctly simple words occurring in the children's everyday experiences as well as in their school life

5. Writing

- a. Use legible cursive handwriting
- b. Write rapidly and with ease
- c. Write with a relaxed arm movement

B. Suggested Activities

- 1. Reporting orally on observations and books
- 2. Reading independently to find information
- 3. Making a simple outline
- 4. Creating stories and poems
- 5. Carrying out activities suggested in textbooks and workbooks

V. Grade Four - Theme: Communities from which we came

A. Achievement Goals

1. Reading
 - a. Appreciate reading as a means of getting information, knowledge, and recreation
 - b. Acquire a meaningful vocabulary from experiences in reading
 - c. Use the dictionary for meanings, pronunciation, and syllabication of new words
 - d. Locate material by using aids such as the index, table of contents, etc.
2. Literature
 - a. Enjoy simplified writings of a few great authors, past and present
 - b. Satisfy different moods through vicarious experiences in literature
 - c. Widen interests and ideals and have a friendly mental attitude toward works of merit
3. Language and grammar
 - a. Arrange ideas in suitable simple form of expression, written or oral
 - b. Use effective expression through the control of words and sentences on level of grade
 - c. Realize that exercises in all subjects are exercises in English
 - d. Make simple outlines and fill in simple forms
 - e. Write short compositions using good paper arrangement and correct language forms
 - f. Write and address simple letters, invitations, and announcements
 - g. Use correctly
 - (1). Capitals for the names of the Deity, abbreviations such as Mr., days and months, proper names
 - (2). Periods at the end of statements and common abbreviations
 - (3). Commas with words in a series, noun of address, yes and no
 - (4). Quotation marks for direct quotations
 - h. Distinguish between a complete sentence and an incomplete one
4. Spelling
 - a. Write neatly and legibly
 - b. Learn 540 words minimum (Horn0-Ashbaugh)
 - c. Appreciate the importance of correct spelling to all written work
5. Writing
 - a. Arrange written work neatly and space it well
 - b. Realize the importance of legible writing in written communication

B. Suggested Activities

1. Arranging ideas in logical order
2. Alphabetizing lists
3. Selecting key words
4. Reading to do what selection suggests
5. Taking notes
6. Discussing illustrations of stories
7. Selecting favorite parts of stories
8. Comparing characters in stories to those in real life
9. Reading in choral style
10. Dramatizing stories

VI. Grade Five - Theme: Resources, producing, and marketing in region and Western Hemisphere

A. Achievement Goals

1. Reading
 - a. Skim for specific information
 - b. Use dictionary references, tables of contents, etc., for information and as time-economy devices
 - c. Read orally, fluently and with pleasing voice
 - d. Outline and evaluate material of grade level in difficulty
 - e. Read silently 160 - 200 words per minute
 - f. Establish a library habit for recreational reading
 - g. Read widely and comprehensively
2. Literature
 - a. Recognize several important authors and illustrators
 - b. Appreciate the influence of the truly great literature upon important statesmen
 - c. Be familiar with some of the great characters of fiction
 - d. Satisfy different moods through reading experiences
3. Language and grammar
 - a. Make a brief report on some topic related to a content subject, stating sources of information given
 - b. Reproduce stories in an interesting manner with an accuracy for detail
 - c. Carry on a conversation or discussion, to the point and in good language form
 - d. Express ideas spontaneously and originally
 - e. Arrange written work well, using correct indentations, margins, titles, etc.
 - f. Make simple outlines with facility
 - g. Eliminate the superfluous use of and, so and then
 - h. Use a variety of name words (nouns) and descriptive words (adjectives)
 - i. Construct simple complex sentences
 - j. Use correctly the forms of the verbs: speak, write, give, grow, know, choose, begin, throw
 - k. Express variety in sentence meaning by changing a word, as, the child came (running, limping, toddling, dancing, etc.)
 - l. Use the apostrophe properly to denote possession, singular and plural
 - m. Divide many common words into syllables using the hyphen at the end of the line

n. write short friendly or business letters properly

4. Spelling

- a. Develop a "spelling-consciousness"
- b. Know where to find correct forms of spelling
- c. See words in meaningful relationships and not in isolation
- d. Spell words for grade accurately and others for common use
- e. Appreciate the importance of spelling as a means of forming words to convey meanings
- f. Learn a minimum of 540 words (Horn-Ashbaugh)

5. Writing

- a. Recognize handwriting as a tool by which to serve a means of communication
- b. Write legibly and with economy of time

B. Suggested Activities

1. Reading to find the statements which are essential to the meaning and purpose of the story
2. Quoting verbatim to illustrate or prove a point
3. Comparing information from different articles
4. Making a bibliography
5. Writing descriptions of imaginative adventure
6. Making significant details vivid by using descriptive terms such as the "piercing wind," "sloughing in the mud"
7. Interviewing the principal
8. Practicing voice pitch for various situations
9. Reading in choral style

VII. Grade Six - Theme: Resources, producing, and marketing in Europe, Africa, and Antarctica

A. Achievement Goals

1. Reading

- a. Evaluate and organize materials according to sequence and importance
- b. Outline stories of grade difficulty, showing clearly the main ideas and subordinate ones
- c. See relationships
- d. Read silently, factual material of grade difficulty, at the rate of 180 - 220 words per minute
- e. Read orally with correct pronunciation and phrasing and pleasing voice

2. Literature

- a. Appreciate the importance of contributions, fiction and non-fiction, by great writers of all times
- b. Sense that the material is of literary merit
- c. Realize the significance in literature of historical periods
- d. Recommend wholesome and appropriate books or selections to others
- e. Enjoy good literature for its own sake

3. Language and grammar

- a. Stand in good position, hold audience contact, talk freely correctly for a short period of time, giving a report or original topic
- b. Use a variety in expression and sentence structure
- c. Eliminate gross grammatical errors
- d. Defend opinions, citing references, etc.
- e. Write a paragraph of four to six sentences using complex sentences to show emphasis of the main idea
- f. Write friendly and business letters in correct form and with proper punctuation
- g. Make and follow an outline
- h. Make a bibliography
- i. Use dependent elements, phrases and clauses effectively
- j. Use pronoun forms correctly, as, subject - I; object - me
- k. Indicate degrees of adjectives and adverbs, positive, comparative, and superlative
- l. Use the forms correctly of lie, lay, rise, raise, sit, set
- m. Appreciate the proper use of the period, apostrophe, comma, colon, semi-colon, and quotation marks
- n. Recognize synonyms, antonyms, and homonyms
- o. Use number correctly between subject and predicate, as, One of the girls is here; Father and I were there
- p. Use a and an correctly

4. Spelling

- a. Be familiar with simple rules of syllabication
- b. Develop a "spelling conscience"
- c. Apply words learned to meaningful situations
- d. Use the dictionary extensively for its various helps
- e. Learn 881 words (Horn-Ashbaugh)

5. Writing

- a. Acquire speed sufficient for the demand of any writing activities
- b. Realize the importance of legibility (since accurate spelling is largely dependent upon legible handwriting)
- c. Develop habits of neatness and good paper arrangement

B. Suggested Activities

1. Listing facts to be verified
2. Reading to distinguish between facts and opinions
3. Taking notes
4. Writing an ending to a story
5. Giving synopsis of stories
6. Discussing the effect of time and place upon the story
7. Reading in many different fields of literature
8. Reading literature with the ear, the imagination, and the emotions
9. Listing words showing time relationships
10. Recording instances of "more picturesque speech"
11. Planning and enjoying "Book Lovers' Club"

VIII. Grade Seven - Theme: How modern science and invention affect and influence man's living (emphasis on Asia and Australia)

A. Achievement Goals

1. Reading

- a. Increase the use of the dictionary, encyclopedias, globes, world almanacs, etc.
- b. Read silently, factual material at grade difficulty, at the rate of 200 - 250 words per minute
- c. Read periodicals and newspapers with discrimination
- d. Read widely, voluntarily
- e. Interpret intelligently reading done for different purposes

2. Literature

- a. Enjoy and appreciate life through vicarious experiences in the field of the best literature
- b. Set up some basic ideals for judging new or unusual literature
- c. Show preference for types of literature
- d. Recognize the effect circumstances have upon literature
- e. Make wise use of leisure time through reading
- f. Share enjoyment of literature with others by recommending selections to them
- g. Appreciate that literature is closely related to painting, music, architecture, and sculpture

3. Language and grammar

- a. Talk on a familiar subject using correct English and enunciation
- b. Be a good listener and critic
- c. Write with facility an original paragraph on a topic of interest
- d. Use common reference works and supplementary material in business-like and practical manner
- e. Analyze simple sentences with phrase modifiers and complex sentences
- f. Apply grammatical principles, such as:
 - (1). Subject after the verb; inverted order
Example: There go two boys.
 - (2). Plural word between the subject and verb
Example: One of the boys is present.
 - (3). Collective nouns
Example: A herd of cattle was grazing.
 - (4). Demonstrative adjectives
Example: these kinds; this kind
 - (5). Agreement of pronoun and antecedent
 - (6). Tense
 - (7). Modifiers according to function
Example: adjective, adverb, possessive
 - (8). Pronoun forms for subject or object
Example: It is I. (predicate noun)
He helped us. (completing the meaning of the verb)
- g. Use connectives accurately, such as:
and, moreover - in addition to

but, yet ----- in contrast to
or - choice
therefore, because - result
nevertheless, however - exception
for - conclusion

- h. Use correctly the comma, semi-colon, colon, hyphen apostrophe.
- i. Recognize and appreciate the value of subordinate and co-ordinate clauses
- j. Make outlines with more detail
- k. Indicate titles of books, poems, and articles, etc. correctly
- l. Recognize in everyday experiences valuable materials for speech and writing
- m. Eliminate double negatives
- n. Fill out definite forms and simple questionnaires
- o. Form plurals of nouns as church, ox, motto, etc.

4. Spelling

- a. Appreciate the importance of correct spelling in the business world
- b. Spell accurately
- c. Increase use of dictionary techniques
- d. Master the art of spelling to such a degree that correct spelling is automatic
- e. Focus study on words needed by the individual
- f. Acquire a rich and expressive vocabulary
- g. Learn 500 words (Horn-Ashbaugh)

5. Writing

- a. Write with reasonable speed and dexterity
- b. Meet the standards of recognized Scales of Attainment as Ayres or the American Handwriting Scale

B. Suggested Activities

- 1. Introducing a library book to the class
- 2. Participating in Speech Festivals
- 3. Reading and following directions for making scenery for setting scenery for puppet shows
- 4. Changing conversation to narrative style and vice-versa
- 5. Listening to beautiful songs and to music associated with literature
- 6. Helping to establish a good school library
- 7. Memorizing "gems" of literature
- 8. Preparing radio skits
- 9. Discussing proper parliamentary procedure
- 10. Others as occasion arises

IX. Grade Eight -- Inspect individual planning for personal, social, recreational and civic responsibility

A. Achievement Goals

1. Reading

- a. Extend experiences into new and varied fields
- b. Apply keen, critical interpretations to what is read
- c. Use economical and effective habits and skills in all reading

- d. Establish permanent interests in and strong motives for reading
- e. Read for sheer enjoyment

2. Literature

- a. Appreciate that literature "must be, not mean."
- b. Develop a sense of values through literature
- c. Know some outstanding literary contributions, authors and illustrators
- d. Recognize the place of importance occupied by the Bible, Bunyan's Pilgrim's Progress, Shakespeare's writings, etc.
- e. Appreciate leisure reading as a means to enrichment of life
- f. Enjoy different types of literature; folk-lore, ballads, spirituals, etc.
- g. Be conversant with many books and articles discussed

3. Language and Grammar

- a. Make complete oral contributions in class discussion, using correct English; render accounts of experiences
- b. Preside at meetings, make motions, nominate officers, take minutes, introduce speakers, etc.
- c. Describe, explain and give directions, explicitly and implicitly
- d. Write interesting friendly letters, brief, courteous and correct business letters
- e. Organize materials in logical, practical form
- f. Apply grammatical principles in functional grammar
 - (1) Subject, clause, sentence
 - (2) Sentences as to use and structure
 - (3) Parts of speech; emphasizing that "like" is a preposition
 - (4) Subject separated from the verb by modifiers, as, The bird with the broken wing fell to the ground.
 - (5) Inverted order
 - (6) Objects with lay, raise, set
 - (7) Subjects with lie, rise
 - (8) Compound subjects
 - (9) Objective forms of nouns and pronouns after prepositions
 - (10) Adjectives after linking verbs, as seem, feel, appear, etc.
 - (11) Possessive forms of nouns and pronouns used as modifiers of nouns ending in "ing", as, Will you consent to Helen's working your problem?
 - (12) Possessive pronouns, as, its, theirs, whose, yours
- g. Capitalize and punctuate correctly all written work
- h. Arrange papers in good taste and according to purpose of the paper
- i. Outline in both sentence and topical forms

4. Spelling

- a. Use a ready and adequate vocabulary
- b. Become adept in dictionary techniques

- c. Appreciate the plan of standard word lists
- d. Learn 564 words - (Horn-Ashbaugh)

5. Writing

- a. Appreciate the importance of legibility in writing
- b. Recognize writing as an essential tool in an art of communication
- c. Arrange written work properly and effectively according to the purpose of the content

B. Suggested Activities

- 1. Noting particularly expressive words
- 2. Taking speaking parts of puppets
- 3. Illustrating answers to questions by pantomime
- 4. Examining date of publication as it relates to statements published
- 5. Comparing statements of contemporaries
- 6. Assembling into maps, graphs, etc. information gathered
- 7. Building a reading repertoire
- 8. Reading about the author's life and circumstances for writings
- 9. Making poem cycles and anthologies
- 10. Placing basic things first - that which is already known and that which is needed for better understanding
- 11. Appraising compositions by the standards set up by the group
- 12. Participating in Speech Festivals
- 13. Others as occasion arises

X. Grade Nine - Theme: Chronological conception of human development

A. Achievement Goals

- 1. Speak so one can be heard and understood by the group
- 2. Have an understanding of elementary parliamentary law
- 3. Improve speed and comprehension through good reading techniques
 - a. Skim
 - b. Read for enjoyment
 - c. Read for thought
 - d. Read to follow directions
 - e. Learn to follow steps in a process - understand
 - f. Learn to read charts, maps, graphs, tables, and scientific diagrams
- 4. Build the habit of reading for enjoyment
- 5. Learn to express oneself clearly in writing
 - a. Learn to organize material chronologically and logically as outlining
 - b. Approach all problems of composition with a view to expressing thought clearly and correcting ambiguities in creative writing as well as routine work
 - (1) Number
 - (2) Agreement

(3) Pronoun reference

c. Learn to spell correctly

6. Use the dictionary for spelling and vocabulary

7. Use the library for information and enjoyment

XI. Grade Ten - Theme: The community; a human invention to satisfy needs

A. Achievement Goals

1. Speak so one can be heard and understood by the group

2. Have an understanding of elementary parliamentary law

3. Improve speed and comprehension through good reading techniques

a. Skim

b. Read for enjoyment

c. Read for thought

d. Read to follow directions

e. Learn to follow steps in a process - understanding

f. Learn to read charts, maps, graphs, tables, and scientific diagrams

g. Follow logical thought processes in reading

h. Learn to distinguish between the author's main points, and evidence and anecdotes, which support these main points

4. Build the habit of reading for enjoyment

5. Begin to recognize literary form

6. Learn to express oneself clearly in writing

a. Learn to organize material chronologically and logically, as outlining

b. Approach all problems of composition with a view to expressing thought clearly and correct ambiguities in creative writing as well as routine work

(1) Number

(2) Agreement

(3) Pronoun reference

c. Learn to distinguish between the author's main points, and evidence and anecdotes which support these main points

7. Use the library to gather specific information and for enjoyment

8. Use the dictionary for information and enjoyment, to distinguish shades of meaning

XII. Grade Eleven - Theme: Continuous improvement of living within region and nation

A. Achievement Goals

1. Speak so one can be heard and understood by the group

2. Speak as we think on our feet

3. Learn parliamentary procedure for class organization and student government

4. Improve speed and comprehension through good reading techniques

a. Skim

b. Read for enjoyment

- c. Read for thought
 - d. Read to follow directions
 - e. Learn to follow steps in a process - understanding
 - f. Learn to read charts, maps, graphs, tables, and scientific diagrams
 - g. Follow logical thought processes in reading
 - h. Learn to distinguish between the author's main points, and evidence and anecdotes which support these main points
 - i. Begin to evaluate written materials from the standpoint of, point of view, presentation of evidence, and subsequent conclusions
5. Build the habit of reading for enjoyment
 6. Recognize literary form
 7. Begin to understand literary style
 8. Learn to express oneself clearly in writing
 - a. Learn to organize material chronologically and logically, as outlining
 - b. Approach all problems of composition with a view to expressing thought clearly and correcting ambiguities in creative writing as well as routine work
 - (1) Number
 - (2) Agreement
 - (3) Pronoun reference
 - c. Learn to spell correctly
 - d. Learn to distinguish between the author's main points, and evidence and anecdotes which support these main points
 - e. Begin research techniques through library use and other sources
 - (1) Gather materials
 - (2) Find the appropriate thing to look for
 - (3) Evaluate the material
 - (4) Organize material
 - (5) Choose the proper vehicle for presentation
 - (6) Select the method of presentation
9. Use the dictionary for spelling, in writing, vocabulary building, speaking, pronunciation and building word sense through an understanding of usage, connotation and relationship with other languages

XIII. Grade Twelve - Theme: Continuous improvement of living within the world

- A. Achievement Goals
 1. Speak so one can be heard and understood by the group
 2. Speak as we think on our feet
 3. Learn parliamentary procedure for class organization and student government
 4. Improve speed and comprehension through good reading techniques
 - a. Skim

- b. Read for enjoyment
 - c. Read for thought
 - d. Read to follow directions
 - e. Learn to follow steps in a process - understanding
 - f. Learn to read charts, maps, graphs, tables, and scientific diagrams
 - g. Follow logical thought processes in reading
 - h. Learn to distinguish between the author's main points, and evidence and anecdotes which support those main points
 - i. Evaluate written materials from the standpoint of view, presentation of evidence, and subsequent conclusions
 - j. Distinguish between truth and propaganda
- 5. Build the habit of reading for enjoyment
 - 6. Recognize literary form
 - 7. Have an understanding of literary style
 - 8. Learn to recognize the social import of literature
 - 9. Learn to express oneself clearly in writing
- a. Learn to organize material chronologically and logically as outlining
 - b. Approach all problems of composition with a view to expressing thought clearly and correcting ambiguities in creative writing as well as routine work
 - (1) Number
 - (2) Agreement
 - (3) Pronoun reference
 - c. Learn to spell correctly
 - d. Learn to distinguish between the author's main points, and evidence and anecdotes which support these main points
 - e. Learn research techniques through library use and other sources
 - (1) Gathering materials
 - (2) Find the appropriate thing to look for
 - (3) Evaluate the material
 - (4) Organize material
 - (5) Choose the proper vehicle for presentation
 - (6) Select the method of presentation
 - (7) Use proper documentation
- 10. Use the dictionary for spelling, in writing, vocabulary building, speaking, pronunciation and building word sense through an understanding of usage, connotation and relationship with other languages

SPEECH IN THE CORE

ELEMENTARY LEVEL

To the Teacher

Children in these grade levels have a natural ability to express themselves. This is a part of all normal children. They express themselves freely and openly. Their emotions carry through this expression and tend to make speech interesting and vital. The lack of this vital speech in the older children is a great hinderance. As a child approaches adolescence this freedom is gradually lost and must be brought out again later in life.

In our speech program for this level we have one achievement goal. That is, the improvement and cultivation of that freedom of expression that belongs to the child.

This freedom of expression is not to be a brazen one. It must be natural, unassumed and not forced. Too often, teachers, for the sake of peace and quiet in the classroom, have stopped all freedom of expression in the classroom. The teacher does know best, though.

II

Methods that can be used to help gain better speech and expression

- a. Reading aloud--alone and in the group
- b. Telling stories to the group
- c. Spelling "bees"
- d. Oral games
- e. Outside games
- f. Singing

Note--

Children are cruel with their criticism. Watch for this especially in speech and reading. This criticism is destructive to the child.

III

Other Achievement Goals

To be heard by the group

A pleasing voice without monotony

Poise

Note--

These will probably not be necessary in the lower levels. They must be recognized as achievement goals at all times though.

IV.

Speech Difficulties

All defects in speech must be handled by a person who is qualified to do so. It is our hope that a special program will be set up to handle this problem.

V.

Reading Development

The teachers at this level can solve their remedial reading with better results than an outsider. It is our belief that the teacher can treat the individual problems with greater understanding and sympathy. We feel sure the results will be more gratifying if it is the individual teachers' responsibility.

HIGH SCHOOL LEVEL

To the Teacher

As the use of speech within the classroom is so very important it is advisable to include this subject in the core classes. This will demand certain techniques to be understood by the teachers.

We do not care to put speech just in the core. It must be placed in the core as a tool. Each day certain mistakes are made by students which must be corrected. These errors may seem elementary, but they can soon grow into bad speech habits. Be sure to recognize that the speech of your students can be a guide to his personality in many ways. Try to reason as to why the student speaks as he does. Only by knowing your student can you help him.

The following are some important guides for the teacher.

1. The student must have something to say
2. It must be said with a well placed voice and with meaning

The following list of techniques should be recognized by both teacher and student.

Speaker Problems

- a. proper voice placement
- b. emphasis of words by voice
- c. word meaning
- d. pronunciation
- e. bodily poise and ease in manner

The teacher must also recognize the suitability of subject to the audience.

Speaker-Audience Problems

- a. The speaker should remember he is not speaking to hear his voice
- b. The subject must be suited to the students in the class according to their ability to understand
- c. Audience must have respect for the speaker (This is a give and take proposition)
- d. Do not speak too long
- e. The speaker should be brief and concise
Hit the heart of the subject and interest will result
- f. Speaker should consider audience reaction

Note. The above is an aid to the teachers

II

Achievement goals for the students of all grades.
The student works at his own rate. Each student is a distinct individual and will have an individual speech problem. It should be treated as such.

Achievement goals in speech are to be individual in scope. The following shall be guides.

- a. Pronunciation must be correct
- b. The voice must be as pleasing as possible
- c. The speaker must be heard by all
- d. The student must be understood by the group
- e. Above all, the speaker must have something to say
- f. The speaker must gain poise and an ease in speech

The last three of the above list can be classified under Freedom of Expression. This is the supreme goal for all human beings.

III

Types of Speech Assignments that will help students and the teacher in forming good speech habits.

- a. Reading aloud
- b. Pronunciation drills
- c. Oral reports
- d. Group discussions
- e. Panel discussions
- f. Introducing one person to another or to a group of people

- g. Parliamentary procedure
- h. Interviews
- i. Social conversation
- j. Listening and appreciation good speech
(Radio Listening)

IV

Special Speech Problems

All special speech problems should and must be sent to a reliable person for speech correction. Do not try to correct these people within the class as it will hinder further correction.

V

Reading Development

The core teacher will have this problem to solve. It is advisable that the core teachers set up such a program as a group. Later on, if possible, certain core teachers with the proper equipment can handle this problem.

We do not believe any special speech techniques should be taught within the core, nor that there need be any further explanation concerning this belief

Diagnostic and Remedial Reading

No two children are identical at all times in their reading abilities; one may excel in one phase of reading and be slow in another; mastery of the mechanics of reading may be the difficulty for one while another fails to get any meaning from the printed page. Individual differences and handicaps must be taken into consideration and provisions made to help each one according to his need.

Defective vision and hearing are common causes for reading difficulties. Often sickness or some other circumstance has prevented a child from making the progress he could ordinarily have made. A child may thus be backward only and if given the proper help will achieve progress. Teachers need to guard against hasty judgment in classifying any pupil as slow or retarded.

If the child has been well, has good hearing and eyesight, and had had proper educational facilities and still appears to be retarded, the following will be helpful to determine ways of helping him to overcome his deficiencies.

I. Diagnosis

- A. To discover the individual difficulty
- B. To plan what procedure to follow to remedy as far as possible the difficulty
- C. To analyze the areas of weakness

II. Symptoms indicating need for remedial measures

- A. Inattention
 - 1. material too difficult
 - 2. phonetic word analysis is overstressed
 - 3. material is uninteresting to the child
- B. Inaccurate interpretation
 - 1. careless reading habits
 - 2. motives lacking for finding exact detail
 - 3. slowness in associating ideas and words
- C. Excessive vocalization
 - 1. poor ability to concentrate
 - 2. overemphasis on speed

III. Means of detecting difficulties.

- A. Tests
 - 1. intelligence (group and individual)
 - 2. achievement (Preferably)
 - 3. informal
- B. Consistently low academic grades
- C. Survey
 - 1. mental ability (as by tests)
 - 2. physical health
 - 3. family background
 - 4. social history
 - 5. personality traits and interests
- D. Observation (Teachers' judgment to be verified by additional objective tests and further observations)

IV. Remedial Measures

- A. Simple material to be read to answer specific questions
- B. Read quickly to avoid phonetic hindrance
- C. Assure success because of easy material used
- D. Give content which has direct and personal appeal
- E. Use informal discussion (establish desirable rapport)
- F. Use words that are to be a part of the child's vocabulary
- G. Stress differences and likenesses in objects to encourage vocabulary growth and alert observation
- H. Much easy reading but at a slow rate and in simple form
- I. Provide adequate preparation before given printed page
- J. (Teacher ingenuity will originate or utilize what is needful)

V. Check Progress

- A. Frequently
- B. Vary measures to determine the effectiveness of the diagnosis and remedial measures

Measurement in English in the Elementary School

Standardized Tests in Language

I. For Basic Errors

Cutright, P., Anderson, W. A., Van Wagenen, M. J. --
Unit Scales of Attainment: English and Spelling
3-8 Educational Test Bureau, Washington & University
Aves., Mpls.

II. Detailed

Greene, H. A. and Ballenger, H. L. -- Iowa Elementary
Language Tests; Intermediate Diagnosis
4-9 Educational Test Bureau

Leonard, J. Paul -- Leonard Diagnostic Test in Punctuation
and Capitalization; Four of each item
4-12 World Book Company

Los Angeles Diagnostic Tests in Language -- Three of each item
3-9 Southern California Book Depository, Hollywood

Tiegs, Ernest W. and Clark, Willis W. -- Progressive Achievement
Tests
1-9 Southern California School Book Depository,
Hollywood

Hunt High Holds Flag Ceremony

11/8/44
With the complete student body attending, an impressive flag ceremony honoring the raising of the flag presented to the school by the volunteers last year, was held Tuesday afternoon at 1:45 p. m., according to Jerome T. Light, principal of the project high school. The flag pole is located at the north side of the high school and west of the school rec. hall.

Following speeches by Eugene Uyeki, the student speaker, and R. S. Davidson, acting project director, three scouts, acting as color guards, raised the Stars and Stripes. Calvin Ninomiya, president of the student body, led the audience in the pledge of allegiance. Climaxing the program, a wind ensemble, led by Reid Jann, music instructor, played the Star Spangled Banner, while Miss Fumiko Yabe led the audience in the singing.

11/3-2/44 High School Boys Construct Shop

Slated for completion in 10 to 12 weeks, depending upon the weather condition, the high school industrial shop building, located adjacent to Blk. 23, is a scene of busy building activity.

The crew working on the building is composed of high school students drawing the part-time apprentice's pay of \$6 a month in addition to receiving two high school credits in vocational carpentry. These 19 students go to classes in mornings and work in the afternoons. O. Cutcosky supervises the work.

Housed in this 140x40 foot building when completed will be the carpenter work shop, the drawing room, and possibly rooms for the adult education classes and the OSYA classes.

Completion of the industrial building will make it possible for the school to offer wood shop and mechanical drawing to all the boys in school instead of limiting it to certain grades as at present.

"The engineering department is pleased with the work being done by these students. Much credit should go to these boys for their interest shown and the progress made under difficult weather condition," stated Glen R. Green, superintendent of construction.

SCHOOL HEALTH AND SAFETY PROGRAM

Hunt, Idaho

1943-1944

I. AIMS OF THE SCHOOL HEALTH AND SAFETY PROGRAM:

The aims of the school health and safety program are to furnish a healthful school environment, to protect the pupils from communicable diseases, to determine and improve the health and safety status of the pupils, to give them a background of clearly applied health information, to establish wholesome habits, and to develop attitudes which lead to intelligent self-direction in healthful living.

II. HEALTH EDUCATION IN SCHOOL IS USUALLY CONSIDERED IN THREE DIVISIONS.

1. Health service which includes the duties of the physicians, nurse and dentists.
2. Health supervision includes the lighting, heating, ventilation, and sanitation of the school buildings, health inspection, health habits and environments.
3. Health instruction has to do with the teachings of health ideals and attitudes.

III. HEALTH AS A CURRICULUM SUBJECT:

With the introduction of new bulletins and a definite time allotment on the program for daily health and safety instruction, your health program in our schools this year should be better than ever before.

The new bulletins contain valuable suggestions for practical health and safety study--that is, giving the pupils something to do to provide a means of applying the knowledge they gain through study of the bulletins. Stress this side of the work, remembering that in health education what one knows and does, is of more importance than what one knows only.

Look over the bulletins carefully. You will find that each contains a variety of units related to the daily life of the child. Space the work wherever possible. How about a campaign for the following topics?

Topic

Posture and Care of the Feet

Importance of good posture. Correct standing and sitting positions. Causes of poor posture.

Correct lying positions. Care of feet. What

posture does to the body. Posture for exercise.

Topic

Prevention of Communicable Diseases and Common Colds:

Description of the following diseases: Rabies, pneumonia, scarlet fever, siphtheria, small pox, mumps, common colds, influenza, tuberculosis. What are symptoms of the diseases? What is quarantine? Care of colds. How you catch colds. complications. Best way to avoid communicable diseases. Adenoids, tonsils, tonsillitis, chicken pox, infantile paralysis, whooping cough, German measles.

Teeth

Care of teeth. Why good teeth are important. How to build good teeth. Dental care. Why teeth decay. How to brush your teeth. Why visit the dentist regularly.

Eyes, Ears and Nose

Care of the eyes. How we see. Sight and light. Eye trouble. Correction of eye defects. Eye diseases. Eye accidents. Can you see the boards? Near sightedness. Far sightedness. Care of the ears. Ear trouble and kinds. Hearing. Can you hear where you are sitting? Care of the nose. How to blow your nose. Nose trouble and adenoids.

Food, Eating Sleep and Rest

All around food. Square meal. Vitamins. Kinds of food. Eating between meals. Food protection. How to keep food. Foods for growth. Is it healthful to drink water with meals? Chewing foods. Importance of proper elimination. How to eat. What is pasteurization. Vitamin D. Use of milk. What is contaminated water. Drink plenty of water. What is sleep. Why do we sleep. Sleep with windows open. Rest after eating. How to rest.

Safety and First Aid

Safety in the school, playgrounds, shower room, street, home, safety school patrol, Junior safety, safety songs and where to play. First Aid. What to do first. Artificial respiration. Be calm. Locate injury. Know what to do. How to care for sprains, bruises. Wound cleaned and bandaged. Burns and cuts. Broken bones. What to do before the doctor comes.

Child's Health Day

Health day or play day.

IV. HEALTH REFERENCES MATERIAL:

- 1.
- 2.
- 3.
- 4.

V. INTEGRATION OF HEALTH WITH OTHER SCHOOL SUBJECTS:

Whenever possible, relate health and safety to other studies and activities. The activities involving reading, writing, arithmetic, geography, history, nature study, drawing, and science. Suggestions for work and play, projects, skits, observation, investigation and recording: for self-direction and self analysis; and for social service. By making use of all these plus original ideas, health can easily be tied up definitely with every school subject.

VI. DAILY HEALTH HABITS:

As in the past, a daily observation should be held to check for illness and colds. This also affords an opportunity for cleanliness of face, neck, hands, fingernails, and handkerchiefs.

In some cases, it will be found desirable to check on appearance and health habits more than once a day, i.e.-- washing hands after lavatory use, washing hands before lunch, proper eating habits, wearing proper wraps and footwear out doors, removing outer wraps while indoors.

Speeches, health stories, drawings and skits, health borders, health bulletin boards, booklets, charts, posters, contests and other motivating devices will all help in making the daily observation successful.

VII. IN SERVICE TRAINING:

Throughout the school year, a series of health training sessions will be conducted in various schools under the auspices of the Health Department and the Physical Education Dept. At these sessions each teacher will be given an opportunity to bring up her problems of health and safety. Other topics to be covered will include health and safety problems in the school and special talks and discussions will be had from time to time.

VIII. HEALTH AND SAFETY SERVICES AVAILABLE TO EACH SCHOOL:

1. Health Department

Hospital

Dr. L. M. Neher.....	Phone	231
Mrs. M. Evans.....	"	211
Dentists.....	"	242
Miss D. Cram.....	"	211
Miss E. Greiner.....	"	211

Services:

References
Supplies and equipment
School nursing service
Dental service
Doctors service
Consultation and Supervisory service

2. Physical Education Department

Morris Roth
Miss. E. Kirton

Services:

References
Supplies and Equipment
Consultation service
Supervisory service

3. Library

Mrs. Louise Ruble

Services:

References

4. Idaho Health and Tuberculosis Association:

Services

Literature and Movies

COLLEGE GROUP MEETING
Nov. 5, 1942 - 7:00 PM

The College Group of Minodoka Relocation Center met for the first time, Thursday, November 5, 1942 at 7:45 pm under the chairmanship of Miss Chiye Horiuchi.

Invitations were sent to college age colonists for a collegiate organization, with Miss Natsuko Yamaguchi heading the committee.

The main speaker was Miss Esther Briesemeister of Denver, Colorado, national staff member of the YWCA. She had been visiting many other relocation centers for the past six weeks and was here to give us the reports on how the other centers were coming along, their various activities and mainly on organizing a college group here as in other centers, and also emphasis on ways and means for permanent relocation. We first met in Block 26 Dining Hall and later on in the evening to the Recreation Hall in the same block.

Miss Briesemeister spoke firstly on the "outside". The college curriculum offered today is quite different from the ones a year ago. Emphasis is being placed on industry and war, and the courses are hurried up to meet the demands of the economic world. For instance, a master's degree which would take two years would be speeded up to be completed in one year. Students are majoring more in the economic and professional and trade skill subjects rather than in English. In other words, the more practical courses are being taken by the majority of students.

The society is going through a rapid change now, especially in the cities. Places where there are defense jobs, the attraction of bigger pay makes them center there, thus creating new social problems, some acute. The people on the whole are too busy making money and spending as well. They are conscious of the fact that there is a war going on. However, they are not cooperating and uniting to the extent that is required from the people in a country that is at war.

Miss Briesemeister talked next on permanent relocation. There are various social problems to be taken up in the Relocation Center and in the place of permanent relocation. The task of solving them falls on the college people. We should take a look at the map of the United States and think of places adequate to relocate. The community pattern of thinking can start from the college group. We should begin to tackle the problems to guide people to think, since we have the training as we have taken sociology, etc. in college. The way the plans are made is important, especially what it accomplishes. Of course there is only a

small percentage of college people in every Center, but the number of the people is not important. We should build the kind of community government that is useful. We should get going on this from experiences we had in college politics.

What changes that are taking place in college, must be taken into consideration for a student planning to enter one. Also any ways to increase skills in all the goal of the individual. Any student who is planning to work too while attending school would be good to work in the lower bracket jobs as unskilled jobs as they are money saving, for it is hard and high in expense to live in any city at present. One must also know that money does not buy the same in every community.

For others, we must find a secondary occupational outlet, even if we have the skill to relocate. That is, it is sometimes necessary for a person with a pharmacist's degree, for example, to work as a gardener in a city because the place was in need of it, and later work as a pharmacist when the right time comes. People in private industry need stenographers and office workers, but one must, in most cases, get a personal interview to obtain the work. This Relocation Center, for instance, are changing attitudes of outlying community as Twin Falls. Business is prospering there due to big increase in purchases from the Center people.

The Japanese people who are living "outside" are setting examples of attitudes for 100 other Japanese people. It is better for one to relocate to a city rather than a small town because of better business or work opportunities. They should write to the YWCA for such information. Of the questions should be: What is the whole community like over there?

In relation to jobs available, there are lots of service jobs opened, but for office work, one needs to get a personal interview, as was mentioned before. It is almost impossible to at present get jobs by correspondence. At Granada, young people are getting 30 day leaves to find a job. It is not advisable to go, only when there are friends already there.

Do not set up separate Japanese clubs. It is not desirable at this particular time. It does not help the Caucasian community attitude to have segregated groups set up. Don't make yourself conspicuous by speaking Japanese in public. We should interest Kibei groups in Americanization classes. That would help them in finding work for relocation.

The race situation for Japanese is better than for Negroes. Mexicans are in worse situation than the Japanese. Japanese are accepted in Salt Lake City defense plants. There are ways of per-

sonally setting the attitudes for the white people aren't adjusting themselves to minority groups.

The rest of the evening was spent in asking personal questions to Miss Briesemeister. The meeting ended at 9:15.

Respectfully submitted,

Lillian Fujihira

1944 FOURTH OF JULY PROGRAM

Co-chairmen, Mr. Barber, Mr. Roth

Morning Program

I. 9:00 A.M.

School children will meet in their respective rooms at 9 A.M. and when everything is arranged they will march down to the Central field (Block 21) where they will gather for the following:

- (1) Salute the flag
- (2) Welcome address by Mr. Fujii, chairman of the Community Council.
- (3) "Star Spangled Banner" will be sung by all

II. 10:00 A.M.

1. Flag Relay races 4,5,6th graders, boys and girls (10 to team)
2. Fruit Race for grades 1,2, and 3.
3. Sack Relay for boys and girls 4,5, and 6th (12 to team)
4. Boy Scout Race
5. Peanut Race, Grades 1,2 and 3
6. High School Race
7. Cone Fight, 4th and 5th graders
8. Huntville vs. Stafford (20 boys to team) 4 and 5th grades
9. Nose and toe race for boys and girls 4,5 and 6th graders
10. 20 yard dash for 1,2 and 3 grades
11. Boy Scout Race
12. Shoe scramble 4,5, and 6 graders.
13. Egg and spoon Relay, 4,5 and 6th grades boys and girls.
14. Scout Race
15. Tug-of-war
16. Stafford Vs. Huntville Boys, Stafford Vs. Huntville girls.
17. Boy Scout Contest

III. 11:30 A.M. Fourth of July Lunch at each mess hall

Afternoon Program

I. 1:30 P.M.

Huntville All-Star Boys vs. Stafford All-stars (Field 21)
Huntville Girls All-Stars vs. Stafford All-Star Girls (Field 23)

Evening Program

Co-chairmen Shig Osawa and Tura Nakamura

Program will start at 7:30 at the Central Field with Issei and Nisei entertainers.

MINIDOKA PROJECT SCHOOL
HUNT, IDAHO
Dec. 28th, 1942

Note: The following speech was given in an eleventh grade core class at the close of a round table discussion of relocation problems. The program was the last in a series of meetings planned and executed by a student committee over a period of about six weeks. The moderator concluded the program with these words to the class.

Helen Amerman

Many people will say that the solutions that we have discussed are ideological, that they are impractical, and that they are hopeless. They further state that since the government evacuated us to here, they should take care of us. I'll grant you that the government has a moral obligation to help us financially, but that obligation ends when they have helped us and provided the means whereby we can assume our duties as citizens. We don't want to be parasites all our lives, do we?

If we don't start now, the situation may remain the same, but probably it will turn for the worse. There is bound to be much more bitterness after the war.

The destiny of future generations to come depends upon us. We are the framework. If we fail in our task, then the future generations are lost. What we do here now to alleviate our conditions will have much to do with the final dispersion of the Nisei and Issei into American life.

I should like to quote from Mr. Yasui's letter of December 5th, 1942 -

"--the future of the Nisei lies in the United States of America. Our destiny is bound with America. We have been indoctrinated in the principles and doctrines of America. What is the story here of any American, for it is incontrovertible that all Americans are of foreign extraction. We undoubtedly must become a part of America. In order to become assimilated into American life, Nisei Americans must spread throughout the United States and avoid congregating in compact communities which would be subject to distrust, hatred and ignorance on the part of the American public. There lies a duty of the Nisei American to go out in order to acquaint the American people of the worth and quality of the individual -- not as a Nisei, but as an American."

Take this quotation to your hearts not merely as words of a man fighting for a most highly and dearly cherished possession, his American citizenship, but as a challenge to your perseverance and ability in carrying out this relocation program to the highest degree of success.

There was a quotation in the newspapers of a prominent man advocating evacuation which said, "Once a Jap, always a Jap!"

(over)

...we been anything but Americans? Were we not brought up indoctrinated in the principles of democracy and fair play? Haven't we suffered with General Washington at Valley Forge, and thrilled to the words of Lincoln on the battlefield at Gettysburg? Doesn't our whole future lie in the United States? Yes, it does!

We have suffered a lot, and we may be down, but we are not out! Let's show the public that we can come out of this awful mess greater Americans than before!

There are stories of mob violence, but in most cases they are exaggerated. But, of what are we afraid? This isn't the first time we have been faced with racial restrictions, economic discrimination and insulting remarks. We're used to that.

Let us, therefore, dedicate ourselves to the task of going out into the United States, and proving to the public that we are just as good Americans as they are.

Eugene Uyeki

Hunt High School
Hunt, Idaho
June 15, 1943

This composition, written by a student in the eleventh grade core class, illustrates the attitude which we encounter continuously. It is not necessary to amplify the meaning, but merely to point out that the vast majority at Minidoka have met such circumstances and have maintained similar attitudes.

What The Flag Means to Me

"Mama, is that a Jap?" cried the little boy. I pretended not to hear as I walked down the street of a small town.

I walked into the creamery of this town. An elderly lady sat, and with a scowl said, "Nothing to sell you."

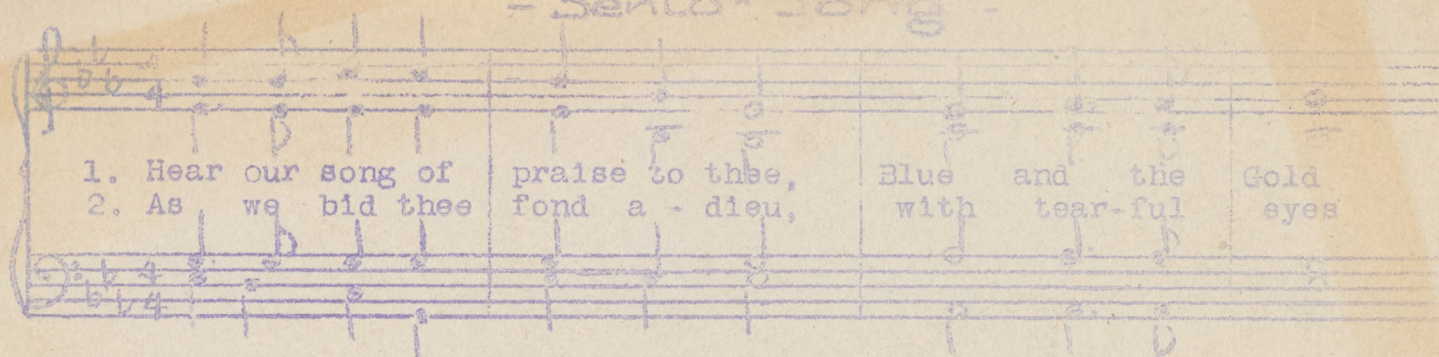
On a week-day night, we went to a show. We sat in the balcony. After about an hour, lights went on for intermission. We looked around. They had put all the Japanese in the balcony.

As I sit here thinking about what the flag means to me, these three embarrassing incidents enter my mind. Curfew, evacuation, and being put into government camp - are incidents that hurt.

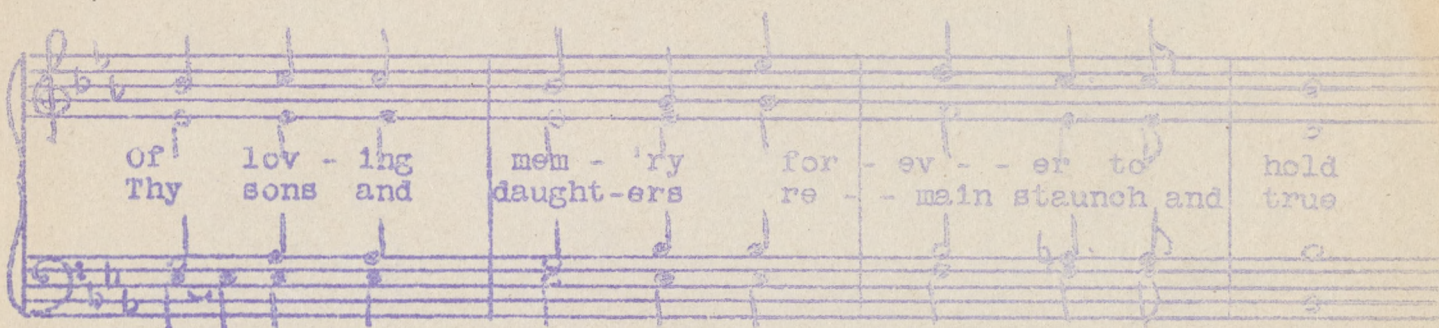
Should I let these things overshadow the things which our country has done for me?

No! These incidents will not overshadow the other things. I know no other country. This is my America. My faith in my country is unlimited. That symbol of my faith is the flag of the United States of America.

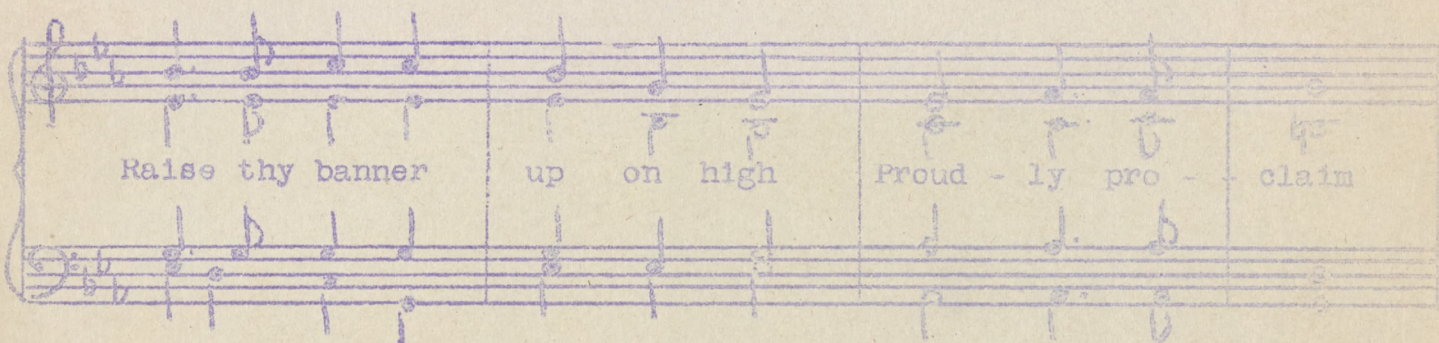
- Senio Song -



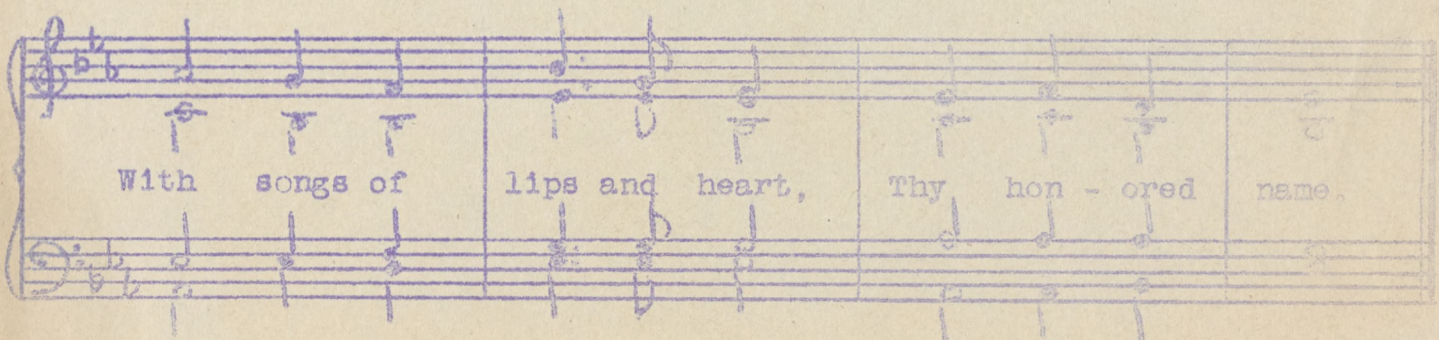
1. Hear our song of praise to thee, Blue and the Gold
2. As we bid thee fond a - dieu, with tear-ful eyes



of lov - ing mem - 'ry for - ev - - er to hold
Thy sons and daught-ers re - - main staunch and true



Raise thy banner up on high Proud - ly pro - - claim



With songs of lips and heart, Thy hon - ored name.

Yosh Uchida

THE HUNT HIGH SCHOOL MUSIC DEPARTMENT PRESENTS ITS

GRAND CONCERT

|| JUNE 11, 8 P.M. ||
|| DINING HALL 24 ||

|| FREE ADMISSION ||
|| VOCALS, ETC. ||

CORE 11 - True and False

1. The indentured servants that came to the colonists were of considerable importance in our history.
2. The Pilgrims landed at Boston.
3. A theocracy is a government based on a political theory.
4. Queen Elizabeth had made England "sea-minded."
5. Those people who settled in the new world were already quite wealthy.
6. Conditions in England were so bad that the people were in constant trouble.
7. The London Company and the Plymouth Company were organized to found colonies in Virginia.
8. The Burgesses were organized to make the laws for the colony.
9. Virginia did not become a royal province until 1700.
10. The colonists were never afraid of losing their rights as free Englishmen.
11. The Separatists were a persecuted group in England.
12. Fortunately, for the Pilgrims, they had money and friends at court to help them.
13. The "Mayflower Compact" was the first instance of self-determination in our history.
14. The Pilgrims could not elect their own governors or their own governing officials.
15. The Pilgrims were unable to pay off their debt to the London merchants for some time after landing.
16. The Pilgrims received most of their profits from fur and fish.
17. The Puritans were an independent group of people having little to do with England.
18. The Puritans left England because the English church refused to follow the customs of the Catholic church.
19. All members of the Mass. Colony were allowed to participate in the government and church work in the colony.
20. The Puritans were a very undemocratic group of people.
21. People were free to voice their disapproval of their government in the Mass. Colony.
22. Roger Williams taught that the State had no control over a man's conscience.
23. The people of Rhode Island were referred to as being "the Lord's debris."
24. Rhode Island grew and prospered as an asylum for religious and political liberty.
25. Colonists left Massachusetts under Hooker because they no longer wished to live under the "saints"
26. The "Fundamental Orders" was the first constitution adopted in America.
27. Maine was founded as an Anglican church colony.
28. Maine prospered and thrived.
29. Massachusetts has a history of cruelty and bloodshed.
30. The king sent Edmund Andros to govern New England and pull the colonists into line.
31. Andros' government was a liberal and decent one.
32. A proprietary colony was owned by the King of England.
33. The Crown levied taxes on all proprietary colonies.

34. Maryland was founded as a refuge for Catholics.
35. Maryland was less tolerant religiously than Rhode Island.
36. The Toleration Act was more liberal than any other religious decree in the colonies.
37. Eight courtiers owned the Carolinas.
38. The Dutch Colony of New Netherlands divided the English Colonies.
39. The Duke of York owned New York and was its proprietor.
40. The Dutch Patroons made up the Dutch Army of resistance against the English.
41. The Dutch left no trace on New York.
42. New Jersey was divided into two sections.
43. The Quakers were well liked by the King of England.
44. The Quakers rejected all ceremonies of religious worship and all authority of ministers, priests and bishops.
45. William Penn was imprisoned for his belief in Quakerism.
46. William Penn was not the greatest of the founders of American Colonies.
47. Penn believed that a peaceful and prosperous society could exist under a humane government.
48. The "Frame of Government" was the name for Lord Baltimore's Constitution.
49. James Oglethorpe was a philanthropist.
50. Maine was given to Massachusetts.
51. New Haven became part of Delaware.
52. People in the colonial era lived in log houses.
53. Religious and political persecution in Europe drove thousands to the New World.
54. There was much trade and commerce between the colonies.
55. The colonies and England stood on common ground and cooperated with one another.
56. The conditions in the colonies brought about sharp distinctions in social classes.
57. There was a "colonial aristocracy" of wealth, but not of birth.
58. Ninety per cent of the people in American were farmers.
59. Religion dominated the affairs in New England.
60. The South had a great interest in religion.
61. The southern planters were wealthy men and were not dependent on England.
62. The middle colonies were a melting pot for all nationalities.
63. The early colonists felt education was important so all children had to go to public schools.
64. Girls went to school along with the boys.
65. Medicine was quite backward in the early colonial period.
66. Many books and newspapers helped keep the people abreast of the times.
67. New England frowned on fun and play.
68. The early colonies started the feeling of independence and desire for liberty.
69. The colonists got along well with the King's appointed rulers.
70. All the colonies wished "taxation with representation."

RUSSIAN WAR RELIEF

Russian War Relief was organized to do two things: to get relief for the Russian people and to help cultivate friendship and understanding between the Russian and American people. Russian War Relief has two principal sources from which it secures support: (1) National War Chest where the money comes directly from the people. This money is chiefly used to get medical supplies and surgical equipment. (2) Goods--this part of the relief is chiefly in used clothing, kits, surgical instruments and seeds. The Russian people have gone all out in the war effort and are practically destitute of everything; this is especially true of clothes. Last year in Russia, there were 75,000 people desperately in need of clothing. This year there are still more people in need of clothes. Last year over a million pounds of clothes and shoes were shipped to Russia from the Southern states. Clothes were gathered through schools, churches and from house-to-house pickup. This year all states in the United States are conducting a state wide clothes campaign.

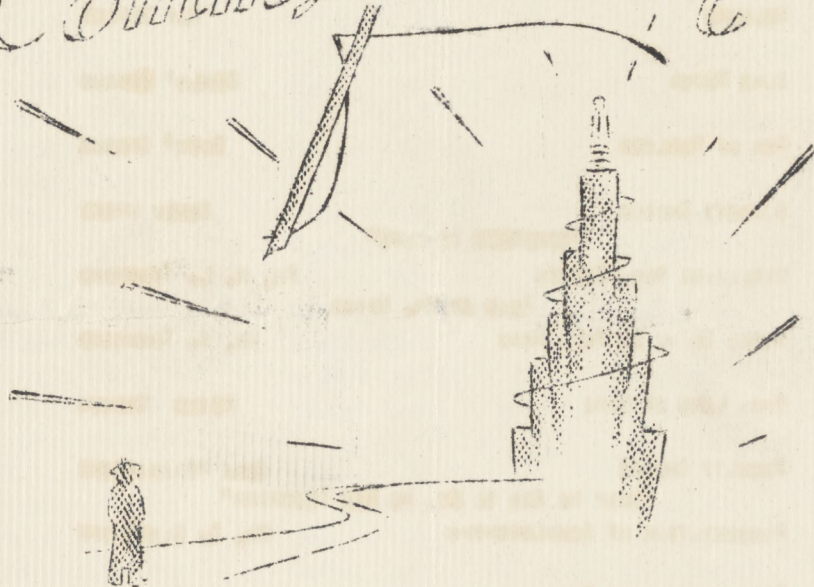
Our government is very anxious to have all the American people take part in the Russia War Relief. We are well aware of the fact that we can not do too much here at the Minidoka Project due to our temporary tenure and isolated condition. However, we have been asked by Mr. Howard Andres, Chairman of the State of Idaho Russia War Relief Campaign, to make whatever contribution we are able to do. The campaign in the state of Idaho is conducted largely through the schools. Hence, the Education Section of the Minidoka Relocation Center is assuming the responsibility for bringing this campaign to the attention of the appointed personnel. Boxes labeled "Russian War Relief" will be placed in the administrative dining room, Rec. 23, Rec. 32 and Rec. 10. Any appointed personnel who has old clothes or shoes they wish to give to the people of Russia, may drop their contributions in any one of these boxes. Whatever amount, be it so little, will be appreciated by the Russian people. A pound of clothing or a pair of shoes may well save the life of some boy or girl.

This Russian War Relief campaign is the week of November 12-18. Contributions should be left some time during the week.

Education Section
Minidoka Project
War Relocation Authority
Hunt, Idaho

Class of '45

Commencement



"TOMORROW
IS
OURS"

COMMENCEMENT PROGRAM

JUNE 1, 1945

HUNT, IDAHO

PROCESSIONAL

MRS. M. FROST

THE STAR SPANGLED BANNER

AUDIENCE

INVOCATION

REV. T. FUKUYAMA

WELCOME

RAY SHIiki

ALMA MATER

GIRLS' CHORUS

MEN OF HARLECH

BOYS' CHORUS

STUDENT CHOICE

EDWIN UYEKI

"TOMORROW IS OURS"

UTILIZING YOUR ASSETS

MR. H. L. STAFFORD

READ BY MR. NIVER

WHERE DO WE GO FROM HERE

MR. G. TOWNSEND

DEAR LAND OF HOME

MIXED CHORUS

FACULTY CHOICE

EDNA HIRABAYASHI

"WHAT WE ARE TO BE, WE ARE BECOMING"

PRESENTATION OF SCHOLARSHIPS

MR. A. KLEINKOPF

PRESENTATION OF DIPLOMAS

MR. R. HARKER

SOLO

YOSH OGATA

FAREWELL

HENRY KAWATA

BENEDICTION

REV. T. FUKUYAMA

RECESSIONAL

MRS. M. FROST

GRADUATES

AKAGI, JIM
 ** AKIYAMA, HENRY
 ANZAI, NAOKO
 ASAKA, YASUO
 AOKI, YOSHIO
 CHIKAMURA, TAKESHI
 FUJIMURA, HANAYE
 FUJII, ALFRED
 * FUJIOKA, AMY
 FUJITA, FRANK
 FUKUTOMI, JOE
 HASHIMOTO, HATSUKO
 * HAYASHI, CHIZUKO
 ** HIRABAYASHI, EDNA
 HIRAI, FRED
 HIRATA, TAMEKO
 IGA, KAY
 IKEDA, BILL
 KANIMAE, KIMIO
 KASHIWAGI, GEORGE
 KAWATA, HENRY
 KIKUCHI, REYKO
 KIMURA, HARUE
 * KITAYAMA, YOICHI
 KIUCHI, SONOYE
 KOBAYASHI, ROY
 KODAMA, HITSUKO
 KOURA, KENSO
 KUDO, CLIFF
 KUGA, JIM
 * KUMUSAKA, HARUKO
 KUNUGI, FUGI
 * KUROMIYA, KIYOKO
 * KUROYE, SHIGEO

KYONO, TOSHIO
 MASUDA, TOMI
 MASUNAGA, YEIZO
 MATSUI, TERRY
 MATSUMOTO, GEORGE
 MATSUSHITA, RAY
 MAYENO, ART
 MINAMI, ROSE
 MITSUNAGA, MARIAN
 MIYAZAWA, SUMI
 MIZUMOTO, KIYOMI
 MOMODA, GEORGE
 MUKAI, ROY
 * MUKAIDA, TAKAKO
 MURAKAMI, WASH
 NAGAI, BITSY
 * NAKASHIMA, SADAOKO
 * NAKATA, SACHIKO
 NAKATA, MARY
 NAMBA, AKI
 NISHIMOTO, YOSHI
 * NITTA, TAKAKO
 * NOMIYAMA, YASUO
 NORITAKE, CHIYOKO
 NORITAKE, TATSUMI
 ** OHNO, MIYAKO
 OKITA, TED
 ONISHI, KENJI
 ONISHI, SALLY
 ONO, YOSH
 OWADA, SABURO
 SAKAKIBARA, SHO
 SAKANASHI, FUJIYE

* SASAKI, MARY
 SAKAI, MAY
 SATO, EDNA
 SHIiki, RAY
 SHIMADA, KAY
 SHIRAHAMA, DOROTHY
 * SUGIMOTO, SACHI
 SUYEMATSU, YOSHIMITSU
 SUSUKI, ROSE
 * SUSUKI, KAZUKO
 SUSUKI, MARGARET
 * TADA, SHIGERU
 TAKAHASHI, FUMIO
 TAKASHIMA, HIROSHI
 TAKESHITA, HARUKO
 * TAKATSUKA, GEORGE
 TANABE, TOSHIO
 TANAKA, BETTY
 TANAKA, SHOICHI
 TANAKA, TAKAO
 TERAYAMA, SUE
 TODO, LILLY
 * TUNEMITSU, JOE
 TSUYE, GEORGE
 * USUI, MARY
 UYEKI, EDWIN
 YABE, SHEILA
 YAMADA, GRACE
 * YAMAGISHI, KIMI
 YASUDA, SADA
 YOSHIHARA, CATHERINE
 YOSHITAKE, JIRO
 * YUZURIHA, TSUYU
 * MIVAUCHI, TAKIKO

** HIGH HONORS
 * HONORS
 * IN THE ARMY