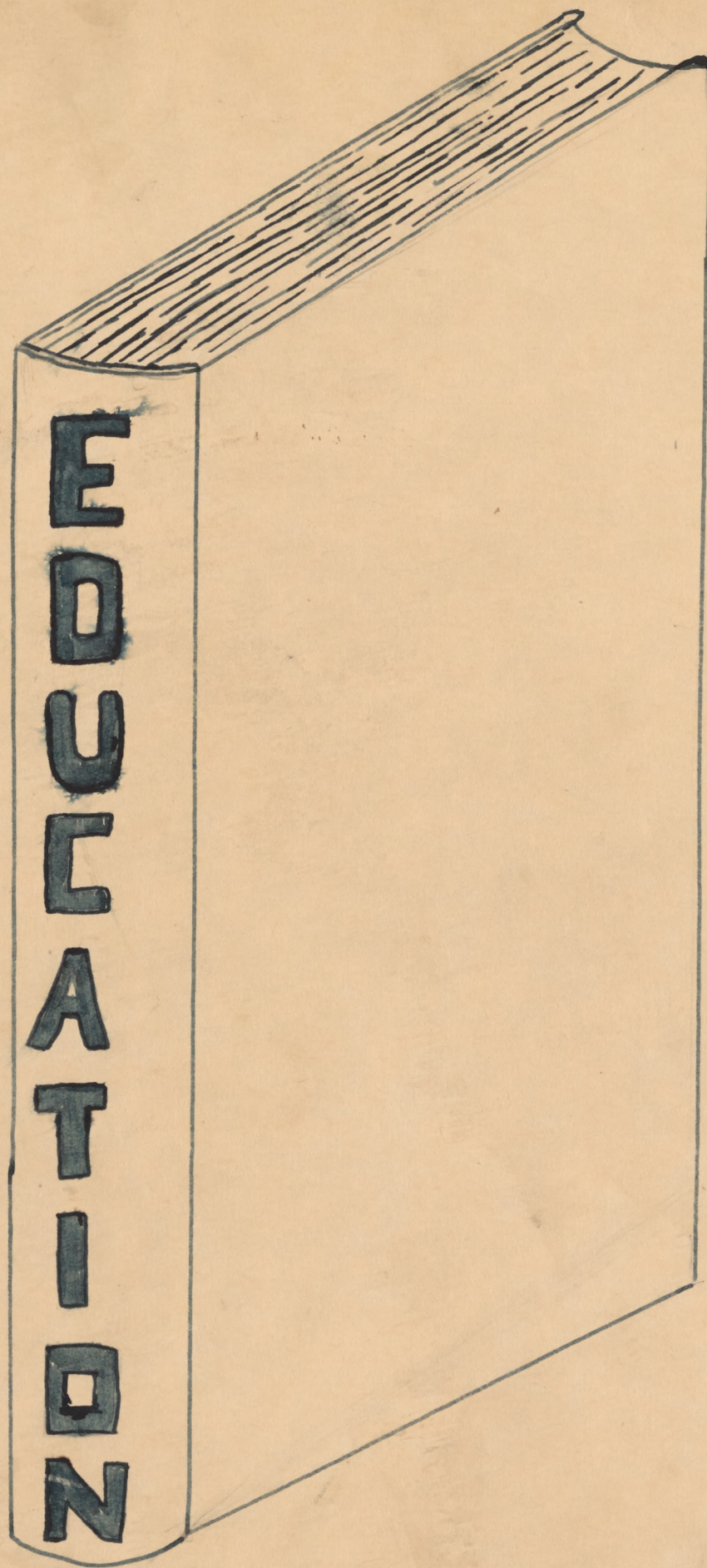


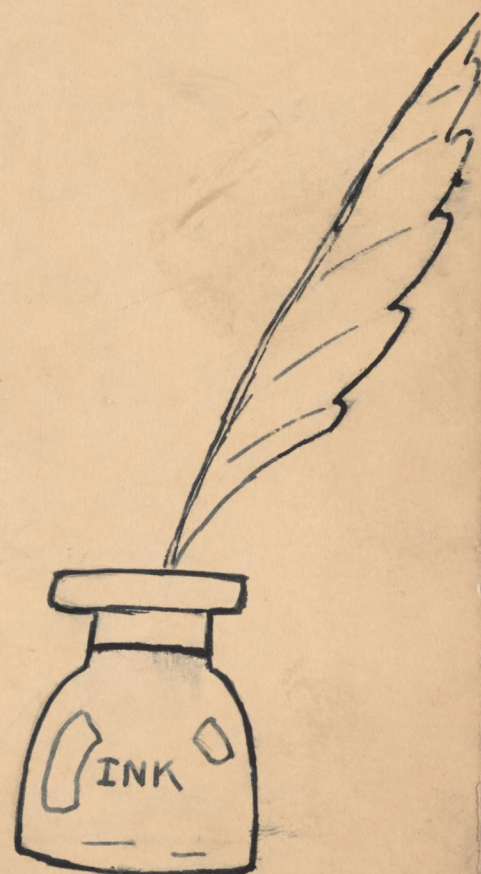
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C



OCO





FRIENDS
TEACHERS

GOAL

GUIDANCE
ENCOURAGEMENT

(MOUNTAIN
OF
WISDOM)

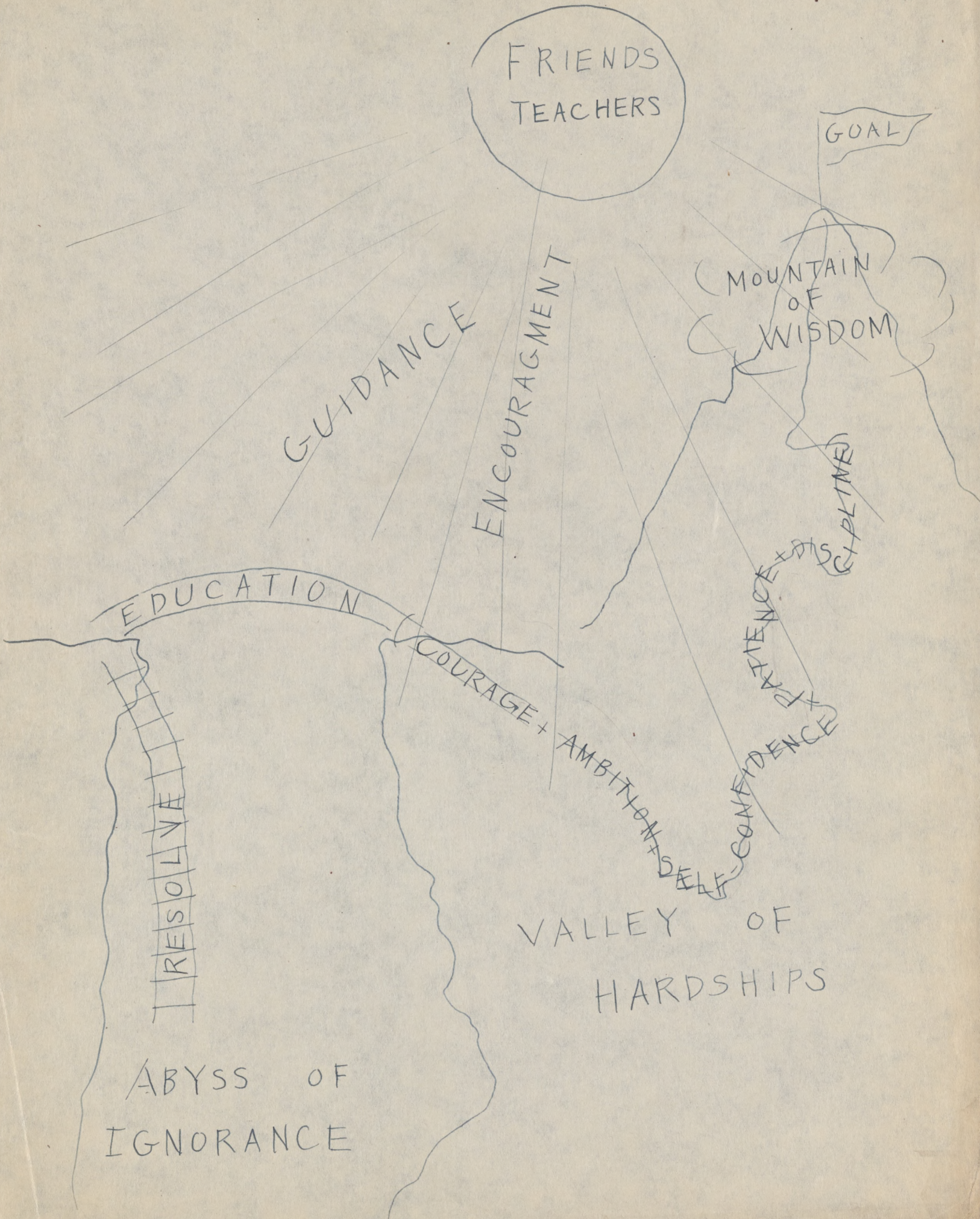
EDUCATION

RESOLVANCE

COURAGE + AMBITION + SELF-CONFIDENCE

VALLEY OF
HARDSHIPS

ABYSS OF
IGNORANCE



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COMMITTEE MEMBERS

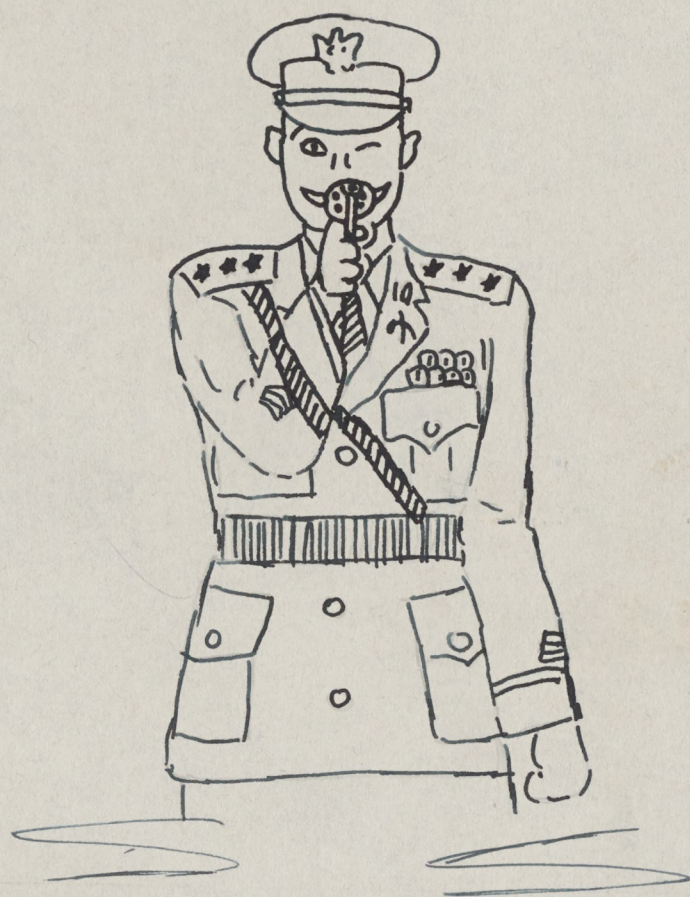
Fumi Kaga

Marcia Kobayashi

Katsuki Komoto

Takiko miyauchi

Toshiko Watanabe



General

Aims

of the Minidoka Project
Schools

General Aims of Minidoka Project Schools

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 practise 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 individual, and as part of the family of nations

Curriculum Material Received

1. General Aims for Minidoka Project Schools.
2. Scope and Sequence Chart for Minidoka Project Schools.
3. A bulletin describing speech defects found among Japanese pupils with suggested remedial exercises. This was prepared by Robert Coombs.

INTERVIEW WITH MISS BENNETT

On December 23, 1942, we visited Miss Bennett, principal of the elementary schools. We found her a very interesting person and enjoyed our visit immensely.

The Stafford School in Block 32 was named ^{after} after the project director by the children. There are 414 pupils attending ^{at} present.

The school in Block 10 was named Huntville and 336 pupils attend there. There are 42 kiddies in Block 10 attending nursery school and are supervised by many teachers.

The P.E. classes are organized thus: one free period a day and one organized period supervised by teachers.

Miss Bennett stated that all the teachers and parents are very anxious for a P.T.A. organization. It will begin sometime in the future.

There are only two certified ^{Japanese} teachers, Miss Senda in Block 10, and Mrs. Sato in Block 32. At the present there are 14 Caucasians and 22 colonist teachers. Miss Lena Haug is assistant principal in Block 10.

The students are not privileged to choose their own subject. Reading, writing, spelling and phonics are taught in every grade.

Miss Bennett also stated that the teachers are trying to make school more enjoyable with less frills and more fundamentals.

WORD FROM MISS BENNETT

"Our purpose and plan for the elementary schools on the Minidoka project is to provide schools which are as good or better than any which our boys and girls have attended previously. We plan to give as good training in the fundamentals; Reading, Writing, Speaking and Arithmetic, as children could get anywhere and to provide training in every day living, working together, and playing together but we are looking farther ahead than here and now. We want our children to be able to fit easily and happily into whatever situation they may find themselves after we leave on our schools and we are facing that challenge in earnest.

The lack of books and supplies has been a handicap but not as much as one might suspect. There are learning situations in many of life's experiences. Teachers and boys and girls are making a commendable adjustment to the situation and we are proud of our elementary schools. Before the year is over we hope to be even more proud. By the opening of the next school we hope to have bridged the gap between last year's schooling and next year's so that no loss is suffered by our boys and girls.

I am glad the Stafford Elementary School is to have a newspaper. It affords excellent training and will help to acquaint the parents with what is going on at School."

Mildred E. Bennett
Elementary Principal

(Taken from Stafford Press)

TEACHERS IN BLOCK 32

| | |
|-----------------|-----------|
| Miss Stull | 1st grade |
| Miss Koomtz | 1st grade |
| Miss Nikolaison | 2nd " |
| Mrs. Bouman | 2nd " |
| Mrs. Enking | 3rd " |
| Mrs. Rukola | 3rd " |
| Mrs. Sato | 4th " |
| Miss Ikeda | 4th " |
| Miss Sefton | 5th " |
| Miss Wahl | 6th " |
| Miss Ruby Smith | 6th " |

INTERVIEW WITH MR. COLE

On January 7, 1943, we interviewed Mr. Cole, Curriculum Advisor.

We had a very interesting visit and below are some of the facts we learned.

Mr. Cole works with the teachers on a voluntary base^{AS} and his job is to guide the development of curriculum. It is an advisory job on what should be taught in each grade by working through the teachers.

Since evacuation the young people hear more Japanese than before and are losing their ability ~~of~~ speaking English.

Mr. Cole stated that the most important need found is to have more oral English in school. There will be more oral English work than written work in classes.

The first figure of pupils attending high school was 1,296. It has probably increased since.

We asked Mr. Cole why there were more people attending high school than elementary school. He said that Japanese families are much older than American families.

Before our visit with Mr. Cole we had not clearly understood the work of a curriculum advisor.

Now we know that his job is to help the teachers who come to him with problems of subjects to teach.

INTERVIEW WITH MR. LIGHT'S SECRETARY

On January 8th We interviewed Mr. Light's secretary.

We learned that the present number of pupils attending high school is 1,313. The average daily attendance is about 1,200.

The subjects required are Physical Education, English and History.

Mr. Light's assistant is Vernon Shim^mtakahara.

There are 24 Caucasian teachers and ~~assistant teachers.~~

NAMES OF TEACHERS

Miss Amerman

Miss Askew

Mr. Briggs

Mr. Coad

Mr. Coombs

Mrs. Coskill

Mr. Erlandson

Mr. Ficke

Mr. Fleischman

Miss Fletcher

Miss Gilbertson

Miss Gwinn

Miss Haglund

Mrs. Herndon

Mr. Horne

Miss Hunt

Miss Major

Miss Markholm

Mr. McLaughlin

Miss Peavey

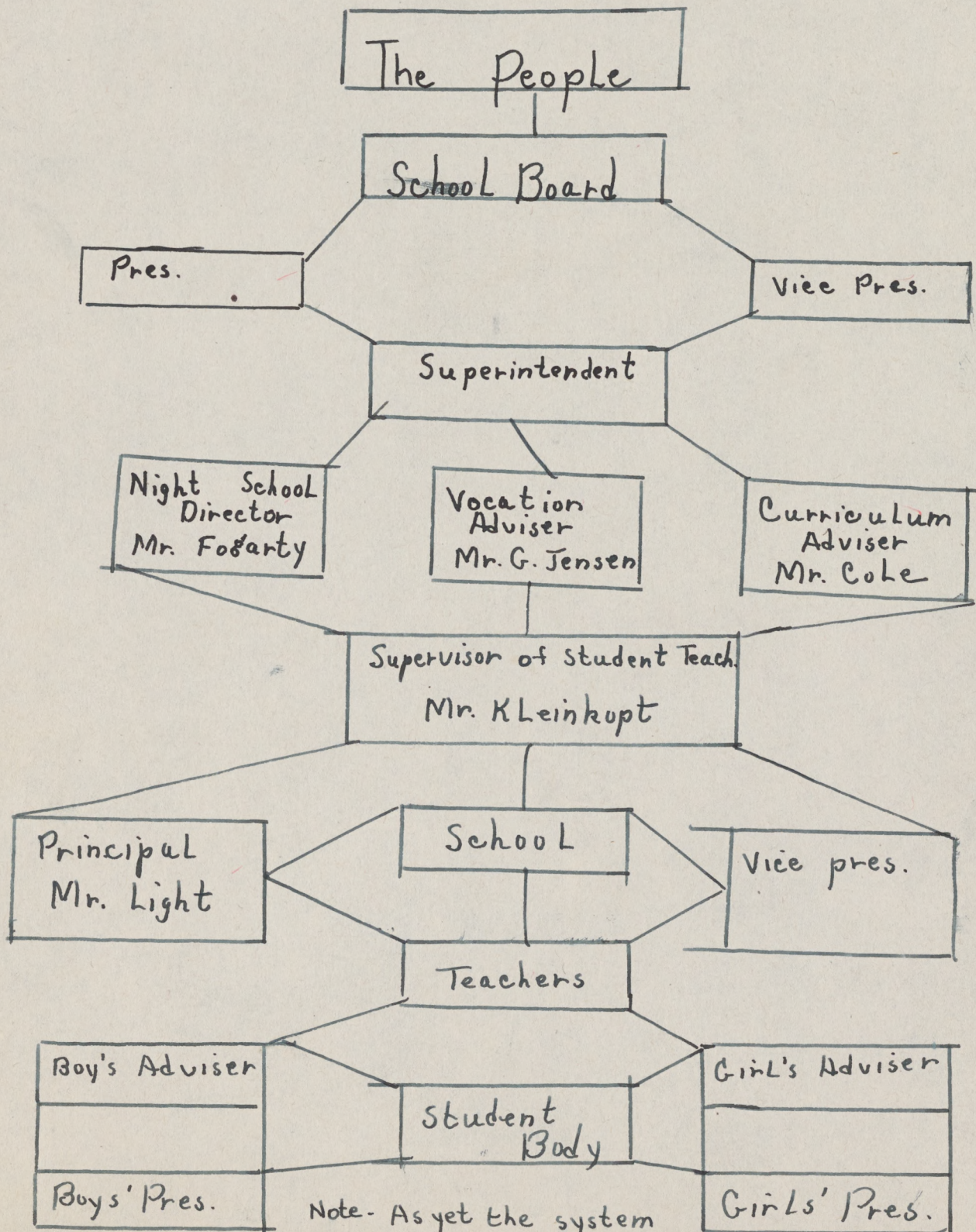
Mrs. Pollock

Mrs. Sistermans

Miss Tharp

Miss Satterfield

School System



Note - As yet the system has not been completed

CURRICULUM
DESIGN
FOR
MINIDOKA
PROJECT
SCHOOLS

SCOPE AREAS

SCOPE: BASIC HUMAN ACTIVITIES

| | N | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | A |
|---|---|---|---|---|---|---|---|---|---|---|---|----|----|----|---|
| PRODUCTION, DISTRIBUTION, CONSUMPTION | | | | | | | | | | | | | | | |
| MENTAL AND PHYSICAL HEALTH | | | | | | | | | | | | | | | |
| FAMILY RELATIONSHIPS | | | | | | | | | | | | | | | |
| LEISURE TIME | | | | | | | | | | | | | | | |
| SPIRITUAL AND AESTHETIC LIFE | | | | | | | | | | | | | | | |
| EDUCATION | | | | | | | | | | | | | | | |
| COMMUNICATION | | | | | | | | | | | | | | | |
| TRANSPORTATION | | | | | | | | | | | | | | | |
| GOVERNMENT | | | | | | | | | | | | | | | |
| CONSERVATION | | | | | | | | | | | | | | | |
| PERSONAL HABITS (EMOTIONAL AND PHYSICAL CONTROL) | | | | | | | | | | | | | | | |
| INDIVIDUAL AND FAMILY LIFE | | | | | | | | | | | | | | | |
| SCHOOL AND NEIGHBORHOOD | | | | | | | | | | | | | | | |
| OUR COMMUNITY | | | | | | | | | | | | | | | |
| CHILDREN OF OTHER LANDS AND CULTURES OF CONTRASTING TECHNIQUES | | | | | | | | | | | | | | | |
| COMMUNITIES FROM WHICH WE CAME | | | | | | | | | | | | | | | |
| RESOURCES, PRODUCING AND MARKETING IN REGION AND WESTERN HEMISPHERE | | | | | | | | | | | | | | | |
| RESOURCES, PRODUCING AND MARKETING IN EUROPE, AFRICA AND ANTARCTIC | | | | | | | | | | | | | | | |
| HOW MODERN SCIENCE AND INVENTION AFFECT AND INFLUENCE MAN'S LIVING (EMPHASIS ON ASIA AND AUSTRALIA) | | | | | | | | | | | | | | | |
| INDIVIDUAL PLANNING FOR PERSONAL, SOCIAL, RECREATIONAL, AND CIVIC RESPONSIBILITY | | | | | | | | | | | | | | | |
| A CHRONOLOGICAL CONCEPTION OF HUMAN DEVELOPMENT | | | | | | | | | | | | | | | |
| THE COMMUNITY, A HUMAN INVENTION TO SATISFY NEEDS | | | | | | | | | | | | | | | |
| WITHIN REGION AND NATION | | | | | | | | | | | | | | | |
| WITHIN WORLD | | | | | | | | | | | | | | | |
| WITHIN THE COMPLETE ENVIRONMENT OF EACH INDIVIDUAL | | | | | | | | | | | | | | | |

Living in the Immediate Environment

Contrasting Communities Using Different Techniques

How Modern Man Uses Science & Invention

Improvement of Human Arrangements To Make Better Use of Scientific Techniques

Continuous Improvement of living

Civic [★] CENTER

| | |
|------------------------|---|
| HIGH SCHOOL | F |
| CATHOLIC CHURCH OFFICE | E |
| HIGH SCHOOL | D |
| HIGH SCHOOL | C |
| HIGH SCHOOL | B |
| HIGH SCHOOL | A |

1

| | |
|-------------|---|
| HIGH SCHOOL | F |
| HIGH SCHOOL | E |
| HIGH SCHOOL | D |
| HIGH SCHOOL | C |
| HIGH SCHOOL | B |
| HIGH SCHOOL | A |

3

| | |
|--------------------------|---|
| HIGH SCHOOL | F |
| PROTESTANT CHURCH OFFICE | E |
| HIGH SCHOOL | D |
| HIGH SCHOOL | C |
| HIGH SCHOOL | B |
| HIGH SCHOOL | A |

5

| | |
|---------------------------------|---|
| HIGH SCHOOLS PRINCIPAL'S OFFICE | F |
| HIGH SCHOOL | E |
| HIGH SCHOOL | D |
| HIGH SCHOOL | C |
| HIGH SCHOOL | B |
| HIGH SCHOOL | A |

7

| | |
|-------------|---|
| HIGH SCHOOL | F |
| HIGH SCHOOL | E |
| HIGH SCHOOL | D |
| HIGH SCHOOL | C |
| HIGH SCHOOL | B |
| HIGH SCHOOL | A |

9

| | |
|-------------|---|
| HIGH SCHOOL | F |
| HIGH SCHOOL | E |
| HIGH SCHOOL | D |
| HIGH SCHOOL | C |
| HIGH SCHOOL | B |
| HIGH SCHOOL | A |

11

| |
|---------------|
| STUDY-LIBRARY |
|---------------|

| |
|-----------------|
| SCIENCE SCIENCE |
|-----------------|

| | |
|----------|---|
| CLOTHING | F |
| CLOTHING | E |
| CLOTHING | D |
| CLOTHING | C |
| CLOTHING | B |
| CLOTHING | A |

2

| | |
|---------|---|
| LIBRARY | F |
| LIBRARY | E |
| LIBRARY | D |
| LIBRARY | C |
| LIBRARY | B |
| LIBRARY | A |

4

| | |
|-----------------------|---|
| BUDHIST CHURCH OFFICE | F |
| LEISURE | E |
| HIGH SCHOOL | D |
| HIGH SCHOOL | C |
| HIGH SCHOOL | B |
| HIGH SCHOOL | A |

6

| | |
|--------------------|---|
| HIGH SCHOOL | F |
| STEWART'S DIVISION | E |
| STEWART'S DIVISION | D |
| STEWART'S DIVISION | C |
| STEWART'S DIVISION | B |
| STEWART'S DIVISION | A |

8

| | |
|----------------------|---|
| CONSUMERS ENTERPRISE | F |
| HOUSING DIVISION | E |
| HOUSING DIVISION | D |
| HOUSING DIVISION | C |
| HOUSING DIVISION | B |
| HOUSING DIVISION | A |

10

| | |
|------------------|---|
| IRRIGATOR OFFICE | F |
| HIGH SCHOOL | E |
| HIGH SCHOOL | D |
| HIGH SCHOOL | C |
| HIGH SCHOOL | B |
| HIGH SCHOOL | A |

12

EXERCISES AND INFORMATION FOR BETTER SPEECH HABITS
by
ROBERT COOLIBS

I. Clearness of enunciation

This deals with the sounding of the consonant sounds: for example, d, t, l, b, etc. A person who is in the habit of dropping such sounds is difficult to understand. One who enunciates poorly will probably make the following words sound alike:

white sheep - white sheet - white shiek

General sluggishness which blurs some consonant sounds and leaves out others not only hinders the transfer of thought but makes the listener think the speaker's mentality is not so strong. When the consonants are omitted from the following line, you have nothing but sounds:

"Oh you hard hearts, you cruel men of Rome" becomes

"O oo ah ah oo oo-uh eh uh oh"

The human being has three active members of the speech mechanism; the teeth, lips, and tongue.

II. Exercises to develop flexible lips

Practice the following exercises rapidly and very lightly.

| | | | |
|----|-------|-------|-------|
| a. | oo-ee | oooo | oooo |
| | oh-ee | oh ee | oh ee |
| | aw-ee | aw ee | aw ee |
| | aw-oh | aw oh | aw oh |

b. Bo-peep Bo-peep Bo-peep Bo-peep
bubble - babble - pebble bubble - babble - pebble
bubble - babble - pebble

We also have the staccato b sound
Rub - a - dub (repeat 5 times)
Bob caused the hub-bub (repeat 5 times)
A big black bear (repeat 5 times)

c. Now we have p which is an explosive sound

Hip, hop, pip, pop, tip, top, pop-corn
Peter, Peter, Pumpkin-eater (5 times)

d. m sound - a dreamy, wistful quality

O-man-in-the-moon O-man-in-the-moon

e. w

O wild west wind O wild west wind

f. Which is the witch? Which is the witch? (5 times)

Distinguish between:

| | | | |
|------|-------|-------------|--------------|
| watt | what | weal | wheel |
| wen | when | <u>wist</u> | <u>whist</u> |
| wine | whine | y | why |
| wear | where | wales | whales |
| wile | while | wither | whither |
| wet | whet | weather | whether |
| wit | whit | wight | white |

Perhaps you may feel there is little difference between w and wh. Say the word wheel pronouncing it both ways, weel and wheel. Which pronunciation better expresses the revolving process?

- g. Two sounds f and v are both made by touching the lower lip to the upper teeth. The voiceless f is a mere puff of breath. V its voiced twin is a vivid sound much given to violent effects.

vile, villain, violence, victim, venom, revenge, vixen, live, love, vow, envy, vicious, invective, starve, save -

| | | |
|--------------|--------------|--------------|
| fife-fifths | five-fifths | five-fifths |
| give - gifts | give - gifts | give - gifts |

The white foam flew The white foam flew
The white foam flew

Observe these lip exercises in a mirror if possible.

III. Freedom for the tongue

The tongue is the busiest part of the speech mechanism. It is responsible for more sounds than the lips and palate put together. The 15 vowel sounds are all dependent upon the position of the tongue.

The consonants t, d, n, l, r, s, z, sh, th, and zh call the front of the tongue into action. y employs the middle of the tongue while k, g, and ng articulate the back of the tongue with the soft palate.

If you literally "lost your tongue," you would not be able to talk at all.

Exercises for developing an active tongue

Place the first finger of your right hand on the lower jaw, just below the lip, in order to make sure that the jaw does not assist the tongue in this exercise by acting as a carrier to raise and lower it. Then say very lightly and rapidly, yet with the precise rhythm of a drumbeat, the following syllables. Each begins with a consonant formed by articulating the tip of the tongue with the upper gum.

| | | | |
|-----|-----------------|---------|-----------|
| NAH | nah - nah - nah | NAH NAH | (3 times) |
| DAH | dah - dah - dah | DAH DAH | (3 times) |
| TAH | tah - tah - tah | TAH TAH | (3 times) |

Repeat the following exercises several times

1. t

a. tit for tat tit for tat tit for tat
tit tat toh tit tat toh tit tat toh

b. initial t

Oh the terrible, tyrannous, treacherous Turk!
(t in this sentence helps to express the speaker's feeling.)

c. final t

Oh East is East and West is West!
(The final t is the enemy of all who speak - practice to conquer this speech enemy.)

d. middle t

Betty Botta bought some butter
"But," said she, "this butter's bitter,
If I put it in my batter
It will make my batter bitter;
But a bit of better butter
Will make my bitter butter better."
So she bought a bit of butter
Better than the bitter butter
And it made her bitter butter better.
So 'twas better Betty Botta
Bought a bit of better butter.

(Are you sure that you are not saying Beddy and budder?)

e. Read aloud

Amidst the mists and coldest frosts,
With stoutest wrists and loudest boasts,
He thrusts his fists against the posts,
And still insists he sees the ghosts.

(The combination sts is easier to say if the words are read
mis-ts, fros-ts, ghos-ts)

f. tooter-tyutor tooter-tyutor tooter-tyutor

A tutor who tooted the flute
Tried to tutor two tooters to toot;
Said the two to the tutor, "Is it harder to toot, or
To tutor two tooters to toot?"

2. d and t

a. Do and dare! Do and dare! Do and dare!
(d may express dynamic action)

Dull and dead! Dull and dead! Dull and dead!
Dull, dark dock! Dull, dark dock! Dull, dark dock!
(d often intensifies an effect of dull despair)

b. Thud! Thud! Thud! Thud! Thud! Thud! Thud! Thud!
(d pounds lifelessly)

c. Widths and breadths Widths and breadths Widths and breadths
(Three consonants in succession are always difficult.)

d. Distinguish t from d in these pairs of sentences

The rider was riding in the meadow.
The writer was writing a letter.

The rider was on his mettle.
The writer won a medal.

e. Correct the slovenly pronunciation indicated in the following sentences.

The wrider's daughder started to go to a theader party in the cidy.

An old moddo of the Unided States is, "Unided we stand, divided we fall."

The cidy has a beautiful waderfront.

She visided a priddy liddle cidy in the middle west.

Exercises for developing an active tongue

3. n

a. Prolong the sound n in these examples

A lone pine - a lone pine - a lone pine
The wanderer mourns. The wanderer mourns. The wanderer
mourns.

b. l

Live and learn! Live and learn! Live and learn!
Toll the bell! Toll the bell! Toll the bell!

| | | | |
|----------|-------|------|------|
| c. sully | silly | gull | gill |
| tully | tilly | dull | dill |
| lull | lill | lull | lill |

Tell Tilly! Tell Tilly! Tell Tilly!
Lullaby Lilly! Lullaby Lilly! Lullaby Lilly!
Silly Milly! Silly Milly! Silly Milly!

d. The very merry month of May
The very merry month of May

Merrily, merrily shall I live now.
Merrily, merrily shall I live now.

America! America! God shed his grace on thee!

4. z

a. A zebra in the zoo. A zebra in the zoo. A zebra in the zoo.

b. Xenophon and Xerxes! Xenophon and Xerxes!
Xenophon and Xerxes!

- c. The bees are buzzing. The bees are buzzing.
The bees are buzzing.
- d. The wise have eyes. The wise have eyes.
The wise have eyes
- e. She seized the prize. She seized the prize.
She seized the prize.

- f. because fails please meals
days nose grocers raisins
has owes says was

(Where is the z?)

- g. Distinguish between
- | | |
|----------------|--------------|
| ice | eyes |
| rice | rise |
| loose | lose |
| peace | peas |
| close (adverb) | close (verb) |

5. sh

- a. Shear the sheep! Shear the sheep! Shear the sheep!
(Sound of shearing?)
- b. Hush, oh hush! Hush, oh hush! Hush, oh hush!
(A quieting sound.)
- c. Smash and crash! Smash and crash! Smash and crash!
(Paradoxically, a disquieting sound.)

9. zh

- a. Full measure of pleasure. Full measure of pleasure.
Full measure of pleasure.
- b. Is leisure a pleasure? Is leisure a pleasure?
Is leisure a pleasure?
- c. A treasure Parisian. A treasure Parisian.
A treasure Parisian.
- d. A usual division. A usual division. A usual division.
- e. A bolt from the azure. A bolt from the azure.
A bolt from the azure.
- f. Mirage is illusion. Mirage is illusion.
Mirage is illusion.

zh is a luxurious sound, suggestive of a full measure of enjoyment, the crushing of heavy silks, the scent of rich perfumes. Sometimes, as in the words division and abscission, the cutting process is hinted at.

10. y

- a. Yield! ye youths! Yield! ye youths! Yield! ye youths!
- b. Yo-ho! Yo-ho! Yo-ho! Yo-ho!
- c. Yell for Yates! Yell for Yates! Yell for Yates!
- d. Cubes and tubes. Cubes and tubes. Cubes and tubes.
(Where is the sound of y?)
- e. News and views. News and views. News and views.

Practice these exercises with phrasing and abdominal breath control. Give a, b, and c with a sharp backward jerk suited to their explosive utterance. Give d and e more easily with expulsive utterance.

Exercises for developing an active tongue - cont.

11. th

An active tongue is needed for overcoming the habit of saying dat for that, wid for with, and tree for three. No one gives the impression of being educated if he makes this error in speech.

Practice the following exercises at first slowly, then more rapidly, then very rapidly, three times each.

- a. den - then dare - there tree - three
 breed - breathe true - through sheet - sheath
 doze - those
- b. Tell them to do this. Tell them to do that.
- c. Did he do this? Did he do that?
- d. Are they under the table or under the desk?
- e. Then they walked with him to Thirty-third Street.
- f. We planted three trees.
- g. Follow through.

IV. Inflection

There is a great need for training in this technique. There are two direct inflections, the rising and the falling. The falling inflection expresses, emphasizes, or completes thought. It sometimes consists of the speaker's desire to give prominence to a word or an idea. Above all, the inflection colors the speech, and helps to eliminate monotony. Try the following inflection gymnastics.

a. Rising

far? far? far? Is it far?
stay? stay? stay? Will you stay?
free? free? free? Am I free?
all? all? all? Is that all?
go? go? go? Must I go?
rule? rule? rule? Do Kings rule?

b. Falling

hark! hark! hark! I say hark!
stay! stay! stay! I will stay!
free! free! free! He is free!
halt! halt! halt! Make them halt!
go! go! go! You must go!
rule! rule! rule! Kings rule!

c. Circumflex

This type of inflection is the use of both rising and falling inflections within the same word.

| | | | |
|---------|---------|---------|---------|
| oh! | oh? | oh? | oh! |
| May! | May? | May? | May! |
| leave! | leave? | leave? | leave! |
| George! | George? | George? | George! |
| sold! | sold? | sold? | sold! |
| you! | you? | you? | you! |

Read this stanza silently to determine at what point the thought is completed. Do not let your judgment be influenced by the punctuation. Read it aloud. Leave no uncertainty in the minds of your listeners as to whether the thought is complete or incomplete at any point.

Long as thine art shall live through love,
Long as thy science truth shall know,
Long as thine eagle harms no dove,
Long as thy law by law shall grow,
Long as thy God is God above,
Thy brother every man below,
So long, dear land of all my love,
Thy name shall shine, thy fame shall grow.

Sidney Lanier

Note: This bulletin was prepared by Mr. Robert Coombs of the High School faculty at the Minidoka Project Schools, Hunt, Idaho. It is in response to an expressed need for material to assist teachers in developing correct speech with children of Japanese ancestry.

STAFFORD PRESS

AN INTERVIEW WITH
MR. STAFFORD

NEW YEAR GREETINGS
FROM OUR PRINCIPAL

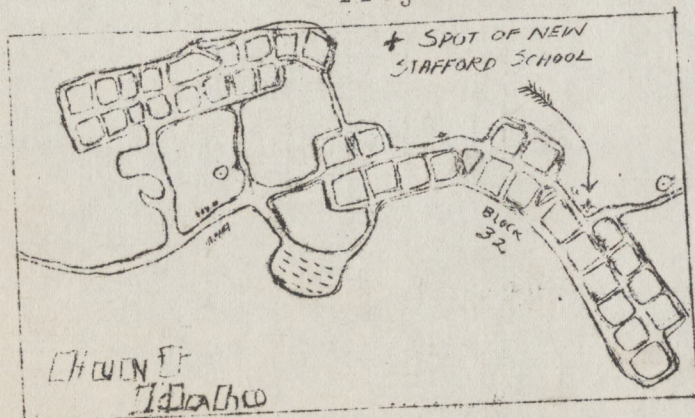
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81888

Hideo Kobayashi, Editor, Sumio Go, Staff Artist, Kenneth Hara, Staff Artist, Masaharu Nakata, Reporter, representing the Stafford Elementary School press called at the Director's Office at 11:00 A.M. to gather details relative to construction of the new elementary schools for the Project. These young gentlemen examined the official maps and plans, location of the schools, and arrangements of grounds and buildings. All together, a very good conference was had, although exact dates for construction could not be ascertained, it was determined that some of the materials for the new schools had arrived on the Project.

As Project Director, I extend greetings and best wishes for the new press and its very fine-looking staff. The press and personnel of Stafford School will no doubt be a very valuable addition to the institutions being established on the Project.

I look forward to receiving these representatives again in the future.

Harry L. Stafford
Project Director



Our purpose and plan for the elementary schools on the Minidoka Project is to provide schools which are as good or better than any which our boys and girls have attended previously. We plan to give as good training in the fundamentals: Reading, Writing, Speaking, and Arithmetic, as children could get anywhere and to provide training in every day living, working together, and playing together but we are looking farther ahead than here and now. We want our boys and girls to be able to fit easily and happily into whatever situation they may find themselves after we leave here. That places a two-fold responsibility on our schools and we are facing that challenge in earnest.

The lack of books and supplies has been a handicap but not as much as one might suspect. There are learning situations in many of life's experiences. Teachers and boys and girls are making commendable adjustment to the situation and we are proud of our elementary schools. Before the year is over we hope to be even more proud. By the opening of the next school we hope to have bridged the gap between last year's schooling and next year's so that no loss is suffered by our boys and girls.

I am glad the Stafford Elementary School is to have a newspaper. It affords excellent training and will help to acquaint the parents with what is going on at school. May the New Year bring success and happiness to all of you.

Mildred E. Bennett
Elementary Principal

ITEMS OF

THE BEGINNING OF A NEWSPAPER

We had been talking for some time about a school newspaper and Sumio and I had made a few visits to the Irrigator Office to see how things were there. Finally on December 7, Miss Wahl consented to the idea and we elected our newspaper men.

Our staff is:

Editor.....Hideo Kobayashi

Art Staff.....Kenneth Hara

Frank Migaki

Sumio Do

Reporters...Masaharu Nakata

Bobby Kodama

We would like to have some news from every room. We are going to select some news reporters from other rooms. The children will give their news to their reporters and the reporters will bring them to me.

It is the duty of everyone to see that our newspaper is a good one. Do your part and watch us grow!

Editor

NEWS FROM THE FOURTH GRADE

Our fourth grade class has been organized since the first week of school. Chuck Kato is president, Tyrus Okada is secretary and Tadao Watanabe is our Sergeant-at-Arms. We have our meetings once a week and are learning to act like grown-ups. We hope to accomplish many things. Our meetings are very lively. There are thirty four members.

Mrs. Sato

MY DOLLY

I have a dolly,
Her name is Polly.
Her hair is like gold,
She never grows old.

Sylvia Torigoe, 3rd

INTEREST

OUR CLASS DECORATIONS

We have our room decorated with chains and bells. We have a big bell hanging in the middle. We have bells and holly leaves pasted on our windows. Also we have candles.

Betty Kato, 4th Grade

OUR CLUB

We started our club on December 29th. The president is Miriam Koyama, the vice-president is Arthur Tanabe, and the secretary is Aya-ko Fujii. We hold our meetings on Tuesdays and Thursdays.

May Yamamoto, 4th Grade

NEWS ABOUT THE SIXTH GRADE

Miss Smith's sixth grade room is starting division of fractions. Each child is making an arithmetic graph to record his progress. The room decorations for this month are snowmen and skaters.

Miss Smith

NEWS ABOUT THE SECOND GRADE

We are studying about our teeth. We can have nice teeth by--
1. Brushing them night and morning

2. Not biting hard things.

3. Not drinking ice-cold water.

4. Going to the dentist

5. Drinking milk and eating vegetables.

Miss Nikolaisen

NEWS FROM THE FIFTH GRADE

Yoneko Kanda and George Morita are said to be the champion ice skaters in the fifth grade.

Helene Tsutsumoto is fond of crocheting. She's very ambitious, and she's good at it too.

Miss Sifton

LITERARY

AFRAID

I heard the stealthy squish, squash, as my heart leaped to my mouth. Who would brave the elements on such a night, I asked myself? Darkness had settled all about me as I stood shivering, shaking on the doorstep. Would I or wouldn't I venture forth? Surely no human being was abroad on such a dark and gloomy night, yet nearer and nearer came the steps, and I could make out grotesque forms in the gloom.

Why, oh, why must it be me to have to face such a trial? Was I strong enough, could I bear to go forth, not knowing whether or not I would ever return? I thought of all the misdeeds of my life and wished I had been a better child, but now it was too late.

Oh, well, life is full of surprises, anyway, so taking my life in my hands, I bravely donned my coat, pulled on my boots, and prepared to join the grotesque forms that were squishing, squashing through the gloom.

One foot first and then a pull. Another foot placed carefully and yet another pull. Oh! The worst had happened! Ah! Me! Would that I had stayed in the quiet warmth of my home. But no!

Rain pelted me in my face, something pulled at my feet. I jerked this way and that. I tried to free myself. Cautiously I lifted one foot. I couldn't move! With one tremendous jerk I yanked myself free. Free because my boots were firmly embedded in the mud and there stood I, water and mud squeezing through the toes of my bootless feet.

CORNER

GREASEWOOD

Greasewood grows in many forms,
And tricks it does perform;
First I see a dog or a cat,
Then a lizard or a rat.

A lion rears its bushy head;
A snake fills me with fear;
I really think that Greasewood is
Magic and quite queer.

A witchcraft of some kind it is,
And I can prove that, too,
For if it wasn't, how could it
Bring all those tricks to
view?

SOAP BUBBLES

I like to blow soap bubbles in the
air;

I admire all the lovely colors
they wear;

And when they go floating so
lightly away,

I know that they join the fairies
at play.

They float like magic on the
breeze.

They drift above the flowers and
trees.

They make me feel so light and gay
As they gaily bounce and away.

TIMES HAVE CHANGED

If I played in the mud and water,
When I was a tiny lad,
Mother used the hairbrush
And said that I was bad!

Now I waddle in the mud
And splash my feet so bold.
Mother merely shakes her head
And says, "Poor child, you're
cold!"

HEALTH AND SAFETY

HEALTH LIVING

With colds in the air, everyone sooner or later gets the sniffles, comes out with watery eyes, hot hands and red noses. I hate colds because I'm not very pretty then and my disposition is terrible.

Ways to take care of colds are:

1. Rub Hicks or Mentholatum on your chest and around your throat before you go to sleep.
2. Always carry kleenex or a hanky with you.
3. Stay in bed as much as possible.
4. Don't take baths during the day.
5. Don't walk in damp places.

Ways to prevent colds are:

1. Whenever you have wet stockings or shoes remove them quickly and dry yourself.
2. Always take your coat off as soon as you enter a warm room.
3. Put on your coat immediately before you enter the cold.

And now I guess you have an idea what to do in case a cold pops up.

Phyllis Unosawa

SAFE WALKING

The practice of children playing and walking in the road is very dangerous especially now when trucks and cars are difficult to control due to the rain and mud. If the children need to use the road, teach them to face crossing cars and keep to the left when coming to and from school. So many needless accidents occur because we do not stop to think. This year let us have a slate clean of accidents. We must start now on our safety campaign and let our motto be "All for Safety."

Ruth Saito

FUN



DOUBLE WORDS

The English language is full of "double words"--words that you can split in the middle and make into two words. Can you match them?

In other words, can you match each of the little words in the first column with one of the little words in the second column to make a big word?

best
fellow
know
them
there

fore
selves
owed
ship
ledge

RIDDLES

1. What two countries have names in which every other letter is "A"?
2. Why is there a shortage of popcorn in wartime?
3. What did one high chair say to another?
4. If two people ate one jay-bird, what would their phone number be?
5. There was a horse on one side of the river and a haystack on the other side of the river. How did the horse get across?

ANSWERS TO RIDDLES

1. Panama, Canada
2. Because the kernels (colonels) are in the Army.
3. "Hi, Chair!"
4. 231-J
5. Do you give up? So did the horse.

HA, HA, HA+

We always laugh at teacher's jokes
No matter what they be,
Not because they're funny jokes,
But it's good policy.

MINIDOKA PROJECT SCHOOLS

HUNT, IDAHO

Nov. 18th, 1942

ART BULLETIN

I. Scope Areas

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

Tentative report of Art Committee consisting of Miss Markholm, chairman, Miss Wahl, Miss Peavey, Miss Queen, and Miss Senda. The report is included in Items II, III, and IV of this bulletin.

II. Suggested Activities

Grade One - Theme: School and neighborhood

- | | |
|---------------------------|-------------------|
| 1. Paper cutting | 6. Easel painting |
| 2. Paper tearing | 7. Water color |
| 3. Clay modeling | 8. Chalk drawing |
| 4. Cardboard construction | 9. Crayon drawing |
| 5. Finger painting | 10. Picture study |

Grade Two - Theme: Our community

1. Carry on first grade activities
2. Correlate with music for design to develop rhythm
3. Dry brush work

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

- | | |
|-----------------------------------|---------------------------------------|
| 1. Activities listed in Grade One | 6. Use of rulers, simple measurements |
| 2. Tempera painting | 7. Soap carving |
| 3. Dry brush (tempera) | 8. Definite periods for practice |
| 4. Simple poster design | 9. Appreciation studies |
| 5. Letter cutting | a. Pictures, sculpture |
| | b. Art from other cultures studied |

Grade Four - Theme: Communities from which we came

1. Other activities as in previous grades
2. Crayon etching
3. More water color than in the previous grades

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

- | | |
|---------------------------------------|----------------------------|
| 1. Same as in previous grades | 4. Appreciation |
| 2. Black and white (charcoal tempera) | a. Pictures and sculptures |
| 3. Different crayon techniques | b. Industrial designs |

Grade Six - Theme: Resources, producing, and marketing in Europe, Africa, and Antarctic

1. Continue activities of the previous grades
2. Cartooning and caricature
3. Water color - value exercises (greying of colors)
4. Landscape or seascape composition
5. Picture maps
6. Dry brush painting emphasized
7. Pencil dust pictures
8. Spray gunning
9. Appreciation
 - a. Pictures - sculptures
 - b. Industrial designs (mechanical and crafts)

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

Grade Eight - Theme: Individual planning for personal, social, recreational and civic responsibility

- | | |
|---------------------------------|--------------------------|
| 1. Linoleum cutting | 10. Freehand drawing |
| 2. Lettering | a. Pencil |
| 3. Posters | b. Charcoal |
| 4. Murals | c. Colored chalks |
| 5. Clay modeling | 11. Water colors |
| 6. Papier mache | a. Opaque |
| a. Masks | b. Transparent |
| b. Puppets | c. Dry brush work |
| 7. Puppets stage | 12. Finger painting |
| 8. Cardboard constructions | 13. Design |
| a. Boxes | 14. Appreciation studies |
| b. Notebooks | a. Interior decoration |
| c. Landscaping and architecture | b. Landscaping |
| d. Interior decoration | c. Clothing |
| 9. Figure drawing | d. Industrial design |
| a. Action | e. Pictures |
| b. Caricature and cartooning | f. Paintings |
| | g. Sculptures |

Grade Nine - Theme: Chronological conception of human development

1. Map work
2. Study of art contribution by:
 - a. Egyptians - painting, sculpture, and architecture
 - b. Assyrians - sculpture (bas relief and hollow relief)
 - c. Greeks - sculpture, architecture, and great artists
 - d. Romans - eclectic architecture - dome original
 - e. Medieval church art - illumination of letters in hand printed books
- development of Gothic architecture and sculpture
 - f. Renaissance - Early - Italian primitives (tempera - leaf, wooden base)
- High - great painters - Italy, Holland, Belgium, Germany, and Spain
 - g. Modern - landscape and English portrait paintings
3. Art elements and principles to be taught in any art work
 - a. Art elements - line, value, and color
 - b. Art principles - balance, dominance and subordination, rhythm and repetition, opposition and proportion

Grade Ten - Theme: The community, a human invention to satisfy needs

1. Community planning including
 - a. Landscaping
 - b. Architecture
 - c. Interiors
2. Color harmonies (for use in community planning)
3. Review art principles listed in Grade Nine

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

1. Appreciation studies
 - a. Indian art - especially design
 - b. Works of American old masters - Homer, Sakers, and Ryder
 - c. Modern American art - painting, sculpture, and illustration
2. History studies
 - a. Map work
 - b. Early American painters - portraits of Washington and other notables
 - c. Genre painters
 - d. American war posters and cartoons - may draw own cartoons and posters
3. Review of art principles as mentioned in Grade Nine

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

1. Appreciation studies
 - a. Modern art - beginnings in France
- modern artists and their works and countries to which they belong
 - b. Art objects from other countries
2. History studies
 - a. War posters and cartoons
 - b. Map work
3. Art principles reviewed as listed in Grade Nine

III. Achievement goals (stated in terms of pupil behavior)

Grade One - Theme: School and neighborhood

Pupils should be able to:

1. Color correctly
2. Develop crayon technique
3. Recognize colors - red, yellow, blue, orange, green, and violet
4. Divide paper properly - good spacing
5. Draw large
6. Draw simple objects - house, tree, figure

Grade Two - Theme: Our community

Pupils should be able to:

1. Use first grade achievements confidently - review of first grade achievements
2. Color
 - a. Know the difference between warm and cold colors
 - b. Mix primary colors to make secondary colors
 - c. Show some restrictions in colors used together - teachers should show them some good examples
3. Show orderly arrangements
 - a. Large and small objects - perspective
 - b. Light and dark objects - values
 - c. Design - plan of drawing
4. Show rhythm in designs

5. Refine object drawing of
 - a. Shelters - house, castle, wigwam
 - b. Means of transportation
 - c. Figures - (head, face - very simple)

Grade Three - Theme: Children of other lands

Pupils should be able to:

1. Use confidently achievements of first two grades
2. Color
 - a. Use accidental mixing of color
 - b. Use monochromatic color harmony
 - c. Make neutral tones of colors - tints and shades
3. Refine object drawing of
 - a. Trees (types)
 - b. Mountains
 - c. Rivers - roads (winding and straight)
 - d. Toys
 - e. Figures (refine)

Grade Four - Theme: Communities from which we came

Pupils should:

1. Show willingness to practice to get results
2. Color
 - a. Know primary colors
 - b. Know secondary colors
 - c. Know complementary colors
 - d. Recognize neutral tones
 - e. Be able to use monochromatic and complementary colors in simple designs and posters
3. Objects
 - a. Refine drawing of trees, shelters, and transportation
 - b. Show more actions in figures
4. Perspective
 - a. Be able to draw roads, rivers, railroads, and fences (1 point)
 - b. Be able to draw foreshortened circle (wigwam, castle, silo, cone, cylinder)
5. Know and be able to use the following art principles
 - a. Proportion
 - b. Rhythm and repetition
 - c. Balance
 - d. Unity (dominance and subordination)
 - e. Opposition (lines in different directions)

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

Pupils should:

1. Use confidently the achievements of previous grades
2. Color
 - a. Know the following art terms (to be introduced incidentally) - normal color, tints, hues, intensity, and value
 - b. Know colors that express seasons, time of day, and weather
3. Recognize good arrangements
 - a. Room decorations such as pictures, flowers, and art objects
 - b. Furniture and other schoolroom equipment
 - c. Clothing
 - d. Industrial design
4. Perspective - refine the use of
 - a. One point perspective
 - b. Foreshortened circle
5. Objects - refine drawing of objects introduced in previous grades

Grade Six - Theme: Resources, producing, and marketing in Europe, Africa, and Antarctic

Pupils should:

1. Use confidently the achievements of previous grades
2. Color
 - a. Be able to place colors on wheel or circle
 - b. Know how to find a complement
 - c. Be able to grey colors
3. Design
 - a. Be able to recognize and use a natural or conventional design
 - b. Be able to recognize and use abstract designs emphasizing geometric designs
4. Objects
 - a. Refine drawing of head - may draw caricatures and cartoons
 - b. Practice drawing objects mentioned in previous grades
5. Perspective
 - a. Refine drawing of one point or parallel, two point or angular, and circular perspectives
6. Art principles - be thoroughly familiar with balance, proportions, rhythm, dominance, and opposition

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

Pupils should:

1. Use achievements of previous grades
2. Color
 - a. Be familiar with color harmonies previously taught (monochromatic-complementary)
 - b. Be able to use a triad color harmony
 - c. Be able to use analogous color harmony
3. Perspective
 - a. Be able to use parallel, angular or circular perspectives as needed in his drawings
 - b. Have a beginning knowledge of form
4. Produce work that shows his knowledge of art principles (dominance, balance, proportion, rhythm, opposition)
5. Show interest in some art activities that he may use in his leisure time
6. Show an interest in art works of other people

Grade Eight - Theme: Individual planning for personal, social, recreational and civic responsibility

Pupils should:

1. Use achievements reviewed in previous grades
2. Color - learn to use split complements color harmony in addition to monochromatic, complementary, analogous, and triad previously taught
3. Be able to understand and use the following art terms
 - a. Hue
 - b. Value (high-low) Art Elements
 - c. Line
 - d. Intensity (high-low)
 - e. Tints - shades - neutral tones
 - f. Design or plan or drawing

Grade Nine - Theme: Chronological conception of human development

Pupils should:

1. Show knowledge of art principles in any art work such as maps or illustrations (listed in seventh grade).
2. Understand that line, color, and value are elements by which they express themselves in their art work.

3. Know the meaning of common art terms listed under 8th grade achievements.
4. Know enough about the color harmonies to achieve pleasing combinations when used in their work. In addition to the ones taught in 8th grades, they should know a saturated color harmony and color used with black and white.
5. Know and appreciate the art contributions of Egyptians, Greeks, Romans, Medieval Church, and Renaissance.

Grade Ten - Theme: The community, a human invention to satisfy needs
Pupil should:

1. Same as in Grade Nine
2. " " " " "
3. " " " " "
4. " " " " "
5. Be able to choose or plan community architecture, landscaping, etc. that is both functional and artistic.

Grade Eleven - Theme: Continuous improvement of living within region and nation
Pupil should:

- 1 - 4 Same as in Grade Nine
5. Show an appreciation of Indian art, some early American art, and some modern American art.
6. Know the purpose and effect of war posters and cartoons.

Grade Twelve - Theme: Continuous improvement of living within world
Pupil should:

- 1 - 4 Same as in Grade Nine.
5. Be able to appreciate some modern art works.
6. Appreciate some foreign art and art objects.

IV. Objectives

Grade One - Theme: School and neighborhood

1. Guide the play impulse
2. Develop the imagination
3. Develop pupil initiative
4. Develop color sense and discrimination
5. Develop a graphic vocabulary
6. Develop a sense of orderly arrangements
7. Work against detail
8. To use drawing as a means of expression

Grade Two - Theme: Our community
Same as for the first grade

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

1. Same as in Grades One and Two
2. To develop the appreciation of the art of cultures studied

Grade Four - Theme: Communities from which we came

1. Same as in Grades One, Two, and Three
2. Develop criticism of their own work (pupil's work)

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

1. Same as in previous grades
2. To understand that people's art grows out of their resources and environment

Grade Six - Theme: Resources, producing, and marketing in Europe, Africa, and Antarctic

1. Same as in previous grades.
2. To develop an appreciation for art of other people and nations (Europe and Africa).

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

1. Same as in previous grades.
2. To develop an appreciation for a few good pictures and sculptured pieces.
3. To develop an appreciation for the art of other people and nations.
4. To develop an aesthetic discrimination in the selection of articles used in everyday life.
5. Exposure of pupils to a few art activities that may result in leisure time use.

Grade Eight - Theme: Individual planning for personal, social, recreational and civic responsibility

1. All points listed under Grade Seven.
2. To develop some discrimination in selecting wearing apparel.
3. To develop a consciousness of our surroundings and means by which they may be improved.

Grade Nine - Theme: Chronological conception of human development

1. Develop a recognition of art principles and elements that may be a criteria for own and other's art work.
2. To develop an appreciation of the art of ancient, medieval, and modern nations.

~~Grade~~ Ten - Theme: The community, a human invention to satisfy needs

1. Develop a recognition of art principles and elements that may be a criteria for own and other's art work.
2. To improve our environment through the selection of the material things used in everyday life (they should be functional and beautiful)

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

1. Develop a recognition of art principles and elements that may be a criteria for own and other's art work.
2. To develop an appreciation for the artistic contributions of our American Indians.
3. To appreciate some of the work of American artists and craftsmen (contemporary artists).
4. To develop a consciousness of our individual responsibility to improve the aesthetic value of our homes, community, and nation.

Grade Twelve - Theme: Continuous improvement of living within world

1. Develop a recognition of art principles and elements that may be a criteria for own and other's art work.
2. To develop an appreciation for the art in our American, European, Asiatic, and African cultures; and the understanding that all peoples will be benefited by an exchange of art and art ideas.

V. General Aims for Minidoka Project Schools

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.

In using this report please consider the following questions:

1. Are the learning activities found in the scope areas?
2. Are the achievement goals stated in terms of pupil behavior so that they can be evaluated?
3. Are the achievement goals necessary for general living to such a degree that they should be required of all pupils?
4. Do the achievement goals lead through the objectives to the General Aims?

Use the blank space above for notations and suggestions regarding this bulletin.

DURATEX FOLDER
HEAVY WEIGHT