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MEMORANDUM

TO: DR. Miles E. Cary, Director of Education

FROM: Eda E. Morrison

DATE: January 20, 1943

SUBJECT: Report of Teacher-Training Program

ORGANIZATION - The Poston school system encompasses four schools, namely, a separate elementary and a junior-senior high school in Camp I and a combined elementary and secondary school in each of the other two camps. The enrollment for the schools in the three camps are as follows:

<u>Camp</u>	<u>High School</u>	<u>Elem.</u>	<u>Total</u>
I	1,506	934	2,442
II	650	422	1,072
III	688	352	1,040
	<u>2,846</u>	<u>1,708</u>	<u>4,554</u>

The School and Adult Education Departments take joint responsibility for the kindergarten and nursery schools. There are 15 kindergarten classes and 17 nursery school classes in the three camps. The enrollment for the kindergarten and nursery schools is listed below.

<u>Camp</u>	<u>Kindergarten</u>	<u>Nursery Schools</u>	<u>Total</u>
I	134	230	364
II	53	97	150
III	55	108	163
	<u>242</u>	<u>436</u>	<u>677</u>

The school population in the three Poston camps total 5,231.

PERSONNEL - The total number of teachers including Caucasian, Japanese regular and Japanese assistants are as follows:

<u>Camp</u>	<u>High School</u>			<u>Elementary</u>			<u>Grand Total</u>
	<u>Caucasian</u>	<u>Japanese</u>	<u>Total</u>	<u>Caucasian</u>	<u>Japanese</u>	<u>Total</u>	
I	19	30	49	11	25	36	85
II	10	13	23	4	6	10	33
III	12	21	33	6	14	20	53
	<u>41</u>	<u>64</u>	<u>105</u>	<u>21</u>	<u>45</u>	<u>66</u>	<u>171</u>

The standard set for regular teachers is a four year college degree and for apprentice teachers, two year Junior College credential. Because of the shortage of college graduates, it has been necessary to use people with two year Junior College credentials for full-time regular teaching. Some of these Junior College people and some with slightly less than two years of Junior College training are now serving as apprentices. There are a total of 15 apprentice teachers in the elementary schools of the three camps and four in the secondary schools. A regular teacher assumes full charge of the class and may or may not have an apprentice working with him. An apprentice teacher observes the work of the regular teacher and works with small groups or individuals on particular needs. The apprentice teacher may be called to substitute for a regular teacher who is absent. Apprentice teachers are given regular teaching positions when it is necessary to fill vacancies left by regular teachers if the apprentices have shown that they are capable of such work.

The finest of the evacuees from the standpoint of intelligence, training and high ethical standards were released to the school by all other departments of the project. This group has lived up to the expectations of the administrative staff in eagerness to learn and in devotion to work.

TRAINING PROGRAM - During the summer a six-weeks summer school was established by the Indian Service in an elementary school a few miles from the Project. All students took three courses of two units each included observation in the demonstration classrooms. This summer course was followed by a two-week teacher-training session in the camp in an effort to deal with acute problems involved in opening of schools in empty recreation barracks without the benefit of chairs, tables, and books. Definite plans for covering the first few weeks of school were made at this time including such activities as excursions, interviews, active games which would involve the use of subject matter, etc. Following this two-week period, a one-week conference was held for the orientation of the newly arrived Caucasian teachers which the local teachers were also invited to attend. The orientation program included discussions by project leaders who described various aspects of work and curriculum discussions which were meant to help the teachers to adjust to a very new and difficult situation.

During the year, weekly meetings have been held for all elementary teachers at which time questions brought up by the teachers themselves have been discussed at considerable length. The questions have usually pertained to various classroom techniques. Some attempt has been made to build a background for an indigenous curriculum. The teachers have been guided in the working out of general overall plans for the work of the year. These plans served as an excellent means of focusing attention on the needs of Poston as they might be applied to the curriculum.

The secondary group has met for weekly or bi-weekly conferences with their department heads and principals during which time the emphasis has been placed on the understanding of democracy and its operation as applied to needs in the Poston situation. A demonstration program is being set up whereby certain classrooms are selected for visitation because of an understanding of the modern curriculum on the part of the teacher. Other teachers are being encouraged to visit in these rooms.

A winter conference was held on December 19, 21, 22, 23 and 24, 1942 for all the teachers in the Poston camps. Conferences and work shops were held in the fields of democratic objectives, curriculum, art and crafts, mental hygiene, health, evaluation, speech correction, and post-war opportunities for the Nisei. An evaluation by the teachers at the end of the session emphasized the teachers' appreciation and need for practical helps as well as for a better understanding of general educational principles.

Plans for the teacher-training program during the spring semester are being worked out at the present time. It is hoped that a series of extension courses may be given covering such topics as social foundations of education, mental hygiene, problems of citizenship, philosophy of education, educational psychology, problems and organization of Poston, curriculum, work shop in crafts, English for Japanese students, and observation in a demonstration class. It is also hoped that these courses can be carried on for 15 weeks, a total 15 semester hours per unit, and that it may be possible to provide college credit for this work.

The daily work of the teacher is supervised through classroom visitation by the principals, department heads and the elementary supervisor. Problems which arise in the classrooms are taken care of in small weekly group meetings and at special conferences with individual teachers. Some special help in separate conferences has been given to apprentice teachers by the principals of the school unit in which they work. Apprentice teachers turn in bi-weekly reports covering the work observed and teaching rendered in the classroom.

PROBLEMS - The probable loss of Japanese teachers as the re-relocation program gets underway is perhaps the most acute problem that faces the school system at this time in Poston. The best trained and most intelligent workers have been chosen and will inevitably have to be replaced by less well-trained and intelligent people. This means that a great deal of ground work will have to be done over again.

Camp I faces a problem in the housing situation because of the fact that the barracks are scattered over a square mile and the buildings are used by other groups as well as the schools. Material is lost

and work done by the children is destroyed. This situation is quite discouraging to the teachers and children.

Ida E. Morrison
Supervisor of Elementary Education
and Teacher-Training

The Educational Program at Poston, Arizona

January, 1943

I. The Situation

Poston, the largest of the ten Japanese relocation centers, is located on the Colorado River Indian Reservation about seventeen miles south of Parker, Arizona. This center comprises three units located approximately three and a half miles apart. The largest unit has a population of nearly 10,000 persons, the smaller units about 5,000 each.

Poston's school population totals about 4,500; of these 2783 are in grades 7 to 12, the remainder, 1708 in grades 1 to 6. To accommodate these children an elementary school (grades 1-6) and a secondary school (grades 7-12) were established in Poston I, and a 12-grade school in each of the two smaller centers, Poston II and III.

In addition to the regular program, nursery schools and kindergartens have been provided in each of the three units, with a total enrollment of approximately 700 children.

In developing the educational program for the children of Poston it was necessary to start from scratch. In Poston I, the largest unit, because ~~of~~ a block of barracks had not been reserved for the school, it was necessary to assign both elementary and secondary teachers to recreation halls scattered over a mile-square area. Each recreation hall, dimensions 20 feet by 100 feet, was divided by thin partitions into three classrooms. In Poston II and III it was possible to center the schools in a single block of barracks. As the rooms in the latter barracks had been intended for evacuee families the dimensions of these were 20 feet by 25 feet (small for classrooms.)

On the opening day of school (October 5, 1942) most of the classrooms were provided with tables intended to accommodate two pupils each.

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Japanese Relocation Papers
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In addition, each room had a small blackboard approximately 4 feet by 8 feet each, chalk, erasers, and a small allotment of paper and pencils. But there were no books, tools, or other essential educational equipment; furthermore, there was only the meagerest understanding among the teachers at to what the essentials of the new curriculum should be.

The (teaching staff) of these new schools totalled about 200, of these (89) were Caucasians: teachers, supervisors, and administrators; recruited from New York to Hawaii. The 111 evacuee teachers (American citizens of Japanese ancestry) included 35 recent college graduates, while the remainder represented undergraduates with two or more years of college work to their credit.

This was the educational situation at Poston on the opening day of school last October. But this overview gives only the more obvious aspects of the problems faced. The people were still stunned by the evacuation experience. The weather was excessively hot ranging from 120 degrees in the middle of the day to -- at night. There ^{were} frequent dust storms. The children longed for their former homes, and schools, and schoolmates. The youths were bewildered by the fact that they had been treated as enemy aliens even though they ^{were} American citizens. Some of the older people, denied American citizenship by special naturalization laws, taunted the young people with "How can you be loyal to a country that treats you this way?" The prevailing question asked by all was: "What is to become of us after the war?" Certain politicians, whose opinions were getting newspaper headlines, were proposing answers to these questions: "Nullify the citizenship for these Japs." Ship all Japs. back to Japan after the war." It was in this undertow of disillusionment and bitterness that schools were started in Poston last October.

II. Basic Assumptions

At the outset it was necessary to determine the basic assumptions upon which we would stand as we set about the task of organizing the new schools. In the light of the official statements issued by the war Relocation Authority headquarters it seemed clear:

- A. That these new schools were to be organized as American schools and that the basic aim was that of preparing these children for American citizenship.
- b. That these children were to be helped to live as richly as possible in this evacuation center and,
- C. That, in this process, they were to be helped to prepare themselves for reentry into the main stream of American life--when their parents were relocated--somewhere.

III. Developing the Curriculum

A. Scope and Sequence Pattern

At the outset it was generally accepted that, to be realistic, the curriculum for these children should be organized in terms of their genuine problems, immediate and post-war. As a general pattern with which to begin work the staff used the curriculum bulletin prepared by a graduate seminar at Stanford University during the 1942 summer session under the direction of Professor Paul R. Hanna. As regards scope, this outline proposed that the schools deal with the major activities and problems of the evacuation center:

PRODUCTION DIVISION

- a. Agricultural products, b. Processing & marketing, c. Manufacturing, d. War works

PUBLIC WORKS DIVISION

- a. Design, b. Construction, c. Highway, d. Irrigation & conservation

COMMUNITY SERVICE DIVISION

- a. Community welfare, b. (housing) Homes & Family Life, c. Community Activities d. Health, ed Education, f. Internal public relations

TRANSPORTATION & COMMUNICATION & SUPPLY

a. Mess management, b. Warehousing, c. Motor pool

MAINTENANCE & OPERATION

a. Maintenance & repair, b. Garage, c. Painters & plumbers, etc.

COMMUNITY ENTERPRISE

a. Cooperatives, b. Community planning

PLACEMENT & LABOR RELATIONS

a. Occupational coding, b. Employment

ADMINISTRATIVE DIVISION

a. Procurement, b. Property control, c. Personal records, d. Office records, e. Budget & finance, f. Fiscal accounting, g. Cost & audit
h. External public relations.

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In respect to sequence, the Stanford outline suggested the following emphases:

Living in the immediate environment:

Home and family life---Kindergarten
School and neighborhood---First grade
Our community---Second grade

Contrasting communities: Different techniques used:

Primitive communities---Third grade
Communities from which we came---fourth grade

How modern man uses science and inventions:

Resources, producing, marketing---fifth and sixth grades

Improvement of Human arrangements to make better use of scientific techniques:

The community--A human evolution to satisfy needs--seventh grade
Democracy--an invention to satisfy human needs--eighth grade
Chronological conception of human development--Ninth grade
Planning in terms of personal goals with respect to community, state, and nation--Tenth grade
Continuous improvement of living within community, nation, and world--eleventh and twelfth grades.

The scope and sequence pattern as here outlined was intended to provide a basis for the core-curriculum; the major part of the work in grades 1 to 6, and of the required "core-studies" in grades 7 to 12. The core-curriculum was expected to carry the major task of providing instruction in

English (speaking, reading, and writing), American and world history, geography, health, arithmetic, science, and the other emphases of the usual curriculum.

B. Special Interests and Electives

Efforts have been made to supplement the basic program in the elementary grades with (music, artcraft, and homemaking.) In the high school year, in addition to the double-period of required "core-studies", a considerable variety of elective courses are offered. These electives fall in the usual fields: Science, mathematics, foreign language, homemaking, shop work, artcraft, commercial subjects, music, and agriculture. In addition, some 440 high school students are engaging in a part-time work program in a variety of adult enterprises of the center. Part of the work is done for credit and part for pay, usually at the rate of \$.07 per hour.

C. Development of a basic and unifying objective

It was recognized at the outset that there was a need for a basic and unifying objective. In an effort to ascertain the teachers' views in respect to objectives each was asked to submit a statement setting forth his suggestions. These statements were then summarized, as follows:

A. Emphasis on the social (Mentioned 55 times). The following are typical of these suggestions.

Understand and practice democratic living (mentioned 9 times)
Develop friendliness--5
Encourage cooperation in development of Poston and Poston schools--5
Develop habit of cooperation--5
Encourage sharing of tools and materials--5
Develop relations with "outside"--3

B. Emphasis on individual development (mentioned 29 times) The following are typical of these suggestions:

Enrich experience of pupils--6
Develop responsibility--3
Develop initiative--3
Develop interest in studies--3
Develop individual satisfactions--3
Encourage freedom of expression--2

C. Suggested subject matters (mentioned 78 times). The following are typical of these suggestions:

Prepare for transition to "outside" society in future--24
Use educational resources of Poston--8
Enrich experiences of pupils--6
Provide "normal" school experience--5
Help pupils keep abreast of "outside" world--5
Help children understand Poston--5
Acquisition of useful knowledge, attitudes, skills, techniques--3
Develop understanding of life--3
Develop appreciations--3

D. Reference to mental hygiene factor in education (mentioned 39 times). The following are typical of these suggestions:

Develop confidence (or faith) in themselves (pupils), in people, in religion, in government, in administration, in races--12
Develop happy working conditions--10
Develop sense of security--5
Promote adjustments in Poston situation--4
Develop understanding of individual (personality)--4
Develop understanding, morale, spirit--2

E. Reference to thinking (mentioned 16 times)

Encourage thinking (problem solving)--9
Develop initiative--3
Develop scientific approach to problems--1
Encourage intelligent living--1
Encourage problem solving--1
Develop habits of open-mindedness--1

In the light of these and related suggestions it was proposed:

1. That social theory is the basic, controlling factor in an educational program. In other words, that the kind of society toward which teachers are developing the habits of pupils is the most important factor or aspect of an educational program. This is true whether the social aim of the teacher is implicit or explicit.
2. That the basic, pervasive, unifying aim of our American (Poston) public schools should be that of promoting democratic voluntary cooperation among pupils, teachers, and others affected by the schools. Another way of putting this is to propose that our public schools ought to be organized and managed as community schools.

As a corollary of the foregoing it is proposed that in a voluntary cooperative social process are found optimal conditions for conserving and developing such democratic ends as: individual-personality, critical thinking, equality of opportunity, respect for personality, social sensitivity, and the like,

IV. Professional Improvement of Teachers

Efforts to help teachers do progressively better work fall into three categories: (a) the summer workshop, (b) supplementary in-service study, and (c) assistance in course of study building.

The 1942 summer workshop, for some 100 prospective evacuee teachers, was organized as a phase of the teachers training program of the Indian Service.* The group met daily for six weeks at the Valley Indian School, near Parker. The work consisted of observation, practice teaching, and theory. In addition to the director, some ten experienced teachers and supervisors provided the professional leadership. Following the workshop, the evacuee teachers engaged in two weeks of specific preparation, under the direction of experienced teachers, for the work each was expecting to do the coming year. These two sessions were followed by an orientation week in which the Caucasian and evacuee teachers made specific plans for the opening of the new schools. A similar summer workshop and curriculum development program is being planned for the coming summer-1943.

Supplementary in-service study during the current school year includes a four-day conference at Christmas, a three-day conference in April, Saturday and week-day meetings of various groups, and a series of integrative seminars in the following fields:

- Social foundations
- The citizen and his problems
- Conflicting philosophies of education
- Mental hygiene
- Psychology of teaching and learning
- History of education
- Techniques of teaching elementary children
- Techniques of teaching remedial reading
- The function of arts and crafts in the activity program
- Techniques of weaving and crafts
- Special help for bi-lingual students

*Poston is the only evacuation center directed jointly by the War Relocation Authority and the United States Office of Indian Affairs.

Rise in American civilization
Problems of Poston
General elementary science
Materials and organization of the core curriculum

In respect to courses of study, each teacher was asked to develop early in the year his plan of work for the entire year. Principals, elementary supervisor, director of guidance and evaluation, and the ten secondary department heads assisted the teachers in this task. A series of personal and group conferences were held in this connection.

So far, this professional study program has proceeded on a non-credit basis. However, negotiations are under way in the direction of securing official recognition and credit for professional study undertaken by evacuee teachers. It is expected that such recognition will contribute toward both the professional status of our evacuee teachers and their progress toward certain college degrees.

V. The Outlook

How effective will the educational program at Poston be in helping these children and youths (and their parents) to maintain a faith in America and democracy? The future only holds the answer to this question. It seems in order to point out here that other factors more powerful than these schools will affect the attitudes of these people. Chief among these are: (1) The continued support of organized democratic groups outside the relocation centers. (2) The opportunity to participate in our country's war effort that is now opening up to the young people of these centers; (3) The success of the War Relocation Authority resettlement policy aimed at helping these people to find work and new homes in the Middle West. Certainly, if it is our intention to encourage the growth of democracy throughout the world following this war it is urgent that we do everything possible to help our young citizens of Japanese ancestry, and their

parents, to maintain their loyalty to America and faith in the future of democracy, It is this wider context and process that gives meaning to the work of the schools in Poston, and the answer to the question: Can America regain the confidence of her citizens of Japanese ancestry?

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POSSIBLE OFFERINGS FOR W.R.A.
TEACHER-TRAINING SUMMER SESSION 1943

Mrs. Adams originated the idea of a joint summer session for W.R.A. teachers and teachers in the Indian Service.

The suggestions in these pages are largely a result of Mr. Beatty and Mr. Howard's experiences at Poston in June, July, August and September of 1942 and of Mr. Howard's work in the Poston Summer School and of his contacts with education employees from several W.R.A. centers during an Education Planning Conference in San Francisco, July 13-15 and at a Curriculum Planning Conference in San Francisco, July 27-August 1.

Mrs. Adams and Mr. Gibson expect to secure current suggestions and information from the W.R.A. centers in regard to teacher-training needs, and this date will be considered in making final decisions as to offerings for the summer session.

Carson Indian School is proposed as the site. It is located at Stewart, Nevada, a few miles from Carson City and some 40 miles from Reno. It is geographically well located as far as people coming from W.R.A. centers is concerned. The summer climate is excellent.

July is the proposed month and 4 weeks the proposed length of the session.

Tuition for the session is \$12.00. Service charge for use of government quarters--\$1.50 to \$3.50 per week, meals--approximately at cost or slightly more than \$1.00 per day.

It is suggested that Mr. Blaisdell assume responsibility for securing college credit for summer school work--especially for Japanese teachers. Mr. Beatty and Mr. Howard can assist.

Two completely distinct sets of courses will be offered at Carson:

1. for teachers from schools in relocation centers.
2. for teachers from Indian Service schools.

The following are suggested as possibly helpful to teachers from the relocation centers.

SECTION I DEMONSTRATION? PRACTICE TEACHING AND METHODS COURSES

- | | | |
|-------------------------|---|---|
| 1. Primary Education | (| |
| 2. Elementary Education |) | Included: Directed observation |
| 3. Jr. H.S. Education | (| Supervised Practice |
| 4. Sr. H.S. Education |) | Teaching (for Japanese teachers and assistant teachers) |
| | | Discussion of Methods |

SECTION II. EDUCATIONAL USE OF RELOCATION CENTER ENVIRONMENT

1. Production of Teaching Materials.

Making use of the relocation center as a source of subject matter

Suggested instructors: Steerstedter, Ann Clark, Bertha Ellinger
Bob Gison, Homer Howard.

Discussions and laboratory

2. The School Shop

The relocation center as a laboratory for school shopwork.

Possible ways for the school shop to identify itself with construction work and other manual activities which are an essential part of living in the center.

Suggested instructor: Lousisa H. Lawton.

Discussions and laboratory

3. Arts and Crafts.

The making of arts and crafts articles for: improvement of

apartments in the barracks, improvement of classrooms, for local gifts shops, for wider commercial sale. The use of flowers, stone polishing, wood carving, etc.

The suggested instructors: Frederick W. Forbusch, Flora Coforth.

Discussions and laboratory.

4. Social Problems and Delinquency operatives

Survey of such problems in relocation centers and study of their implications for childhood, youth and adult education.

Suggested instructor: Nell Findley.

Primarily a lecture course.

5. Producer and Consumer Cooperatives

Survey of possibilities for cooperative ventures in relocation centers

Sharing of information as to success of cooperative endeavor thus far in relocation centers. Methods and techniques for organizing and carrying on cooperatives. The role of the school in forwarding such activities.

Suggested instructor:

6. Adult Education

The position of the Issei, the Kibei and the Nisei in the relocation center.

Methods and techniques of adult education activities. The responsibility of the school for adult education.

Suggested instructors: Lucy Adams, John Powell.

Primarily a lecture course.

7. The Nursery School

The philosophy of nursery school education, its methods and techniques in relocation centers.

Suggested instructor:

A nursery school will be operated for the benefit of children of summer school enrollees, and members of this course will have opportunity to work in the nursery school.

Also lectures and discussion.

8. The Relation of Schools in Relocation Centers to State Departments of Education.

Survey of state practices in education in the states where relocation centers are established. The implications of such state practices for the curriculum and for teaching techniques in relocation centers.

Suggested instructor: Allen C. Blaisdell.

Primarily a lecture course.

9. Curriculum Workshop.

Actual work in developing and implementing the curriculum for each relocation center, by principals and a group of selected staff members from each relocation school.

Guidance in this work by: Paul Hanna, Lucy Adams, Bob Gibson, Homer Howard.

SECTION III. DEALING WITH CHILDREN

1. Child Psychology and Mental Hygiene

The genesis and the development of the personality. Pupil behavior and pupil-teacher relationships. Mental hygiene methods of dealing with cultural conflicts.

Suggested instructor: Winifred V. Richmond.

2. The Psychology of Play and Recreation.

The function of various aspects of play and recreation in the all-round development of the whole individual.

Suggested instructor: Mr. Chester Junek.

Lectures and Laboratory.

3. Reading Problems: Their Prevention and Correction

Discussion of when and how to begin the teaching of reading.

Methods and techniques for remedial reading. The duties and responsibilities of the classroom teacher in situation where there is no reading specialist.

Suggested instructor: Hildegard Thompson.

Primarily a lecture course. Use will be made of the Special Book Room.

4. Special Book Room.

a collection of good reading material for children housed in an environment conducive to browsing by teachers. An intelligent hostess will discuss teachers' reading-materials problems with them. Tea will be served in the late afternoon at which time audition of number of good phonograph records for school use will be possible.

SECTION IV PHYSICAL AND MENTAL HEALTH

1. Home Care of the Sick, Infant and Child Care, Accident Prevention and Safety.

Discussion and practical suggestions about these matters particularly as they apply to conditions in relocation centers.

The responsibility of the schools in these fields.

Suggested instructor;

Discussions and laboratory

2. The Rumor Clinic

A school service in tracking down the origin or relocation center rumors, and in finding and dissemination accurate and authentic information about the war and about happenings in the relocation center.

Suggested instructor:

Discussions and laboratory.

3. Physical Examinations

A fundamental step in locating remediable physical defects as prerequisite to their correction. Through this experience teachers may become increasingly aware of the value of the physical examination and be helped to see its implications for the classroom. Given free to all enrollees who desire it.

Doctors and nurses to do this work.

4. Mental Hygiene Clinic:

Opportunity for private conference with the psychiatrist about either problems in pupil-teacher relationships, or about purely personal problems of the enrollee.

Suggested for this work: Winifred V. Richmond.

5. Ample recreation facilities will be available at all times and to suit a variety of tastes. Frequent informal recreational activities will be organized and offered to the entire summer school group.

A Recreation Committee, headed by Mrs. Juneck will head up these offerings.

SECTION V. THE PRESENT? THE PAST AND THE FUTURE

1. Lectures on Current Educational Philosophy.

John Privince, Lucy Adams, Paul Hanna, Willard Beatty, Walter Dexter and others will speak to the entire summer school group whenever they find it possible to be present at the session.

2. Contributions of Oriental Culture to Western Civilization.

A survey course designed to acquaint teachers in relocation centers with some understanding of the background of the Japanese with whom they are working, and to help lessen the Japanese with whom they are working, and to help lessen the problems of adjustment ~~of~~ for persons of oriental ancestry.

Suggested instructor:

Primarily a lecture course.

3. History of the Japanese in America.

A survey of the development of the economic, social and political situation of the first and second generation Japanese in this country. Designed as helps in understanding the present situation and as aids in planning for the future. The National scene.

Suggested to do this work:

Primarily a lecture course.

4. War Objectives and Planning for Post-war Living.

Study of the objectives for which the United Nations are fighting together with a survey and an analysis of suggestions and proposals for post-war reconstruction. The international Scene

Suggested instructors: Paul Hanna

Primarily a lecture course.

TEACHER TRAINING

A Report on the Program in Poston

Submitted by Ida E. Morrison
Curriculum Advisor and Supervisor of Elementary Education

The teachers' training program in Poston seems to divide itself into three parts.

First, the seminar program from nine to twelve on Saturday mornings is held in an effort to round out an educational background for teachers who have never received training and for those trained some years ago. Many students are enrolled as auditors in this program, and some students are hopeful that they will be able to receive credit toward the receiving or renewal of credentials.

Second, the supervisory program is carried on full time by the elementary supervisor and part time by the department heads. This program includes such usual procedures as classroom visitation, conferences with individual teachers, assistance with the curriculum, some demonstration work, and occasional meetings.

Third, the general supervisory program has been supplemented by two conferences, one of which was held at the end of the second quarter just before Christmas. This conference was primarily in a form of a workshop program. The spring conference was held at the end of the third quarter and came just before Easter. It consisted largely of conferences with outside speakers, and its aim was inspirational rather than technical.

A more complete description of each of the above teacher training procedures is described in the following materials.

Teacher Training A Report on the Program in Boston

The Seminar Program

The Saturday seminar program was set up to cover fifteen one-week meetings for each unit of credit. The program began February 27 and is expected to end June 5th. Our meeting, that of April 17th, constitutes the eighth meeting or the midpoint of the program. The staff is made up of seventeen instructors of whom five have Ph. D. degrees, two others have passed the finals for doctorates and are now working on dissertations, six have M. A. degrees, and three have A. B. degrees. These people have received degrees from the following institutions:

Teacher's College, Columbia University	5
University of California	3
University of Hawaii	2
University of Chicago	2
University of Washington	1
Ohio State College	1
University of Denver	1
Peabody College	1
Cornell University	1
University of Wisconsin	1
Stanford University	1
Yale University	1
Lake Forest College	1
Princeton University	1
John Hopkins University	1
Cambridge University, England	1

Most of these instructors have given courses on the college level. The institutions in which the various instructors have taught are as follows:

University of Hawaii	3
University of Denver	2
Ohio State University	2
University of Michigan	1
University of Buffalo, New York	1
University of Louisville, Kentucky	1
Stanford University	1
Lazinth Training School, Osaka, Japan	1
George Peabody College, Tennessee	1
Harrison College, Tennessee	1
Teacher's college, Columbia University	1
Western Reserve, Ohio	1
University of Philippines	1
Massachusetts Institute of Technology	1
Nanking University, China	1
University of Peking	1
Texas College of Arts and Industries	1
San Francisco State Teacher's College	1
Cornell University, New York	1
Elmira College, New York	1
University of Wisconsin	1
University of Chicago	1
John Hopkins University	1

The courses on Saturday morning are given chiefly in the field of education and in such closely related fields as psychology, health, and sociology. The courses offered are listed, with the instructors responsible for each, as follows:

The Citizen and His Problem	Dr. Miles E. Cary
Mental Hygiene	Dr. Leighton Dr. Miles E. Cary
The Psychology of Learning and Teaching	Miss Frances Cushman
The Child and His Curriculum (Elementary Level)	Miss Ida E. Morrison Miss Louisa H. Lawton
Health Education	Miss Sally Lucas Jean Miss Elva Rood Hospital Staff
Techniques of Teaching Remedial Reading for Elementary and Secondary Levels	Miss Frances Cushman Miss Vila Hunt
Materials and Organization of the Core Course	Dr. A. L. Harris
Voice and Diction	Mr. George Peavey
Speech for Teachers	Mr. George Peavey
Aspects for American Life	Dr. Walter Balderston Dr. John Powell
General Elementary Science	Mr. John Anderson Mr. George Shibata
Nursery School Education	Miss Peavy Miss Lind Miss Hemmingway

The work of these courses is described in a general way below:

The Citizen and His Problems - Dr. Miles E. Cary

In this course, an effort will be made to help teachers locate the basic problems and issues faced today by American citizens: organizing our resources for total war, post-war reconstruction, individualism or collectivism and the like. The course will follow the seminar pattern, thus giving the members of the class an opportunity to assist in planning the program. (Two Hours)

Mental Hygiene - Dr. Leighton and Dr. Cary

In this course stress will be laid on the emerging principles of mental hygiene and the schools. A few of the special problems to be considered will include: success and failure, individual differences, the concept of normalcy, and discipline.

The Psychology of Learning and Teaching - Miss Frances Cushman

The course will include a synopsis of the diverse approaches to learning. Considerable attention will be given to conditions affecting learning such as motivation, emotion, and attitudes.
(One Hour)

The Child and His Curriculum (Elementary Level) - Miss Ida E. Morrison and Miss Louisa H. Lawton

A course to help teachers plan the use of activities, subject matter and techniques in the elementary schools involving a workshop and arts and crafts laboratory, field trips to investigate such matters as water testing, etc. (One Hour)

Health Education - Miss Sally Lucas Jean, Miss Elva Rood, and the Hospital Staff

To include a study of the mechanism of the human body, maintenance of individual health with case studies, organization of public health and health education techniques for the classroom with demonstrations.
(One Hour)

Techniques of Teaching Remedial Reading for Elementary and Secondary Levels - Miss Frances Cushman and Miss Vila Hunt

The course will deal primarily with the methods of improving reading ability. Some attention will be given to the diagnosis of disability and the use of tests. The means employed will be lectures and demonstrations. (One Hour)

Speech for Teachers - Mr. George Peavey

A study of rhythm, grouping, emphasis, etc., designed to increase the effectiveness of the teacher's oral presentation of material in the classroom situation. (One Hour)

Aspects of American Life - Dr. Walter Balderston and Dr. John Powell
A historical approach to the growth of democracy in this country.
(One Hour)

General Elementary Science - Mr. John Anderson and Mr. George Shibata

A course which will help teachers and pupils to understand the resources in Boston. The course is closely integrated with the elementary curriculum and gives techniques needed in the use of the science curriculum in the classroom. (One Hour)

Nursery School Education - Miss Peavy, Miss Lind, and Miss Hemmingway

A survey of nursery school techniques covering some of the major areas as, story telling, indoor and outdoor activities and use of equipment, music for the nursery school level, etc.

Materials and Organization of the Core Course - Dr. A. L. Harris

The development of statements of general and specific objectives, outlining the scope and sequence of the core program, developing source units, utilizing the school and the community as the social laboratory of the core studies, evaluation and redirection of the program.

Some problems confront us in the administration of such a program. The matter of buses for transportation has now been taken care of by the project. A bus for thirty passengers has been allocated to the education department for Saturday mornings. This bus along with the covered army trucks seems to provide moderately comfortable and adequate transportation. The problems of fatigue on the part of the teachers and the need for time on Saturday mornings for preparation of classroom materials are becoming more and more pressing. Not all enrollees can be expected to carry on throughout the entire semester, but whatever time is spent will have contributed in some measure to the understanding and possibly to the improved teaching of the group.

It has been possible to see a very definite carry-over from the work of the Saturday morning seminars to the classroom. This is particularly true when practical aids are given in the arts and crafts workshop, science laboratory, remedial reading and health courses, and the curriculum workshop. The carry-over from the theoretical training is, of necessity, less easy to observe.

Supervisory Procedures

Supervision is taken care of by department heads on the high school level, the supervisor on the elementary school level, and the principals in so far as they have time and opportunity.

Supervision on the elementary level has been carried on by means of the following procedures:

1. Classroom visitation are followed by individual conferences and by demonstration teaching at the request of the teachers.
2. Committee meetings are held for groups requesting help on some specific problem, such as books available to meet the need of the social studies program, or work for the between-recitation period.
3. An inter-camp visitation program has been set up with demonstration teachers designated for visitation. This program has been definitely scheduled in a monthly program in one of the camps.
4. Summaries of individual teaching procedures, as activities using community resources, have been compiled into reports and handed back to teachers in order to assist in the dissemination of good ideas.
5. Supervisory bulletins have been issued to suggest activities for the classroom, techniques for teaching, and sources of material.
6. A program of curriculum construction has been under way. Backgrounds of philosophy, psychology, and suggested material techniques were built in weekly meetings with teachers in each of the three camps. The production of curriculum materials is now under way in the curriculum workshop, and some of the material is actually being used in the classrooms. This curriculum production program is closely integrated with the work of the elementary science and arts and crafts laboratories. In these laboratories the teachers try out plans set up in the curriculum laboratory. These plans, when reorganized and accepted, become a part of the curriculum itself and are often put into the classroom use immediately by the teachers.

7. The work of the elementary principal has covered a good many phases.
 - (a) One of the most important has been that of building and maintaining the morale. The principal has made every effort to establish confidence on the part of the teacher by stressing commendable work and by an understanding attitude toward teacher problems.
 - (b) The elementary principal has a regularly scheduled program for her apprentice teachers. Part of the day is spent in observing the work of the regular teachers, and part in assisting other regular teachers. An effort has been made to assign apprentice teachers to such classrooms as will give them the best opportunities to observe good work and to participate actively in the work of the classroom. The responsibility for the training of these apprentices has been stressed with the master teachers.
 - (c) The elementary principal has helped in suggesting, locating, and securing specific reports and supplemental materials for teachers to use in connection with their classroom activities.
 - (d) She has also conducted general meetings where experiences are exchanged and problems are discussed.
 - (e) She uses committees of teachers chosen by the group to plan schedules, programs, and procedures rather than by issuing orders concerning these matters.
 - (f) She has arranged conferences to which teachers of each grade level meet with the director of guidance, the elementary supervisor, and herself to discuss standard test results and procedures whereby the results of these tests may aid in any improvement of teaching. Some of the above procedures have also been carried on by the principals of the other schools.
8. Reports from other principals describe the use of the following techniques:
 - (a) Visitation of classrooms to observe the work of teachers and pupils.
 - (b) Conferences with teachers to give assistance in meeting problems.
 - (c) Conferences with supervisors and department heads to help coordinate the work of these departments.
 - (d) Encouraging teachers to enroll in in-service training classes.
 - (e) Encouraging teachers to attend professional meetings.
 - (f) Encouraging teachers to use the professional library.
 - (g) Encouraging long-range planning on the part of the teachers.

The head of arts and crafts working both in the elementary and secondary fields reports:

1. For the shops: Frequent conferences with teachers in the department, for demonstration of tool processes, development of activities growing out of classroom programs and discussion of psychology, dangers to avoid in working with children, methods of safeguarding tools, materials and permanent equipment, and general shop procedures.
2. For the arts and crafts classes:
 - (a) Conferences
 - (b) Aid in securing equipment and materials.
 - (c) Visits to classrooms several times a week, teaching special processes to classes.
 - (d) Encouraging individual students by special appointments.

- (e) Meeting all teacher needs through office visits, books, samples of work done elsewhere.
- (f) Taking teachers to exhibits of work of Boston artists.
- (g) Frequent discussions of the program and laying plans for continued improvement.
- (h) Going over the work of each student with his teacher.
- (i) Readings suggested for each semester.
- (j) Reports of work accomplished required from each teacher.
- (k) Discussion of reports.
- (l) Meetings of craft teachers with the grade teachers for planning of program work.

The work of the department head in English and core is reported as follows:

- 1. Specific steps to promote teacher growth in the department:
 - (a) Monthly bulletins to all core studies teachers.
 - (b) Departmental meetings.
 - (c) Grade-level group meetings under grade-level chairmen.
 - (d) Classroom visitations.
 - (e) Winter workshop sessions in English methods.
 - (f) Anticipated spring workshop sessions in English methods.
 - (g) Two classes in the Teachers' Professional Improvement Program.

The Director of Guidance reports help in the following ways:

- 1. Assistance through individual conferences relative to student needs and problems has been more fruitful than anything else.
- 2. Group meetings are conducted.
- 3. Devices prepared by teachers in the remedial reading course indicate that they are putting new ideas into practice.
- 4. In the psychology class thirty-five members have purchased books. The class period is devoted primarily to practical applications.

The work of the department head in mathematics is given below:

- 1. Observation of teacher's work, with conference immediately following.
- 2. Provision of instruction materials and professional literature.
- 3. Departmental meetings where general problems are discussed.
- 4. Locating and making available to staff good articles in current magazines pertaining to mathematics and its applications.
- 5. Helping establish standards of work and proper mechanics of evaluation.
- 6. Issuing a monthly bulletin containing a page on teaching techniques each month.
- 7. Distribution of circulars at irregular intervals on such subjects as "Do's and Don'ts for New Teachers", "Trends in Teaching Geometry", "A Unit in Scale Drawing", "Psychology of Drill", etc.

The science department reports its work:

- 1. Since the departure of the head of the department, an evanee has been acting as department head. Before his departure, the head of the department had given some suggestions as to the work. The suggestions offered are as follows:
 - (a) To coordinate science teaching in the three camps.
 - (b) To have teacher's conference periodically.
 - (c) To keep a file on student accomplishment.
 - (d) To give standardized tests occasionally in order to see how well the students are progressing.

2. To date his suggestions have been followed and have met with fair success despite the handicaps arising from the lack of transportation between camps. However, here at Camp I, the cooperative spirit between the science teachers has increased and the learning of the subject has been enhanced.

The home economics department has used the following procedures:

1. Meetings of teacher groups to discuss common problems.
2. Help in making courses of study.
3. Help in planning work units.
4. Study classes on homemaking and educational procedures.
5. Demonstration teaching of a six-week unit.

In the department of physical education, help has been given through:

1. The acquisition of books and materials in the field of health and physical education.
2. Recommendations and suggestions given for use of this material as a basis for group and personal discussion concerning general principles, aims, and objectives of a general program.
3. Joint planning of the program in Poston Schools--attempting to put certain important objectives and principles into operation.
4. Group and personal discussion as to worth whileness of the program, attempting to solve problems that arise as well as to find ways and means of improvement.

Procedures in the commercial department are listed as:

1. Discussion of ideas and suggestions for teaching procedures in teacher's meetings.
2. The completion of handbooks to be placed in the hands of the teachers in order to give ideas and suggestions which may prove help.
3. Accomplishment of students, checked with the national norm by means of standardized tests.
4. Research to discover material to supplement the regular classroom books.

In the music department a course of study has been supplied for each field. The department head also demonstrates teaching procedures.

In the field of industrial arts help has been given to teachers through:

1. A cooperative plan for course of study material.
2. Cooperative preparation of guide material for personality development and democratic procedures.
3. Encouragement of teachers to take responsibility and use initiative in undertaking to solve the specific problems.

The health coordinator has worked in the following ways:

In cooperation with health education and community services, methods have been devised and plans implemented toward securing and maintaining a maximum degree of health for each school child. This has involved:

1. Stimulating interest and aiding existing community organization in their efforts to cooperate in establishment of procedures designed to raise the health standard of Poston's children.
2. Furnishing guidance to teachers through discussions and publications toward the securing and maintaining of health for themselves and for their pupils.

3. The organization and preparation of regulations for the control of communicable disease.
4. Bringing to attention of proper authorities need for certain facilities to permit practice of health essentials during school hours.
5. Providing publications to community leaders--about 6000 pieces of literature--and advice in their utilization.
6. Assistance in planning for the execution of the health examination of school children--approximately 4500--as well as the follow-up.

The nursery school supervisors have used:

1. Teacher visitation with individual conferences to suggest improvement and to praise good work.
2. Demonstration teaching to illustrate good procedures.
3. Weekly meetings to discuss pre-school procedures and to solve problems which have arisen during the week.
4. Reference material made available on child care and pre-school education.
5. Encouragement of freedom to discuss problems with the supervisor and to use initiative or to defend an idea even though contrary to that of the supervisors.
6. Monthly meeting of nursery school groups for business, social, and educational purposes.
7. Workshop where nursery school teachers construct play materials used in their own classrooms.

The agriculture department has followed these procedures:

1. Visitations to the classrooms.
2. Conferences with teachers on progress and plans for activities both in classroom and project.
3. Meetings with teachers to discuss problems and plans.
4. Reports and plans submitted to supervisor.
5. Meetings with community agricultural executive committee. (Liaison officers selected to coordinate school and community programs.)

The following is a report from the language department:

1. At the beginning of the year, all the teachers in the language department worked out a plan for this year's work.
2. Then we worked out the main objectives and procedures for the school period.
3. We are now preparing a report which will show the outcome of the application of these objectives. We hope to have this report ready soon.
4. In our talks together we have given due regard to the important considerations of what to teach, how to teach it, and what to expect in the outcome.
5. It has been our aim to aid the pupils so they will be able to continue their study of languages without the usual difficult period of transition from one class to another or from Boston school to some other school.
6. It has been our aim to afford opportunity for oral practice so the pupil will be able to apply the language by speaking it.

7. It has been our aim to aid the pupil in an increased knowledge of English grammar, derivations, and vocabulary building.
8. It has been the supervisor's purpose to aid the other teachers in keeping in mind the purposes and attainments to be realized.

Winter and Spring Conferences

The teacher training program has been rounded out by two conferences. At the end of the second quarter all teachers were brought together for a Winter Workshop Program from December nineteenth to twenty-fourth. The elementary and secondary workshops were held separately.

The spring conference took place on April twenty-second, twenty-third, and twenty-fourth and was attended jointly by all camps and all educational levels. The programs for both conferences are appended to this report.

WINTER TEACHERS'
CONFERENCE AND WORKSHOP

Elementary Division

OPENING SESSION

Saturday 10 A.M.
Hospital Auditorium

Dr. Cary--Remarks and Discussion of Relocation and Education

Dr. Leighton--Mental Hygiene for Teachers

-- Monday --

Time	Grades 1 and 2	Grades 3 and 4	Grades 5 and 6
9:30 - 10:30	Dr. Cary - Democratic Objectives Hospital Auditorium		Mrs. Balderston - Art 19 - A
10:30 - 11:30	Miss Breeze - Administration Camp I Elementary School Office		Mrs. Balderston - Art 19 - A
11:30 - 12:30	" " "		Miss Manning - Library Techniques Block 12-14-A
1:30 - 2:30	Mrs. Balderston - Art		Dr. Cary - Democratic Objectives Hospital Auditorium
2:30 - 3:30	Mrs. Balderston -Art- 19 - A	Miss Atalca -Weaving- 30 - C	Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall
3:30 - 4:30	Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall	Miss Atalca -Weaving-	

-- Tuesday --

Time	Grades 1 and 2	Grades 3 and 4	Grades 5 and 6
9:30 - 10:30	Mr. Anderson - Desert Vegetation and Life Mess Hall 31		
10:30 - 11:30	Mrs. Balderston -Art-	Miss Lawton -Woodwork-	Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall
11:30 - 12:30	" "	" "	
1:30 - 2:30	Miss Lawton - Pottery 30 - C		Mrs. Balderston - Art 18 - A
2:30 - 3:30	Miss Lawton -Pottery- 30 - C	Miss Jean Miss Breeze Miss Morrison -Curriculum-	Miss Atalca -Weaving- 30 - C
3:30 - 4:30	Miss Jean Miss Breeze Miss Morrison -Curriculum- Elem. School Office		" "

-- Wednesday --

Time	Grades 1 and 2	Grades 3 and 4	Grades 5 and 6
9:30 - 10:30	Tee Mikami Mr. De Silva - Suggested Games 30 - C		Mrs. Balderston - Art 19 - A
10:30 - 11:30	Miss Jean Miss Breeze Miss Morrison - Curriculum- Social Hall		Miss Lawton -Woodwork- 30 - C
11:30 - 12:30			" "
1:30 - 2:30	Mrs. Balderston -Art- 19 - A	Miss Lawton -Pottery- 30 - C	
2:30 - 3:30			Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall
3:30 - 4:30		Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall	

-- Thursday --

Time	Grades 1 and 2	Grades 3 and 4	Grades 5 and 6
9:30 - 10:30	Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall		Mrs. Balderston - Art 19 - A
10:30 - 11:30	Miss Lawton -Woodwork- 30 - C		Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall
11:30 - 12:30	Miss Breeze - Administration Camp I Elementary School Office		
1:30 - 2:30	Mrs. Balderston -Art- 19 - A		Miss Lawton -Pottery- 30 - C
2:30 - 3:30		Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall	

WORKSHOP PROGRAM
Secondary Division
December 19 - 24

Theme: THE IMPLICATIONS OF RE-RELOCATION FOR EDUCATION IN POSTON

MORNING SESSIONS

-- Saturday, December 19 --				
Time	Place	Leader	Subject	
9:30	Hospital Auditorium	Dr. Cary	Re-Relocation and Education in Poston	
10:30	"	Dr. Leighton	Mental Hygiene	

-- Monday, December 21 --				
Time	Place	Group	Leader	Subject
9:00	Hospital Auditorium	Secondary Teachers	Mr. Kennedy	Employment Opportunities in Re-Relocation
10:45	"	"	Miss Jean	Health Problems
10:45	High School Office	Curriculum Committee	Dr. Harris	Curriculum Evaluation

-- Tuesday, December 22 --				
Time	Place	Group	Leader	Subject
9:00	Hospital Auditorium	Secondary Teachers	High School Students	Post-War Opportunities for the Nisei
10:45	32-A	Evaluation Committee	Miss Cushman	
10:45	32-B	Employment Committee	Mr. Kunitani	
10:45	High School Office	Policies Committee	Dr. Harris	
10:45	46-A	Woodshop Teachers	Mr. Vaniman	
10:45	46-C	Physical Ed. Teachers	Mr. De Silva	

-- Wednesday, December 23 --

Time	Place	Group	Leader	Subject
9:00	Hospital Auditorium	Secondary Teachers	Dr. Cary	Some Concepts Involved in the Development of Our Educational Program
10:45	"	"	Miss Cushman	Guidance

-- Thursday, December 24 --

Department meetings at the option of the individual groups. Written summary of the statement of objectives, curriculum, methods, and evaluation plans of each department to be turned in at the Poston I High School office not later than 4 P.M. Include in this report a recommendation for professional seminars which should be organized promptly.

AFTERNOON SESSIONS

December 21-22-23

Time: 1:45 - 3:15 P.M. (Daily) Topic: Specific Objectives, Curriculum, Methods, and Evaluation

Place	Department	Place	Department
18-A	Science Teachers	18-C	Commercial Teachers
46-A	Core Teachers	32-A	Mathematic Teachers
46-C	Industrial Arts <u>Monday only</u>	32-B	Homemaking Teachers
	Auto Shop <u>Tuesday only</u>	16-A	Agriculture Teachers

Time: 3:30 P.M.

Place	Department	Place	Department
46-C	Woodshop Teachers <u>Monday only</u>	32-A	Language Teachers

Note: Seventh and eighth grade teachers may select meetings from the program of either the secondary or elementary workshop.

POSTON EDUCATION CONFERENCE

April 22-24, 1943

This is the agenda of this week's conference. You will note that the theme of the conference is: "Doing a Better Job of Educating for Resettlement."

Your help is requested at the following points:

1. Please encourage your pupils, and through them their parents and neighbors, to attend the following sessions:
 - a. General mass meeting in Poston I, Thursday evening. It is believed that the speakers of this mass meeting will encourage our people here to have faith in the good will of the government and efforts of their friends on the outside.
 - b. Panel discussion Friday morning. Here young people will express their views regarding resettlement.
 - c. Panel discussion Friday evening. These meetings will give the people an opportunity to express their views and to ask questions.
2. You will note that regular seminars will meet as usual this coming Saturday.
3. The Saturday afternoon conference is intended primarily for project and school administrative staffs. However, other interested persons may attend.

It is believed that one of the chief obstacles in the way of resettlement is fear of an ominous "outside". In addition to helping supply necessary information to our chief educational task and opportunity at this time is that of encouraging our people to take an objective view of the situation and to join hands now with those all over the world who are working courageously to make this world progressively a more satisfactory home for common people.

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Mr. Robert

1970-1971

SATURDAY, APRIL 24

Poston III

Morning Session 8:30-11:30

8:30-11:30 Regular In-Service Training Classes

Afternoon Session 1:30-4:00

Hospital Ward 7

THEME: PROJECT ADMINISTRATION AND THE
WORK OF THE SCHOOLS

Panel Discussion

Chairman: Mr. Galvin

Assistant Chairman: Mr. Cary

General Policy: Mr. Head

Procurement: Mr. Empe, Mr. Potts

Transportation: Mr. Haverland

Housing: Mr. Harris, Miss Findley

Employment: Mr. Zimmerman, Mr. McLaren

Maintenance: Mr. Popkin, Miss Breeze

CONFERENCE COMMITTEE

Mr. Head, Honorary Chairman

Mr. Harris, Chairman

Mr. Balderston

Mr. Aihara

Mr. Galvin

Mr. Sosnowski

Miss Morrison

Miss Cushman

Mr. McLaren

Miss Breeze

Mr. Vaniman

Miss Lawton

Mr. Nohri

Mrs. Takemoto