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Meeting held in Block 35
Mess Hall
July 10, 1942 8:30 P.M.

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The chairman introduced Dr. Beatty to speak on the educational program of Poston. Dr. Beatty's talk is summarized as follows:

In turning the camps over to the civil administration, the War Department has made no provision for school buildings. It has been taken for granted that these would be built with Japanese labor just as many of the other community activities are being taken care of by the work of the residents.

Congress has given us an amount of money for the purchase of building materials for schools which is very similar in amount to that which has been spent on the barracks for the rest of the camp. To provide a little better facilities and to obtain space for nursery schools and for some work in advanced education, we have chosen to use adobe bricks made from the soil right here at Poston for the walls of the school buildings. In this way we will not have to purchase the lumber for the walls.

The original plans approved by the War Relocation Authority for the Poston schools have had to be changed because we find that there are more children than we had expected. On the basis of the California census figure, we had expected about 1,700 high school children. As a matter of fact, it appears that there are about twice that many. On the other hand, the total number of elementary school pupils is not quite as great as was anticipated. We now plan to build five schools. One elementary school in each of the three communities, one high school here at Poston at the west end of the main street and a second high school just to the south of Community Two. The Poston elementary school will face the recreation area just north of the central street at the place

where the adobe factory is now operating. The buildings will all be of one story and each school will be an assembly of small buildings, each accommodating four classrooms.

We plan to make the schools community centers. Each will have an auditorium which can be used by the adults as well as by the children. Each school will have a library which will be open to adults in the afternoons and evenings. Each school will have a shop and home economics unit which can be used by the adults for the construction of things in which they are personally interested. How much machinery we will be able to install in these shops and how many sewing machines we will be able to obtain is a problem for all of these things are covered by priorities.

The auditoriums and classrooms of the school buildings will be available for use by the various churches in each community for Saturday or Sunday services. We hope to have space in each of these buildings where nursery school work may be carried on, which I understand is very popular with the women. We also hope to provide space for the operation of a junior college. Just how many of these broad community activities we can actually carry out will depend pretty largely on the type of cooperation which we receive from the residents of the community in working on the school construction project. Compensation for work in making adobes or in other phases of the program will be on the same rate as for other work in the community. However, the speed with which we will be able to get our schools ready for use will depend upon the number of people who elect to work on the school construction program. We need truck drivers, we need men who can get

behind a shovel or a hoe and bring in the necessary soil, sand, and gravel. There is a place for you to work tomorrow and everyday until the school buildings are completed.

We know that most of the children who will be going to school in Poston come from the schools of California, so we will do our best to follow the California educational system. Many of you have been tax payers, and the State of California feels that it should help in the education of your children.

I spent five days last week in Los Angeles conferring with Mr. Walter Dexter, Superintendent of the California Schools and Mr. Kersey, Superintendent of the Los Angeles Public Schools. Despite the fact that Mr. Dexter is in the midst of a reelection campaign for Superintendent of Public Instruction, he hopes to find a legal way in which the State can help pay for the educational system in Poston through the transfer of money to Indian Service. The fact that Poston is in Arizona complicates the situation seriously, and it will be difficult for California to pay money outside the State. However, I believe that we can get textbooks manufactured by the State of California, for our schools.

The first thing to be done seems to be to build a place for Caucasian teachers to live. There are no additional quarters to take care of them and we need at least seventy or eighty teachers. We plan to build a club building near the high school where they will be housed two to a room, and then we must build other clubs for Camps No. 2 and 3. When the teachers are here, it is conceivable that we can teach school in the recreation halls until the school buildings are completed.

In setting up the budget, the Congress said that half our teachers must be Japanese. There are now only three people in camp who hold California Teachers' Certificates. But we must have 75 to 80 Japanese teachers. Therefore, we are planning to start a summer school in the latter part of July, running for about six weeks, to give men and women with college degrees an opportunity to train themselves so that they will be able to teach school. Mr. Homer Howard of the Indian Service is here to arrange for such a summer school. Mr. Dexter is loaning us some specialists from California to help us. Mr. Kersey of Los Angeles is loaning us some of his specialists. And the Indian Service also will assist us. At the end of two years, we believe that these young Japanese teachers will have enough training so that they will be able to obtain California Teachers' Certificates. The first summer school will be held in August and September of this year.

2. What suggestions or ideas were developed in the conference which you believe ought to be developed by all teachers? (An example was the suggestion that the teachers should help our people in understanding the procedure and facts of the W.R.A. resettlement program.)

All teachers should help trace rumors and to help disseminate true facts. I think it is needful for all teachers to take time out occasionally to review the central objectives of the school.

The development of a closer relationship between parents and teachers; ie, visiting students who are sick in bed.

In regard to this question, one of the most interesting topic was the one dealing with the 5 common psychological maladjustment.

I believe that if the Parent-Teacher's association would work towards a plan of distributing translated pamphlets or notices as the case maybe, on the type of work being done in the classrooms, and the teachers part in the plan, that then only maybe hope to get a closer co-operative spirit in our community. Too many isseis and many niseis do not understand the kind of work we are trying to carry out.

At a meeting of all of the industrial arts teachers a list of good citizenship characteristics was drawn up along with methods of inducing these traits in industrial arts classes. Through this discussion we were able to point out modern teaching methods and techniques and develop constructive approaches to problems.

Problem in general is always useful as opportunity offers place for suggestions and information in class room, for instance, the conference health and guidance programs. The facts on the resettlement program seem all important as hope to build up for the future. I think that the earliest and continued reports from the Japanese teachers now going out will be most valuable if sent for all the schools to hear.

Planning for life after Poston-Security, learning to get ahead with others rather than over them. Teach children to read between the lines. Some dictionary definitions inadequate at the present time. Work is one of two direction: Trample on others or get ahead with others. All children must feel accepted by the teacher. WE must know and help all children. Need of forums based on attitudes of people in war time. Minority groups.

Agree with suggestions made.

Teaching children the meaning of the word quarantine, and respect for health regulations. b. Praising children who practice good health habits. c. Teach children to know substitution for meat, sugar, and whys involved. d. We should try and help children to live cooperative." f. That in trying to put anything over to the children, use things they understand. e.g. In starting off weaving, tell them about birds nests, spider webs. b. In play period for little children, there should be enforced rules and games should end when interest at height.

a. Have sound information to advertise or rumours could be checked with facts. b. Have knowledge of procedure of W.R.A. resettlement program so we could help our people to understand and cooperate with it.

Poston an ideal place to stress the necessity of unity and cooperation. One essential way of bringing this about: teacher's home visits. Also teacher and school can help in, more or less, quieting "rumors", etc.

Japanese Relocation Papers
Bancroft Library

Dr. Leighton's lecture on morale-the emphasis on preponderance of faith in the project, faith in the people, and faith in leaders (among other things.)

From reports of the Arts and Craft demonstrations during the "workshop" week, it would be very helpful to have these demonstrations repeated and more time given to each. I am sorry to have missed them.

My suggestion would be to open a workshop for teachers. Pooling of ideas and suggestions for activities by all teachers of a certain grade level will be profitable.

Teachers should analyze the useful facts, skills, attitudes in connection with Mr. Kennedy's prognosis of the future employment situation in Poston.

I feel that we as Nisei teachers should have faith in all the W.R.A. programs. In order for us to influence people in a constructive way, we must believe in it and understand it. Don't let rumors mislead us.

A study of special difficulties which Japanese have with the English language was helpful and emphasized the need of phonetic instruction.

Dr. Leighton's suggestion that articles in current magazines form the basis for panel discussions. I followed by buying the current issue of Life in order to read and use the article on geopolitics. I bought two copies of Life and borrowed another and gave the magazines to form students to use in a panel discussion. The panel will hold forth in both of my classes today.

Keeping in touch with "The outside" through current event discussions in class, letters, written and received by pupils, etc. b. Sharing newspapers and current magazines with adult evacuees, such as parents and P.T.A. officers, and helping all to be aware of the kind of world in which we live and into which they, many, will soon go.

The realization that morale is something more than can be achieved by a few "pep talks" to pupils: that it is something closely akin to good mental hygiene, and that it is the duty of every teacher to instill into her pupils the basic principles of mental health. The realization that Poston is, at best, only temporary for the evacuees, and that, if they are to be successful on the outside they must appreciate the psychological adjustments which must be made before they go forth to sell themselves to the outside world.

The realization that, before we can achieve voluntary cooperation in the classroom and the entire school set-up here, most of our evacuee teachers and some teachers from the outside must be lead to appreciate that we are not striving for teacher-pupil cooperation, nor for pupil-pupil cooperation, nor for pupil-teacher cooperation, but for community-school cooperation (according to the most recent concepts of the "Community School"), and that such cannot be achieved so long as any one of the older concepts of a successful classroom predominates.

The teaching of the geography, business, and types of people in the Middle West, I have already started, and now I am able to tie it in with the many questions being asked by my students and their parents concerning the resettlement program. As I was a Middle Westerner until I reached the age of 29 I feel I can speak with knowledge.

I believe it is the duty of the teachers in Poston, both evacuee and Caucasian, to let our students know the actual facts of the Evacuation movement, to make clear the true objectives of the W.R.A. Resettlement Program, and, thus produce some measure of a feeling of security such as they had enjoyed prior to the outbreak of hostilities between the United States and Japan. It is hoped that in this way we can make the people come to the realization of the cold facts facing them in spite of the justice of injustice of the movement, it is a reality and we must face it unafraid and with constructive thoughts for the future. Secondly, that contrary to the circulated rumors, the Poston schools are of the accredited schools preserving the same high scholastic standards of the Californian schools, and, therefore, that serious consideration must be given to school work by the students.

I am aware of the fact that the teaching of my subject is not only an opportunity in guiding the students in the achievements of skills and techniques in the subject but also an opportunity to guide them in the forming of habits of neatness, exactness, and promptness and is not only teaching of skills, techniques and habits but also of appreciations.

It was very helpful to me to get such a good understanding of the W.R.A. resettlement program. Every teacher should be able to impart this knowledge.

The talks during general assemblies open forum and the meetings and discussion helped me realize the smallness of myself. I learned what it is to be a real teacher.

I feel that our basic understanding here is the thorough knowledge of the W.R.A. resettlement program for the teachers and the students.

The meetings of the homemaking department to work out a course of study were quite profitable to me. It was like being pulled out of the mire and set back on the right track again just to talk things over with the rest of the group. Inspiration was what I needed and I received it.

(a) Example on other side of this circular.

(b) That teachers with same subjects meet frequently to exchange ideas that have been of specific help in creating and sustaining interest and useful on solving other problems.

The suggestion of how to evaluate each child's work at the end of the quarter or semester.

The facts of the W.R.A. resettlement program should be used by teachers as a basis for slanting the material used in units to give students more knowledge of regions, and industries liable to be used in a resettlement program. "The Health Problems" supplemented printed materials and group conferences held recently. The Forum held by the High School students on Post war opportunities for the Nisei, demonstrated the possibilities of this form of discussion for students with a topic vital for them.

Lack of accurate information on re-relocation.

Every teacher can help her class to exchange letters with a class in some town in the re-settlement area if she can somewhere get the necessary information of the name of a school which would be willing to cooperate. I am not personally acquainted with anyone in any of the mentioned states, so would need some outside information before we could carry on this program. I am acquainted in the San Luis Valley in Colorado, and could find out if any community there is willing to have Japanese farmers locate there. In the past there have been a few Japanese families farming in that area, but I do not know what the attitude would be of more families coming in now.

I believe that as the result of the new policy of the W.R.A. the curriculum of the core classes should be "slanted" to a study of the future home of many of the community residents. I also believe that there should be more industrial training of a practical kind carried on in connection with useful community activity as far as it is possible.

Two of the numerous suggestions are that integrity and initiative of the students should be developed by all teachers.

Since a part of the students may leave Poston with their families they will need to have a better knowledge and understanding of the activities and living conditions in the parts of the U.S. in which they can be re-relocated. The health material covered supplemented the group conferences held recently. The Student's Forum showed what can be accomplished by high school students with a topic which is of vital importance to them.

Besides the general reactions named above, I believe all teachers should realize, as never before, their responsibility in helping the rest of the population know the facts of relocation, of attitudes on the outside, of conditions in states where relocation is to take place. From Dr. Leighton's talk, I believe all should get a better grasp of the conditions necessary for good morale and a more healthy mental hygiene. It seemed to me that teachers had a chance not only to obtain a great deal of information, but also to reestablish their confidence in administrators. I felt, for instance, that Dr. Kennedy could prove any of the facts he gave about relocation, and that he did not paint too "rosy" a picture.

Lack of text-books and reference books is still a very great handicap. How can we secure authentic information of the resettlement areas?

For core teachers, the lack of conference rooms and the fact that we have scarcely any opportunity to work in our class rooms outside of teaching hours is a great inconvenience. I should like to meet students for help in oral English but a place and time seem impossible to arrange.

I do not think children in the 8th grade should worry themselves about their status as American citizens. They should learn to become good citizens, but they should not have to think about uncertainties. Most of them want to go home to California when the war is over. They are too young to understand American politics. Things to them are either right or wrong. Discussing relocation just makes them restless and uneasy. This question is O.K. for Juniors and Seniors in High school. It will be solved long before 8th grades need to worry about it.

I think that the students should be given information regarding the issues of this war, and what the United Nations stand for.

As a result of Mr. Kennedy's talk, I intend to give time to explaining the Mid-West and re-relocation.

Another serious difficulty is lack of practical guidance. These repeated sessions on educational philosophy are falling on surfeited ears, when what we need are workshops in specific subjects. For seventh and eighth grade teachers, a morning or more spent doing arts and crafts work, a morning in singing and leading songs, a morning in the library, being made familiar with available fiction books and reference volumes, then sessions by grades with department heads, sharing plans and techniques, would seem extremely valuable.

Mr. Peavy's meeting with Kibei-concerned teachers made me more sure that all of us, from nursery teachers on, should at all times be aware of the problems of communication. Understanding between the similarly educated is difficult enough and we teachers must strive to help our students realize that words are tools-no more. They have not intrinsic value of themselves. Parts of Dr. Cary's Wednesday morning talk furthered my ideas along this line although he was not concerned at the time with the language problem.

I should like to re-emphasize the practical value of giving class-time, if necessary, to the consideration of the ideas and facts so forcefully presented by Mr. Vernon Kennedy on Monday, 21 December, 1942. We, as teachers, may well emulate Mr. Kennedy's concrete and factual discussion, which not only contributed the first really hopeful point of view I have heard since arriving in Poston, but also received the only spontaneous and true grateful applause I have heard here.

Some ideas were started, but not developed. Whatever the reason for lack of development of any discussion started, it does seem especially difficult for elementary school teachers who have been very busy thinking and working in terms of specific classroom techniques to break away to a more general, philosophical discussion at moment's notice. The shortness of the conference and the distraction of the holiday season may have had something to do with this.

Do all the teachers have a thorough understanding of the procedure and facts of the W.R.A. resettlement program? As a result of the work by Miss Ataloe and Miss Lawton, I believe each teacher should lead

the members of this group to an awareness of useful materials to be found near his home, and to be able to direct in the use of these to improve his surroundings. Curtains, rugs and other useful articles may be made with little or no expense.

Japanese Relocation Papers
Bancroft Library

In Dr. Cary's talk to elementary teachers he brought out types of propaganda. It seemed to me most worthwhile for every teacher to have this information and pass it on to his students in order that he might have criteria for analyzing things that he hears not only regarding his status as an evacuee but events in the world at large.

The people should be told the truth whenever they are in doubt and I think that having an office where all true facts and rumors are clarified is a good idea. Teachers should find out truth and help people by telling same.

(a) Teachers should stress the meaning of cooperation and see that it is carried through in all the understandings and undertakings of the classes. Cooperation was a definition given for democracy. (it is the most "practical" definition that I have come across) (b) The importance of understanding should be realized. 1. understanding between teacher and student, 2. Understanding between teacher and parents, understanding between teacher and educational administration, and understanding between teacher and the community.

To regain faith in a democratic form of government. Many students and parents are a bit "straky" on that problem.

Cooperative work in the classroom and the real application of democracy.

I understand in teaching information about the regions involved we can do our part to help.

A bureau for handling rumors.

The suggestion on construction of our unit project has brought forth ideas such as making profitable uses of discarded articles from our immediate environment. The idea of housekeeping duties for cooperative development. Suggestions on room planning was very helpful.

I think each teacher needs to be more informed on diseases and the need for vaccination so that the children will be able to both understand why these vaccinations are necessary.

Health--carry on a health education program particularly in regards to getting the maximum value out of whatever is served in the mess halls.

Helping children to face the future with poise and courage, developing the right leaders, within the group, and familiarizing them with the conditions in the re-relocation areas, through personal contacts, perhaps no two people would define the meaning of democratic government in like terms, (my thought), the idea that the common man is responsible for the kind of government he allows, since he has a voice in determining its policy, should be developed to the fullest. These are a few of the ideas. The many fine techniques in reading, music art, and handicraft will be very helpful. There were so many ideas and suggestions in the seven points outlined by

Dr. Cary that should be developed by all teachers.

It seems to me that the suggestion that we help the children to understand the W.R.A. relocation resettlement plan was the outstanding one which could be of value to all classes. Miss Jean's remarks and suggestions along the line of teaching the children how to keep well seemed very worthwhile to me.

Japanese Relocation Papers
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Having attended only the Saturday morning meeting, I am not prepared to discuss this question at any length. However, any direct news from persons who have left relocation camps for other homes is more effective than generalization. For example, I thought I would bring to class a letter from a Japanese family who are now settled in Greeley, Colorado.

Every teacher should be more concerned about the Maladjusted child regardless of the cause of his maladjustment. He should be considered in her daily program. Every teacher should have the privilege of hearing Miss Morrison's discussion which are helpful as well as stimulating.

To try to instill in these children a more world-loving spirit than that of the previous generation, so that there will be less hatred and greed when this war is over.

I had already planned to study the "north-Middle west for Japanese Resettlement." Also, it was a relief to learn that others were advocating emphasis on work habits and social adjustment rather than a social adjustment rather than memorization of subject matter in student evaluation. All teachers should. Certainly, we should have a rumor clinic.

Understanding of the Japanese traits by all teachers.

I believe the given example is very pertinent. Perhaps we could aid in finding jobs also, if we have outside contacts.

I think the "rumor clinic" suggestion should be carried out. But to do this, we teachers need to be a great deal better informed and if we are to have a 48 hour week (rumor), I suggest that we have an informational class, for these extra hours. We teachers should have a little better knowledge of W.R.A.--too.

That teachers should take special care in teaching forms in grammar--with special emphasis on phonetics.

Socially, I believe we should have gathering of the type we had to enhance the moral attitudes of all of us and to have a good time once in a while. With gathering of this sort we are able to exchange viewpoints and can arrive at some changed aspects to the teaching techniques and methods.

Suggestions that the teachers should try their best in developing in the students the right attitudes toward the present situation and toward the future and to prepare them for assimilation in post-war communities.

The teacher of a first grade would have very little to do about this in her classroom except to prepare for living in a normal community. As an individual, yes she should help people understand the policy of the W.R.A. resettlement program. Those sessions attended by us in the primary group touched little on those large questions. The little techniques we learned are a part of that large understanding of developing the right sort of attitude in the individual; really the developing of a world conscious responsible, social being. That is one of the highest aims of a teacher. Only as we live and act in little every day situations do we contribute to the larger feeling--of understanding.

The best idea, in my opinion was, the part the school will play in the immediate needs and problems of our community. Of course, the above ideas were not expressed in words but I felt the idea being played upon in many of our discussions.

That we all emphasize that even in a democracy the rights of an individual must consider the good of the whole--that self-government is still government, not mob rule. That democracy is not finished, but a growing thing to which all can contribute. The importance of developing individual correspondence with the inland sections where the Japanese may relocate.

Since the suggestions for a thoroughgoing study of post-war problems and the meanings of democracy, I feel an awakened responsibility in helping the Japanese as Americans to face the morrow with surging pride and hope in their hearts and at the same time help them to mirror themselves before harsh reality which they might have to face in relocation.

To develop the individual to understand his capacities, limitations and abilities and his relationship to other individuals, home, and society. To present and promote personal group relationship with emphasis upon home and family life as fundamental to the individual life and growth and to the public welfare. To train present and prospective workers for proficiency in their respective field.

Try to bring them on your side and help them over the critical points. Try to let them get a better attitude if possible.

Suggestions: More work as at least information and guidance. More all-faculty affairs. Some psychology or philosophy for teachers which they can apply to themselves in order to become better rounded teachers--personalities.

To understand the situation of student and encourage them on---- instead of discouraging the future.

3. What are the problems which you are facing in your work as a teacher and concerning which you feel you need further help? You are asked to reply to this last question even though you did not attend the workshop.

1. Room lighting (cross lights), 2. Inadequate blackboard space, 3. How to have a restful room with basket ball court in use all day long. 4. How to make progress without unit of activity when we have to begin again each Monday. 5. How to replace materials that are smashed over week ends.

Japanese Relocation Papers
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I find I do not know how to go about teaching the children good reading habits. It seems very difficult to find sufficient time for oral and silent reading during class time. Help both in methods of teaching this subject and in organizing my class time to better advantage would be most welcome.

Its the old cry of textbooks and reference materials.

The greatest problem seems to be the feeling that the future for the Japanese-Americans is so dark that nothing they do is of much consequence.

My present problem is what will the 5th grade teacher expect a child to do when he gets to her room. Are all children to be passed? If not what are the basis for determining failure.

To make the American culture seem so attractive that they do not ever prefer the Japanese.

We, as teachers, need to inspire more confidence and admiration from the Japanese to counteract the result of changing methods and objectives of education. It puzzles them. I, particularly, need small classes (41 in 11th core) and less varied intellectual ability in each class.

Being a neophyte I would like to have data on presentation of subject matter with short cuts and better cooperation of the parents and older brother and sister.

Since this is my first year of teaching, I feel a need for help in planning the course of study. At the first of the year Miss Morrison helped us regularly. It is helpful to know how other teachers are making use of art materials. These get-togethers with Miss Morrison and other teachers help to get more variety into the daily routine, which is so stimulating to the learning process.

Guidance--counselling problems, plus the search for subject materials.

The problems of teaching homemaking without adequate laboratory facilities, texts or reference materials seem almost insurmountable--and even a slight amount of help along these lines would aid greatly. We do pretty good work in clothing--but Homemaking is much more than that.

We need to be kept posted as to current happenings concerning Poston. Also help on trends in economics and social adjustment after the war.

How to teach my pupils to read Spanish and French with only half enough books.

Japanese Relocation Papers
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I wish to have a more thorough study made of evaluation methods of the students' progress. It rather confuses me to decide what is the best method to use. I hesitate to use standard average method due to the fact that students as a whole in Poston were mostly above average in the outside, schools. To gove about the saem number of U's as there are A's is something that needs heavy consideration.

In my specialization as a physical education teacher, I feel that I'm little prepared in teaching the students social studies, where as I'd be better prepared as a health and physical ed teacher, but would do my best in helping the students in whatever needs I can do.

I know that there is much I need to learn about teaching 1st graders. Handling reading probably is one of my probâems--though not outstanding.

My greatest problem is the handling of anti-social children. I think I will need the help of Miss Cushman.

I need most a great deal more materials for a unit of work comparing Poston with other centers. Newspapers, articles containing any information, maps, pictures,--any data whatever.

One problem is to help pupils abolish the idea that there is an unfair discrimination against them based on race by making them feel sure that everyone has a genuine stake in the preservation of our democracy and by keeping their individuality aroused and alert.

More teaching materials, books, materials, equipment, farm shop tools, carpenter tools, field work tools.

The problem in my room is one child that is much too far advanced and has to receive individual instruction in all types of work.

Class room cluttered with benches and chairs not in use. Too many groups of people using room and not leaving it as they found it. Have a lock to each room now. Want a music teacher and P.E. teacher.

Reading problems. Art, I believe are in the intermediate grades should be supervised by the best available instructor. It is my opinion that children with talent along this line may be retarded rather than assisted by an untrained instructor. I should like to suggest here that some Educational movies be made available to V and VI grade classes. Also if some prôminent persons of the Educational staff would sometimes visit our classrooms and address the children I think it would inspire them to a greater effort--A sort of Juvenile Lecture program--or a lecture program for juveniles.

I think that after the materials and help be furnished by Miss Breeze and Miss Morrison, many of my present problems will be solved.

Continuance of helps given by director, principal and super visor.

To me , my greatest need is music.

Japanese Relocation Papers
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I feel a need for demonstration, technique of how to teach reading in groups, arithmetic, and other subjects. We are beginning to have these in our grade conferences, also I think to follow up the Christmas conference would be of help to me.

Working out more teaching techniques whereby classes may be conducted with minimum loss of learning to pupils in view of the lack of materials, I find this particularly needed in the appreciation classes--art, music. The activity or construction period is very difficult to conduct with a class of around forty with a lack of space and lack of tools and materials.

As an apprentice teacher I feel I need help along all lines of teaching.

I feel a definite need for help in teaching music, folk dancing and games requiring songs.

I have come across many high school youngsters who do not know whether to call themselves Japanese or AMERICANS. Too such people, how can democracy be explained to them so that they will really understand.

My experiences in working with the primary groups have taught me the need of large colored pictures of poster size of family life, animals, domestic and wild, pictures of plants, trees. I would appreciate a class in fundamentals of art where one can study how to draw simple outlines, proportions etc. May we hope for a visual Educational Department in Poston as they have at other relocation camps where one may procure the pictures needed.?

There are many problems that are found by all teachers. I believe, I can not name any definite problem but problems of teaching methods should be dealt with. I state this because most of the evacuee teachers have received little or no training. Therefore I believe that construct criticisms and aids as to methods will be helpful.

One of the problems which has been concerning me is the need of knowing more about wider uses of waste materials which are at hand. So much of what I know I find to be based on the use of paints, abundant paper, good carpentry tools, and many other things which are not easily gotten now. But I feel that if I only knew more, or had more imagination, that there must be many uses for materials we have which could use if we would introduce them to the children. Is there any source material, or person who could give me at least ~~pre-schools-i~~ a start in this direction? So much emphasis in Pre-schools is usually placed on giving the children an introduction to a wide phase of new experiences and I'm afraid that our group is not getting all it might profit by.

I need help in planning Core XII work. THE children are somewhat bitter about not receiving text books, even we used them only as reference books, the psychological effect would be good.

Would like to have available for childrens' use construction material as well as tools with which children can work. Such as saws, hammers, files, clamps, wood, lumber etc.

Japanese Relocation Papers
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Ways to get children to all work and play harmoniously.

Need of better heating system for the classroom. Methods of teaching higher morals and ideals to 4th grade children.

a. Not enough material for background. b. Lack of teachers' reference. c. Weather (cold)

How can I help an orphan boy so he can fit in with his fellow boys and girls; his community.

One of my major problems has been evaluation of producer's enterprises, particularly in the graphic arts. The workshop offered too few sessions in this matter for my needs. If we could be given aid and techniques to be used in improving the childrens work--when the teacher is unable to draw as well as they.

Coping with different levels of ability in one classroom has been my difficulty. I would like to see a class conducted in reading and arithmetic particularly by one teacher without any assistance. Methods of teaching manuscript writing is also desirable as I have never had manuscript writing before.

a. How can I make a better diagnosis and follow-up on correction of students difficulties and needs; b. Should parents be asked to contribute books and materials for classroom use until school textbooks and supplementary books arrive? c. What can be done for students who cannot afford to buy pencil, paper, and other necessities.?

a. As a auto shop teacher, I would like to have it arranged so that I can teach more practical work along with theory lecture.
b. Attitude of the students in class are not what it should be. I feel older ones outside of school are influencing them.

Lack of supervision, lack of group planning with colleagues. Interruptions of program because of administrative inefficiencies. Lack of any information as to what materials (books, etc.) we can reasonably expect. I think it would be helpful to know what we will have when it gets here.

My great problem is that of adjusting myself to the progressive method of teaching especially with such very limited library facilities.

On Wednesday, Dr. Cary made clear that in order to have a cooperative society, teachers must practice cooperation the class rooms. Not just talk about it. To say, "Now please cooperate with me" and do nothing more is to fail in using this method. Many ideas about cooperation occurred to me as I listened. This attitude was further developed in Sunday last when the professor at Chicago emphasized the imperative and for a cooperative society in this head cast on the University of Chicago Round table.

How to so organize all school activities that each will feel certain definite responsibilities for the welfare of the group. With no book cases and only one shelf how to keep books for research, etc. and various supplies such as paints, note books, games and athletic material piled neatly around the room. A disorderly classroom is an abomination, and teaches silently very bad habits. I believe we could have some shelves at least. One would help;

More adequate cupboards or shelves for storing equipment. More equipment, more books.

Japanese Relocation Papers
Bancroft Library

Re-relocation problems. It is my suggestion that frequent forums participated in by teachers be staged in the interest of presenting to the teaching body all phases of re-relocation. Our teachers who have had major training in geography should discuss that phase; those of us whose major interests have been in sociology should present that phase of the problem; those familiar with the employment problems in the Middle West might treat that phase; and Midwestern Speech, Customs & Mores might well be considered. I should like to volunteer as a leader for a forum on the latter topic, Midwestern Speech, Customs & Mores.

My problems are few, almost negative. If I just had some books and enough heat to be comfortable, I think I could solve all problems.

It might be a great help to some teachers if they could/^{be} given a new class in their own field(that is, switch teachers in like class groups) at the end of the first semester; so that these teachers may have a new start with a new group. Our Evacuee teachers have been intelligent enough to analyze the mistakes they have made thus far, but it is doubly hard to correct these mistakes with the same group with which they have been working thus far.

I feel inadequate in the matter of how to advise the students to prepare for the future. For I must say that I, too, am an evacuee teacher uncertain about the future, but full of high hopes for the future of the Japanese people in America. Yet, what to do between today and tomorrow. Many excellent suggestions were given as to the preparational means, such as; informing the students of possible permanent resettlement areas for the Japanese, the geography of these areas, and the nature of the employment which will be opened to the Japanese in the post-war era. Yet, in the light of these very promising suggestions, I still feel the pinch of the lack of certainty for the future.

As an inexperienced teacher, my greatest difficulty is in dealing with individual differences, that is, the slow and the fast students. The differences are great as in any other class I am sure but I believe that there are some misplaced students in my class because the number of electives in the school curriculum is limited, or if not at the present time, it was so at the school opening. Some students are enrolled because it was the next best subject that occurred to them when they were unable to enroll in a subject that they wanted study. I am doing the best I can in dealing with the individuals but because the classes are so large there is not enough time in any one session to take care of them all. The slower ones and those who care to come, I have been inviting to

to special Saturday sessions but it has been only a few sessions since starting these sessions and I have found that the slower ones are not the ones who come so the result of these sessions are still in question.

Japanese Relocation Papers
Bancroft Library

The problems which have confronted me in my school room and when contacting the parents all seem to be clarified at the conferences.

My problem has been to find what my pupils have accomplished in the past, and what is expected of them this year. I feel now that we have arrived at some definite information, together so that we can finish the year with very definite plans in view. Mrs. Robertson has given the 8th and 7th grade teachers some suggestions on teaching arithmetic, also the units of works which should be finished in each grade. So far as I know, this is the only specific help we have had on any subject. There have been some helpful suggestions on core subjects, so that we now have in us an interesting unit in progress.

My greatest need is study material of the reading level of my pupils. The little I have had access to so far has been of almost no value because it has been too general and out of date. A mimeograph department with some teacher reference material would enable me to prepare my own class material. I think it would be cheaper than useless textbooks. I also need more time for individual help to the students.

I have felt handicapped, because of my own lack of information on various problems about Poston, and my own difficulty in finding the various answers to questions which my students ask. We in Sophomore Social Studies are concentrating on a study of our community, and I have tried to take advantage of every opportunity given me to get the needed information. My students have Round Table Discussions the Forum methods, some debating,--at times just an anonymous question box. School heads, and other administrators have perhaps done as well as they can, with the loads they carry, but I am embarrassed at the fact that I have to "Trail them around" or catch them at meals when they are supposed to be off duty, to ask for information which will tremendously help morale.

I do not believe a part of my students are as much interested in world events as they were when school started. I believe they need a variety of material along that line on their reading level. About 9/10 of them do not read any papers or magazines at home. Time for more individual help. Available material to widen interests. The most of the students I have are anxious to be doing some Arts and Crafts work.

Some of the problems I face as a teacher and a individual are the student's lack interest in school, the shortage of equipment.

I feel that time to arrange units of study and to investigate available library material may be more valuable to teachers than Saturday morning lectures. Teachers are apt to grow as restive under too many lectures as students do.

I am working on a problem. The results as yet are uncertain. Students with knives have ripped tar paper on the school walls. In place tar paper has been torn from the wall. I have tried to find out who is responsible for damage, but no one wants to be considered an informer. I have dumped the problem in their lap. Since they have a classroom organization, I am asking them to draw up rules concerning care of property, punishment for offenders. This weekend I am organizing the rules which have been handed in. This will be given to the secretary who in turn will make a copy for bulletin board. If this does not work, I shall be happy for further suggestion.

Japanese Relocation Papers
Bancroft Library

My greatest problem is lack of material with which to work.

When I was in 16A, I felt there was very good support between my students and me. With period 1 and 2 at 46A, I have never felt that I have been control. Four or five boys in period 3 and 4 also give trouble. But they all represent a power-house when I do get the reins. In one class I have 30 boys. All my classes have 40 pupils. I feel lack of materials is a handicap.

My deep interest in poston and appreciation of the privilege of being here have never abated. I only feel that things are more difficult, educationally than they need to be.

Most of all I need time to make the visits I would like to, to homes. I do not say this because I feel I am over worked, for I

do not think I am, but many times Saturday morning must be spent in not always valuable meetings when it could be used for the living tasks that now have to be done when we could be visiting. I am eager---and if I could help with this would be glad to---for the time when older science students could come to the 7th and 8th grades to hold demonstrations.

A matter which has very definitely arisen this week from among the students in both of my classes and upon which I should like to definite enlightenment, is the relation between the public and the school libraries, so far as use by the students is concerned. If the students are given an assignment in algebra which necessitates the use of some such reference books as the World Almanac and, upon being asked to name such a work, I recommend the World Almanac, and if the students reply that, while there is no copy in the public library, and although there is a copy in the school library, it is not available for the use of students, I confess that I donot know what to advise. Since books are at a premium in Poston, I cannot see why they deny the use of the few there are to students, especially when definitely assigned, and, at the same time, advocating the "widest use of reference material possible." In order to give the students the feeling of security they so sorely need, I wonder if a more efficacious distribution of the text available for class use could be effected. IN my classes, there is no one set of books already issued which allows even one copy to two students; moreover, since two teachers must use the books in four classes, spread throughout the school day, over-night use of the books by individuals is a practical impossibility, unless the student is willing to wait until 5:30 p.m. before claiming the book and to return it by 1:45 a.m. the next day, regardless of when his class meets. (So far, I have found no student willing to take books home over-night, under such restrictions and I must

say that considering the distance they already travel, I can't blame them.) Besides this, one entire set of books is at the freshman college level and, so I find, a part of this same set is also distributed to one of the twelfth-grade class. This means that my class can - and at the most - use two essays from the collection, while, on the other hand, the twelfth-grade does not have enough copies for the class and, moreover, while this system may work this year, it points to the possibility that, in future years, the same individual may be forced to read the same book at various grade level (as when I, a high school student, moved back and forth between New York and California and so studied Silas Marner three times!) Can we not, instead of dividing one set of books among several classes - not always at the same grade level - with no one class having enough copies to go around, rather redistribute the books in such a manner that each class has a sufficient number of copies for all, perhaps staggering the distribution so that, during the year, all appropriate classes may use the books in turn?

The main problem I am concerned with is the acquisition of primary teaching techniques, and ways of working to achieve the maximum of desirable results with small children.

Size of the classroom is a problem, I face with 37 students in a 20' x 25' room. Need of recreational facilities, for grammar schools.

I feel the need for a better understanding of techniques and demonstration in our course, and the ability to teach the segregated group working together in different levels.

I feel the need of very definite suggestions that have been tried to create a greater desire for learning among the pupils. The school boys and girls, that is the majority, appear to have no realization of the fact that they must put forth some effort in order to learn. I need books, etc., giving methods of teaching core studies more efficiently, and effectively.

Gradually I am solving many of my teaching problems, but I still need suggestions, help and some books for teaching science. This has never been my particular field of work; and besides some health study we have done very little work along this line this year.

Organization of activities in conjunction with our unit of study is my immediate problem.

I shall be glad to help in the music program of the school

The classroom work in our Agricultural division has been going through without a great deal of undesirable conflicts. We are up against disturbances that we get from other students outside of class during their full periods, but this soon will be taken care of by monitors.

I believe if the rooms were little larger or either if there was another room for the children to construct and play in it would make the curriculum work easier. This is a merely a suggestion.

I feel a lack of available material to widen pupils' interests in the outside world, at their reading level. Lack of time for

individual student conferences.

Greatest problem. Lack of textbooks! Lack of source-material. Lack of accurate information on re-relocation. No lock on door-- Books are dis-appearing and I dislike to take my own books down and subject them to the chance of being misplaced or taken.

Providing adequate heat for the school room for the remainder of winter. A small supply of paste, some small mails and sandpaper would be helpful.

How are the students going to work in the summer when it gets hot in shop. Especially the afternoon classes?

I personally, would like some material and adolescent psychology. I think I understand 7th and 8th grade students, but I'm often puzzled about certain reactions which I believe are characteristic of this age group rather than of the race group.

There is a need of a laboratory for the Physic class.

Poston, Arizona
May 4, 1944

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WAR RELOCATION AUTHORITY

COMMUNITY MANAGEMENT DIVISION

EDUCATION SECTION

Report of
Visits and Conferences With
Recommendations

May 1-4, 1944

N. E. Viles

POSTON SCHOOLS

May 4, 1944

During the week conferences were held with various school officials and teachers, finance, procurement, property, construction, community activities, and other project officials whose work has some direct relationship with or bearing on the school program. The following report provides some information on conditions found, summaries from and decisions reached in certain conferences, together with recommendations where such seem desirable.

Personnel Problems.

Elementary schools; present enrollment 1641, anticipated enrollment September first, 1625. This enrollment should qualify for 41 elementary teachers. There are now on the project 31 teachers but some are leaving. Anticipated shortage of 16 may be greater as other teachers, now undecided, will leave.

Secondary schools; present enrollment 2111, anticipated September first, 1933. This should qualify for 57 teachers. Now on project 56 but some are leaving. Anticipated shortage of 11 probably will increase as other teachers accept other positions.

The lack of an adequate number of qualified appointed teachers more serious next year as the qualified resident teachers leave, and as the number of resident trainees for such positions decrease. It seems desirable to:

1. Strive to fill all allocated teaching positions. It may be necessary to urge the CSC to step up the recruiting program and to extend it to secure teachers from other parts of the country.
2. Obtain permission to select now, for assured vacancies, teachers who will report at a fixed future date.
3. Request an up to date report on Jerome transferees available for Poston.

Vacancies now exist in Adult Education and Vocational Training, supervisory positions and in at least one assistant principalship.

School Morale.

There is at present some unrest among teachers and some apprehension concerning security of tenure and the possible future in governmental service. This is more noticeable among teachers who have lost tenure and retirement rights elsewhere. It does not yet seem serious and probably could be checked now by some frank discussions of the program and plans of WRA, the CSC rating system, and regulations on tenure and retention, and a clarification of WRA and project summer leave policies.

School Buildings

Camp I Elementary (Enrollment 882, anticipated September first, 875.)

The buildings have been completed and include 32 classroom units, 4 shops, 1 library, 1 auditorium and an administration building. Total capacity about 1100 pupils.

High School (Enrollment 1147, anticipated September first 1050.)

The library and one classroom section have been completed. Two commercial buildings are about ready for roofing but some partition changes are contemplated. The side wings of the auditorium are almost complete and the walls of the auditorium are 13 to 15' high. Foundations are in for the administration unit, the shop section, and one classroom section on the south side. Footings have been poured for 3 more classroom sections on the west side.

There was not a complete understanding of the number of classroom units to be completed as per the agreement reached in the 3-13-44 Washington conference. A copy of the plan was not available and this check will be made from the marked plan in Washington. It is anticipated that the buildings under construction may be completed by September 1.

Camp II

Elementary (Enrollment 374, anticipated September first 370)
Buildings including 12 classrooms complete. Capacity about 410.

High School. (Enrollment 459, anticipated September first 450.)

All classroom sections are complete and include 25 classroom and shop units. Footings are being poured for the administration and library units. Trenches have been dug for the footing of the auditorium. Capacity of classroom units about 700 pupils.

Note elementary and secondary units are on the same campus.

Camp III

Elementary (Enrollment 356, anticipated September first 350)
This school is housed in remodeled barracks and no elementary construction is now contemplated.

High School (Enrollment 505, anticipated September first 475)
Classroom capacity 360 or ample.)

Classroom and shop sections including 25 room units, administration, and library units complete. Auditorium roof trusses being placed. Capacity classroom and shop units about 700 pupils.

(Note - capacities quoted above are maximum, not optimum.)

Records and Reports.

Record forms 282 and 283 are being prepared in the schools and will be available as needed. Monthly reports form no. 238 is being presented each month as requested. The 292 report will be prepared at the end of the year. In a conference with the superintendent and principals plans for preparing form 280 for all high school graduates to date and other high school students lost through relocation or by drops, and form 281 for relocated elementary schools, and for transmitting such forms to Washington were outlined. During the summer some teachers may be used to help complete this data.

Financial Control.

First quarter 1945 budget requests are now being prepared. Most of the text books needed for the year will be included in the first quarter request. However, the text book need should not be great.

Form 217, Monthly Cost Analyses, have not been provided for the schools or for Washington. This was discussed with Mr. Culbertson and he has the first reports ready for delivery. He hopes to have each succeeding report ready as due. One copy of this should be available for the schools and two for Washington. Cumulative text book and library depreciation estimates should be made available as soon as possible. Some difficulty arises from a lack of data on unencumbered budget balances for the various school units and sub-units. This was discussed with Dr. Harris and Mr. Culbertson. This can be corrected by assigning an assistant accountant to the schools and by having him maintain for and in cooperation with the finance office the necessary data.

Property Control.

School property control procedures have not been completed as recommended November 6, 1943. This was discussed with Supt. Harris and Mr. Barrett in charge of property control and an agreement was reached to set up in the school section a property control plan patterned after and under the direction of the property control officer. Master sheets or cards of school unit assignments would be an obligation on the school and each school unit would report back through the office of the superintendent and each teacher through the principal. It is hoped to have this in effect by July 1. When this is done losses should be reported promptly and proper steps taken to check on same.

Summer School Program.

Final decision on the summer program has not been completed. One proposed plan is to include an activity program. Some material for this has been developed. A second proposed plan is based on the extension of the school year to eleven months holding only morning sessions to avoid the heat of the afternoons. In either case some planned activities will be desirable for the period

when pupils are not attending classes. As soon as a complete plan is adopted, an outline of the proposed program should be provided for the Washington office.

Elementary and High School

Programs, Organization, and Supervision

The elementary and high school programs are well organized and the course offerings are sound and reasonable. Primary attention is given to courses that carry present and future values for the students of the center.

The principals are giving much attention to the organization of their schools and supervision of the teaching. However, in new schools with ever changing teaching personnel, an unusual amount of supervision is essential. It is suggested that the principals study carefully their programs and their office organizations and that they make use of the home room organization and for other devices to place much of the pupil contact work back with the teachers in order that much of their time may be devoted to supervision and overall planning for and with teachers. Specific attention should be given to the problem of qualifying for state accreditation.

State School Accreditation

Full state accreditation is vital and this is one of the most important problems facing the schools at this time. Within a few weeks transcripts for 800 to 850 - 1943, 1944 graduates will be prepared. If at all possible these should show that these pupils have standard state approved credits.

It is understood that the application for approval for Poston III (now termed Parker Valley High School at Poston) is to be passed on May 7 by the state board and that it probably will be approved. We suggest that copies of the approval letter be sent to Washington as soon as possible. It also seems desirable that the Poston I and II schools should be discussed with the state supervisor and the factors delaying approval be analyzed point by point. If teacher qualifications or the assignments of teachers outside their major fields blocks, changes should be made through the selection of new teachers or the transfer of present teachers. In the selection of new high school teachers specific attention should be given to their qualifications in desired fields. If the lack of equipment blocks, some may be prepared on the job as was done in Poston III or purchases may be made on requisitions supported by specific data on its relationship to accreditation. If building conditions block, tentative approval may be requested until new facilities are completed. However, Gila River, and other high schools housed in barracks have been approved.

Nursery School Program.

The nursery school program enrolls 377 pupils in 14 centers. In general the nursery schools are limited to 3 and 4 year old pupils. In most centers the nursery pupils meet in the morning and

Noble
5231

REPORT OF COMMITTEE ON STUDENT TEACHER ARRANGEMENTS

Committee: L. G. Noble
Lester K. Ade
John A. Trice
George Young

The Committee recommends:

1. That since education is a state and local function it is imperative that WRA school administrators use their influence to secure the fullest cooperation of the state departments of public instruction in all states where the projects are located. WLC
2. That all departments of the state educational supervisory program be called upon for direction, stimulation and guidance in the various branches of the educational program of the project.
3. That state educational leaders be invited to the project to conduct teacher institutes in special areas of interest and with sectional groups in order to promote a better understanding of the educational program and in the interests of better public relations.
4. That the state Advisory Board, provided for by WRA be utilized to the utmost in promoting good will and mutual understanding.
5. That every effort be put forth to secure an appointive teaching staff adequate to serve the teaching needs of the school.
6. That supplementing the appointive instructional staff there will be selected a resident personnel carefully elected on a basis of teaching personality, academic training and interest in the educational field.
7. That after the resident staff has been selected a well-organized program of teacher guidance is imperative. This program should be under the supervisor of student teaching or the curriculum advisor and it set up for the purpose of aiding in the effectiveness of the teaching process and the furthering of a better understanding of the place of education in the life of the community.
8. That the load of resident teachers be carefully measured in order that the size and number of classes be suited to the ability and training of the teacher.
9. That the teacher education program be so organized as to receive the indorsement of the state teacher education institutions, or the State Dept. of Education, or both, so that proper credit may be obtained for all teachers who have enrolled in the courses.

REPORT OF COMMITTEE ON STUDENT TEACHER ASSOCIATIONS

John D. I. : testimony

John D. I. : testimony

John D. I. : testimony

The Committee recommends:

1. That the committee be authorized to investigate the conditions of the student teacher associations in the various states and to report thereon to the next annual meeting of the association.

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9. That the committee be authorized to investigate the conditions of the student teacher associations in the various states and to report thereon to the next annual meeting of the association.

W. R. A.
GILA RIVER
PROJECT
ADM. DIVISION

- 10. That a well-organized plan for the visit of officials of the state education institution to visit the project from time to time.

11. And, finally, that the success of the community school program will depend largely on the friendly relationship between the resident and appointive teaching staff, between teachers and parents, and between education and the other departments of the project.

Respectfully submitted,

L. G. Noble
L. K. Ade
John A. Trice
George Young



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COMMITTEE REPORT ON SCHOOL AND COMMUNITY LIBRARIES

Committee: A. G. Thompson
R. A. Pomeroy
John Powell

The following recommendations were proposed by the Library Committee:

1. The library organization of the Center, including school and community, should be under the direct supervision of the school librarian.
2. The head librarian should be directly responsible to the Superintendent of Education in all matters that pertain to the community library, but responsible to the principals for those matters which pertain to the administration of their school libraries.
3. The community library should be housed separately from the school libraries because:
 - a. The adults in the Center might tend to stay away from the school library.
 - b. and, the buildings are not large enough to accommodate both groups.
4. Additional library stations should be established where needed under the control and direction of the head librarian.
5. Each school should be provided a room for a library. No other activities should be permitted in the library rooms.
6. Loan and gift collections of books in the Japanese language should be included in the community library's circulating stack.
7. Special emphasis should be placed on usable collections of books, pamphlets, periodicals, newspapers, etc., to provide both information and incentives in regard to relocation.
8. The proposed library expenditures are: \$3 per pupil, grades 1-12, first year, \$2 per pupil, grades 1-12, second year.
9. A library board should be appointed.

Respectfully submitted:

A. G. Thompson, Chairman
R. A. Pomeroy
John Powell

John Howell
 R. A. Lowery
 A. C. Thompson, Chairman

Respectfully submitted:

John Howell

John Howell
 R. A. Lowery
 A. C. Thompson, Chairman

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COMMITTEE REPORT ON SCHOOL AND COMMUNITY LIBRARIES

5 copies

COMMITTEE REPORT ON HEALTH AND PHYSICAL EDUCATION

Committee: R. A. Pomeroy
Dr. Genevieve Carter

The objective of the health and physical education forces in relocation centers should be the same as that in any other American community-- "A sound mind in a sound body." Perhaps on the projects even more careful attention should be paid to preventive measures than in the ordinary situation owing to the close proximity in which people live, the rather primitive nature of their dwellings, and the consequent extreme danger of contagion.

Responsibility for the program rests with everyone on the centers but primarily, of course, with the school, the hospital, and recreation sections.

The committee herewith attempts to define in brief and outline form the function of the three groups mentioned:

I. The School

A. Personnel

1. Director of Health and Physical Education
2. Health and Physical Education Teachers
3. All other faculty members in lesser degree of interest and function

B. Housing

1. Every classroom, a health room
2. Special health rooms in each school
3. Gymnasium
4. Play fields and playgrounds

C. Equipment

1. Playground equipment of all kinds
2. Scales
3. Measuring devices
4. Audiometer

D. Services

1. Supervision of physical education classes



1. Organization of Biological Education System

D. General

- 4. Individual
- 3. Managing Director
- 2. General
- 1. Biological Education of all kinds

C. Employment

- 4. Pay scales and classification
- 3. General Health Room in each school
- 2. Every classroom, a Health Room
- 1. Every classroom, a Health Room

B. Housing

- 2. Interest and instruction
- 1. All other training members in Health Center of
- 3. Health and Biological Education Center
- 4. Director of Health and Biological Education

A. Personnel

1. The School

The function of the school is to provide a place for the children to learn and to provide a place for the children to learn and to provide a place for the children to learn.

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Dr. General School
Committee: H. A. School

COMMITTEE REPORT ON HEALTH AND BIOLOGICAL EDUCATION

2. Playground supervision
3. Daily inspection of children for contagious disease, cleanliness, health habits, etc.
4. Periodic weighing, measuring, testing of hearing and sight
5. Health education for adults through parent education, adult class, forums, conferences
6. Health education and mental hygiene for appointed personnel
7. Health record keeping in the schools
8. Pre-school clinics
9. Special class for cripples and others unable to attend regular classes
10. Safety education, school safety patrol organization, and the like

II. Recreation Department

A. Personnel

1. Director of recreation
2. Coordinators

B. Housing

1. Play fields
2. Recreation halls

C. Equipment

1. Playground equipment both moveable and fixed
2. Indoor game equipment

D. Services

1. After school and summer playground supervision
2. Evening recreation direction and supervision

III. Hospital Section

A. Personnel

1. Resident physician
2. Colonist physicians
3. Colonist dentists
4. Appointed nurses
5. Colonist nurses
6. Colonist nurses aids
7. Other hospital personnel

B. Housing

1. For those injured or too ill to remain at home

C. Equipment

1. Everything necessary for hospitalized cases
2. Dental equipment

D. Services

1. Treatment of those hospitalized
2. Dental treatment in hospitals
3. Twice-a-year dental inspections in the schools
4. Periodic inspection of all children in the schools by public health nurse
5. Nurse for daily visit to all schools to admit children after extended illness and inspection of children referred to her by teachers
6. Instruction by hospital staff to school faculty as to best methods and practices of health education and practice

The committee further recommends that:

1. Health and physical education programs conform to the requirements of the state in which the center is located insofar as possible
2. Physical education classes should include the study of hygiene
3. Physical education classes should consist not alone of games, but also of the drill type exercises lately prescribed by the army
4. Safety education should be a part of the program both with school children and adults
5. At least one teacher in every school area should be a graduate of a first aid course given by a qualified instructor

Respectfully submitted:

R. A. Pomeroy, Chairman
Dr. Genevieve Carter





Dr. Generalate Center
H. A. Generalate, Springfield

Responsible Administration

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D. Generalate

1. Dental equipment

2. Necessary supplies for dental treatment

C. Equipment

1. For the purpose of the project

B. Housing

COMMITTEE REPORT ON DISSEMINATION OF THE WRA PROGRAM TO STAFF AND EVACUEES

Committee: W. C. Sawyer
A. G. Thompson
John Provinse
John Baker

Your Committee on Dissemination of the WRA Program to Staff and Evacuees through the Educational Program met at dinner on Tuesday evening and after bouncing pet theories and peeves about a bit, arrived at the following general conclusions:

1. That because of the close and often direct contact which they have with evacuees and the respect in which they are held, the educational staff is in a position to perform an important function in disseminating information concerning the WRA program to evacuees.

2. That Superintendents in general have not been made aware of responsibility for disseminating information concerning WRA policy and events to the evacuees, and have developed no vehicles for such widespread policy dissemination.

3. That much information designed for evacuees in general and even for executive staff members and appointed personnel did not uniformly reach Superintendents of Education.

4. That information designed for evacuees but needing clarification, elaboration or justification reached the teacher (after, and often) through, the evaucces, (N.S. information on registration program).

I. That Superintendents be requested to assume responsibility under authority of the Director and in cooperation with other publicity agencies, for the dissemination of WRA policy and information to evacuees.

II. That Superintendents be advised to consult with their administrative assistants and teachers upon materials to be disseminated and the modes of dissemination.

III. That the Superintendents take special note of the strategic position of the adult education director and program in any policy dissemination procedures.

IV. That the Washington Office be requested to revise its procedure for distributing such policy statements and information as it wishes to have reach evacuees and that the Superintendent of Education be specifically listed on all routing advice.

COMMITTEE ON ASSASSINATIONS OF THE SENATE

Committee on Assassinations
U. S. Senate
Washington, D. C.
February 19, 1975

The Committee on Assassinations of the Senate has the honor to acknowledge the receipt of your letter of February 11, 1975, regarding the assassination of President John F. Kennedy.

The Committee has been studying the report of the Warren Commission and the report of the Select Committee on Assassinations, and has concluded that the Warren Commission's findings are not fully supported by the evidence.

The Committee has also been studying the report of the Select Committee on Assassinations, and has concluded that the Select Committee's findings are not fully supported by the evidence.

The Committee has also been studying the report of the Select Committee on Assassinations, and has concluded that the Select Committee's findings are not fully supported by the evidence.

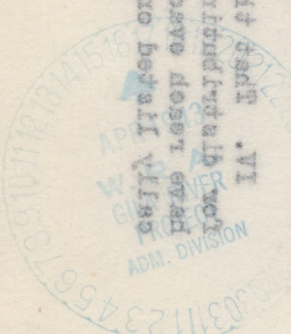
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V. That copies of the Information Digest be specifically routed to the Superintendent of Education.

VI. That a periodic information bulletin for staff members be established in each relocation center, containing summaries of administrative developments, and that such a bulletin be circulated to each member of the appointed staff. *gnd*

VII. That the Superintendents be urged to become better acquainted and work more closely with the project Reports Office.

Respectfully submitted:

W. C. Sawyer, Chairman
A. G. Thompson
John Provinse
John Baker

SKB

IV. That the following members be appointed to the committee on the part of the House to receive and report on the memorial of the citizens of the State of New York, praying for the establishment of a State University, and for the removal of the State Capitol to the City of Albany.

150

5 copies

COMMITTEE REPORT ON SCHOOL RECORDS AND REPORTS

Committee: Kenneth Harkness
Robert E. Gibson
J. A. Trice

It is the recommendation of the committee that some form of permanent cumulative individual record should be kept for every child from nursery school through high school graduation. This record should be kept in a letter-size folder, along with any correspondence or other data concerning the child. The committee thinks the following items should be considered as a minimum on the cumulative record sheet:

1. Personal data and family history.
2. Health record or physical condition.
3. Records of intelligence, achievement, and diagnostic tests.
4. School attendance.
5. Scholastic record, showing subject, length of period, number periods per week, grade and credit.
6. Incomplete work.
7. Special interest or activity record.
8. Growth of habits and ideals of good citizenship. A part of this may be in the form of anecdotal records.

The committee recommends that WRA keep in its files the permanent record of each child and that when the child transfers on relocation to another school, that his record be sent on a form similar to the transcript form adopted by the National Association of Secondary School Principals.

Respectfully submitted:

J. A. Trice, Chairman
Kenneth Harkness
Robert E. Gibson

etc //





Robert E. Girson
Kenneth Harkness
J. A. Price, Chairman

Recommendations:

The committee has the honor to acknowledge the cooperation of the Gila River Project in the collection of the records of the Gila River Project. The committee has the honor to acknowledge the cooperation of the Gila River Project in the collection of the records of the Gila River Project.

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Committee:
Robert E. Girson
Kenneth Harkness
J. A. Price

COMMITTEE REPORT ON SCHOOL RECORDS AND RECORDS

Committee Report on School Buildings and Equipment

Committee: Lucy Adams
Tom Sawyer
K. M. Harkness

In view of the fact that there is still considerable uncertainty regarding the future enrollments in the schools of the several W.R.A. Projects, and that the public will be very critical of any unnecessary expenditure of public funds or the use of critical materials in these centers, your Committee recommends that, wherever possible, further construction of school buildings to be stopped unless such construction has already advanced to a stage where such action would be economically wasteful, or where it would necessitate the building of additional apartment barracks approximating the cost of the school buildings.

Your Committee recommends that certain minimum requirements be met on each Project, as follows:

For the Junior-Senior High School.

- (a) Completion of a gymnasium-auditorium as previously planned. *By whom*
- (b) Shops, laboratories, and lavatory facilities to be built according to the needs of the individual Project, using, in so far as is practical, buildings already constructed. ✓

For the Elementary and Nursery Schools.

- (a) The construction of additional buildings where necessary to provide adequate space for existing enrollments. ✓
- (b) Necessary alterations to existing buildings to provide safe and suitable heating and lighting.
- (c) Roof-height partitions.
- (d) Adequate lavatory facilities for pupils and teachers. 7
- (e) Outdoor exits for each room.
- (f) Matched flooring or suitable covering for existing floors to provide satisfactory maintenance and sanitary conditions.

- (g) Nursery schools should be as near the homes of the children as possible.

School Equipment.

Your Committee recommends that the standards set up by the North Central Association be adopted as a guide for minimum equipment for relocation center schools and school libraries.

We further recommend that a letter be transmitted from the Washington Office to Project Directors and Chiefs of the Division of Public Works, drawing their attention to the fact that materials acquired on PD-200's must be used only for purposes set down in the justification and that diversion of such materials to other uses constitutes a Federal offense.

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Respectfully submitted:

K. M. Harkness, Chairman
Lucy Adams
Tom Sawyer

Amendment:

To accept recommendations of the committee from the Washington office regarding the high school buildings.



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(2) Every school should be as near the homes of the children as possible.

COMMITTEE REPORT ON COMMUNITY RECREATION

Committees: Paul Terry
Lucy Adams
Miles Cary
Dr. Danielson

No program of community recreation can be successfully planned and executed without complete and wholehearted cooperation of all agencies, sections, divisions, groups and interests which are concerned with the intellectual or social welfare of all residents of any particular project--both evanee and appointed personnel. In short, all interest groups on a project should cooperate in the formulation of a program of community recreation whether it be for the summer or for a longer period. We feel it to be false economy of time and effort not to contact and pool the varied resources of community activities, community services, education, clubs, churches, and the like in the formulation and carrying out of a program which attempts to satisfy the needs and interests of a community in regard to recreation.

We feel that the summer activity program should include meaningful experiences in at least three general categories: (1) activities, such as: handicraft, art, music, games, etc.; (2) there should be provision for supplementary work in some of the fundamental skill subjects commonly offered in the school program, such as: English, mathematics, speech, and reading, and (3) vocational training.

The summer activity program should include a large variety of enriching experiences; it should be adapted to the peculiar circumstances of each project with respect to time and location of offering; it should grow out of and be a fruition of the regular program of the schools and of the community activities section; and it should be of value to participants of all age levels in the light of future adaptations which they will be obliged to make. The summer activity program should meet the interests and needs of all age groups from young children to the elder issei. This summer program should be, yes must be, an outgrowth of community planning, community interest, and community cooperation.

While embodying the collective thinking of many diverse groups, such a program of activities and experiences must possess unity and coherence. This cannot be obtained unless some individual is delegated to initiate and coordinate the various elements which go to make up the total program. It cannot be too strongly emphasized that nothing but confusion and frustration can result from divided responsibility, diverse interests and loyalties, and multiple objectives. The committee is of the opinion that

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situations may differ from project to project and that only the Project Director will possess the information necessary to decide who should be empowered and delegated to perform this important task of supervising the summer activity program.

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The committee, therefore, wishes to submit for your consideration the following recommendations:

1. Full utilization of a community planning committee should be sought in planning for the summer activity program. Such groups as the DSA, YMCA, YWCA, PTA, Girl Reserves, churches, schools, community activities, and all other interested groups should be encouraged to cooperate in the planning for such a program.
2. Such planning should be initiated by the Community Services Director, or such other person as may be delegated by the Project Director.
3. Responsibility for supervision and conduction of various phases of the program should be delegated to the sections and groups included in the planning committee.
4. The school should be cognizant particularly of such activities as classes or group activities in fundamental skills, vocational experiences, handicraft, music, dramatics, art, clubs, and special emphasis should be given to agriculture, food production and health.
5. Insofar as possible classes, clubs, and other groups used in the summer activity program should be organized on the basis of interests rather than geographical proximity. Among other things this means that teams engaging in competition should be organized in terms of classes, grades, and clubs rather than in terms of geographical areas.
6. The cultures of all societies and peoples of the world should be recognized, and appreciated, not the least of which is a recognition and appreciation of the culture of Japan. Even though in our democracy we strive toward this end, a definite attempt should be made to call attention to and emphasize the more desirable aspects of our American life and culture. Such things as American folk dances, songs, drama and literature should be given a prominent place in the summer activity program.

Respectfully submitted:

Paul Terry, Chairman
Lucy Adams
Miles Cary
Mr. Danielson



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RESOLUTION PERTAINING TO SUMMER SCHOOL ATTENDANCE

Committee: Lester K. Ade
C. D. Carter
Paul J. Terry

Whereas it is a desirable educational practice to encourage teachers to attend summer school, and

Whereas on many projects there are several teachers who either: (1) need but one more summer school term of work at a college to complete the requirements for an A. B. or a master's degree, or (2) would profit greatly from study in a regular session of a summer school both from the standpoint of the individual concerned and from the standpoint of professional service rendered to WRA center schools, and

Whereas the acute shortage of teachers necessitates that every precaution be exercised in the maintenance of morale and high professional standards

BE IT HEREBY RESOLVED by the Superintendents of Education in session in Denver, Colorado respectfully request that authority be invested in Project Directors to assign through Superintendents of Education regularly employed teachers on the several projects to work at an accredited college or university for a period of not more than two weeks during the ensuing summer of 1943 for which work the teacher will receive the regular and full salary to which he or she is entitled upon completion of assigned tasks at the project, providing:

1. The Superintendent of Education shall have recommended to the Project Director that the teacher be assigned to summer school work at a college or university,
2. The Superintendent of Education shall give evidence to the Project Director prior to recommendation for college attendance that provision has been made to adequately conduct the summer activity program with the presence of the teacher involved,
3. The teacher shall be a bona fide registrant at the college or university and shall take work for credit there,
4. Any time in excess of two weeks needed to complete work at the college will be charged to the employee's accumulated annual leave, and if necessary to leave without pay,

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Whereas it is a desirable educational practice to encourage

Paul J. Terry
C. D. Carter
Committee: Lester K. Wade

RESOLUTION PERTAINING TO SUMMER SCHOOL ATTENDANCE

5. In no instance will the teacher so assigned claim travel compensation or per diem for any part of the time involved,
6. In the event it is deemed desirable by the national office, the Project Director, and/or the Superintendent of Education that regular hours be assigned the teacher attending summer school to perform tasks the purpose of which would be to the sole advantage of the WRA, or the mutual advantage of teacher and WRA, this assignment shall be considered as a part of the agreement and those involved shall be held accountable for results.

Respectfully submitted:

Paul J. Terry, Chairman
Lester K. Ade
C. D. Carter



5. In no instance will the teacher so assigned claim travel compensation or per diem for any part of the time involved.
6. In the event it is deemed desirable by the national office, the Project Director, and/or the Superintendent of Education that regular hours be assigned the teacher attending summer school to perform tasks the purpose of which would be to the sole advantage of the WRA, or the mutual advantage of teacher and WRA, this assignment shall be considered as a part of the agreement and those involved shall be held accountable for results.

Respectfully submitted:

Paul J. Terry, Chairman
Lester K. Age
C. D. Carter



COMMITTEE REPORT ON CURRICULUM

Committee: Dr. Genevieve Carter
Paul Terry

A school curriculum should be responsive to the needs and interests of the community. With wartime tempo affecting policy, objectives and organization within the War Relocation Centers, the school curriculum must keep flexible to absorb these changes.

Recognition is first given to the following factors affecting curriculum development:

1. WRA schools are expected to meet state requirements and approximate the public schools in the adjacent areas
2. The schools must fit within the framework of the WRA policy, project policy and administration.
3. Personnel changes and deficiencies, lack of equipment and supplies and lack of adequate building space require frequent adjustment

The following recommendations are submitted:

1. That the schools develop an educational program which will emphasize understanding of and loyalty to American living.
2. That a part of the school day be set aside from kindergarten through high school for opportunities to engage in common experiences of pupil sharing, participating, purposing, planning, executing and evaluating. That these experiences be related insofar as possible to the needs, interests and problems of actual living. That they be as closely related to life and living in the community as possible. That there be a working partnership between youth and adults, its aim being community improvement. That the community be used as a laboratory in which social processes and skills can be studied and learned. That the school become an effective instrument of planning and building in every phase of community life, participating through its recognition of the potential contribution of its students and lending its facilities and its membership for all types of activities and interests. That the concept of the community be one that includes the community from which they came and the one in which they must relocate.

Committee: Dr. Genavieve Carter
Ben Kelly

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2. That a part of the school day be set aside from kindergarten

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3. That the schools train for economic independence both on the projects and in the communities to which they may return.
 4. That the schools provide the interpretation necessary to help individuals and groups to adjust themselves to the unusual conditions of life in Relocation Centers.
 5. That the schools prepare students for relocation and reabsorption into normal civilian life.
 - a. Special recognition should be given to geography of the U. S. in reference to preparation to relocate.
 - b. Vocational information about current trends in employment and future employment needs should be provided insofar as they are known.
 - c. Provision should be made to acquaint all residents regardless of age with current problems of rationing, post-war planning, war financing, prices, fashions, governmental assistance programs, and the like.
 6. That the schools maintain standards which will enable students to transfer to other schools, to enter college, and to obtain outside employment.
 7. That experiences selected take into account the readiness, the culture, the total growth and development of the child.
 8. That our school programs, like public schools, direct their programs toward preinduction, aiding the war effort, or incorporating Victory Corps' activities.
 9. That preparation for assimilation in our American Society include intercultural and international understanding necessary for post-war living.
- Handwritten notes on right margin: "good" (next to item 3), "good" (next to item 4), "good" (next to item 5c), "good" (next to item 6).*

Respectfully submitted:

Dr. Genevieve Carter, Chairman
Robert E. Gibson
Paul Terry

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Respectfully submitted,

Dr. Genevieve Carter, Chairman
Robert E. Gibson
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COMMITTEE REPORT ON ADULT EDUCATION AND RETRAINING

Committee: Miles Cary
C. D. Carter
Joseph Samler

In light of WRA policy, in which central emphasis is placed on relocation, it appears necessary to reconstruct original duration plans for adult education in the centers. Viewing the present situation, and taking into account the consensus of opinion in the conference, the committee suggests that the adult education and retraining program be developed in terms of the following considerations:

1. That the organized adult education program be directed toward helping evacuees prepare for relocation. This would include encouragement of evacuees to leave the centers, location and analysis of psychological obstacles, study of economic and social conditions in areas to which the evacuees may go, and dissemination of information relative to assistance being rendered relocated persons through WRA field offices and local committees. w/c
2. That consideration be given to the matter of helping evacuees make the best possible adjustments while they are in the centers. w/c
3. That a vocational retraining program be developed at once in accordance with WRA Administrative Instruction No. 87 (March 30, 1943). w/c
4. The Committee approves the basic agreements concerning the proposed program as presented at this conference (attached). The questions distributed to the meeting, (attached), should be regarded, in the opinion of the Committee, as a series of challenges which can be met.
5. The Committee approves the approach in securing the facilities of N.Y.A. resident centers for training evacuees, and it recommends that this approach be further extended to other resources if possible.

COMMITTEE REPORT ON ADULT EDUCATION AND RE-EDUCATION

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6. That much technical help is needed by Superintendents of Education in order to properly supervise a vocational retraining program. Among them:

Employment Information
Expert technical help in organizing syllabi
Properly equipped staff
Understanding the purpose of this program
by all project staff
The backing of the Project Director
Etc.

Respectfully submitted:

Miles Cary, Chairman
C. D. Carter
Joseph Samler





Joseph Ginter
C. D. Carter
Wiles C. C. C. C.

Respectfully submitted:

Etc.
The people of the Project Director
by all project staff
understanding the purpose of this program
properly equipped staff
Expert technical help in organizing all
Employment Information

retaining program among them
Education in order to properly analyze & assess
e. That much technical help is needed by the participants of

SUGGESTIONS RELATIVE TO VOCATIONAL RETRAINING

The Committee recommends that:

1. Retraining should lead toward relocation-employment or work in center activities. *alc*
2. The program should be the joint concern of education and employment. It must, of course, have the support of the project director.
3. The active participation of residents in planning the program should be sought. *alc*
4. Emphasis should be placed on training for occupations needed in the war effort. On a priority basis, these would start with the metal trades, agriculture, and occupations important in maintaining the health of the nation, clerical. *No image*
5. Only those residents should be admitted to training who do not already possess skills of value to the nation. —
6. Training should be short-term. The maximum training period should be six months.
7. Unit skills should be provided rather than all-around proficiency. *alc*
8. Methods of training should vary with the needs of the Center. However, the following approaches seem most important: on-the-job training in Center activities, the OSYA program, out-of-center training opportunities, trade classes within the Center.

SUGGESTIONS RELATIVE TO AGRICULTURAL RESEARCH

The committee recommends that:

1. That the present agricultural research program be continued and expanded to include the study of the various phases of the agricultural industry.

2. That the present agricultural research program be continued and expanded to include the study of the various phases of the agricultural industry.

3. That the present agricultural research program be continued and expanded to include the study of the various phases of the agricultural industry.

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7. That the present agricultural research program be continued and expanded to include the study of the various phases of the agricultural industry.

8. That the present agricultural research program be continued and expanded to include the study of the various phases of the agricultural industry.



QUESTIONS IN SEARCH OF ANSWERS

1. Are the difficulties of using Center activities for on-the-job training so great as to preclude use of this resource?
Some of the difficulties are:

Conflict between production needs and retraining plans.

Lack of skilled apprentice trainers.

Lack of time to devote to apprentices on the production unit.

Lack of equipment, space, materials.

Need for determining what operations are to be covered in apprentice training in many different fields and how much time is to be spent in such training.

Lack of educational staff to properly supervise such a program.

Is this resource important enough to warrant continuous efforts at meeting these difficulties?

2. Are there common steps in determining what Center activities offer important training opportunities?
3. What are some of the occupations for which training may be obtained in Center activities?
4. How can firemen in Center activities be helped to train raw beginners? — NO
5. Is specialized personnel necessary to aid in this program?
If so, can such personnel be made available?
6. What part does the OSYA program play in training? How many centers have such programs now or look forward to obtaining such help?
7. What training resources do NYA resident training centers provide? In what occupations do they offer training?
What are the limitations of this resource?
8. Can NYA be brought into the Centers? What are the advantages and disadvantages of this scheme? — NO
9. Can War Industry Training Programs be brought into the Centers?
10. On the assumption that NYA resident training centers can provide a training resource for young people, are there similar resources for evacuees over 24 years of age?

QUESTIONS IN SEARCH OF ANSWERS

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13-00000 over 48 years of age to pay for
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11. In what ways can Washington help with the Center training program?
12. Is a counselling program a necessary concomitant of retraining? If so, how ambitious should it be?





11. In what ways can Washington help with the Center planning
program
12. Is a counseling program a necessary concomitant of
retraining? If so, how extensive should it be?