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WAR RELOCATION AUTHORITY
MINIDOKA RELOCATION PROJECT
Hunt, Idaho

December 17, 1942

REPORT OF THE TEACHER TRAINING DEPARTMENT

There are sixteen student teachers and twenty-nine assistant teachers employed in the educational department at Hunt. The student teachers are those who hold college degrees. The assistant teachers are those who have not yet graduated from college. In addition to the student and assistant teachers, there are two two certified teachers working in the elementary school. The War Relocation Project at Hunt does not have a sufficient number of college trained colonist people for its educational program, so it has been necessary to use a number of young people who have less than two years of college training. We are using those who have been to business college and those who done post-graduate work in high school.

There are twenty-one assistant teachers at work in the elementary school, which opened October 19. Each of the seventeen Caucasian teachers has an assistant. Four assistants have been given full time teaching duties, due to fact that we have been unable to secure a full staff of Caucasian teachers. These assistant teachers will be replaced by Caucasian teachers when the staff is complete.

There are sixteen student teachers and eight assistant teachers at work in the junior and senior high school. Ten of these are working in the core program, three in home economics, one in art, one in music, three in mathematics, two in physical education, three in science, and one in commercial work. Here, as in the elementary school, some colonist student teachers have been given full time teaching duties because Caucasian teachers are not available. These teachers have been at work in the high school since its opening date, November 16.

The student and assistant teachers have attended all work shop meetings, have helped plan programs and units of work, and assisted in choosing texybooks and reference materials. They are well trained in the subject fields in which they are now working. They are willing workers, and take great interest in the entire school program. Their contributions are of great value. It would be very difficult to instruct the twenty-two hundred pupils without their help.

All student and assistant teachers are enrolled in an educational psychology class. This class meets on Monday, Wednesday, and Friday of each week for a one hour period from four to five o'clock P.M. This is a professional course given on the college level and taught as a regular college course by the Supervisor of Student Teachers. All colonist students and assistants are required to take this course. This is deemed necessary since most of them have had little or no professional training. In addition to this professional course, individual and group conferences are held, in which are discussed such problems as; techiques and methods of teaching, adolescent and child psychology,

disciplinary measures, and other school problems that may arise during the course of the day's work.

The Supervisor of Student Teachers is the director of the teacher training program both the elementary and in the junior and senior high school. Except for the time spent in preparing for and in teaching a professional course, the Supervisor spends all his time in daily visitations to colonist student and assistant teachers, giving help where it is most needed. In addition to the help given by the Supervisor, each Caucasian teacher shares responsibility for the training of the assistants. The High School Principal, and the Supervisor of Student teachers work in close cooperation in the placement, supervision, and training of all colonist student and assistant teachers. Demonstrations given by Caucasian teachers in both the elementary and high school are a part of the teacher training program. Colonist assistants observe trained Caucasian teachers at work in the schoolroom. It is planned that student and assistant teachers will not be assigned to any one teacher or grade permanently, but that they will work on different levels and with different teachers so that they will get an over-all picture and learn to adjust to various types of personalities at different grade levels.

It is our belief that Relocation Centers offer to student teachers the finest kind of teacher training programs. The observation and practice teaching allows for daily observation, planning, teaching, and evaluating throughout the entire school year. We expect this apprenticeship type of teaching to make the best teachers in the shortest possible time.

Student and assistant teachers are not particularly interested in certifying in the state in which they are working, but are very desirous of receiving college credit for the observations and practice teaching work, and for all professional classes offered that are standard college courses. In addition to the educational psychology, a course in high school methods and a course in elementary school methods will be offered. The teacher training department is careful to see that college standards are met and maintained in all these courses. While no definite assurance has been given us that credit will be given students completing the work, we have arranged our program with that expectation in mind.

The educational department at Hunt is highly pleased with the quality of the work being done by the colonist student and the assistant teachers. They work diligently, take pride in the thoroughness of their work, and maintain a high spirit of cooperation. Their assistance is invaluable in our educational program.

Arthur Kleinkopf
Supervisor of Student Teachers

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yREPORT OF THE TEACHER TRAINING DEPARTMENT
March 4, 1943

Two professional classes for the assistant and student teachers started March 1, 1943. Both these classes will run for an entire semester, and carry three university semester hours. All assistant and student teachers who have sixty-four or more semester hours are enrolled in the high school methods class. At the present time, there are seventeen students taking this course. All assistant teachers having less than sixty-four semester hours are enrolled in an elementary methods class. There are twenty-nine students enrolled in this class.

No one is required to take either one of these courses. It is safe to assume that students enrolled in either one of these classes are there because they are interested in earning university credits, or they wish to improve themselves professionally, or they may be there for both reasons. The high school methods class meets on Monday, Wednesday, and Friday from four to five o'clock p.m. The elementary methods class meets on Tuesday and Thursday from four to five o'clock p.m., and on Saturday, from nine to ten o'clock a.m.

Each class has been organized into committees. Each committee has been assigned a topic for research and investigation. These committees will do research in each of the subject fields which is now a part of the school curriculum. These committees will make an extensive and detailed oral report to the class, and a research paper from each group will be given in place of final examinations.

In addition to the research by the committee, each student will be asked to keep a visitation log. Each student will visit as many different grades or classes as possible during the semester. In his log, he will keep an account of such visits, stating the room or classes visited, the day and the hour, and make a note of his observation during that time. It is planned that these teachers who are to receive credits for practice teaching will be taken to some outside school system to observe teaching practices carried on there. This will become a part of their visitation log. The members of the class have decided to have visiting teachers come to their classes to talk or to demonstrate teaching procedures in their special fields. They also intend to invite administrative officials to talk.

The entire work for both classes during the semester will be based upon research and reports by committees, group visitation and observation of as many different classes and subjects as possible, and as many demonstrations and talks by teachers and administration as possible.

There are twenty-five student teachers who will receive credit for practice teaching. Twenty-one of these are working in high school, and four in elementary school. There are two assistant teachers in charge of home rooms in the elementary school. There are two student teachers in charge of a tenth grade core class in the high school. There are, also, student teachers with teaching responsibilities in mathematics, science, commercial work, home economics, physical education, music, and in one special class entitled "Pacific Rim". The total number of assistant and student teachers at the present time is forty-eight.

BULLETIN

TEACHER TRAINING DEPARTMENT

February 18, 1943

The University of Idaho and the State Board of Education have agreed to enroll students in professional courses at the Relocation Center at Hunt, Idaho, and to give college credit subject to the following conditions.

Courses to be Offered

Semester Hours

Practice Teaching	6 (3 each semester)
Educational Psychology	3
High School Methods	3
Elementary School Methods	3

Probable Offerings

American History	3
American Government	3

Each professional course shall run for a period of one semester or fifty-four, fifty minute recitations.

Credit for practice teaching will not be given to any student who does not have at least thirty-two semester hours of college work. Practice teaching credit will not be allowed until the student has completed a course in methods of teaching. Thus, credit for the first semester's work in practice teaching will be withheld until such time as the student has received credit for the methods course.

Regular enrollment cards shall be filled out by all students and sent to the university. Results of examinations, grades, etc. shall be sent to the university officials at their request. All registration cards shall be stamped "Extension".

Two separate courses will be offered next semester. Those assistants who have less than sixty-four semester college hours may take elementary school methods, while those who have more than sixty-four semester hours may take high school methods. Each of these courses will be for three credits.

Students enrolled in professional classes will be expected to spend a part of each day in professional preparation. College standards will have to be met and maintained. All professional courses will be under the indirect supervision of the University of Idaho.

Arthur Kleinkopf
Arthur Kleinkopf

Supervisor of Student Teachers

TEACHER TRAINING DEPARTMENT BULLETIN
March 25, 1943

Status of Teacher Training Program

The War Relocation Authority plan for teacher training work in the relocation centers is in need of clarification. A teacher training program was made obligatory but its plan of operation was never made clear until recently. Late information from Washington D. C. clears many doubtful points.

All colonists who are employed to help in the teaching program, such as student and assistant teachers, are to be enrolled in a teacher training program. The fact that some may not receive university credit for practice teaching does not release them from the obligation of being enrolled in the training program.

Teacher trainees are expected to spend a part of each day in professional reading or class preparation.

Teacher trainees are to attend professional classes maintained for their professional improvement.

Teacher trainees are to attend demonstrations and make observation visits.

Teacher trainees are not just recording clerks or secretaries, but are students who are learning the profession of teaching.

Obligations of Appointed Personnel

Schedule work so that assistants have sufficient time for professional work and class attendance and insist upon the performance of such duties.

Give assistants increasing responsibility as they are capable of assuming it. Do not make mere chore people out of them.

Appointed personnel can be of much help to assistants by giving suggestions about principles and practices of teaching. While this may take a few minutes of time, it will surely pay big dividends to both the home room teachers and the assistants. By doing this, the appointed personnel will, of necessity, assume some responsibility for the results obtained. The major responsibility, however, lies with the supervisor of student teachers.

A teacher training program does not presuppose that every appointed personnel shall have an assistant. While we endeavor to do this, it must be understood that we are first obligated to maintain a teacher training program, and secondly, to set up a university extension service for giving credit to those who are enrolled in the training program.

It is to be expected that as more and more people are relocated, there will be a decreasing number of assistant and student teachers. We do not expect to be able to keep everyone supplied with an assistant.

R. K. Merson

Superintendent of Education

Arthur Klein

Supervisor of Student Teachers

Miss Fitzsimon

BULLETIN

Teacher Training Department
Hunt, Idaho

June 24, 1943

TO: Student Teacher

FROM: Mr. Kleinkopf

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

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

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

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

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

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

EDUCATIONAL PSYCHOLOGY

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

PRACTICE TEACHING HIGH SCHOOL First Semester

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

PRACTICE TEACHING HIGH SCHOOL Second Semester

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

PRACTICE TEACHING ELEMENTARY SCHOOL
Second Semester

NAME	SEMESTER HOURS
Toru Ogasawara	3

HIGH SCHOOL METHODS

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

ELEMENTARY SCHOOL METHODS

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

Minidoka Relocation Center
Hunt, Idaho

Division of Community Management
Richard Pomeroy - Director

Department of Education
Arthur M. Kleinkopf - Superintendent

REPORT of THREE MONTHS'
SUPERVISION of STUDENT TEACHING

June, 1944

Bernice A. Batchelder - Supervisor

I. Status of Student Teaching Program in March, 1944

In undertaking the supervision of student teaching I learned that I was succeeding the present superintendent of education, Mr. Arthur Kleinkopf, who had developed a program of training of evacuees since the early days of the project.

The work had been systematic and thorough-going and records of every enterprise were available which revealed the many constructive measures in operation with the young people of Minidoka. There had been a high standard of endeavor and achievement. Continuity of professional life of those of exceptional intellectual calibre and college training had been made possible through the student teaching department, and the contribution of this personnel, working under my predecessor, appears to me to be one of the outstanding enterprises in education of the project.

After the promotion of the supervisor of student teaching to the superintendency, there was an interim when the position was not filled. During this period great changes took place affecting the status of the teacher training setup, viz:

Relocation of nearly one-hundred per cent of college trained student teachers

Substitution of persons of no training or experience

Loss of perspective on life on the part of many who had lived on the project two years

Employment of student teachers who have no special zeal for teaching as they believe they have no outlook in the profession

Employment of student teachers with the selective basis non-existent

Tendency of principals in their own emergencies to utilize services of those employed as student teachers for routine duties without provision for their training

Tendency of many teachers to feel the obligation of student teachers to assist them without feeling a similar obligation to give systematic and varied opportunity to the students to learn to teach

II. Assets of the Teacher Training Program

On the positive side of the situation I am working constructively with the following assets:

Youth and health of the students

Reluctance of some Japanese families to let girls relocate at random, thus leaving some especially refined and charming young women to be with the children

Large families being harder to relocate, certain older girls of these families have experience in child care and contribute much to the nurseries

Good moral tone of the Japanese young people

Zeal on the part of some to work well without motive of adequate compensation or professional outlook

Traditional respect among the Japanese for the profession of teaching

Recognition on the part of some that they are making a patriotic contribution by working with children

Ambition on part of some to relocate for teacher training with the hope of changing the status of Japanese-Americans in the future

The realization that in teaching at Minidoka the student becomes an economic and social asset to the government and ceases to be an economic liability

Cooperation of associates

Complete support and sympathetic understanding of problem on the part of administration

III. Difficulties in the Teacher Training Program

The obstacles in the way of constructive endeavor are many, and are very familiar to those in project education:

Need of motivation due to lack of adequate compensation and lack of community acceptance of the Japanese-Americans as teachers

Need of selecting students on intelligence and personality bases

Traditional position of Japanese women possibly causing them to lack necessary aggressiveness in control and management of children

Emphasis of project's objective of relocation militating against retaining superior material for student teachers

Highly organized governmental bureau tends increasingly to leave little sense of necessity for individual initiative on the part of the evacuee

Confused state of mind of young men of military age

Conflict in outlook between generations and cultures

Lack of teacher training experience or education for teacher training on the part of appointed teachers

Early relocation of the families who have had the advantages of affluence

Carelessness of work habits engendered by the abnormal setup

IV. Constructive Measures Taken in the Light of the Present Situation

With the cooperation of the principal of the elementary school, I met the appointed teachers of that section to promote the clarification of the situation regarding the substituting training of students for "using" of students.

Began an ear acuity program in nurseries in preparation for more definite "readiness" program of kindergarten. Devised cards for training in speech, particularly for sounds r and l which hamper Japanese speaking people in learning to speak English

Started a program of devices with elementary school student teachers for the improvement of basic reading and arithmetical abilities in the grades

Made a concerted effort in behalf of a few highly deserving high school student teachers

whose assistance has been outstanding and constant

whose need of adjustment to normal life is especially imperative

whose talents are sufficiently outstanding that the world needs their services

V. Systematic Series of Lectures Planned

Because of the seeming lack of opportunity for teaching the students do not aspire to college grade courses of a professional nature. An adjustment was made through a series of lectures and discussions by leaders from the project. In this manner it was hoped that the student teaching group, though differing greatly in scope of duties, might attain unity, and emphasis as an educational group. It was believed that, at the same time, the ends of relocation might be furthered through the excellent available leadership on the project.

The series follows:

1. General meeting called by Superintendent Kleinkopf - Speaker - Miss Batchelder. The Four-Fold Development of the Learner
2. Superintendent Kleinkopf - Introductory talk of the series
3. Assistant High School Principal - Mr. Harker - Examples of Leadership from American History
4. Kindergartner - Miss Hester (Formerly Supervisor of Kindergartens in Japan) What the Kindergarten and First Grades Expect from the Nursery Schools

5. Miss Hester - Homemade Equipment and Devices for the Nursery and Kindergarten
6. Mr. Beeson - Relocation Possibilities
7. Mr. Pomeroy - The Community Council
8. Mr. Davidson - The Influence of the Teacher
9. Mr. Miller - The Importance of the Nursery School
10. Dr. Fogarty - The Psychology of Adjustment
11. Dr. Barrett - Legal Resources Available to the Colonists
12. Professor Smith - The Psychological and Sociological Aspects of Evacuation and Relocation
13. Professor Smith - Discussion of Student Problems
14. Miss Cram - Nature of Medical Social Work and its Outlook for Student Teachers. Resources Available to Project Children
15. Miss Batchelder - Nursery and Elementary School Plans for the Summer

VI. Recommendations for Future Consideration

From my short experience with the project come the following suggestions for improving and strengthening the department of student teaching:

Conference with supervisors of teacher training of other projects to exchange ideas as to possible solutions to problems

Supervisor's visitation of at least one project in order to get perspective on one's own work

If the shortage of appointed personnel becomes even more drastic, to provide a systematic training course to selected evacuees to enable them to obtain at least minimum certification in the state of the project, leading to appointment on full salary basis

To provide a variety of professional activities, trips especially, to make student teaching more attractive, thus

enabling students to be selected from a larger number of applicants

Time cleared for meetings of student teachers, upon which no other colleague may encroach

For both appointed personnel and student teachers, field work in professional problems, such as the thorough planning and supervision of a student's growth for a semester. This field work should be done by special arrangement with many teacher training institutions for credit for both appointed and student teachers. This should be done with the sponsorship of the institution and under the joint supervision of supervisor of student teaching and principals, and with direction from the superintendent of project education

Better coordination with shop facilities with time consuming red tape cut to proportions consistent with a regular achievement in a reasonable time. Illustration:

Repairing toys for nurseries and kindergartens

Making new educational toys of permanence

Educational devices

Playground equipment

Etc.

A departmental room to be provided student teachers

To give their work emphasis and dignity

For meeting socially and professionally for conferences

For exchange of worthwhile teaching experience

For use from 4:00-5:00 afternoons to increase personal contact, to use books and other resources

For contact with appointed teachers

As a place for teachers and pupils to invite one another for special occasions

To provide a spot which may be made attractive to keep standards of living on the highest possible plane.

Weekly space in project newspaper for recognition of student teaching contributions and other activities of the group

A study of the status of the Japanese-American with relation to teaching in order to learn:

How many Japanese or Japanese-Americans are teaching in the United States?

Who are they?

Where are they?

What has the Office of Education at Washington done in behalf of a group of Americans who, in 1944, may not look with hope to the calling of teaching? What can it do?

What is the attitude of each of the boards of education in forty-eight states toward acceptance of qualified Japanese-Americans as teachers? Of the state departments? Of the large cities? Of the rural communities?

What program of public education would be most helpful in changing public opinion?

What have the leaders in all projects done to improve the status of the Japanese-Americans as teachers at the outside? What have the evacuees themselves done about it? What could the evacuees do about it?

What teacher training institutions welcome the Japanese-Americans as candidates for teaching degrees?

What should be done to obtain cooperation and understanding from those institutions, now cold to Japanese-American students?

What can be done to eliminate the high out-of-state fees to evacuees?

It is possible that the above information is organized and summarized and already available. If it is not it would be

a contribution to the general situation if it were made available. No greater impetus could be given to relocation, at the same time stimulating high endeavor to the work of the project, than the outlook in teaching for the evacuee to become better through public acceptance, and for him to leave the project with an advanced standing in a teacher training institution in both theory and practice because of work he has done with his own group. Certainly, special professional consideration is due those who struggle ahead under the particular disadvantage of evacuation.

In conclusion, I can point to but one outstanding tangible improvement I have made in the three months of effort. The increasing tendency of the student teachers to discuss with me their personal perplexities and their secret ambitions, and their apparent confidence that I can assist them is a source of courage as I endeavor to assume the responsibilities of my task.

Respectfully submitted,

Bernice A. Batchelder
Supervisor of Student Teachers

Miss Fitzgibbon

MINIDOKA PROJECT SCHOOLS
Hunt, Idaho

TEACHER TRAINING DEPARTMENT
Special Bulletin

May 4, 1943

There are some very fine units of work on display in the Recreation Hall 23 from the F. E. Compton & Company. All student teachers who are interested in developing a unit of work should come and see these units. They will be here one week only. They must not be taken from the building. In order to use them it will be necessary to make arrangements to come to Recreation Hall 23 for the study of these units. These units have been developed in many different schools in various parts of the United States. They are actual schoolroom units.

There are units on:

The Home	Milk
Happy Town	Clothing
The Circus	King Cotton
The Post Office	Holland
The Farm	Pueblo Indians
Let's Gain This Month	Frogs
Primitive Transportation	Spring
Pioneer Life	Early Man
Wild Flowers	Mexico
Agriculture	Brazil
Belgian Congo	Elementary Science
Plains and Woodland Indians	Art Activity Sugges-
The Spirit of American Democracy	tions

Some student teachers fail to give notice of their absences. If you know you are going to be absent a part of the day, please let your home room teacher and your timekeeper know about it. If unable to let them know before, please inform the timekeeper later so that he will not turn in time for you that you did not put in. When you fail to do this it creates an embarrassing situation for both you and the timekeeper.

Student teachers are supposed to report to duty on Saturday mornings at the usual time. Some of you have been very negligent about this. Don't allow it to become a habit!

Arthur Klein
Supervisor of Student Teachers

This committee has been appointed by the Minidoka Project teaching staff to express the sentiment of that group regarding the granting of credit by the University of Idaho or other accrediting institutions for work of college level carried on in connection with the project schools. We therefore urge that such credit be granted for the following reasons:

1. The teaching staff of the elementary and secondary schools has met, and in most cases exceeded, the qualifications required by the state for certification.
2. Student teachers work for a longer period of time and in closer connection with their supervising instructors than in most teacher training institutions.
3. All courses of college level which are being offered or planned are in charge of persons qualified to do college teaching.
4. Adequate time for study is arranged and a carefully selected library of professional literature has been assembled for their use.