

P2.63

* Note: Incomplete Curriculum Report by
Ethel Fitzsimons, 1943-1944

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C

Miss. Zhang

Hunt, Idaho

April 28, 1943

Mr. C.E. Roberts, Superintendent
State Office of Public Instruction
Boise, Idaho

My dear Mr. Roberts:

When you visited the Minidoka Project Schools at Hunt last week I agreed to send to you copies of materials directly relating to the curriculum now in effect in the schools.

Under separate cover I am sending you copies of our (1) General Aims (2) Outline of Scope and Sequence and (3) Outline of Activities. We feel that these outlines afford a means of guidance for teachers and that they make possible uniformity in the operation of the curriculum throughout the school.

Your inquiry relative to the Adult Education Program led me to think that you would be interested in the bulletin prepared by Dr. Fogarty, Director of Adult Education. A copy of this bulletin is enclosed with the outlines.

We shall be glad to know your reactions to these materials, and to have your suggestions in regard to them.

Your visit has been a fine stimulus to our staff and pupils. I trust that you can manage to come to Hunt again within the near future.

Cordially yours,

Ethel M. Fitzsimons,

Curriculum Adviser

EMP:mi

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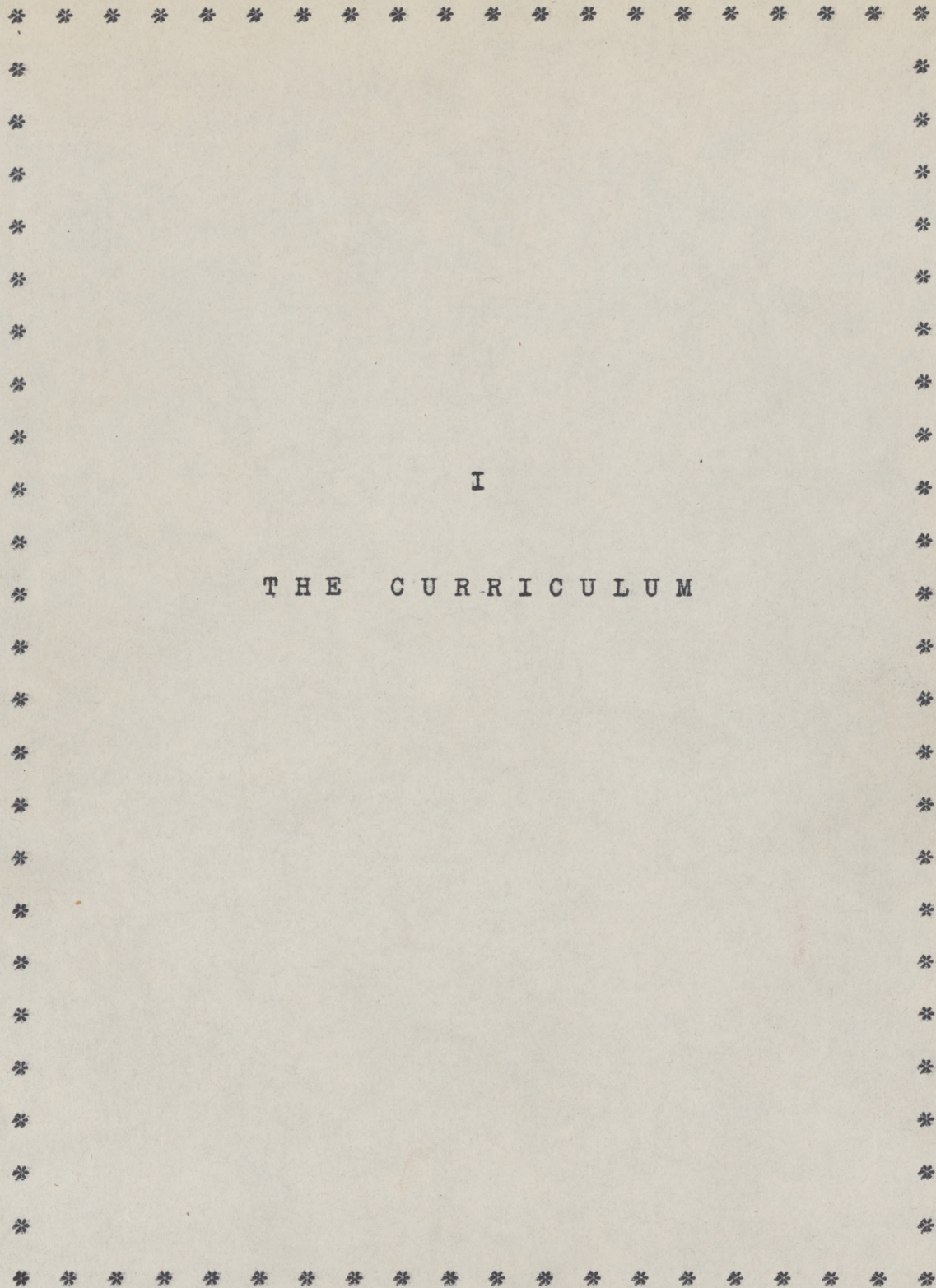
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I

THE CURRICULUM

THE CURRICULUM

A. Concepts of the curriculum are many and varied, ranging from the definition of a course of study to a concept which includes within a broad scope all the phases of an educational program.

The curriculum, as represented in the following pages, is conceived to be a process accomplished through assistance from workers in many fields. This process is made possible through developments effected by cooperative planning, guidance, analyses, and interpretation. The building and maintenance of such a curriculum necessitates an ever-present consciousness of a long-range view of goals and purposes, as well as an alert awareness of ways and means of meeting immediate needs.

The function of the curriculum is believed to be that of carrying forward an educational program designed to serve the present and future interests and needs of individuals and groups. To provide the highest degree of such service, careful consideration must be given to developments which make for the growth of personalities,--personalities which vary widely in capacities and abilities, and which give character to group life.

A curriculum which has within its scope the welfare of individuals ranging from enrollees in nursery schools to members of classes in adult education necessitates the formulation of a program which is challenging not only in its breadth of objectives, but also in the spread of detailed planning.

B. The Curriculum in the Community Schools of a War Relocation Authority Center has peculiar significance in that as a process it has a special function in the development of American citizens--citizens who are members of a minority group,--citizens who are expected to be particularly equipped for satisfactory adjustment to conditions and aspects of the social life in which they are to participate in various communities of our country. It follows that the degree of readiness for relocation outside the Center is peculiarly dependent upon provisions made for individual growth, without a disregard for group life.

That there may be development of a high percentage of varied and desirable personalities among these citizens, effort has been directed toward the maintenance of a curriculum which includes a correlation of activities of all divisions and units constituting the life of the War Relocation Center. There has been endeavor, also, to give consideration to the interests, ambitions, and hopes experienced by children and families prior to their living in the relocation center.

In view of the foregoing paragraphs, it is hoped that both the present and future welfare of those affected by the curriculum may have had fair consideration, and that the lives of those touched by it will be made richer and fuller for having had contact with curricular developments.

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B.

B. - The Curriculum in the Community Schools of a War Relocation Authority Center has peculiar significance in that as a process it has a special function in the development of American citizens--citizens who are members of a minority group,--citizens who are expected to be particularly equipped for satisfactory adjustment to conditions and aspects of the social life in which they are to participate in various communities of our country. It follows that the degree of readiness for relocation outside the Center is peculiarly dependent upon provisions made for individual growth, without a disregard for group life. ~~In order that~~ there may be ~~a process of experience affording a~~ development of a high percentage of varied and desirable personalities among these citizens, effort has been directed toward the maintenance of a curriculum which includes a correlation of activities of all divisions and units constituting the life of the War Relocation Center. There has been endeavor, also, ~~to~~ give consideration to the interests, ambitions, and hopes experienced by children and families prior to their living in ^{the relocation center} ~~their present situation~~.

In view of the foregoing paragraphs, it is hoped that both the present and future welfare of those affected by the curriculum may have had fair consideration, and that

II

OVERVIEW
OF THE
CURRICULUM

THE CURRICULUM DESIGN

The chart on page represents the scope and sequence of the educational program of the Minidoka Project Schools as it was prepared by members of the teaching staff early in the school year, 1942-1943. With the guidance of the Curriculum Adviser, Mr. Orbie D. Cole, teachers constructed the framework upon which the curriculum of the school as a whole has been built.

Acquaintance with the chart reveals an over-all view of the curriculum design with divisions representing areas of general interest intended for development in the respective levels,-reaching from the Nursery Schools through the Department of Adult Education. In the scope and sequence recognition is given to the general areas of interest as they may be developed on the various levels.

The general aims, as expressed by those who prepared the curriculum pattern, are quoted on the following page.

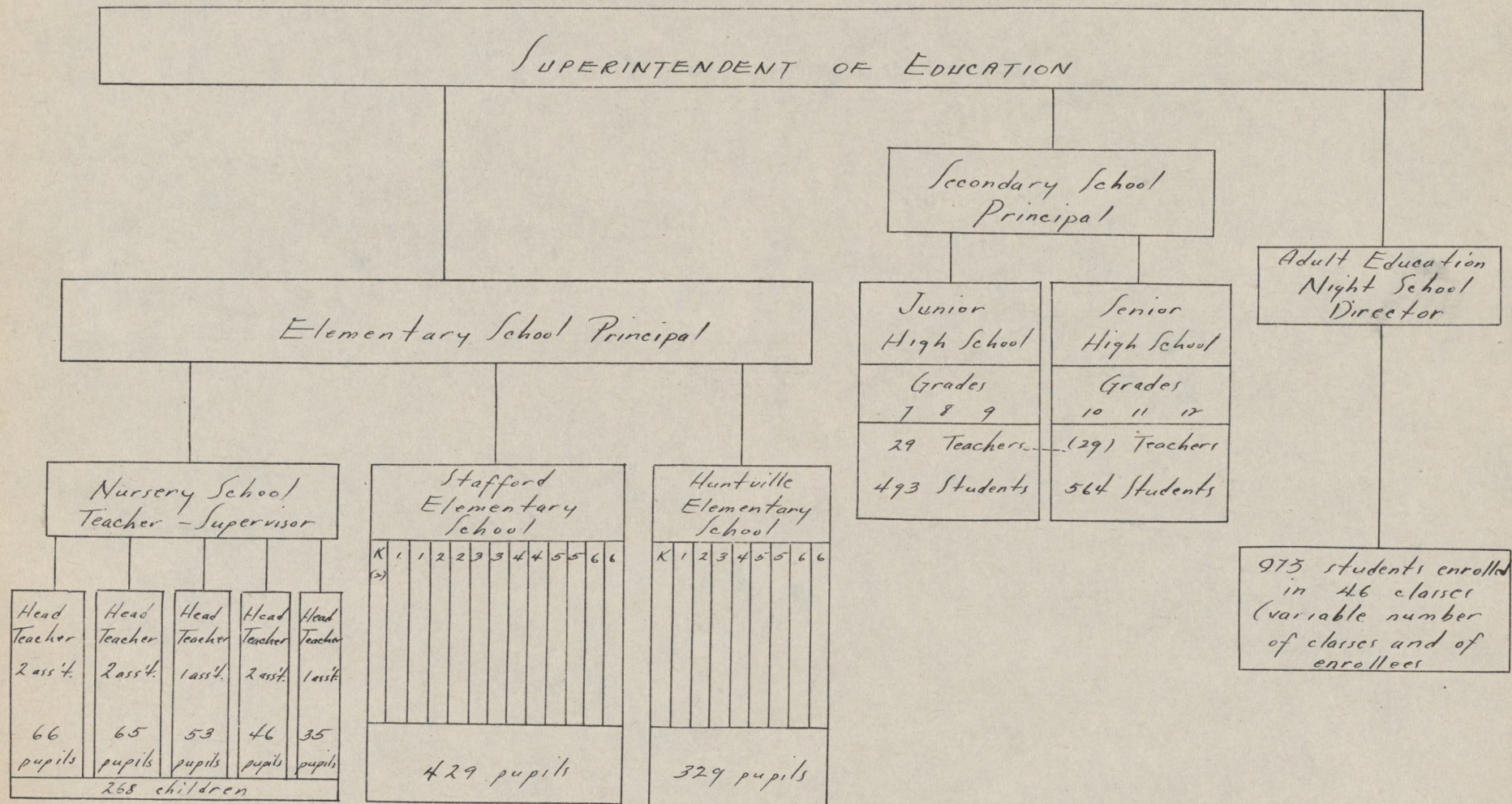
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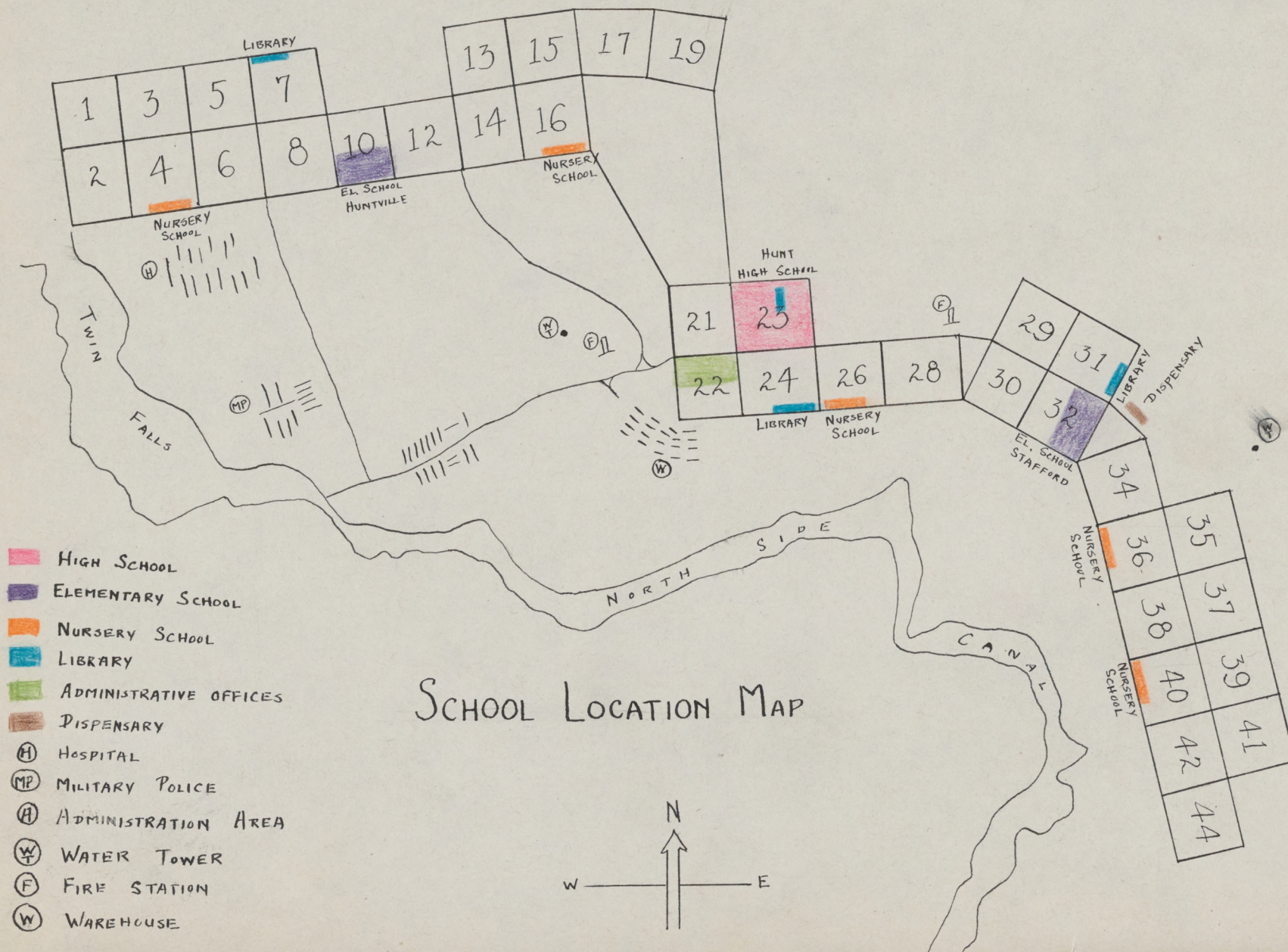
GENERAL AIMS OF THE CURRICULUM

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

MINIDOKA PROJECT ORGANIZATION

1943 ~ 1944.





GENERAL AIMS
OF THE
NURSERY SCHOOL SUPERVISION

- (1) To provide direction, modification, curtailment and control of factors in the school which affect the child to the end that he may contribute to a democratic society.
- (2) To maintain a flexibility of program consistent with the interests and needs of individual children between the ages of two and five years attending the five nursery schools.
- (3) To effect an in-service training program which makes possible the betterment of children's welfare through the direction of understanding teachers.

The outline of ^{the} a daily program presented on page — is indicative of the types of activities to be found in the five nursery schools. ^{It} ~~It~~ is intended to serve as a suggestive guide for teachers rather than as a rigid pattern of procedure. Morning programs are planned to serve the needs of ~~two and three year olds~~. Afternoon programs are intended to develop the interests of the older children. ~~in nursery school.~~ attending the nursery schools.

two-year-olds and three-year-old children.

SUPERVISORY AIDS
TO
NURSERY SCHOOL TEACHERS

- Visitations - followed by individual and group conferences
- Suggestions - lists of song, games, books, stories, procedures which may be followed
- Library Visits - ^{teacher} followed activities ^{in libraries} directed toward making acquaintance with professional materials
- Demonstrations - story-telling; direction of relaxation period, of walks and excursions, of play periods
- Staff meetings ^M - Committee work on: (1) cases reported to social workers, (2) forms to serve as guides in observation of children (3) participation in P.T. A. programs (4) records used in keeping inventories (5) planning ^{of teaching} procedures (6) characteristics of desirable books for young children
- Weekly Bulletins - Suggestions on making, using, and caring for equipment; preparation of children's lunches; etc.
directions on care of wraps
- Memos to head ^H teachers - Directions for reports; announcements of meetings

MINIDOKA NURSERY SCHOOL STAFF

AND PUPIL ENROLLMENT

Hunt, Idaho

September 1, 1943

STAFF

ENROLLMENT

Nursery School I

Rec. Hall #4

- *1. Tanaka, Yoneko
- 2. Hamamura, Ritsuko

53 Children

Nursery School II

Rec. Hall #16

- *1. Mori, Miei (Mrs.)
- 2. Ohno, Marian
- 3. Abe. Dorrie (Mrs.)

65 Children

Nursery School III

Rec. Hall #26

- *1. Ida, Kazuko
- 2. Kobayashi, Emiko

35 Children

Nursery School IV

Rec. Hall #36

- *1. Fukano, Michiko (Mrs.)
- 2. Ikeya, Haruye
- 3. Nakamura, Nobuko

66 Children

Nursery School V

Rec. Hall #40

- *1. Niguma, Rose
- 2. Amatatsu, Kazuko
- 3. Maruhashi, Miyuki (Mrs.)

46 Children

* Head Teacher

Total Enrollment
266 Children



NURSERY SCHOOL STAFF



NURSERY SCHOOL
RECREATION HALL NO. 26

TYPICAL NURSERY SCHOOL DAILY PROGRAM

Morning Schedule - Group I (Ages 2 - 3)

8:30 - 9:40	Free Play
9:30 -	Health Inspection
9:40 - 9:45	Put away toys
9:45 - 10:10	Hand Work
10:10 - 10:25	Toilet and Wash
10:25 - 10:40	Snack
10:40 - 11:10	Rest
11:10 - 11:30	Circle Period (Rhythm and Games, Singing, and Story telling)

Afternoon Schedule - Group II (Ages 4 - 5)

1:00 - 1:30	Free Play
1:30 - 1:35	Put away toys
1:35 - 1:50	Health Inspection, Toilet and Wash
1:50 - 2:00	Snack
2:00 - 2:30	Hand Work
2:30 - 3:00	Circle Period (Story telling, Rhythm and games, Singing)

The morning and afternoon programs are practically the same with the exception that Group II are older and have more advanced activities and stories.

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
September 1, 1943

WEEKLY NARRATIVE REPORT
Nursery Report #34

DATE: August 23 to August 28, 1943

TO: Mr. R. A. Pomeroy, Acting Chief of Comm. Services

FROM: Katherine Dirksen, Nursery School Supervisor

We have 266 children enrolled in Nursery School. A number are relocating but there are new children enrolling each week.

A two weeks' vacation has been granted to sixty-two children who will enter kindergarten September 13 when the elementary schools open.

At present we have thirteen nursery school teachers on our staff. Requisitions have been made for two more teachers and we hope to have these vacancies filled soon.

A total of twenty-two nursery school teachers have relocated out of forty-four who were on the nursery school staff sometime or other throughout the year. The highest number of teachers on the staff at any one given time was 21 and the lowest is 13 at present.

At our Saturday morning weekly staff meeting we discussed nursery school problems and later we sorted and divided the nursery school supplies that have been stored in the nursery for some time.

The snack that is being given to the children is proving helpful in training them in their eating habits.

The teachers are making clothes lockers from orange crates so the children have the experience of hanging up their own wraps and of putting them in the place designated for their wraps.

Katherine Dirksen
Nursery School Supervisor

INTERPRETATION OF DAILY PROGRAMS IN THE ELEMENTARY SCHOOLS

The three time schedules found on the preceding pages may be considered as being representative of activities and time allotments used in the elementary schools. In using the time schedules teachers recognize the fact that flexibility and integration of activities are highly desirable and that a definitely expressed division of time is of greatest particular value in serving as a guide in a situation having a rapid turn-over in the teaching staff.

The following objectives are indicative of the aims and purposes of the curriculum as it functions in the elementary schools.

Objectives

To develop individuals who are personally happy and socially useful

To fit the program of work to the needs and abilities of the pupils

To provide for the attainments of correct skills and work habits, and a wholesome attitude and informational background

To enrich the pupils' experience of living

RELAXATION

To meet one of the recognized needs in our situation, it was decided that a definite provision for relaxation should be included in the day's schedule. The period immediately following the lunch hour seemed most desirable for summer relaxation. In preparation for this period the following steps were taken:

1. Windows were darkened
2. Mats or blankets were placed on floors
3. Adequate ventilation was secured
4. Conversation was held to a minimum
5. Length of the period was adjusted to the ages of the children

To indicate the value of this departure from the traditional procedure, the following paragraphs from a teacher, who admittedly was most skeptical about sixth-graders sleeping in school are presented:

"As the children came into the room after lunch each child went to his own place and lay down and remained quiet. Sometimes I read for about five minutes as the children were getting settled. They never said, "Do we have to rest?" but it was, "Do we get to rest everyday?" I was amazed! Their one complaint was sometimes the children next door made too much noise and they couldn't go to sleep.

"It was interesting to say the least, to see twenty-six relaxed bodies of pre-adolescents sprawled here and there about the room and to hear the heavy breathing which testified to the fact that they were actually sleeping! One tall, restless boy, who had complained often of being tired, went to sleep immediately every day and slept all afternoon. I never wakened him. I felt that the rest was doing him more good than his arts and crafts or recreation which followed the relaxation period.

"Whatever we plan for another summer, let's include the rest period."¹

This statement gives a general idea of how valuable this period proved in the effective execution of the objectives of the summer program.

¹Edith Kleinkopf, Grade 6, 10-6-CD, Huntville School

GENERAL AIMS
OF THE
NURSERY SCHOOL SUPERVISION

- (1) To provide direction, modification, curtailment and control of factors in the school which affect the child to the end that he may contribute to a democratic society
- (2) To maintain a flexibility of program consistent with the interests and needs of individual children between the ages of two and five years attending the five nursery schools
- (3) To effect an in-service training program which makes possible the betterment of children's welfare through the direction of understanding teachers

* * * * *

The outline of the daily program presented on page is indicative of the types of activities to be found in the five nursery schools. The outline is intended to serve as a suggestive guide for teachers rather than as a rigid pattern of procedure. Morning programs are planned to serve the needs of two-year-old and three-year-old children. Afternoon programs are intended to develop the interests of the older children attending the nursery schools.

SUPERVISORY AIDS

TO

NURSERY SCHOOL TEACHERS

- Visitations - followed by individual and group conferences
- Suggestions - lists of song, games, books, stories, procedures which may be followed
- Library Visits - teacher activities in libraries directed toward making acquaintance with professional materials
- Demonstrations - story-telling; direction of relaxation period, of walks and excursions, of play periods
- Staff Meetings - Committee work on: (1) forms to serve as guides in observation of children (2) cases reported to social workers (3) participation in P.T.A. programs (4) records used in keeping inventories (5) planning of teaching procedures (6) characteristics of desirable books for young children
- Weekly Bulletins - Suggestions on making, using, and caring for equipment; preparation of children's lunches; direction on care of wraps
- Memos to Head Teachers - Directions for reports; announcements of meetings

Nursery School Observation Guides

Anecdotal Reports

Records

ELEMENTARY SCHOOL STAFF



STAFFORD SCHOOL



HUNTVILLE SCHOOL

USUAL DAILY TIME SCHEDULE

Huntville School Kindergarten

9:00 - 9:40	Health Inspection Roll Check Free Play with toys, puzzles, blocks, dolls, followed by Conversation or Handwork (depending upon the weather. On bad days, when children require more help with wraps, the free play some- times is better after recess period, leaving the teachers freer to give help when the whole group is returning at once at the end of recess) Handwork is with clay, paints, crayons, carpentry tools, sewing, making things with cardboard, etc., usually in con- nection with the special interest or unit going on.
9:40 - 10:00	Recess Period
10:00 - 10:30	Music (In this period, there are songs, rhythms, singing games, and special voice games)
10:40 - 11:10	Handwork (or Free Play. See note above, under 9:00 - 9:40)
11:10 - 11:20	Games (sometimes active group games, some- times quiet games in two groups, such as guessing or sensory games) or Story (listening to story or poem, or look- ing at picture books, or dramatization story or nursery rhymes) Sometimes this is done in one group, some- times in two.
11:20 - 11:30	Getting ready to go home

GRADE TWO

Readers

	<u>New</u>	
I Curriculum Series		
Gray	Friends and Neighbors	58
"	More Friends & Neighbors	59
Teacher's manuals for above		2
II Reading for Interest Series		
Palmer	Lost and Found	11
III Alice and Jerry Series		
O'Donnell	Down the River Road	10
"	Friendly Village	20
Teacher's manual for above		2
IV New Work-Play Series		
Gates-Huber	We Grow Up	30
Teacher's manual		2

Old

Bolenius - Second Reader	16
Elson - Book II	68
Fassett - Beacon Second Reader	47
Field - Second Reader	17
Field - Advanced Second Reader	17
Horn - Learn to Study - Book II	26

Workbooks

USUAL DAILY TIME SCHEDULE

Stafford School Fourth Grade Class

9:00 - 9:30	Character Building Class Organization Health News Discussion Planning
9:30 - 10:15	Social Living Informational Reading Geography and History Science and Health Problem Arithmetic Nature Study Composition, Oral and Written English Music
10:15 - 10:30	Recess
10:30 - 11:30	Drill Period Numbers Penmanship Language Arts
11:30 - 1:00	Lunch Hour
1:00 - 2:00	Activity Hour Craft Committee work Art Dramatization Planning a program
2:00 - 2:30	Study Hour Individual attention Make-up work Supplementary Reading Library
2:45 - 3:35	Literature and Appreciation Poetry Nature Appreciation Music
3:35 - 3:45	Dismissal Evaluation of the day's activity

USUAL DAILY TIME SCHEDULE
Stafford School Sixth Grade Class

9:00 - 9:20	Informal Period
	Health Inspection
	Conversation
	News Reports
	Manners
9:20 - 10:30	Social Living
	History
	Geography
	Civics
10:30 - 10:45	Organized Play
10:45 - 11:25	Arithmetic Skills
11:25 - 11:45	Health and Science
11:45 - 1:15	Lunch Hour
1:15 - 2:30	Language Arts
	Reading
	Oral and Written English
	Word Study
2:30 - 2:50	Free Play
2:50 - 4:00	Activity or Appreciation Period
	Music
	Art
	Remedial Work
	Airplane and Sewing Clubs

Summer Program

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho
July 17, 1943

SUMMER SCHEDULE

HUNTVILLE ELEMENTARY SCHOOL

Block 1-19

<u>Grade</u>	<u>Teacher</u>	<u>Assistant</u>	<u>Enrollment</u>	<u>Room</u>
Kdg.	Miss Hester		45	10-2-AB
1	Mrs. Meadows		34	10-2-EF
2	Miss Tanabe	Miss Imamura	39	10-2-CD
3	Miss Queen	Miss Otaka	38	10-4-EF
4	Miss Koch		41	10-6-EF
5	Miss Hultcrantz	Miss Ikeda	38	10-4-AB
5	Miss Plemmons		37	10-4-CD
6	Miss Haug (Ass't. Principal)		27	10-6-BA
6	Mrs. Kleinkopf		<u>28</u>	10-6-CD

Total Enrollment 329

STAFFORD ELEMENTARY SCHOOL

Blocks 21-44

<u>Grade</u>	<u>Teacher</u>	<u>Assistant</u>	<u>Enrollment</u>	<u>Room</u>
Kdg.	Miss Stull		44	32-2-GH
1	Miss Koontz		26	32-2-EF
1	Mrs. Boatright		24	32-12-E
2	Miss Aoyama	Mrs. Murata	28	32-4-AB
2	Mrs. Bauman	" (10-11:30)	25	32-4-E
3	Miss Ochiai		36	32-6-B
3	Miss Bakken	Miss M. Murakami	31	32-6-EF
4	Miss Murakami		36	32-8-E
4	Miss Sakurai	Mrs. Murata (1:30)	33	32-8-B
5	Miss Cline	Miss Tanaka	37	32-10-B
5	Miss Morton		37	32-10-EF
6	Miss Wahl		35	32-2-CD
6	Miss Smith		<u>37</u>	32-2-AB

Total Enrollment 429

Grand Total 758

A greater enrollment is expected due to segregation
in fall of 1943.

Block 32

Grade	8:30 - 10:00	10:00-11:30	1:00-1:30	1:30-3:00
K	Stull		Period Stull	
1	Boatright	Boatright	Period Boatright	Boatright
1	Koontz	Stull	Rest Koontz	Koontz
2	Bauman	Murata Rem. Bauman	Rest Bauman	Bauman
2	Aoyama H.R. Murata	Aoyama Rem. Bauman	Rest Aoyama	Aoyama
3	Ochiai H.R.	Ochiai Rem. Koontz	Rest Ochiai	Ochiai
3	Bakken Tanaka	Tanaka Rem. Koontz	Rest Bakken	Bakken
4	B. Murakami	B. Murakami Rem. Bakken	Rest B. Murakami	B. Murakami
4	Sakurai H.R.	Sakurai Rem. Bakken	Rest Sakurai	Sakurai
5	Cline	M. Murakami Rem. Morton	Home Cline	Cline
5	Morton	Cline Rem. Morton	Home Morton	Morton
6	Smith	Ogasawara Rem. Smith	Original Smith	Smith
6	Wahl	Wahl Rem. Smith	Original Wahl	Ogasawara Tanaka

Gardener for Block 32, 8:30 - 10:00 --- Ogasawara

All student teachers not assigned for any period will be expected to work where need is greatest.

Teachers' choices of activities. Children's choices of activities.

First Week: Monday, Tuesday, Wednesday --- Art
Thursday, Friday --- Recreation

Second Week: Monday, Tuesday, Wednesday --- Recreation
Thursday, Friday --- Art

M. Murakami --- Assistant for Grades 2, 3, and 4.

Block 10

Grade	8:30-10:00	10:00-11:30	1:00-1:30	1:30-3:00
K	Hester		Hester	
1	Meadows	Hester	Meadows	Meadows
2	Tanabe Imamura	Tanabe	Tanabe Imaura	Tanabe
3	Queen Otaka	Otaka	Queen Otaka	Otaka Imamura
4	Koch	Queen	Koch	Koch
5	Hulcrantz Ikeda	Ikeda	Hulcrantz Ikeda	Ikeda
5	Plemmons	Plemmons	Plemmons	Plemmons
6	Kleinkopf	Imamura	Kleinkopf	Kleinkopf
6	Haug	Haug	Haug	Haug Aoyama

Remedial
Meadows

Remedial
Koch

Remedial
Hulcrantz

Remedial
Kleinkopf
Aoyama

ORIGINAL HOME ROOM ASSIGNMENTS
FOR REST PERIOD

Gardener for Block 10, 8:30-10:00 --- Aoyama

All student teachers not assigned for any period will be expected to work where need is greatest.

First Week: Monday, Tuesday, Wednesday --- Recreation
Thursday, Friday --- Art

Second Week: Monday, Tuesday, Wednesday --- Art
Thursday, Friday --- Recreation

K	1	1	2	2	3	3	4	4	5	5	6	6
8:30 -	Boat- right	Koontz	Bauman	Mura- kami	Onishi	Bakken Ochiai	Mura- kami	Ikeda	Cline Tanaka	Morton	Smith	Wahl
10:00			H O M E R O O M A N D G A R D E N I N G									
10:00 -	Consultant Kleinkopf Stull	Boatright Murakami			Onishi Aoyama		Koontz Ikeda		Cline Tanaka		Wahl Ochiai	
11:30	Remedial wk.) Eng. & Read.) Grades 1 and 2	Bauman Murata			Remedial wk. Read. & Arith. Bakken		Rem. wk. Read. & Arith. B. Murakami		Rem. Wk. Read. & Arith. Morton		Rem. wk. Read. & Arith. Smith	
11:30 1:30	N O O N I N T E R M I S S I O N											
1:30 2:00	R E S T P E R I O D											
2:00 - 3:00 Stull	Consultant Wahl	CRAFTS and ARTS -- HANDWORK -- HOBBIES Teachers' choices of activities in respective classrooms (Classroom as in period I) Children's choices of activities (Personnel of each group deter- mined by children's choices of activities) 12 Groups										
3:00 - 3:30 or 4:00	Consultants Kleinkopf - R. Read. Hultcrantz - Test Wahl - Art Smith - R. Arith. Ogasawara & Aoyama-Gard. Bauman-R. Eng. & Speech Queen - Rec.	RECREATION - (Physical Education and Music) Teachers' choices of activities (for planning and direction) Children's choices of activities (for cooperation and participation) (Personnel of respective groups determined by children's choice of activities) 9 Groups										

8:30 -	1 Consultants Toru and Henry	2	3	4	5	5	6	6
10:00	Meadows	Tanabe and Sakurai	Queen	Koch	Hult- crantz	Plemmons	Kleinkopf	Haug
10:00 -	Consultant Kleinkopf Hester	Tanabe Sakurai	FUNDAMENTALS Otaka and Haug			Meadows and Yoshida	Plemmons & Ogawa	
11:30	Remedial wk.)Queen Eng. & Read.) Grades 1 and 2		Remedial wk.) Read. & Arith.)Koch		Remedial wk.) Read. & Arith.) Hultcrantz		Remedial wk.) Read. & Arith.) Kleinkopf	
11:30 1:30	NOON INTERMISSION							
1:30 2:00	REST PERIOD							
2:00 - 3:00 Hester	Consultant Wahl	CRAFTS and ARTS -- HANDWORK -- HOBBIES Teachers' choices of activities in respective classrooms (Classroom as in period I) Children's choices of activities (personnel of each group determined by children's choices of activities) 6 Groups						
3:00 - 3:30 or 4:00	Consultants Kleinkopf-R. Read. Hultcrantz-Test Wahl-Art Smith-R. Arith. Ogasawara & Aoyama-Gard. Bauman-R. Eng. & Speech Queen-Rec.		RECREATION - (Physical Education and Music) Teachers' choices of activities (for planning and direction) Children's choices of activities (for cooperation and participation) (Personnel of respective groups determined by children's choice of activities) 6 Groups					

RELAXATION

To meet one of the recognized needs in our situation, it was decided that a definite provision for relaxation should be included in the day's schedule. The period immediately following the lunch hour seemed most desirable for summer relaxation. In preparation for this period the following steps were taken:

1. Windows were darkened
2. Mats or blankets were placed on floors
3. Adequate ventilation was secured
4. Conversation was held to a minimum
5. Length of the period was adjusted to the ages of the children

To indicate the value of this departure from the traditional procedure, the following paragraphs from a teacher, who admittedly was most skeptical about sixth-graders sleeping in school are presented:

"As the children came into the room after lunch each child went to his own place and lay down and remained quiet. Sometimes I read for about five minutes as the children were getting settled. They never said, "Do we have to rest?" but it was, "Do we get to rest everyday?" I was amazed! Their one complaint was sometimes the children next door made too much noise and they couldn't go to sleep.

"It was interesting to say the least, to see twenty-six relaxed bodies of pre-adolescents sprawled here and there about the room and to hear the heavy breathing which testified to the fact that they were actually sleeping! One tall, restless boy, who had complained often of being tired, went to sleep immediately every day and slept all afternoon. I never wakened him. I felt that the rest was doing him more good than his arts and crafts or recreation which followed the relaxation period.

"Whatever we plan for another summer, let's include the rest period."¹

This statement gives a general idea of how valuable this period proved in the effective execution of the objectives of the summer program.

¹Edith Kleinkopf, Grade 6, 10-6-CD, Huntville School

SCHOOL GARDENING, 1943

Various gardening experiences formed a major part of the curriculum for the elementary school during the summer. These gave the children daily practice in such activities as cultivation, irrigation, thinning, and transplanting. Since the interests, as well as the abilities, of children differ on the various grade levels, it seemed best to describe the experiences of the children through the third grade in one group, and similarly those of the fourth, fifth, and sixth grades in another group.

- Primary Group Activities -

In the lower grades the outdoor activities, in which each child had a particular responsibility, were cultivation of the gardens which had been planted before the end of the spring term, thinning such plants as carrots, beets, radishes, and spinach; staking and stringing peas and beans; and training cucumber, melon, and squash vines to grow in such a way that they could be cultivated. Actual participation increased the children's interest, and their questions broadened the field of activity to include the study of the enemies of the gardens. Weeds were studied while being collected and mounted. Insects which were harmful were studied in the same way. In this connection, friendly insects, and birds were studied also. The children were interested in learning how to recognize the in-

sects and birds which visited the garden, and, of course, to learn as much as they could about their homes, habits, and goods. The scarcity of bees brought about the need for hand-pollination which was one of the activities of the upper grade children. The boys and girls of the kindergarten after harvesting their radishes had a party, with crackers and radishes. They also had opportunity to study a radish plant with all its parts. They watched the processes of blossoms changing into seed pods. Culminating activities included the making of a class booklet with drawings; the writing of experience stories for reading by the second grade; the keeping of a diary showing the changing processes during the growth of a plant, for example the blossoms and small tomatoes on the tomato plant, and the beneficial results of pinching off some blossoms to make better and larger tomatoes, made by the third grade.

- Intermediate Group Activities -

In the middle grades there were many opportunities for active participation in the gardening program. Irrigation provided an interesting study in the use, conservation, and control of the water. Clearing the land of sagebrush, preparing the soil for seed beds, the planting of seeds, and pulling of weeds, and other unwanted plants provided valuable training in the care of gardens. Children learned

to transplant not only tomato, pepper, cabbage, and cauliflower plants, but also plants difficult to transplant, such as melons, cucumbers, and corn. The practicability of such transplanting was also considered.

One of the most interesting phases of the gardening project was hand-pollination which was necessary for such plants as cucumbers and melons because of there being few bees in this area. The demonstration of this method of pollination and the accompanying interview with the agricultural supervisor provided additional learning situations for the children.

Valuable assistance was given by the agricultural classes in the high school. Pupils made charts showing the amount of seeds to be planted in a given area, the time of planting, the depth of planting, and the harvest expectation. Since the garden plots were made in new ground the high school vocational agricultural classes, assisted by the agricultural division on the Project, helped to clear the sagebrush and level the ground in preparation for planting.

- Correlation -

Various phases of the garden project were correlated in numerous ways. These included the illustrating of poems and stories about garden subjects, the sketching of stages in the germination and early growth of the bean plant, the

making of posters illustrating values of vegetables as foods, and the preparing of class books having in their tables of contents such items as the following: Gardening Helps for Beginners, Poems and Compositions, Newspaper Clippings, and A Collection of Weeds.

Harvesting was perhaps the most satisfying of the culminating activities. Radishes, spinach, lettuce, turnips, beets, beans, and peas were harvested in large and small amounts. Daily recordings were kept on harvest charts.

Committees of children who volunteered from each group were responsible for the harvesting of vegetables and the cultivation and irrigation of plants during the interval between summer and fall term. The children in these committee groups had morning sessions of canning beans, tomatoes, and peas which were stored for other class members to share during the early weeks of the fall term. Consumption of such products as melons, fresh tomatoes, cabbage, and carrots formed a part of planned social meetings held by the committees.

An all-school fall harvest festival is being planned as a major culmination of the season's gardening activities. It is hoped that this festival will promote a furtherance of interest and participation in what is believed to be a community enterprise worthy of continuation.

RECREATION

The recreational activities which were conducted as a part of the summer program served a double purpose, (1) training in arts and crafts, and (2) training in physical education.

- Arts and Crafts -

An attempt was made in this situation to organize the art work in such terms as the home, the community, the school, and the individual in order to provide functional art education to insure vital program and application of school experiences. Such materials as were available on the project were put to use in the development of the arts and crafts program. Many children and many parents were interested in crafts. This may have been due to the fact that crafts consist of hand work, and that each piece is a definite product of an individual person.

Among the activities chosen by the children were:

1. Raffia and reed weaving
2. Clay modeling
3. Coping saw projects
4. Sewing
5. Doll making and dressing
6. Soap carving
7. Knitting, crotchetting and weaving
8. Crepe paper costume designing

9. Poster making for Project improvement
10. Painting
 - a. Dry-brush painting
 - b. Water color work
 - c. Finger painting
11. Sketching
 - a. Figure drawing
 - b. Pastel
 - c. Crayon techniques

Much of the art work was done in correlation with the gardening activities. Thus, there was a fulfilling of one of the objectives of a functional art program: improving of the environment.

To show the type of things done in the arts and crafts program an exhibit was held to which the public was invited. This exhibit proved an important means of realizing the wide possibilities for expression.

The number of signatures in the guest book attested to the fact that the exhibit was popular and well-attended by the community.

- Physical Education -

The training in physical education had for its aims:

1. The creation of interest in physical activity
2. The proper spirit toward victory and defeat
3. The formation of such habits as: obedience, cooperation, friendliness, and loyalty
4. The formation in early life of those habits which tend toward the conservation of health

Suggestive Outline for Teachers

Kindergarten - Third Grade

I. Indoor Games

1. Dog and the Bone
2. Singing Games
 - a. Did You Ever See a Lassie
 - b. Looby Loo
 - c. Mulberry Bush
 - d. Oats, Peas, Beans and Barley Grow
 - e. Round and Round the Village
 - f. Farmer in the Dell
3. Good Morning
4. Hide the Thimble
5. Railroad Train
6. Slap Jack - Lose Your Supper
7. Squirrel and the Nut
8. I Say Stoop
9. Birds Fly
10. Simon Says
11. I Spy

II. Outdoor Games

1. Squirrel in the Trees
2. Singing Games (Above)
3. Railroad Train
4. Cat and the Mouse
5. Tag Games
 - a. Shadow
 - b. Tip-Toe
 - c. Squat
 - d. Ostrich
6. Drop the Handkerchief

7. Have You Seen My Sheep
8. Relay Games
 - a. Punch Relay
 - b. Over and Under
9. Brownies and the Fairies
10. Fox and the Geese

Fourth - Sixth Grades

I. Indoor Games

1. Slap Catch
2. Blackboard Relay
3. Spin the Plate
4. Checkers - Dominoes
5. Card Games
6. Puzzles - Jig Saw
7. Beasts, Birds, and Fish

II. Outdoor Games

1. Relays
 - a. All Up
 - b. Pass the Ball
2. Feats
 - a. Boundary, Tug-of-War
 - b. Rooster Fight
 - c. Wand Wrestle
 - d. Skin the Snake
 - e. Wooden Soldier
3. Red Rover
4. Ball Games
5. Midnight
6. Pull-away
7. Leader Goes Round

H.S.

Range of Core Class Activities -

Clearance - sage brush

Contributions to literary magazine

Planting of project H.S. gardens -

Study of Relocation -

Problems - (personal)

Conditions Outside { Rationing
Housing

Ways of meeting Needs -

Core Class Studies Outlined in
Scope and Sequence Program (See)

Statement of Philosophy
and

Overview of H. S. Curriculum

REPRESENTATIVE SUBJECTS
STUDIED AND REPORTED BY
COMMITTEES IN CORE CLASSES
Hunt High School
1942 - 1943

1. Holding the Home Front
 - Children In Crime
 - Foreign News
 - Juvenile Delinquency
2. Minority Groups
 - Japanese Racial Minority Problems
 - Jewish Minority Problems
 - The Negro Minority
 - Problems During the War
3. Post War Problems
4. Relocation
 - Areas of Relocation
 - Job Opportunity for Nisei
 - Rationing
 - Student Relocation
5. Sabotage

	1	2	3	4	5	6	7	8
CORE								
Peavey 10AB		Core 7 - 10AB				Core 7 - 10AB		
Uyeminami		Core 7 - 10CD				Core 7 - 10CD		
Tharp		Core 8 - 10EF				Core 8 - 10EF		
Bowman Gwinn		Core 8 - 8AB				Core 8 - 8AB		
Coombs 5EF		Speech Lab	Pub. Spkg.	Speech Lab.		Core 9	Pub. Spkg.	
Hughes 5CD		Core 9		Core 9			Core 9	
Cline 5AB		Core 9		Pres. Day Lit.		Core 9		Speech Lab.
Pollock		Core 10 - 4EF		Core 10 - 4EF		Core 10 - 4EF		
Horne 11EF				Core 10		Core 10		Core 10
Gilbertson		Core 11 - 6CD				Core 11 - 6CD	French I 6CD	Journalism
6EF		Core 11				Core 11		Core 11
Herndon		Core 12 - 7EF		Core 12 - 7EF				Core 12 - 7EF
Candee		Core 12 - 7CD		Core 11 - 6CD		Core 12 - 7CD		
PHYSICAL ED								
Boys Roth 11CD	P.E. 9 & 10	P.E. 7,8	P.E. 11,12	P.E. Mixed	P.E. 9,10	P.E. 7,8	P.E. 11,12	P.E. Mixed
Girls Murtin 11AB	P.E. 9,10	P.E. 7,8	P.E. 11,12	P.E. Mixed	P.E. 9,10	P.E. 7,8	P.E. 11,12	P.E. Mixed

Phy. Ed.	1	2	3	4	5	6	7	8
Satterfield				P.E. Mixed				P.E. M
Math. & Science								
Hunt 12KF	Geom. Solid	Gen. Math.		Alg. Adv.	Geom. Solid		Alg. Begin	Alg. Adv.
Cond 12CD	Toribara		Toribara					
Kajiwara	Geom. Pl.	Arith. 8	Alg. Begin	Gen. Math.		Arith. 8		Gen. Math.
Ito 12AB	Arith. 7		Arith. 7	Arith. 8	Arith. 7		Arith. 7	Arith. 8
Jaeger	Gen. 14A		12CH	14A	12 CD	12CH	14A	
	14B	12CH	Geom. Pl.	Biology	Gen. Math	Geom. Pl.	Biology	
Barber	Chemistry	Geom. Pl.	Physics		12CH	14A		14B
	12CH	14A	14B		14A	14B		Gen. Sci.
Haglund	Alg. Begin	Biology	Chemistry		Biology	Chemistry		14A
								Biology
MUSIC								
Ehradson		Violin Beg		Mixed			wind	girls
Akagi		Akagi		Chorus	Harmony		instrument	Chorus
KEOP & AGRICUL.								
Outgsky	3AB	3AB	3EF Beg.	3EF Adv.	3AB			3AB
man	Gen. Shop	Gen. Shop	Mech. D.	Mech. Dr.	Gen. Shop			Voc. La
Fleisch-	Voc. Auto	Voc. Engin-	Voc.	Voc.	Voc. Auto			
	Mech.	eer Prac.	Plumbing	Electricity	Mech.			Gen. Shop
Picke	3EF			Voc. Ag.	3EF	3EF	3EF	3EF
	Mech. Dr.			Field 7CD	Ar. 8, 9	Gen. Sci.	Mech. Dr. I	Mech. Dr. I
ART								
Mark-		Art						
holm 8KE		Workshop		Int. Art	Art 7, 8		Gen. Art	
Wahl 8CD								
Haraguchi	Art 7, 8	Gen. Art	Gen. Art			Gen. Art		Art 7, 8

	1	2	3	4	5	6	7	8
COMMERCE								
Lyday	Bus. Prin. & Law 4AB	4AB Bookkpg.	4AB Shorthand. Beg.	Voc. Office Frac. 4AB	Voc. Dist. Occ. 4AB	4AB Bookkpg.		
2BC	Typing Beg.		6EF Shthd. Adv.	Begin. Typing	Adv. Typing	Begin. Typing	Begin. Shthd. 4AB	Begin Typing
FOREIGN LANGUAGE								
4CD Askew	Begin. Spanish		Adv. French	Adv. Spanish	Begin. Spanish	Adv. Spanish	Begin. Spanish	
HOME ECONOMICS								
Major	D. H. Voc. Foods	1CD H. E. 10				1CD H. E. 9		
1MF Cekill	Voc. Nurses Aide & Hosp.				Voc. Mat. Children	H.E. 11	H.E. 12	H. E. 9
Vold Akada & Katayama	H.E. 7		H.E. 9	H.E. 9	Voc. Clothing		H.E. 10	H. E. 7

OFFERINGS FROM WHICH PUPILS MAY

SELECT COURSES FOR THE YEAR 1943 - 1944

Agriculture 7 (Animal Husbandry)

This includes the study of the following live-stock: beef cattle, dairy cattle, horses, swine, or hogs, sheep, and poultry. The class will make a study of each type and breed, so each individual will be able to identify the breeds in the field as well as the best individual animals. Along with this will include field trips out in the open judging these different breeds if available. This course will include the proper feeds and cure of the live-stock such as young, breeding and fattening live-stock for the market, proper management of the herd for shelter in the winter feeding, and open feeding during spring, summer, and fall in the fields. It will be important for every agriculture student to know the different classes of live-stock sold on the market.

Art 7 & 8 (May be taken for a second year only by permission of art teacher)

Art 7 & 8 will be artly craft work (making things with your hands) such as note or scrap books, print making, printing, modeling, and carving, etc. There will be painting in tempera, water color, finger painting, and colored inks.

This course will acquaint you with the use of as many art materials as we can secure. You should have

fun making your own things as well as learning how others make art objects.

Spoken English - 7, 8, 9, 10, 11, 12

This is to be offered to all students who feel they need help in speaking English. This will be for credit if the student wishes it as an elective course. Otherwise, it will be substituted for part of the core class activity.

The main emphasis will be placed upon the formation of the proper speech sounds in everyday conversation. This will be of special help to the students, and will assist them in their relocation problems.

Home Economics 7 (Girls only)

Some of the things you may learn in 7th grade home-making are: to make a simple washable garment for yourself; using a sewing machine; how food helps you to be attractive and healthy; ways to be happier and more helpful at home; how to make and keep friends--your own age, older, younger; how to grow and care for flowering shrubs and plants and vegetables.

Vocal Music (Girls' Chorus, Male Chorus, Mixed Chorus)
(Prerequisite: Conference with music teacher)

Three vocal organizations are planned for the coming school year. A girls' chorus, a male chorus, and a mixed choir. These groups will study and sing a variety of music ranging from classical to light classical, from modern

to novelty. Possibilities are excellent for such productions as an operetta, a minstrel show, public concerts and assemblies. Greater emphasis will be placed next year on small groups: quartets, sextets, etc.

Any student may, at the time of his conference with Mr. Erlandson, indicate the group for which he wishes to register. There are no prerequisites for these organizations. Any student, in any grade, may register for any of the three groups.

Music Appreciation - 7, 8, 9, 10, 11, 12

Music appreciation is a course especially designed for students who have little background and training in this field, but who, nevertheless, enjoy listening to music, and who are interested in gaining some general knowledge of this art. The course will be largely made up of listening lessons with recordings played and studied. The music will be of every type, from that of the symphony orchestra to the modern dance band.

Instrumental Music (Wind Instruments, Beginning Violin Class, Violin Class - 7, 8, 9, 10, 11, 12)

Instrumental music will be set up in a somewhat different manner from the way it was this year. Students will meet in groups almost entirely. All wind instrument students will meet together as will all violin students.

General Shop - 7, 8

Most of this course will be woodwork with the use

of coping saws and other hand tools on small projects that can be made from boxes, crates, etc. Some work will be done in making things for the school.

The work will also include simple drawing without instruments, some electrical work, home repair work like putting in window glass, oiling and fixing locks, studying water faucets and valves, repairing electrical cords, making tin-can and other toys, and toy furniture.

At least two days per week will be spent in studying a textbook dealing with the various kinds of lumber, how to figure the amount and cost of lumber, care of tools, names of tools, use of tools, safe ways of doing things in the shop, growth of lumber, localities that produce the different kinds, and actual drawing of plans for making various projects.

Small models will be used to show the proper use of hinges, locks, and other hardware.

Initial Enrollment Sheet for

Junior High (7th Grade) pupils -

(following page)

Hunt High School
Hunt, Idaho

Name _____ Date _____
Last American Japanese
Name Name Name

In high school half of your day will be spent with one teacher just as in elementary school. This is in a class called English-social studies; it is also sometimes called core. You will do things in this class much the same as you did in the sixth grade.

The other half of your day will be P. E. and arithmetic, which you all must take, and one other class which you may choose. You may choose one class from the following list:

Girls

Art
Home Economics
Girls Chorus
Mixed Chorus
Music Appreciation
Wind Instruments
Violin
Agriculture
Spoken English

Boys

Art
General Shop
Boys Chorus
Mixed Chorus
Music Appreciation
Wind Instruments
Violin
Agriculture
Spoken English

Your list of classes for next year will be like this:

Classes you are required to take

English-social studies 7
Arithmetic 7
Physical Education 7

Classes you may choose

Write below your choices. We might not be able to put you in the class you want most, so make two choices.

1st choice _____

2nd choice _____

Teacher _____

Parent _____

Statement of Adult Education -

Aims and Purposes -

ADULT EDUCATION ENROLLMENT
February 28, 1943

	<u>Subject</u>	<u>Instructor</u>	<u>Men</u>	<u>Women</u>
1.	Accounting	Takashi Hori	5	
2.	Algebra I	Tom Toyota	5	
3.	Am. Gov't.	K. Nakashima	11	9
4.	" "	" "	6	5
5.	" "	Y. Nakagawa	11	14
6.	Am. History	" "	12	13
7.	" "	" "	12	42
8.	" "	K. Nakashima	13	9
9.	Americanization	John Hayatsu		17
10.	(Beginning)	K. Okajima		82
11.	" "	" "	2	17
12.	" "	Kiyoshi Sugai		23
13.	" "	" "	2	24
14.	" "	Tharp-Gwinn	6	20
15.	(Intermediate)	John Hayatsu	1	13
16.	" "	Kiyoshi Sugai	4	3
17.	" "	K. Okijima	11	27
18.	(Advanced)	Jerry J. Fogarty	6	2
19.	Animal Husbandry	John Briggs	10	
20.	Auto Mechanics	Arthur Herron	45	
21.	Bookkeeping	Okamoto-Baba	23	14
22.	(Beginning)	Karl Nakamura	12	9
23.	Carpentry	Henry Linke	8	
24.	Cartooning	Hirai-Shoji	5	
25.	Drafting	Tom Toyota	19	3
26.	Electricity (Elem.)	George Buckley	25	
27.	English Grammar	Jerry J. Fogarty	9	5
28.	General Arts	Ed. Tsutakawa	8	2
29.	Harmony	Erling Erlandson	3	5
30.	Lettering-Poster	Naito-Hirai	16	2
31.	Machinery (Farm)	Homer Sisco	18	
32.	Mathematics (Adv.)	Tom Toyota	14	
33.	Mental Hygiene	Mildred Bennett	10	11
34.	Post War Problems	Jerome Light	7	6
35.	Radio Physics	Ky Fujioka	22	
36.	Shorthand (Begin.)	Aoki-Okada	8	23
37.	" "	Morita-Ikeda	3	20
38.	" "	Fukiko Seki		15
39.	" (Intermediate)	Fumi Ohashi		8
40.	" (Advanced)	Shiori Kajikawa	1	7
41.	Steno-Pool Short.I	" "	3	15
42.	" " " II	" "	9	2
43.	" " Office Tr.	" "	5	15
44.	" " " "	" "	3	11
45.	Steno-Pool Typing	Fukiko Seki	7	30
46.	Vegetable Production	Albert Ficke	20	
			<u>450</u>	<u>523</u>
		Total Enrollment.....		973

Adult Forum Attendance-Average...800

III

CURRICULUM
DEVELOPMENTS

MUSIC



The sixth grade pupils in Huntville School had formed a Tonette Club during the school year. This group consisted of members who played tonettes, inexpensive instruments similar to clarinets, made of black plastic, about seven inches in length.

The majority of the members had no musical experience whatsoever when the club was formed, but at the end of the school term, they were able to perform creditably before groups with rhythm, and ease.

Playing the tonettes gave the pupils first-hand knowledge in reading notes, and furthered a development of interest in the fine art of music.

MUSIC



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Elementary Schools

Curriculum Developments -

I Outline Guides - (Suggestive)

Language Arts { Reading
Art { Language
Mathematics { spelling
Physical Ed. and Health
Elementary Science

II Units - (Reports)

The Community - Grade II
Safety - " VI
Gardening - Kindergarten
Gardening - Grade IV

III Summer Program (see - following)

IV Pupil-made Questions
and Investigations -
(Fire Drills)
(Postal Service)

~~V~~ Testing Program -
Evaluation - (see graphs)

IV

PARENT - TEACHER
COOPERATION

STAFFORD SCHOOL
PARENT-TEACHER ASSOCIATION

Hunt, Idaho

Weekly Narrative Report #22*

Twenty-eight parents, five of whom were fathers, met in the office of Stafford School Thursday, April 1, to lay the ground-work for a Parent-Teacher Association. A student teacher, Miss Betty Murakami, did a skillful job as interpreter, and it was not long until the ice was broken and issei and nisei parents were carrying on a lively discussion. Many excellent recommendations were made which will be acted upon in the organization. This group decided that the organization should be made in a large mass meeting held Wednesday, April 7th, 7:00 P.M. in dining hall 32. A committee of mothers made the necessary arrangements for the dining hall. The advisory committee decided that entertainment and refreshments would be dispensed with at this first meeting. On the whole it was one of the most thrilling experiences which we have had to date. The insecurity of these parents, their intense interest in their children's welfare, their great eagerness to cooperate and their extreme appreciation of any consideration makes one feel humble to work with them.

* Principal's Weekly Narrative Report #22 - April 6, 1943

HUNTVILLE SCHOOL
PARENT-TEACHER ASSOCIATION
Weekly Narrative Report #33*

The organization of the Huntville Parent-Teacher Association was successfully effected at a meeting held in Dining Hall 10 on Tuesday evening, June 15. Miss Mildred Bennett and Mr. Kanaya acted as co-chairman, with Mr. Kanaya serving as interpreter. About 175 parents and teachers were present. The purposes of Parent-Teacher Association were presented and the delay for organization at Huntville was explained by Miss Bennett. It was decided that the group will meet regularly on the second Tuesday of each month during the summer with the understanding that the organization would become affiliated with the state and national organizations in the fall. After the presentation of teachers, the nominations for officers were made from the floor. The officers were selected by secret ballot.

Refreshments were served by a group of mothers who had volunteered to act as a Hospitality Committee at this first meeting of parents and teachers at Huntville School.

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

R. A. Pomeroy, Superintendent

Mildred E. Bennett, Principal

KINDERGARTEN PUPIL GROWTH REPORT

Name _____ Grade _____ Report Period _____

GROWTH IN PERSONALITY

+ Indicates Progress

1. EMOTIONAL ADJUSTMENT.....
 - a. Works and plays well with others.....
 - b. Responds cheerfully to suggestions.....
 - c. Maintains good voice control.....
2. SOCIAL ADJUSTMENT.....
 - a. Shows cheerful, friendly attitude.....
 - b. Willing to share, to take turns.....
 - c. Refrains from interrupting.....
 - d. Uses simple expressions of courtesy.....
 - e. Responds willingly to signals.....
 - f. Plays fair, is a good loser as well as a good winner.....
 - g. Respects rights and property of others.....
3. INTELLECTUAL MATURITY.....
 - a. Has varied interests.....
 - b. Shows increasing interest span.....
 - c. Shows self-dependence & self-direction.....
 - d. Expresses ideas intelligently.....
 - e. Speaks distinctly.....
 - f. Does responsible thinking.....

GROWTH IN INTEREST AND ACTIVITIES

O-Outstanding According to Ability

S-Satisfactory According to Ability

U-Unsatisfactory According to Ability

1. WORK HABITS.....
 - a. Handles materials well.....
 - b. Shows satisfaction in doing work.....
 - c. Works well with others.....
 - d. Works well alone.....
 - e. Makes good use of time and materials.....
 - f. Completes what he begins.....
2. SKILLS.....
 - a. Music:
 1. Shows interest & enjoyment.....
 2. Sings in tune.....
 3. Responds to rhythm.....
 4. Shows creative ability.....
 - b. Art:
 1. Shows interest & enjoyment.....
 2. Uses materials and tools with reasonable degree of skill.....
 3. Shows creative ability.....
 - c. Literature:
 1. Appreciates good stories.....
 2. Knows some of the more familiar kindergarten stories and poems.....
 3. Can tell stories and recite poems.....
 4. Shows creative ability.....

Height _____ Weight _____

Attendance: Days due _____ Parent's Comments _____

Days absent _____

Times tardy _____

Remarks to Parents _____

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

R. A. Pomcroy, Supt. of Education

Mildred E. Bennett, Principal

PRIMARY PUPIL GROWTH REPORT

Pupil _____ Grade _____ Report Period _____

GROWTH IN PERSONALITY

Indicates Progress

1. WORK HABITS.....
 - a. Finishes work on time.....
 - b. Is accurate.....
 - c. Is neat.....
 - d. Follows directions.....
 - e. Concentrates well.....
2. HEALTH HABITS.....
 - a. Comes to school clean.....
 - b. Seems to get sufficient rest.....
 - c. Practices health habits.....
3. PERSONAL ATTITUDE.....
 - a. Takes care of property.....
 - b. Shows good sportsmanship.....
 - c. Works well with others.....
 - d. Shows leadership.....
 - e. Does original thinking.....
4. ADJUSTMENT TO GROUP.....
 - a. Seems happy and well adjusted.....
 - b. Shares group responsibility.....
 - c. Listens when others are talking.....
 - d. Plays fair, takes turns, & respects the rights of others.....

Height _____ Weight _____

Vision Test _____

Attendance: Days present _____

Days absent _____

Times tardy _____

Teacher's Signature _____

Teacher's Comments _____

GROWTH IN SUBJECTS AND SKILLS

O-Outstanding According to Ability

S-Satisfactory According to Ability

U-Unsatisfactory According to Ability

1. READING.....
 - a. Reads with understanding.....
 - b. Shows interest.....
 - c. Reads well orally.....
2. NUMBERS.....
 - a. Reasons well.....
 - b. Understands number skills.....
 - c. Uses numbers accurately.....
3. LANGUAGE ARTS.....
 - a. Clear oral expression.....
 - b. Clear written expression.....
 - c. Has good speech habits.....
 - d. Applies spelling lessons in written work.....
 - e. Writes legibly & neatly.....
4. SOCIAL STUDIES (Geography and History)
 - a. Shows understanding of facts studied.....
 - b. Contributes to class discussions.....
 - c. Is intellectually curious.....
5. ART.....
 - a. Finishes successfully.....
 - b. Uses drawing to express ideas.....
 - c. Shows originality.....
6. MUSIC.....
 - a. Takes part in activities.....
 - b. Shows appreciation.....
7. HEALTH STUDIES & ACTIVITIES.....
 - a. Applies learnings to life situations.....
 - b. Enters into games readily.....

Parent's Signature _____

Parent's Comments _____

MINIDOKA PROJECT SCHOOLS

Hunt, Idaho

INTERMEDIATE PUPIL GROWTH REPORT

School_____

Date_____

Mr. and Mrs. _____

Address_____

Dear Mr. and Mrs. _____

The attached report is to show your child's growth in fundamental skills, habits, and attitudes. You will find indicated those qualities in the different phases of development which will make for your child's success and happiness. A plus mark signifies satisfactory growth. An effort should be made to further develop those items not marked plus on the report.

Sincerely yours,

Teacher

Mildred E. Bennett Principal
M. J. Forneroy Supt.

Pupil_____ Grade_____

Parent's Comments_____

INTERMEDIATE GROWTH REPORT

Pupil _____ Grade _____ Report Period _____

GROWTH IN PERSONALITY

Indicates Progress

1. WORK HABITS.....
 - a. Begins work promptly.....
 - b. Completes tasks on time.....
 - c. Is accurate.....
 - d. Is neat.....
 - e. Follows directions.....
 - f. Concentrates well.....
 - g. Requests help when necessary.....
 - h. Responds well to suggestions.....
 - i. Uses leisure time profitably.....
2. HEALTH HABITS.....
 - a. Comes to school clean.....
 - b. Is neat in appearance.....
 - c. Seems to get sufficient rest.....
3. PERSONAL ATTITUDE.....
 - a. Takes care of property.....
 - b. Shows good sportsmanship.....
 - c. Works well with others.....
 - d. Shows leadership.....
4. ADJUSTMENT TO GROUP.....
 - a. Seems happy & well adjusted.....
 - b. Shares group responsibility.....
 - c. Gives courteous attention when others are speaking.....
 - d. Plays fair, takes turns, respects rights of others.....

Height _____ Weight _____

Vision Test _____

Attendance: Days present _____

Days absent _____

Times tardy _____

Teacher's Comments _____

GROWTH IN SUBJECTS AND SKILLS

O-Outstanding According to Ability
S-Satisfactory According to Ability
U-Unsatisfactory According to Ability

1. LANGUAGE ARTS.....
 - a. Reading and Literature.....
 1. Reads with understanding.....
 2. Reads clearly & expressively.....
 - b. Spelling & Word Study.....
 1. Applies words learned.....
 2. Uses dictionary effectively.....
 - c. English.....
 1. Shows originality.....
 2. Uses correct English.....
 3. Tries to improve speech habits.....
 - d. Writing.....
 1. Writes legibly.....
 2. Arranges work carefully.....
2. SOCIAL LIVING (Geography and History).....
 - a. Develops understanding & appreciation of peoples & places.....
 - b. Has an inquiring mind.....
 - c. Contributes to class activities.....
3. ARITHMETIC.....
 - a. Masters fundamentals.....
 - b. Applies knowledge.....
4. SCIENCE & HEALTH.....
 - a. Shows interest in the world about.....
 - b. Applies learnings to life situations.....
 - c. Practices good health habits.....
5. ART ACTIVITIES.....
 - a. Shows creative ability.....
 - b. Appreciates art principles.....
6. MUSIC.....
 - a. Enjoys music.....
 - b. Participates in music activities.....

TYPICAL COMMENTS MADE BY PARENTS
ON GROWTH REPORTS

* * * * *

"Thank you, teacher. We are hoping to make Sadao a very good American citizen." -- Mr. H.

* * * * *

"We are having the same difficulty at home and any suggestions from you for correcting this fault will be greatly appreciated." -- Mrs. H.

* * * * *

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

* * * * *

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

* * * * *

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

* * * * *

"We hope A. will improve next period. I shall visit the school in the near future." -- Mrs. T.

* * * * *

"For a long time my child has not studied but when I look at his report card his citizenship is much better. I am very happy to think that the teachers are working hard to develop high characterized students. I think the parents and the teachers should cooperate to make better American citizens which we can be proud of. From now on I ask you to teach my child as if he was your child and correct all his mistakes without hesitation." -- Mrs. M.

"I am thankful for your guidance of my son. Since he started I noticed that he takes better care of himself. I know that he is not smart but in time I hope he will improve. I thank you for your patience with him, and I shall encourage him to do better." -- Mrs. Y.

* * * * *

"The report card is quite systematic and fine. We will see to it that T. improves on all his weak points. Also, if there is anything that he is not up to par, kindly let us know, as we will drill T. at home." -- Mr. & Mrs. G.

* * * * *

"I have known and realized that C. is shy because of her past records in the Seattle Schools, and if there is any way in which I can help to overcome this difficulty, could you please suggest them? Thanking you in appreciation of your fine work in an adverse situation, I remain,
Sincerely yours,
Mrs. T.

* * * * *

"Thanks, Miss W., and school authorities. We can appreciate your efforts in bringing up our children into normal growth under these abnormal conditions. As soon as weather permits, we would like to see these children engage in organized games of physical exertions in and out of school outside of the classrooms." -- Mr. & Mrs. J.

V

THE
COMMUNITY
AND THE
SCHOOL

JUNIOR SAFETY PATROL

In December, 1942, the Junior Safety Patrol of the Minidoka Elementary Schools was organized to safeguard children going to and from school.

Since 1942, 133 boys and girls have served on the patrol. The membership selected from the fourth, fifth, and sixth grades was based on pupil's good conduct, dependability, and interest in giving service to the school. In some classes the teacher chose the pupils who would best represent the class in general; in other classes, the members were elected by the pupils themselves.

The patrol members serve for a term of nine weeks. At the beginning of each term the old patrol members serve at their old posts for a week to help and give advice to the new members.

Patrol meetings are held once a week in the Principal's office. At meetings different problems are discussed, and reports of misbehavior on the part of the school children are reported to the captain and the Principal. The meeting is conducted by a colonist supervisor of the Junior Safety Patrol from the Internal Security Division. Mr. Tad Muraoka has done much towards the growth and success of the Minidoka Junior Safety Patrols.

Certificates of recognition of services are signed by

officials of the W. R. A. and are presented to each patrol member on the completion of his or her faithful service to the school.

The Junior Safety Patrols have performed outstanding services towards the betterment of the community.

The following pages give the forms prepared for use by all patrol members.



STAFFORD SCHOOL JUNIOR SAFETY PATROL

1942 - 1943

EXCERPTS FROM HUNT JUNIOR SAFETY PATROL

RULES AND REGULATIONS APPLYING TO PATROL

AUTHORITY OF PRINCIPAL - All members of the Junior Safety Patrol are subject to the authority of the principals.

APPOINTMENTS AND REMOVALS - 1. Members of the Junior Safety Patrol receive their appointments from the school principal. Principals may remove boys who in their judgment are not worthy members of the Patrol, or whose school progress appears to be hindered by their membership. 2. **Eligibility** - Reliable, trustworthy boys, whose school work and citizenship are satisfactory, are eligible for selection and appointment. 3. **Selection** - Members of the Patrol may be appointed by the principal or they may be chosen by the pupils themselves with the principal's approval. No boy shall be permitted to serve until his selection has been approved by the principal.

CONSENT OF PARENTS - No boy will be appointed to serve as a member of the Patrol until his parent or guardian has given consent in writing.

OFFICERS OF PATROLS - Officers of the Junior Safety Patrol will be known as Jr. Captains and Jr. Lieutenants and will receive their assignments from the Principal, who may terminate their appointment whenever he deems it advisable to do so.

TO ALL MEMBERS - You have been selected for this duty because of the confidence your Principal has in your ability to perform this Civic Duty. By your actions and strict attention to this duty, prove to the Principal that this confidence has not been misplaced.

You are representing your School, and the Internal Security Division while on duty. Your conduct should set a good example for the other pupils.

In your dealings with other pupils, be firm but not abusive. Under no conditions are you to handle a child roughly.

You are protecting the most valuable thing in the world--the lives of children. They and their parents depend on you for this protection. Your crossing cannot be safe, if you take chances.

Patrol members are on duty twenty-four hours of each day. Each member of a Patrol is responsible for the protection of crossings. If you find a crossing unprotected, although it is not your turn, take charge until the Officer assigned reports.

WAR RELOCATION AUTHORITY

Minidoka WRA Project
Hunt, Idaho

INTERNAL SECURITY DIVISION
JUNIOR SAFETY PATROL

School _____

_____ 19 _____

As you are now leaving the organization, we, the undersigned, wish to thank you on behalf of the citizens of Hunt, for the honest and faithful service which you have rendered to your project and school.

As you have now served your full enlistment, it is our hope that you will in the future always exemplify the fine spirit of good citizenship so ably demonstrated while a member of this organization.

A. L. Stafford

Project Director

R. A. Murray

Superintendent of Schools

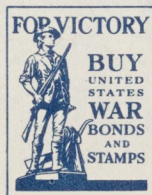
Principal

Kenneth Barclay

Chief of Internal Security

Radanji Murarka

Director, Junior Safety



Daily report sheet

PATROL

[illegible]

Date	O.T.--On Time	S. --Satisfactory
	E. --Early	U. --Unsatisfactory
	L. --Late	
	A. --Absent	

Lieutenant file report with Captain the following morning.

Hunt to Participate In
National Boy Scout Week*

National Boy Scout Week is to be observed from February 6 to 12 by the Hunt District Scouts and Cubs. Headed by District Commissioner George Kakehashi, six scout troops and two cub packs with an approximate membership of 125 will participate in numerous activities scheduled for the week.

The Hunt District Drum and Bugle Corps, Scout Troop 123, of 29 pieces will make its initial off-project appearance in Twin Falls, Saturday, February 6 at 2:00 p.m. The Corps, whose members' age ranges from 12 to 17 years, is under the joint leadership of Joe and Sam Shojii.

* The Irrigator - Wednesday, February 3, 1943, page 7

Plans were made in both elementary schools for flag raising ceremonies to be held June 14 in each school. Scout Master, George Fujinaga, worked with us on the matter of bearing and raising the flag.**

(See picture on following page)

** Weekly Narrative Report #32, June 15, 1943

JUVENILE LIBRARY SERVICE

The elementary schools are served by two libraries devoted to juvenile books and magazines and professional material of interest to teachers. These collections include about 3500 books and subscriptions to fifteen magazines. Books purchased were selected from the "Children's Catalog" and together with gifts received from various libraries, provide a great variety of reading matter.

Children's magazines regularly received in the libraries are:

Boy's Life
American Girl
Jack and Jill
Popular Science

Child Life
Children's Activities
Junior Scholastic
Wee Wisdom

Of special interest to teachers are: Childhood Education, Elementary School Journal, Grade Teacher, Instructor, Harper's, National Geographic, and Time. A file of pictures and articles related to activities carried out in the school curriculum is being built.

The libraries are open six days a week for eight hours, and are used a great deal by the children. Groups and committees from the classrooms come for reference work and story hours are conducted by the librarian. During the summer school sessions, story hours were held at the Huntville School library on Mondays and Thursdays, and at the Stafford School library on Tuesdays and Fridays at nine, ten, and two o'clock. Story hours also are conducted during

the vacation period on Thursdays and Fridays, with children from the kindergarten, first and second grades coming at ten o'clock, third and fourth grades at two o'clock, and fifth and sixth grades at three o'clock. An organized system of library activities including instruction in the use of tools and reference materials is carried on during the regular school year.

T. Heyerdahl,
Juvenile Librarian

MINIDOKA PROJECT
JUVENILE LIBRARY CIRCULATION

August 1 - 31, 1943

Book Circulation	Stafford School	Huntville School	Total
General Works	1		1
Philosophy			
Religion	3	1	4
Social Sciences	75	55	130
Language		1	1
Science	12	14	26
Useful Arts	14	12	26
Fine Arts	3	5	8
Literature	21	41	62
History	9	1	10
Travel	8	15	23
Biography	1	2	3
Total Non-fiction	147	147	294
Fiction	159	383	542
Foreign Books	506	548	1054
Current Periodicals	<u>56</u>	<u>250</u>	<u>306</u>
TOTAL BOOK CIRCULATION	812	1078	1890
TOTAL MAGAZINE CIRCULATION	<u>56</u>	<u>250</u>	<u>306</u>
TOTAL BOOK AND MAGAZINE CIRCULATION	868	1328	2196

IV

PARENT - TEACHER
COOPERATION

Sixth Grade	^{content added for the elementary grades} How Modern Man Uses Science and Inventions Resources producing and marketing in Europe, Africa, and Antarctic				58 27 37 35 127
127	Huntrville Number enrolled 28	Huntrville Number enrolled - 27	Stafford Number enrolled - 37	Stafford Number enrolled - 35	
Fifth Grade	How Modern Man Uses Science and Inventions Resources, Producing and Marketing in Region and Western Hemisphere				
	Huntrville N.E. 40	Huntrville 35	Stafford 37	Stafford 37	40 35 74 14
Fourth Grade	Contrasting Communities Using Different Techniques Communities From Which We Came				
	Huntrville 41	Stafford Number Enrolled - 34	Stafford Number Enrolled - 36		41 34 36 11
Third Grade	Contrasting Communities Using Different Techniques Children of Other Lands and Cultures of Contrasting Techniques				
	Huntrville 38	Stafford 31	Stafford Number Enrolled - 36		
Second Grade	Living in the Immediate Environment Our Community				
	Huntrville 39	Stafford Number Enrolled - 28	Stafford 25		39 28 25 92
First Grade	Living in the Immediate Environment School and Neighborhood				
	Huntrville 34	Stafford 24	Stafford 26		34 24 26 84
Kindergarten	Living in the Immediate Environment Home and Family Life				
	Huntrville A.M.	Huntrville P.M.	Stafford A.M.	Stafford P.M.	20 23 23 21 41
	22	23	23	21	

$$\begin{array}{r}
 28 \\
 27 \\
 37 \\
 \hline
 35 \\
 127
 \end{array}$$

$$\begin{array}{r}
 38 \\
 31 \\
 36 \\
 \hline
 105
 \end{array}$$

$$\begin{array}{r}
 3 \\
 127 \\
 149 \\
 111 \\
 105 \\
 92 \\
 84 \\
 87 \\
 \hline
 755
 \end{array}$$

$$755$$

Old Mr. Brompton is a very clever man. He has enough degrees after his name to supply a platoon of scientists. Yet the other day his little granddaughter utterly confounded him.

"Grandpa," said she, "I saw something so funny running across the kitchen floor without any legs. What do you think it was?"

Grandpa thought and thought, but at last he had to give up. "What was it?" he asked.

"Water," replied the little lady.

The mathematics teacher noticed that one of her pupils was daydreaming, and not following the work on the blackboard. To recall his attention she said sharply:

"Board, Jenkins, Board!"

The boy, startled, looked up.

"Yes, ma'am, very!" came the reply.

Three boys were boasting about the earning capacity of their fathers.

The first said, "My father can write a few lines and call it poetry and sell it for \$10."

The second said, "My father can draw a few lines and put a few dots on them and call it music and sell it for \$25."

The third said, "That is nothing. My father is a preacher, and he can write a few lines and get up in church and say them and it takes six men to carry the money down the aisle."

A minister opened his Sunday school class with the well-known hymn, "Little drops of water, little grains of sand." In the middle of the first verse he stopped the singing and complained strongly of the half-hearted manner in which it was rendered. He made a fresh start.

"Now, then," he shouted, "'Little drops of water; and, for goodness sake, put some spirit into it!'"

"Dearest Annabelle," wrote Oswald, who was hopelessly in love. "I could swim the mighty ocean for one glance from your dear eyes. I would walk through a wall of flame for one touch of your little hands. I would leap the widest stream for a word from your lovely lips.

As Always, Your Oswald,

"P.S.--I'll be over Saturday night if it doesn't rain."

A member of the Ladies' Aid Society in a small town went to the bank to deposit, and she told the banker, "Some aid money."

Unfortunately, the banker thought she said "Egg money" and replied: "Remarkable, isn't it, how well the old hens are doing these days?"

Then he couldn't understand why the woman gathered up her passbook and hurried out of the bank.

A middle-aged woman lost her balance and fell out of a window into a garbage can.

A Chinaman passing by remarked: "Amlicans vely wasteful. That woman good for ten years yet."

A nervous woman went to have her throat examined by a specialist, who, while adjusting the larynogoscope, remarked:

"You'd be surprised to know how far down we can see with this instrument."

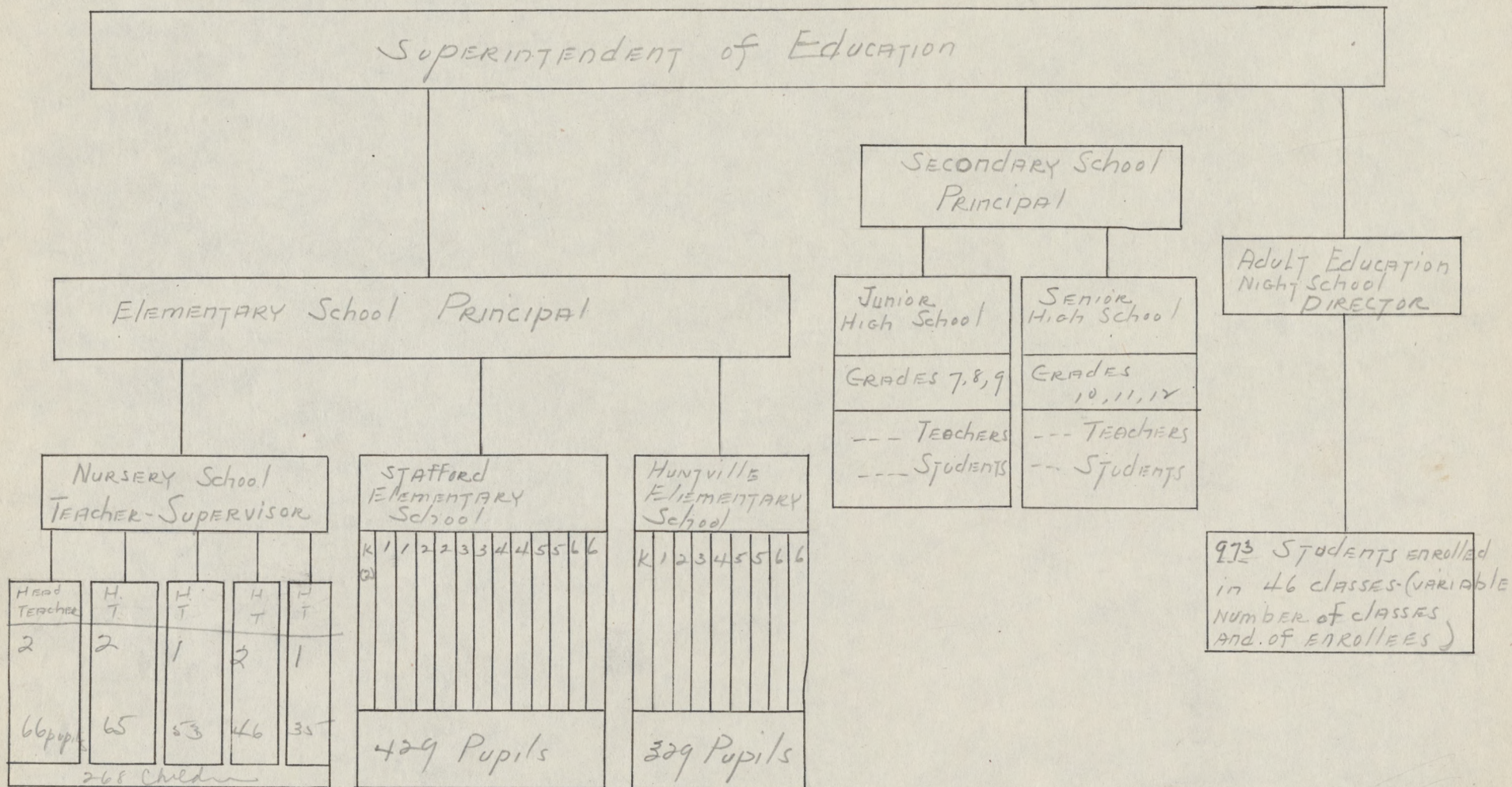
"Is that so, doctor?" faltered the patient. Then after a pause, she said, "Before you begin, doctor, I ought to tell you that I really hadn't time to mend that hole in my stocking before I came here."

VI

RECOMMENDATIONS
AND
CONCLUSIONS

None

Minidoka PROJECT School ORGANIZATION --- 1943-1944



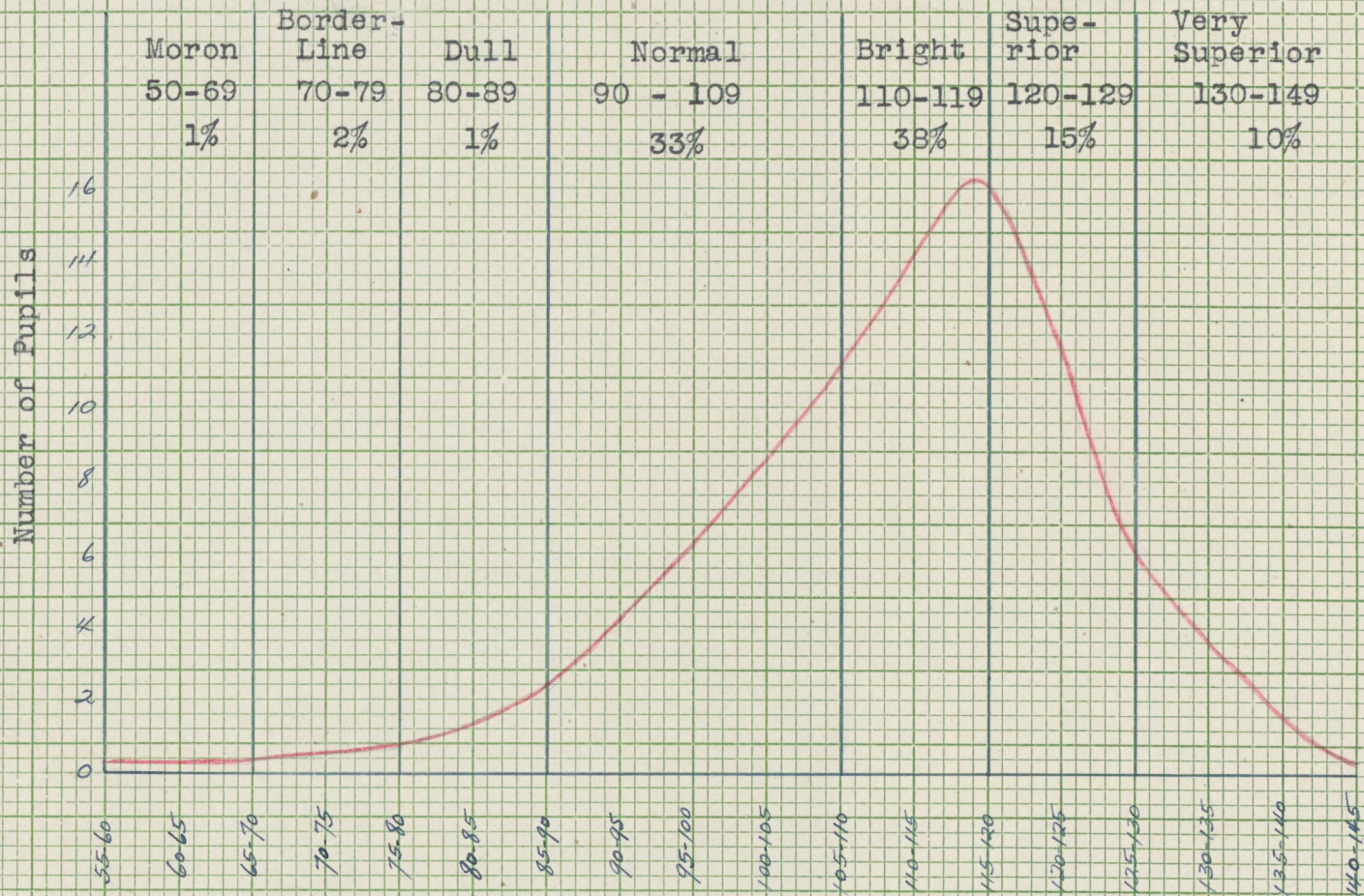
DISTRIBUTION CURVE FOR I. Q.

Both Schools Combined

July 27, 1943

Grade 1

Pintner-Cunningham Primary Test-Form B



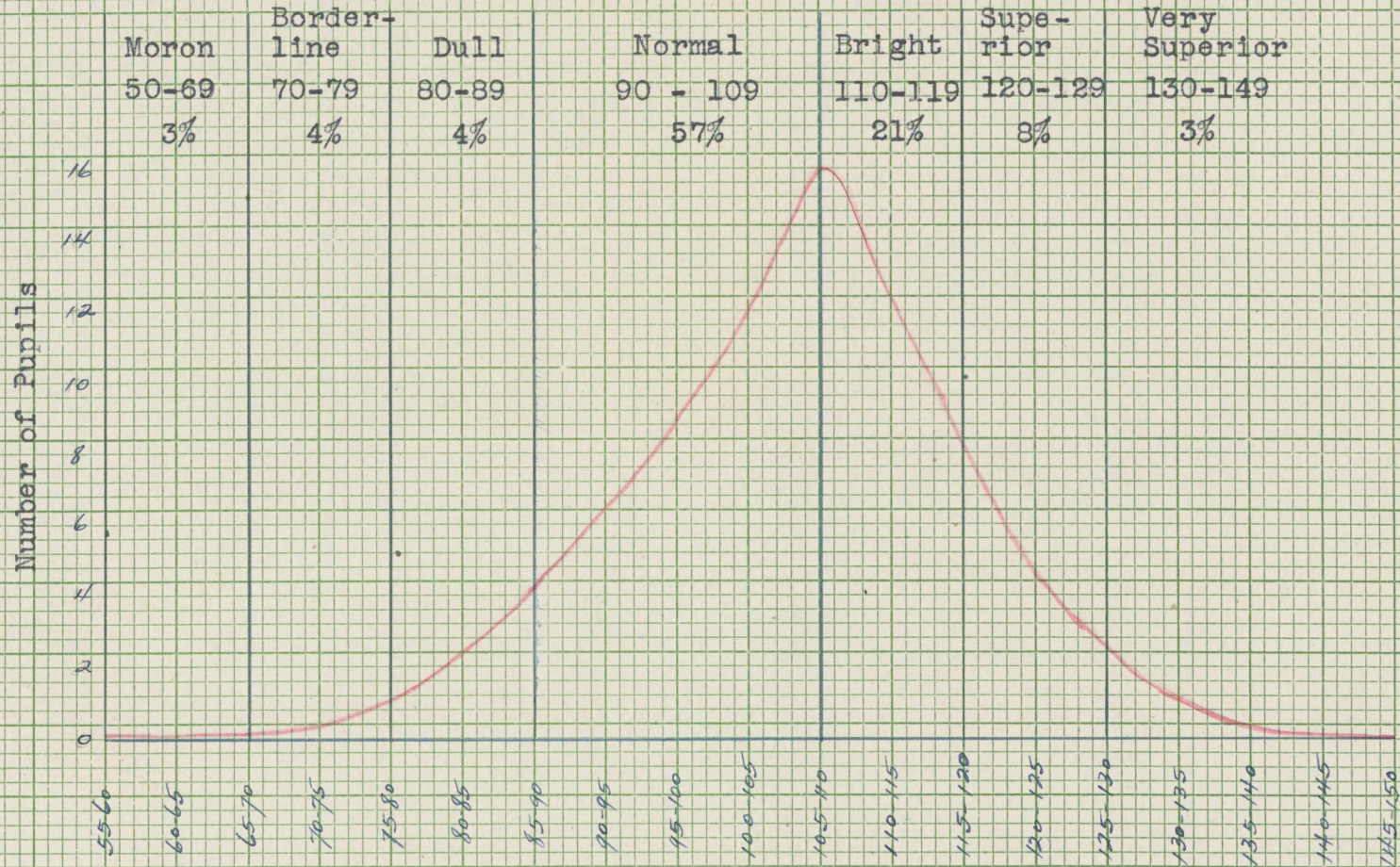
DISTRIBUTION CURVE FOR I. Q.

Both Schools Combined

July 27, 1943

Kindergarten

Pintner-Cunningham Primary Test-Form B



• 3 • 1

GATES PRIMARY READING TESTS

(Form 2)

Aug. 2, 1943

Both Schools Combined

Grade 2



Jan. 29, 1943 Test



August 2, 1943 Test

READING GRADE

3.50
3.40
3.30
3.20
3.10
3.00
2.90
2.80
2.70
2.60
2.50
2.40
2.30
2.20
2.10
2.00

August 2, 1943
Norm

Jan. 29, 1943
Norm

Word
Recognition

Sentence
Reading

Paragraph
Reading

Word
Recognition

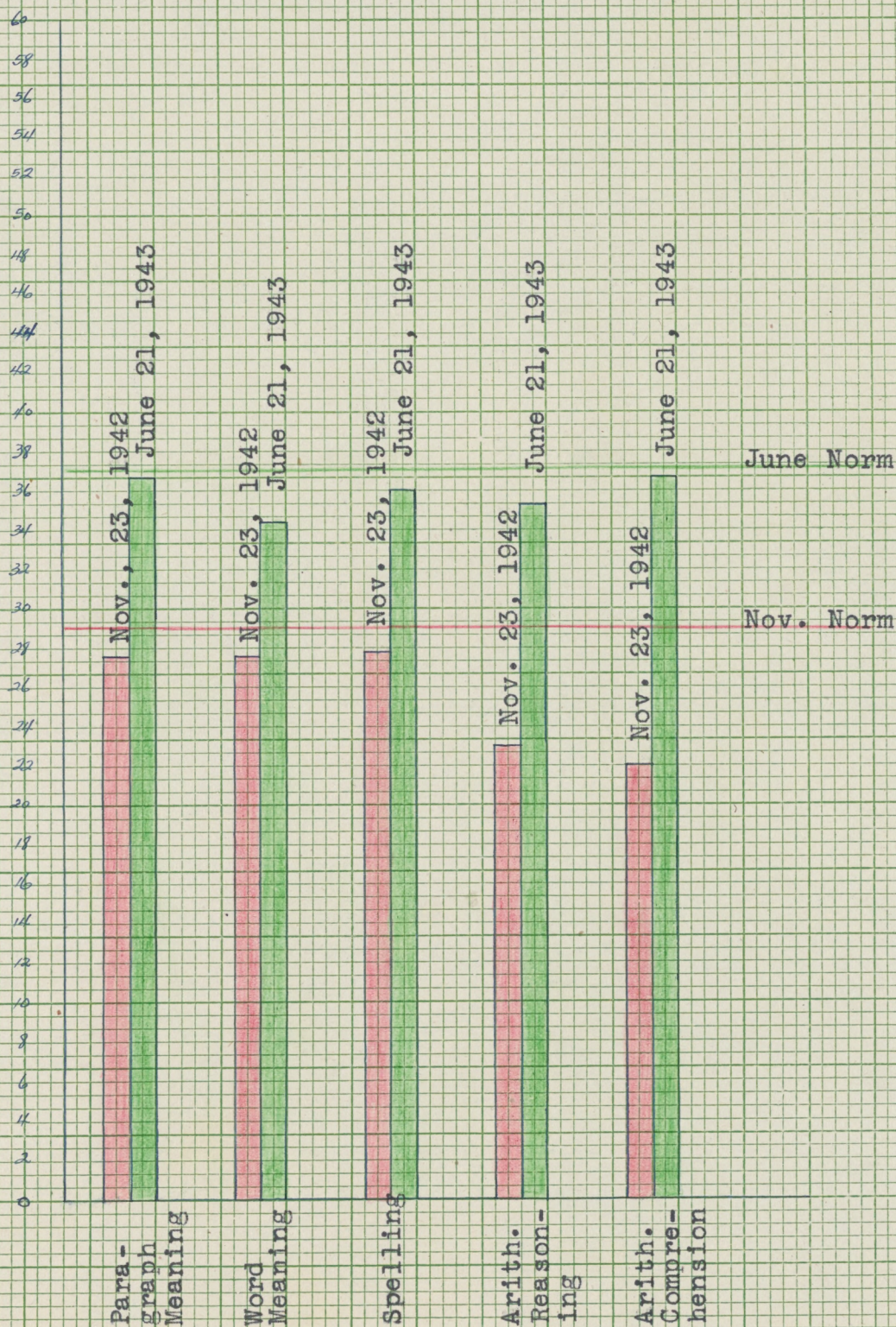
Sentence
Reading

Paragraph
Reading

STANFORD ACHIEVEMENT TEST (Primary-Form D)

Both Schools Combined

Grade 3

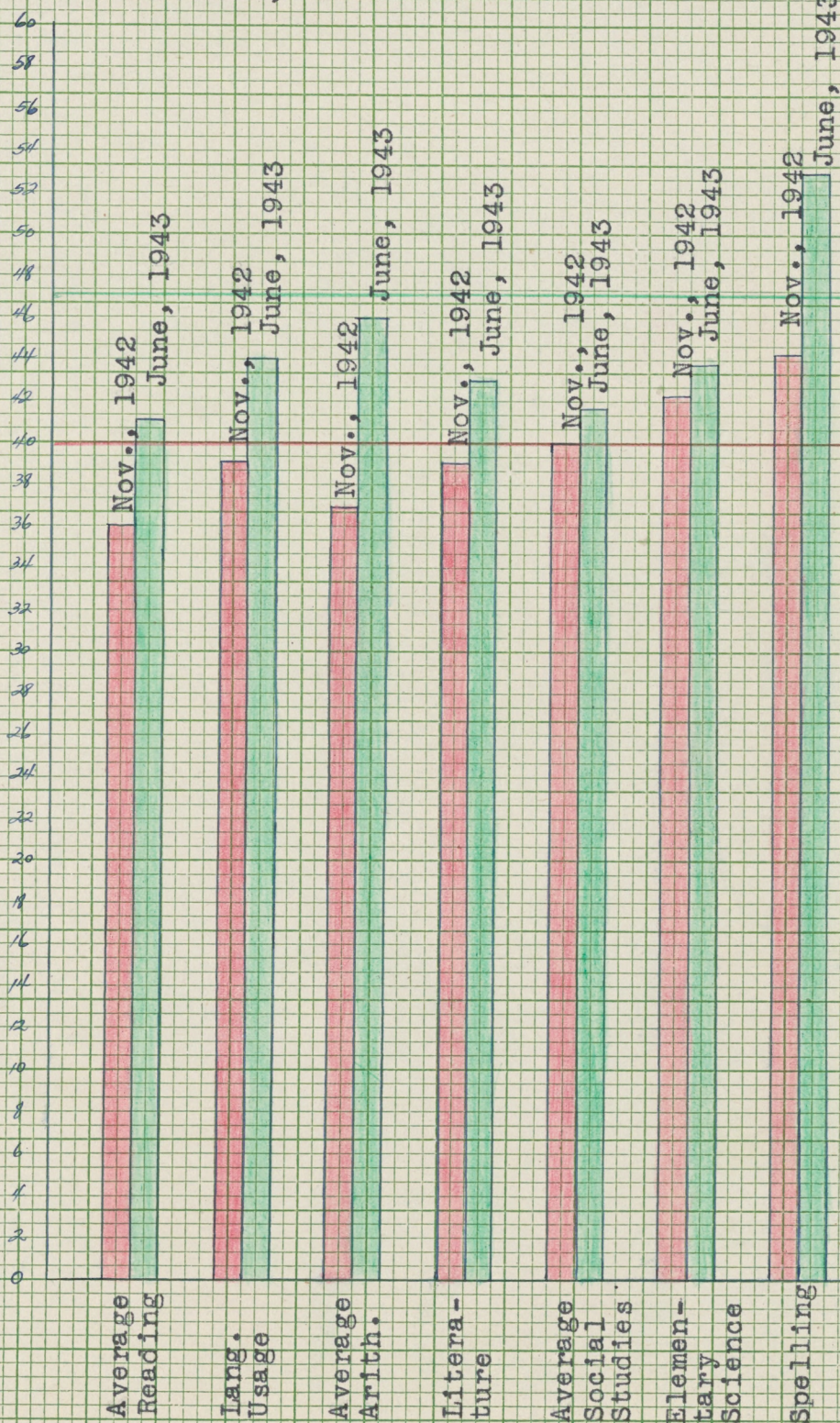


STANFORD ACHIEVEMENT TEST (Intermediate-Form D)

Both Schools Combined

Grade 4

Nov., 1942 Norm
June, 1943 Norm



STANFORD ACHIEVEMENT TEST (Intermediate-Form D) Comparison of Both Schools

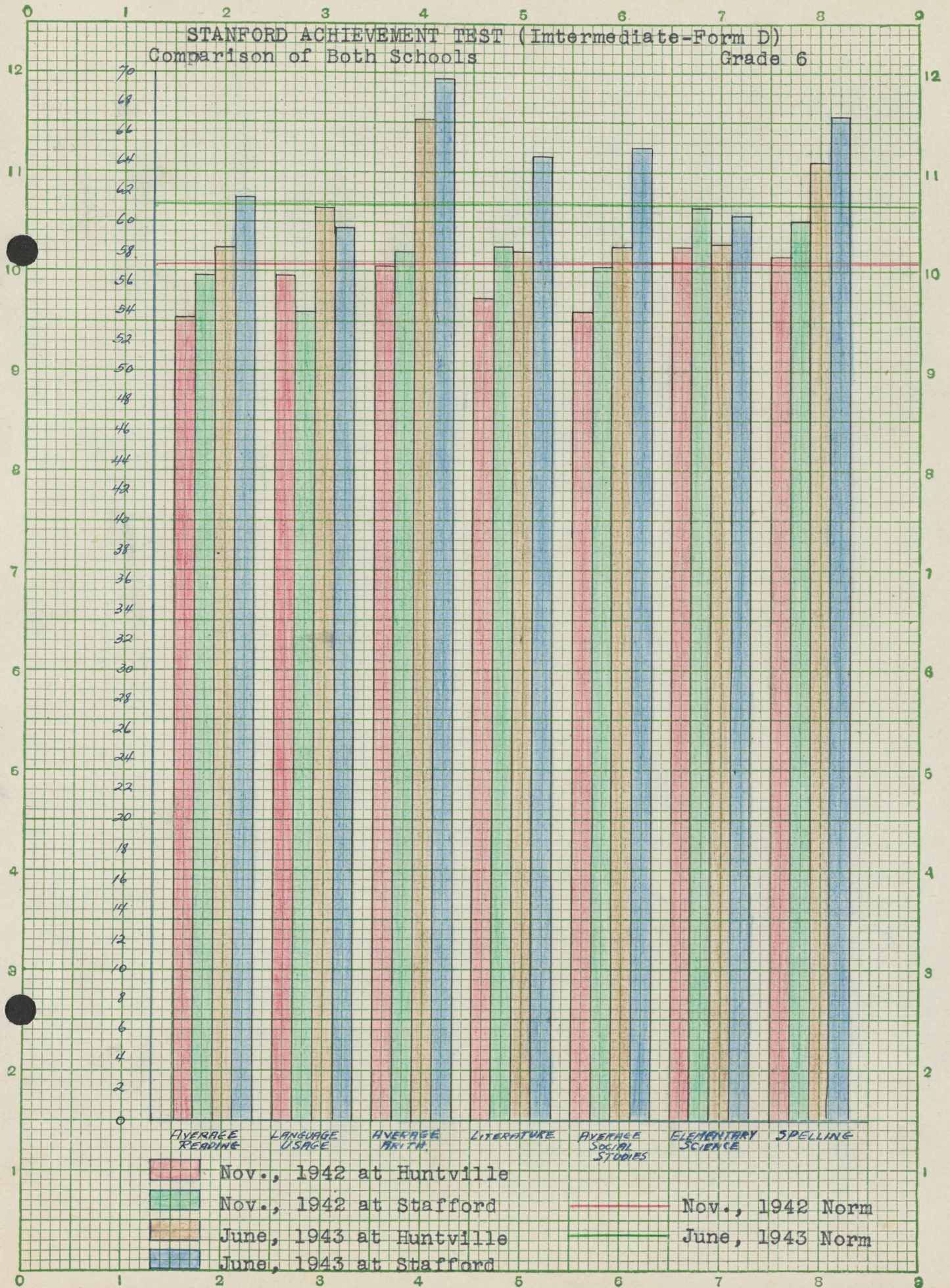
Grade 5

- Nov., 1942 at Huntville
- Nov., 1942 at Stafford
- June, 1943 at Huntville
- June, 1943 at Stafford

- Nov., 1942 Norm
- June, 1943 Norm



STANFORD ACHIEVEMENT TEST (Intermediate-Form D) Comparison of Both Schools Grade 6





FLAG DEDICATION -- JUNE 14, 1943

Flags were presented to the schools by the Minidoka Project
Volunteers now of the Japanese-American Combat Unit, Camp Shelby, Mississippi



FLAG DEDICATION -- JUNE 14, 1943

Flags were presented to the schools by the Minidoka Project
Volunteers now of the Japanese-American Combat Unit, Camp Shelby, Mississippi