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Immediately upon arriving at Tanforan, a committee of three individuals interested in child education met to outline an informal vacation school program for children in the primary grades. They had these objectives in mind:

1. To institute an Americanization policy for this age group.
2. To form regular habits of learning.
3. To provide constructive organized activity.
4. To develop the children's initiative.
5. To occupy the children's morning hours from 8:30 until 11:40 in order to give their mothers time for housework.

The following recommendations were made:

1. School should be on a compulsory basis throughout the Center as soon as facilities and classrooms were available.
2. Classes should be conducted five days a week in the mornings between 8:30 and 11:30.
3. All classroom activities should be conducted in English to counteract the Japanese spoken at home.
4. Because of lack of facilities and qualified teaching personnel, there should be no more formal education than would be necessary to keep the classes well organized. There should be no certificates or diplomas given on the completion of the course.
5. The children should be kept well occupied by a positive and constructive program based on such subjects as handicrafts, projects, story-telling, picture drawing, modeling.



6. The activities of the classroom should be both indoors and outdoors.

7. Community-wide children's programs based on patriotic themes such as Flag Day and Independence Day should be scheduled.

8. An open house should be held so that parents could inspect the work of their children.

When Mr. Frank E. Kilpatrick, Jr. was appointed Director of Education for Tanforan Assembly Center, the committee presented its ideas to him. A meeting was held and as a result of the discussion, the organization of the program was divided as follows:

1. Mr. Frank E. Kilpatrick, Jr. obtaining official sanction from the administration.
2. Rev. T. Goto, Chairman of the Advisory Council in Education obtaining supplies.
3. Mr. Ernest S. Takahashi, Supervisor of Elementary Education, working out the practical details and selecting the teaching personnel.

Four young women who had either received credentials from a State Teachers College or else had majored in Education at the University of California were chosen to form the teaching staff. Each of them was requested to submit a plan for conducting school with the limited facilities that were available. Each plan was to be based on a three hour day, five days a week for groups of forty pupils between the ages of six and ten. The teachers were told that supplies would be very limited and that there might not be any books at all.



They submitted the following program:

#### AMERICANIZATION PROGRAM

Objective: To counteract the bitterness in the minds of the children.

Examples: Pledging the flag  
Stories about the flag  
Incidents in United States History

#### NEWSPAPER

Objective: To learn to construct a complete sentence  
To learn to construct a complete and correct paragraph  
To learn to spell correctly  
To learn to read with correct pronunciation and enunciation  
To learn the months, days and years, as well as the weather.

#### ART

Objective: Appreciation of nature  
Observation of natural colors and proportions  
Developing creative ability

Suggestions:  
Hills, airplanes, barracks

#### SINGING

Objective: To learn to carry the correct tune and time  
Introduce syllables

Suggestions: 1. Patriotic songs  
2. Folk songs  
3. Children's songs  
Twinkle, twinkle, little star  
Home on the Range  
Good Morning to You  
Old Black Joe

#### RECESS

Objective: Body building  
Learning to play together  
Learning to be good sports  
Intelligence (in understanding the game)

#### ARITHMETIC

Objective: To master the skills of adding and subtracting  
and to learn the multiplication tables



Suggestions: Utilize arithmetic in practical situations so that the child will understand the need for arithmetic.

Examples: Constructing grocery store signs  
Buying and selling at the grocery store  
Counting the number of articles

#### DRAMATICS

Objective: To bring out creative expressions  
To speak English freely  
To lose self-consciousness

#### ART CRAFT

Objective: To create through the finger tips

#### SEAT WORK

Objective: To form habits of individual studying

#### STORY - TELLING

Objective: To create imagination for drama and drawing

#### FOLK DANCING

Objective: To develop muscular coordination and rhythmical movement

Suggestions: Virginia Reel, Looby Loo

On Monday, May 25, all children in the Center were told to register for school. It was discovered that there were approximately 500 children between the ages of six and eleven and 1,000 children between the ages of twelve and sixteen.

On May 26, four classes for children six to eight years old were begun in unused mess halls conveniently located throughout the Center. The first day's registration showed 235 children attending these classes.

The four staff teachers appointed four well qualified assistants to help them in their work, and that afternoon a teachers' training course was started in one of the schoolrooms. At that



time, the school was divided into the primary section (first second and third grades) and the intermediate section (fourth, fifth and sixth grades). Two chiefs of staff were chosen: Miss Shizuko Mitsuyoshi, who held credentials in kindergarten, elementary and junior high school from San Jose State Teachers College, for the primary grades, and Miss Mabel Yamamoto, who had credentials in elementary and junior high school from San Francisco State Teachers College, for the intermediate grades.

A Center-wide appeal was made for more teachers and all interested individuals were encouraged to attend the teachers' training course. Twenty-seven women answered the call and from this group was chosen the remainder of the staff. Because the Supervisor of Elementary Education knew that he had at least eight qualified teachers with credentials or education majors from the University, he did not select the other women on the basis of academic preparation alone. He chose them because they were eager to teach and because they had had some previous experience in dealing with children in Sunday Schools and nursery schools prior to evacuation. Thus the staff was increased to twenty-four. Later two teachers were appointed to handle classes in case of the illness of a regular teacher. During the days when there is no illness among the staff, these teachers help in the classrooms with the largest enrollment.

On June 2, the fourth, fifth and sixth grades were started in the unused wings of the four mess halls which had already been converted into schoolhouses. The first day's registration showed approximately 310 children in these grades.



The teachers found that the children were eager to learn. A week of experiment along vacation Bible school lines of group singing, supervised games, oral reading, etc., showed that it was difficult to keep the attention of the older children. They expressed en masse that they wanted more reading, arithmetic and spelling. For this reason and because of the fact that some school supplies had been received from the International Institute, a more formal type of education was attempted in all grades.

Here is a typical program for each grade presented <sup>by</sup> the teachers in their weekly report.

#### FIRST GRADE

8:45	Americanization
	1. Pledge of Allegiance
	2. Singing of America
9:00	Arithmetic
	1. Time telling
	2. Simple addition
	3. Simple subtraction
9:30	Language, seatwork
10:00	Play period
10:25	Milk period - introducing cleanliness and etiquette
10:40	Reading
11:10	Creative arts, stories and music

#### SECOND GRADE

8:45	Americanization
	1. Pledge of Allegiance
	2. Patriotic songs
9:00	Reading and writing - Monday, Wednesday and Friday
	Arithmetic - Tuesday and Thursday
9:30	Word recognition - Monday, Wednesday and Friday
	Penmanship - Tuesday and Thursday



10:00 Play period  
10:25 Milk period - introducing cleanliness and etiquette  
10:40 Reading  
11:00 Creative arts - Monday, Wednesday, and Friday  
Stories and poems - Tuesday  
Music - Thursday

### THIRD GRADE

8:45 Americanization  
1. Pledge of Allegiance  
2. Patriotic songs  
9:00 Drill writing - Monday and Tuesdays  
Thought problems, written problems and review  
on arithmetic - Wednesday, Thursday and Friday  
9:30 Related reading or drill  
1. Poetry appreciation  
2. Composition  
10:00 Play period  
10:25 Milk period - introducing cleanliness and etiquette  
10:40 Reading  
11:10 Creative arts - Monday, Thursday and Friday  
Stories and poems - Tuesday  
Nature study - Wednesday

### FOURTH GRADE

8:45 Americanization  
1. Pledging the flag  
2. Patriotic songs  
3. Story of the flag  
9:00 Arithmetic  
1. Multiplication  
2. Division  
9:30 Spelling  
10:00 Recess  
10:10 Singing - Wednesday  
Health and Nature talks - Monday, Tuesday, Thursday  
and Friday  
10:30 Reading and composition - Monday, Wednesday and  
Friday.



Penmanship - Tuesday and Thursday

11:00 Art and social studies

FIFTH GRADE

8:45 Americanization

1. Pledging the flag
2. Patriotic songs
3. A great event in American History

9:00 Arithmetic - drill and review on long division

9:30 Spelling

1. Sentence writing
2. Tests

10:00 Recess

10:10 Reading - "If I Were Going"  
"Reading to Learn" - "Fifth Grade Reader"

10:30 Penmanship - Tuesday and Thursday  
Composition - Monday, Wednesday and Friday

11:00 Social Studies - "Human Geography" - Monday  
Wednesday and Friday

Science - "The Earth and Living Things" - Tuesday  
and Thursday

SIXTH GRADE

8:45 Americanization

1. Pledging the flag
2. Patriotic songs
3. A great event in American History

9:00 Composition - poems - Tuesday and Thursday  
Arithmetic - Monday, Wednesday and Friday

9:45 Spelling

10:00 Recess

10:10 Singing - Health talks

10:30 Grammar - Monday, Wednesday, and Friday  
Geography and History - Tuesday and Thursday

11:00 Art - Tuesday and Thursday  
Reading - Monday, Wednesday and Friday



At a recent faculty meeting, it was decided that there were three main purposes of the school system which should be kept in mind by each teacher.

1. The teacher should try to give each child the maximum educational benefit of which he is capable. The backward child should be given special attention and effort should be made to have him catch up with his age group before going to a relocation center.

2. The teacher should keep a record of teaching methods and subjects introduced in the classroom, stating how successful each procedure has been. Thus, a body of reference material would be build up for use in the W.R.A. centers.

3. The teacher should try to develop P.T.A. Consciousness throughout the center in order to educate the parents as well as the children in the importance of proper schooling.

Some progress has already been made in carrying out the above-mentioned three points. For example, in order to give each child the best possible education, many of the teachers have been giving private tutoring to their pupils. Several success stories have been reported, of which this is one:

A boy in the second grade began school without knowing a single fact about simple addition or subtraction. But by tutoring him outside of class and showing him a little kindness, the teacher was able to make "the little demon of mischief" into a quiet, progressive lad. At the present time he is studious and cooperative. He has caught up with his grade and has scored several perfect papers in arithmetic.



During the course of a month's teaching, approximately twenty-five students were found to be unsuited to the work of the average classroom. They could be classified as:

1. Children who were mentally deficient.
2. Children of average intelligence who were getting behind in school due to lack of training in a certain subject prior to evacuation. It was noted by the staff that unlike sub-normal children in Caucasian schools, they fell behind in language, composition and spelling and were normal in arithmetic.
3. Kibei children of high school age who could not be fitted into the adult Americanization classes and who insisted on attending elementary school to learn to read and write.

Plans are being made to create a special department where teachers who have taken courses in child psychology, abnormal psychology and mental deficiency will be able to provide individual attention for these children.

The record of teaching methods tried in the classrooms contains the following observations:

1. In the primary division a daily newspaper was found to be very successful in teaching pupils to construct complete sentences, to learn the months, days, and years and to spell correctly.
2. A dramatics course was an utter failure because these children were too shy and self-conscious.
3. The children knew most of the patriotic songs but needed the help of textbooks in singing folk songs and children's songs.
4. In art, it was found that the Japanese children were not very original but were excellent in copying pictures.



5. It seems that children in this age group have little or no concept of loyalty but are accepting Americanization as a matter of routine. The teaching staff considers this a natural thing at this age. Airplanes and battleships drawn in class have American flags, and compositions contain anti- Axis expressions and references to "the dirty Jap". The children listen attentively to incidents in United States history and stories of great Americans.

6. The pupils are just about average in arithmetic and poor in spelling, composition, diction and reading.

Much progress has been made in developing P.T.A. consciousness throughout Tanforan. An advisory committee has been formed and each schoolhouse now has a subcommittee of two Issei parents and two Nisei parents which cooperate with the teachers in every way. The first P.T.A. meeting was a complete success with over 150 people attending. On July 10, the school will hold open house under the sponsorship of the P.T.A. to display the best work of each child in the elementary grades. There is a definite interest in the P.T.A. program at Tanforan which will no doubt be continued in the relocation areas.

The elementary school has also tried to incorporate into its curriculum some training in good health habits. Twice a week, at least fifteen minutes are set aside for a discussion which is based on material found in books and pamphlets from various health associations. The staff has been attempting to initiate physical check-ups of each child, but due to the scarcity of doctors in the Center, this project has been temporarily set aside. The request for a public health nurse had to be refused for the same reason. The



department, however, was able to obtain three hundred bottles of milk daily for all children from the first to third grades.

The Educational Program at Tanforan has been fortunate in having many friends outside the Center who are interested in its progress. At least five hundred dollars worth of supplies have been donated by various groups such as the International Institute and the American Friends Service Center. These include ten blackboards, four bulletin boards, four maps, eight American flags, one gross of crayons and some erasers. Supplies are beginning to be available through the W. C. C. A., but as yet the department has received only ten reams of typing paper, fifteen reams of newsprint paper, and one gross of crayons. This of course is hardly enough for one week's supply. As a result, plans are being made to assess each child a small amount for school supplies. This is being done with the definite understanding that such funds will not be necessary in the W.R.A. centers.

Textbooks have been received from the following school systems and libraries: Alameda County School System, Frederick Burke School, Raphael Weill School, Daly City School System, Burlingame School System and Lafayette School System. Teachers' manuals have been donated by the faculty of the San Francisco State Teachers College, San Jose State Teachers College and Mills College.

Next to the inadequacy of supplies and facilities, lack of space has been a pressing problem. It is almost impossible to conduct regular classes with a hundred children of three grades in one wing of a mess hall.



Much of the success of the elementary school program is due to the untiring efforts and individual initiative of the teachers. Every day, each teacher spends three hours in classes, one and a half hours at the teachers training course and from three to five hours in preparation at home for the next day's activities. Since there were no blackboards the first month, and there is only blackboard for every three classes at present, most of the seatwork must be prepared by the teachers. Some teachers have been drawing by hand from twenty to forty copies of pictures to be colored by their pupils. And others have had to prepare five different sets of arithmetic problems every day in order to avoid cheating in the crowded classrooms. There is one instance of a teacher having her whole family help her prepare for her next day's work. The father corrected the arithmetic papers, the mother and sister prepared arithmetic problems, while the teacher herself tutored some backward child in spelling. Such enthusiastic cooperation as this is making this school program possible.

The elementary school system has been filling many definite needs of the community. Consequently, it has been playing an important part in raising the morale of the Center. For the children, it has provided organized activity which is keeping them from becoming restless and bored. Moreover, it is giving the children an opportunity to make new friends and acquaintances. During the first weeks in Tanforan, an evacuee child from Berkeley would play only with friends from her home town, but now he will be found playing with children from San Francisco, Oakland, and San Mateo. The school program is also having a favorable



effect on the morale of the parents who are grateful that their children are receiving the benefits of some form of education which will fit them for the conditions under which they must live.

On June 24, the Supervisor of Elementary Education wrote a report to the W.R.A. headquarters in San Francisco entitled "What We in Tanforan can do to prepare for an educational program in the W.R.A. Centers". Here are eight points which he thought the W.R.A. educators should keep in mind as they organize their educational program.

1. There are many potential teachers among the Japanese evacuees at Tanforan. After some basic training in education, they should be used on the personnel in the W.R.A. centers. It is suggested that a teacher's training course be started at Tanforan by the W.R.A. In that event, the elementary school could be used for practice teaching purposes.

2. The Japanese people are beginning to realize that there are good educators among themselves and that the educational destinies of their children need not be left entirely in the hands of Caucasian teachers. However, it is essential that competent and well-qualified Caucasian teachers be sent to teach in the relocation areas. It would be unfair to the children to have to be taught by interested but untrained missionaries, retired teachers, or teachers who cannot find jobs in the regular school systems.

3. A Parent Teachers Association has been developed in Tanforan to make the parents conscious of the fact that from now on they are the ones who will form the policies of the schools their children attend.

4. The Tanforan elementary school system has been endeavoring



to have every child ready for new classes in the fall. Inasmuch as the children have lost one and a half month's actual school work prior to evacuation, they are being given special training in spelling, composition, reading and diction.

5. The Japanese language should be used in adult education and P.T.A. meetings in order to convey ideas successfully to the first generation men and women.

6. The Tanforan educational system should be used as an experimental ground for determining the success of various methods and procedures in teaching the Japanese children.

7. A W.R.A. educator should come to Tanforan to study and make surveys of the group with which they will be working.

8. The present Japanese-American administrators should be used as a liaison group between the Japanese and Caucasian educators in order to explain peculiarities in the psychology of the Japanese.

The following is a list of the present teaching staff. They are in charge of eight large classes with a total enrollment of 618.

FIRST, SECOND AND THIRD GRADES

Shizu Mitsuyoshi	Graduate of San Jose State Teachers College. Credentials in kindergarten, elementary and junior high school.
Shizu Nakahira	Graduate of San Francisco State Teachers College, credentials in kindergarten, elementary and junior high school.
Yo Uchida	Graduate of the University of California
Lillian Yamauchi	Graduate of the University of California. Education major.
Daisy Tani	University of California (2 years)
Helen Kusumine	University of California (1 year)
Esther Tani	University of California (3 years)
Riyoko Kushida	Graduate of the University of California



May Akagi

May Murakami      Univeristy of California (2 years)  
McKinley Designing School

Kuwa Yoshida

Sophie Abe

Emi Okazaki      California Secretarial School

FOURTH, FIFTH AND SIXTH GRADES

Mabel Yamamoto      Graduate of San Francisco State Teachers  
College. Credentials in elementary and  
junior high school.

Shizu Hikoyeda      Graduate of the University of California.  
Education major.

Hifumi Taniguchi      Graduate of the University of California.  
Education major. Private tutor for subnormal  
children.

Fumiko Sugihara      Graduate of San Francisco State Teachers  
College.

Florence Date      University of California (3½ years)

Yoshiko Morioka

Sachi Takahashi

Eiko Nakamizo      University of California (2 years)

Mrs. Shizu Fujita      University of California (3 years)

Sayoko Ito      University of California

Lily Kawahara      University of California (2 years)

Amy Kajiwara      Armstrong Business College (1 year)

Sumi Ohye      Merritt Business College (2 years)



TO: FRANK E. KILPATRICK, JR.  
DIRECTOR OF EDUCATION AT TANFORAN

FROM: ELEMENTARY EDUCATIONAL DIVISION

SUBJECT: REPORT FROM JUNE 8 THROUGH JUNE 12, 1942  
AND SCHEDULE FOR THE COMING WEEK

The total attendance in school for the week of June 8 through 12 for the Elementary Educational Division was

- I. School classes were conducted in the regular manner for the first four days of the week and on Friday morning there was a community-wide children's Flag Day Ceremony in the infield in which all classrooms participated.
- II. The following supplies came into our camp this week from the International Institute:
- 12 pkgs. Paper Towels
  - 2 boxes assorted size rubber bands
  - 2 gross blotters
  - 5 reams penmanship paper
  - 1 bulletin board (3 more to follow)
  - 3 Maps (California, United States, and the World)

Also several books from the San Francisco State College were donated by Dr. Fiske and his friends. The American Friends Service Center generously supplied the school with four rolls of wrapping paper and one half gross of crayons.

- III. The following notables visited our school during the past week:
1. Dr. Ade, Director of Education for the W. R. A.
  2. Dr. T. J. Mahan, Director of Education and Recreation for the W.C.C.A.
  3. Dr. Genevieve Carter, newly appointed Superintendent of Schools at Manzanar.

- IV. Preparations for the starting of the 7th and 8th grades continued during the past week with Mr. John Izumi in charge. Mess Hall 19 was secured. A tentative plan is to have four 40 minute periods between the hours of 8:30 to 12 noon. Subjects to be taught will be:
1. Mathematics - Algebra and arithmetic
  2. English
  3. General Science
  4. Social Studies
  5. Art Classes to be conducted under the supervision of the Tanforan Art School on Monday, Wednesday and Friday from 1 to 3.
- On Friday, June 12 there was a general sign-up of students and classes will begin on Monday June 15. Over 275 students have registered for these classes.



- V. The Children's Flag Day Ceremony was held from 9:30 to 11 a.m. in the infield Friday June 12, 1942. Approximately 1,000 persons attended the Ceremony. It was a beautiful day and under the existing conditions everyone agreed that the program ran off very smoothly and all the participants did very well. A report of the Flag Day Ceremony has been sent to Washington in care of Dr. Ade, and a report will also be sent to the W.C.C.A .
- VI. The Director of Elementary Education met with the hospital staff and prepared a chart to survey the health condition of each child in school. Tentative plans have been made with Mrs. Kitow, Public Health Nurse to conduct a physical check-up of each child and to keep a progress report of any child needing special care. 1500 blanks are being prepared for this survey.

The chief of staff for the 4th, 5th and 6th grades is Miss Mabel Yamamoto and her report is as follows:

Approximately 311 students attended classes during the week of June 8 through June 12.

For the week of June 8 to June 12 the classroom routine was held on a formal basis. We devoted daily half an hour each to arithmetic and spelling. The arithmetic period was devoted to the survey of the child's individual ability in the fundamental skills, knowledge of the parts of examples and problem solving. Due to the result of the survey the class has been divided into two groups. With the exception of a few pupils the class needs more drill on problem solving.

In the spelling survey most children did well, however, they do need a drill on regular composition words and sentence structure. "My Life at Tanforan" was the title given to our composition study for which I found some very interesting results. Then we had some colored illustrations of the above title to bring out some of their creative ability.

The Americanization Program was carried on daily and on Mondays spent a few minutes talking about "My Country" bringing in the word "public" and "the people's government."

Composition and language work and singing evolved around the Flag Day Program. We utilized the composition period writing invitations. As we presented "The Message of the Flag" a verse from our school house we brought in some speech work.

#### COMMENTS

A great deal of time is being spent on composition and arithmetic. Students show a desperate need for the use of correct English - also multiplication tables. - Kawahara

Reading produced difficulties due to the large number of pupils. After separation into two groups it would prove easier. - Ito

4th grade - 2 pupils do not belong here (3rd graders) unqualified.  
5th grade - 1 student seems to have visual and hearing difficulty but hates to admit it.



6th grade - Homework was given and work improvement was evidenced.  
One slow boy does not know time tables. Difficult or rather impossible to conduct reading classes without books - also accoustics faulty.

The chief of staff for the 1st, 2nd and 3rd grades is Miss Shizu Mitsuyoshi and her report is as follows:

The average daily attendance for school 1A is 52 School 2A School 3A is 92 and School 4A is 66. In School 4A there has been an additional 10 new pupils for the week of June 8 - 12. Diptheria innoculations have caused many of the pupils to be absent.

The activities:

First Grade: In School 4A the group was divided into three ability groups and new work was started to correspond to the ability of the group. In school 1A the first graders made chains out of paper and colored them. In School 3A some of the first graders read from reading charts which were made by teachers of the San Jose schools.

Second Grade: In School 2A the children had work in number rhymes and special attention in printing their own names in the correct forms. In School 3A the children made a calendar for the month of June. The first attempt was on a cooperative basis--the children all made it together--each child having a turn to place a number in the correct position. After this followed the individual project whereby the child made his own calendar. The object of this was to see whether the child could follow verbal directions. The children also made decorative designs which they are to paste on a card board box and which will be our waste paper box. Written invitations for Flag Day were also sent to their parents. The wording was worked out by the class as a whole, then each child printed the Flag Day invitation to his mother and father.

Third Grade: School 2A - Arithmetic - borrowing was introduced in subtraction. Writing of letters and making of notebooks were the activities which were planned and worked out in cooperative basis. School 1A the Children colored the 48 states of the Union for the Flag Day Program.

School 3A A flag was made out of art craft paper--an exact duplicate was made--stars and all.

Next week all the grades are expected to make a class project such as booklets, friezes or borders.

The most interesting progress for this week was made by a second grade boy. For two weeks he was definitely a retarded case in all subjects. He did not know a single fact about simple addition and subtraction, but through concrete examples he is able to do the very simple forms. The June calendar which he made was perfect in regards to the number positions. This child, I believe, was one who desired attention, and one who wished a little kindness bestowed on him. A little "demon full of mischief" the first few days, he is now a quiet, progressive little lad. The children decidedly have become more studious, more cooperative, and more spontaneous - they are more enthused over their work, and we teachers are enthused in return. Our aim is to make their school life more enjoyable and varied--little by little we are accomplishing that objective.



PROGRAM FOR JUNE 15 - 19, 1942

submitted by Miss Mabel Yamamoto, chief of staff of the 4th, 5th, and 6th grades.

Arithmetic: "Triangle Arithmetic"

Review of difficult long division  
Review of dividing numbers ending in zero  
Division of primary problems and advanced problems  
Reading Roman Numerals - Measuring review.

Spelling:

"Speaking and Writing English"  
Test and sentence writing.

Language: - Composition - "What I Will be in 1960".

A study of some grammatical errors in the child's composition.  
Study of a complete sentence  
Language game and developing correct pronunciation.

Social Studies:

California - Making a project of the map of California indicating the important points.  
Also historical side of California including Spaniards and Indians.  
And the study of the wealth of our State.

Reading:

"Reading to Learn", by Yoakam, Bagley, Knowlton  
"Pets" - Fifth Reader by Bailey

Science:

Study of plants incorporated in art work.

Health:

Lesson on a brief outline of the growth of the body.

Music: - Review of folk songs.

Review of scales, chords, and staves.



TO MR. FRANK E. KILPATRICK, JR.  
DIRECTOR OF EDUCATION

FROM ELEMENTARY EDUCATIONAL DEPARTMENT

SUBJECT REPORT FROM JULY 13 THROUGH 17, 1942  
AND SCHEDULE FOR THE COMING WEEK

Tanforan

B. 4. 01

- I. The average attendance for the first, second, and third grades was: 300  
For the fourth, fifth, and sixth grades: 315  
The total average attendance during the week for the entire elementary school was: 615
- II. On Wednesday July 15, progress reports for the elementary school were distributed to the pupils. The report was set up as follows:

Date	
Grade	
Teacher	
My name is	
My teacher says that I do my best work in	
I will try to improve in	
I have missed	days in
General remarks:	
	Signature of parent

These progress reports were very effective as it gave each child an incentive to work since their parents were being told of their work in school. Several parents reported to teachers that they would help their child at home in subjects in which special attention was necessary.

- III. On Monday July 13, at the Teachers' meeting the subject of discipline was discussed. At that time the general conclusion attained by the group was that the teacher should be gentle but firm. She should not give any special preference, actions should be uniform and at no time show any lenience to the general policies of the classroom. In cases of very disorderly children it was decided that the Director of Education would first speak to the child about bettering his conduct and if he still chose to be unruly in the classroom the supervisor of elementary education would see his parents concerning the situation. At Barrack 104 one boy was chosen as a case for this discipline problem and the results were very favorable.
- IV. On July 13, a meeting was called by the Supervisor of Elementary schools comprised of staff teachers, Miss Nakahira, Miss Mitsuyoshi, Miss Yamamoto and Miss Hikoyeda and the leaders of the pre-school play Center Miss K. Uchida and Miss Grace Fujii, also Mrs. Takeuchi, new head of the Kindergarten and the following five teachers: Miss Mary Yamamoto, Miss Alice Misawa, Miss Mary Suzuki Miss Ishida and Miss Akagi. It was decided by the committee that preferably Recreation #4 in the infield should be used for this purpose. Classes would be conducted from 9 AM to 11:30 Monday through Friday. The proposed daily program is as follows:

9:00	Inspection
9:15	Drawing, reading and numbers



10:00 Recess  
10:15 Milk and rest period  
10:30 Story telling, music, rhythm work and organized games

- IV. The health examination of each child for the elementary school is nearing completion. There will be a complete report as to the general survey of the health of the children of Tanforan in next week's report.
- V. Several supplies were received from the W.C.C.A. this week. The International Institute sent in 500 lbs. of newsprint paper and one gross of composition books. On Thursday several supplies for kindergarten were sent in by the American Friends Service Center, care of Miss Grace Nichols.
- VI. It was decided by the teachers that the new project for next week would be to plan some form of safety campaign for the elementary children. Also fire drills would be conducted during the week.
- VII. On Friday afternoon the elementary teachers held a surprise shower honoring Miss Shizu Mitsuyoshi, Chief of Staff of the primary grades on her engagement.
- IX. The first payroll for the elementary school staff was received on Friday. Because of the negligence of the timekeeper's office a majority of the teachers received half the salary that they had expected. In checking with the timekeepers office it was discovered that no timekeeper had been assigned to the elementary department until June 9 and therefore only four teachers were given credit for their work.

Miss Mabel Yamamoto, Chief of Staff of the Intermediate grades reports as follows:

The general attendance for the week was 315.

This week I introduced the notebook system into the class. The daily work is done in it so that the child can refer back to the past pages. In this way the child can see for himself his own improvements. The child makes his own corrections in his own book thus realizing his own mistakes. The notebook system raises the interest of the class. I did the same for the spelling. They were made to correct the words they missed on the following pages. In social studies I utilized a world globe that had been lying around for some time. They enjoyed studying about the earth with the actual globe to look at.

The children were all excited about report cards, however, they were not expecting such a progressive type. Many children had gotten very careless about putting away their notebooks and papers so I introduced a "Forgetful People" sheet. This is a sheet on which I listed the names of those who forgot to clear away. This works very well.

The response of pupils to report cards was very good. Children's behavior and attitude and interest toward their work improved - Miss Y. Morioka.



The coming of the head of education helped quite a bit disciplining the boys. We stressed composition and grammar in our work this week. They need these two subjects the most. Report cards were successful. The pupils seemed very satisfied with them. - Miss S. Ito

Increased interest developed by members of class with distribution of books to each member.

Report cards proved very successful. The children are more attentive and can see the interest of the parents through the works of the children.

Started the California geography. Children very interested. Questions and discussions.

Silent reading with questions to be answered very well conducted. Miss S. Hikoyeda

New geography books "Around the World With Children" utilized and class recitation of poetry. There is some trouble with the same boy. - Miss E. Nakamizo

New teacher - exit Mrs. Fujita enter Miss Ishida. Folders were made to put all papers into. Played a history game called "Battle of Wits". There is a lack of acquaintance with the new teacher. Miss Ishida.

"Battle of Wits" a history game was very favorable and received enthusiastic response. We studied punctuation in grammar. There was better response to the distribution of report cards. The visit of Mr. Takahashi and his threat to student did wonders for order. Fire drill took 1½ minutes which was conducted very orderly and successful. - Miss Sugihara.

SCHEDULE FOR THE COMING WEEK JULY 20 to 24, 1942 Intermediate Grades

FOURTH GRADE

8:45	Americanization Singing patriotic songs Talk on American highlights of history
9:00	Arithmetic 1. Multiplication Iroquios Arithmetic book Page 180 2. Using dollars and cents 3. Division simple
9:30	Health 1. Eye 2. Ear
9:45	Spelling Nature talks - sun
10:10	Geography - Eskimos History - John Cabot
10:30	Penmanship Grammar
11:00	Reading - poetry, oral silent Art Thursday



### FIFTH GRADE

- 8:45 Americanization  
1. Pledging the Flag  
2. Singing some patriotic songs  
3. Talk
- 9:00 Arithmetic  
1. Simple fractions  
Addition of two fractions
- 9:30 Spelling "Gold State Speller"
- 10:10 Human Geography "The Earth and Maps"  
Penmanship - Letter writing to our former teacher outside and  
also thank you letters to officials. This will be correlated  
with language work.  
Reading - Oral language
- 10:30 Health - "Sleep and Rest"
- 11:00 Reading  
Art

### SIXTH GRADE

- 8:45 Americanization  
1. Pledging the Flag  
2. Singing patriotic songs  
3. Talk
- 9:00 Arithmetic - Review of fractions and decimals  
Tuesday and Thursday - Composition  
"Book I Like Best" "What I think of America"
- 9:45 Spelling - Review on Friday
- 10:00 Recess
- 10:10 Grammar - Monday, Wednesday, and Friday  
Health Talk - Tuesday and Thursday
- 10:30 Science, Geography or History
- 11:00 Art - Tuesday and Thursday  
Reading - Monday, Wednesday, and Friday



Miss Shizu Mitsuyoshi, Chief of Staff of the Primary grades reports as follows:

The average daily attendance for School 1A is 50; School 2A 68; School 3A is 103; and School 4A is 79. The total attendance for this week was 300.

This week we had a health examination of all the children in 3A and 4A. As a result of this examination there were a few absent. The reason was that they had to go to the dentist to have a tooth pulled or filled. There was one case of heart trouble among 99 children in School 4A.

## ACTIVITIES

### FIRST GRADE

School 2A - New introductions drawing. The children drew fishes with the different strokes numbered. The class made a cut-out lantern. Many for the first time. The majority did not know what a lantern was. The children made a trip to the Hobby Show. The following morning they were asked of their observations. A very good response was made.

School 3-A The kindergarten class was separated from the first graders. This made everything much easier. Roman numerals were introduced for the first time. The children responded very well.

### SECOND GRADE School 2-A

New introductions The children were taken to the Hobby Show. They enjoyed this experience very much and the next day they drew pictures and described the object they liked the best. Their behavior was excellent. The penmanship practice was something new and fascinating to them.

School 3-A New introductions. The library table. The purpose of this table is to give them the pleasure of having the liberty to browse through the books. It is also acting as an incentive to have the children finish their work quickly--those finished and not having anything to do have the privilege of sitting at the library table (finished products must be neat and well-done). There is a marked difference in penmanship of last week and this week. The work this week is much neater and more uniform. The children enjoy immensely the poetry appreciation time. They always want more--of course the poetry must be their level.

### THIRD GRADE

School 2-A The children understood the fractions  $1/2$ ,  $1/3$   $1/4$  very easily, in fact in School 1A they almost understood too easily.

The fire drill in School 3A and 4A was very satisfactorily done. The children's behavior was excellent.

Report cards which were distributed on Wednesday were received very favorably. Reports indicate that parents are urging their child to improve in their weaknesses - a direct result of the report card.



In School 3A - the mystery of the missing geranium plants has been solved. A detective from the sixth grade found the plants in the oven. Many of the plants are ruined. Another thing which was determined was that the people who hid our plants were the same people who broke the milk bottles, for three broken bottles were found with the plants.

Schedule for the following week July 20 through 24.

#### FIRST GRADE

- 8:45 Americanization  
1. Pledge of the Flag  
2. Singing patriotic songs  
3. Health and safety talks
- 9:00 Concept of distance, combinations, number stories  
time telling.
- 9:30 Language, seatwork
- 10:10 Play
- 10:25 Milk period Cleanliness and etiquette
- 10:40 Reading Fire Drill
- 11:10 Creative Arts Monday, Thursday and Friday  
Stories and poems Tuesday  
Music Wednesday

#### SECOND GRADE

- 8:45 Americanization  
1. Pledge of Allegiance  
2. Singing of patriotic songs  
3. Safety and health talks
- 9:00 Number stories, Basic addition and subtraction
- 9:30 Word recognition - Monday, Wednesday, and Friday  
Penmanship - Tuesday and Thursday
- 10:10 Play
- 10:25 Milk period - cleanliness and etiquette
- 10:40 Reading Fire drill
- 11:10 Creative arts - Monday, Thursday, and Friday  
Stories and poems - Tuesday  
Music - Wednesday

#### THIRD GRADE

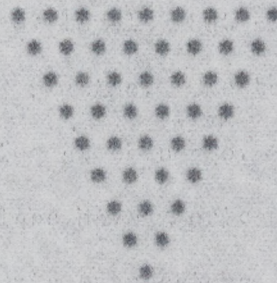
- 8:45 Americanization  
1. Pledge of Allegiance  
2. Singing of patriotic songs  
3. Health and safety talks
- 9:00 Drill addition and subtraction, Number stories, Roman numerals.



9:30	Related Reading and drill - Monday and Wednesday Poetry appreciation - Tuesday Composition - Thursday Language - Friday
10-10	Play
10:25	Milk period - etiquette and cleanliness
10:40	Reading
11:10	Creative arts - Monday, Thursday, and Friday Stories and poems - Tuesday Music - Wednesday



EDUCATION



at

TANFORAN ASSEMBLY CENTER  
San Bruno, California

July 1, 1942



## FOREWORD

The following report has been prepared for the purpose of recording the organization of an informal educational program instituted at Tanforan Assembly Center during a six-week period immediately preceding the date of this report. The information contained herein might be of interest to those who are associated with the W.C.O.A. and W.R.A. in the educational field, and has been prepared with the thought in mind that perhaps some of the material presented may be useful to other such Assembly and Relocation Centers.

This record is presented, too, with somewhat of a mild sense of egotism which may or may not be justified by the reader. Such an attitude is expressed because a feeling of accomplishment prevails, due to the cooperation and earnest endeavor of all concerned in building this program under peculiar circumstances caused by the present emergency conditions and the lack of any basic precedent to follow.

It should be pointed out that the program has been developed under certain handicaps such as lack of facilities, equipment, supplies, etc., which necessarily existed due to the time element involved in the construction and organization of these Assembly Centers.

The material contained in this report has been compiled from reports submitted by those who were asked to prepare outlines of various activities in the first few days of organization, weekly narrative and factual progress reports and a general summary of the initial groundwork and organizational development.

Other activities in the field of education are being organized so that this report will not be all inclusive, but it includes a frank statement of the problems presented and our attempted solutions up to the period ending July 1, 1942.

A word of commendation should be expressed toward the cooperative spirit of the evacuees at Tanforan which has resulted in a successful community-wide system of educational activities.

Appreciation of the excellent assistance rendered by Miss Alice Watanabe, University of California, class of 1941, Phi Beta Kappa, in the preparation of this report is hereby expressed.

FRANK E. KILPATRICK JR.  
Director of Education  
Tanforan Assembly Center  
San Bruno, California



## INTRODUCTION

An experiment in education is being instituted among Tanforan Assembly Center's eight thousand evacuees of Japanese ancestry--an experiment which may help them keep faith with the ideals of democracy at a time when many of them are feeling insecure in their beliefs.

Democracy, as a way of life, can be effective only when it is the expression of certain deep-lying ideas, attitudes and aspirations. Since these latter arise out of experiences in the daily life of the community, education for democracy should be concerned with making these experiences constructive and satisfying ones for each individual.

This report will show how a group of evacuees at this Center have tried to organize a system of education with this ideal in mind. In spite of the temporary nature of the Center and the difficulty of obtaining facilities and supplies, the enthusiasm of this group and the genuine response of the community have made it possible to initiate a program which fills many needs of the residents.

Before organizing the program, a survey was made of the characteristics of the population and the problems arising therefrom. It was found that the Japanese in America, of which the evacuees here are a cross section, can be divided roughly into three categories, each with its peculiar needs. These are the Issei (the first generation Japanese born and educated in Japan), the Kibei (those born in the United States and educated in Japan)



and the Nisei (the American born and bred second generation Japanese).

The Issei group, which is between the ages of forty-five and sixty-five, have in general had little contact with formal education and have only a rudimentary knowledge of the English language. But they have always set a high value on education, as is shown by the fact that many of them have been satisfied with hard and frugal lives, so long as they could put their children through college. Now, for the first time in their lives, they have the leisure to study, and they seem to be very eager to learn.

The average age of the approximately five hundred Kibei in the Center is between sixteen and thirty. Observation reveals that they do not mix well with the American educated Japanese in their age group because of the language handicap. They seem to be sensitive about the situation and many of them have developed a defiant attitude. There is a definite need to Americanize this particular group of American citizens who have been trained in the modern Japanese political and educational system. In order to have them properly assimilated into Japanese-American society in the post-war period, some sort of education is necessary in order to make them think and act like Americans.

The age range of the Nisei is from one to fifty and the average age is about nineteen. For this group, the aim should be a gradual process of Americanization for those who are unaware of its significance; and for those who have already begun the slow process of assimilation into American life, the educational program



should be designed to offer a constant source of encouragement in remaining American.

After this preliminary survey was made, various programs were suggested. The policy from the beginning was to locate leaders from the entire Center to form committees consisting of people interested in a specific phase of the education system. These committees met and outlined a report as to their intended program, including subject matter, plan of approach, mode of presentation, staff, and reasons for believing that such a program would be successful in the Center. This report then formed the basis of discussion between the committee and the Director of Education, bearing in mind at all times the interest of the entire community so that no minority "pressure group" would be in control of any aspect of the educational system. If the program seemed to be practical, it was presented to the Administration for approval and facilities and supplies were requisitioned.

The committee in charge was responsible for obtaining the personnel and for setting up the actual program. Since the evacuees in Tanforan are mainly from the cultural centers of the San Francisco Bay area, the community is particularly fortunate in having a large group of college graduates who are interested and qualified to teach.

Excellent assistance was given by various outside groups and agencies in supplying material and equipment. Such assistance will be more specifically mentioned when the particular phases of the educational program are considered.



In the month and a half which has elapsed since the appointment of a Director of Education for the Center, a number of activities has been organized. These include the elementary, junior high and high schools, Tanforan Town Hall, adult education, music school, art school and first-aid classes. A detailed description of each program will follow.



## ADVISORY COUNCIL

The Advisory Council on Education is composed of a group of older adults who are known for their leadership in various fields of public service and for their active part in P.T.A. and other educational programs prior to evacuation. The purpose of this council is to secure the good will and cooperation of the parents and to give the young teachers the benefit of their long experience and more mature judgment. The members of this group are as follows:

Rev. T. Goto, chairman	Minister of the San Francisco Japanese Methodist Church International Institute Redding School P.T.A.
Manayoshi Itatani	Optometrist Leader of San Francisco Buddhist young people's groups Organizer of boys' sports
Mrs. C. Kito	Public Health Nurse P.T.A. work in Calixico and Stockton
Mrs. E. Seki	First Nisei woman to receive credentials in elementary school education Raphael Weill P.T.A.
Mrs. H. Takiguchi	Kindergarten teacher for twenty years P.T.A. work in San Francisco
Kay Takasoto	Manager of People's Laundry, San Francisco Commander of Townsend Harris Post 438 of the American Legion Member of Board of Governors, San Francisco Japanese Y.M.C.A. Scoutmaster, Troop 12, Boy Scouts of America
Mrs. K. Yatabe	Redwood City P.T.A.



## ELEMENTARY SCHOOL PROGRAM

Immediately upon arriving at Tanforan, a committee of three individuals interested in child education met to outline an informal vacation school program for children in the primary grades. They had these objectives in mind:

1. To institute an Americanization policy for this age group.
2. To form regular habits of learning.
3. To provide constructive organized activity.
4. To develop the children's initiative.
5. To occupy the children's morning hours from 8:30 until 11:40 in order to give their mothers time for housework.

The following recommendations were made:

1. School should be on a compulsory basis throughout the Center as soon as facilities and classrooms are available.
2. Classes should be conducted five days a week in the mornings between 8:30 and 11:30.
3. All classroom activities should be conducted in English to counteract the Japanese spoken at home.
4. Because of lack of facilities and qualified teaching personnel, there should be no more formal education than would be necessary to keep the classes well organized. There should be no certificates or diplomas given on the completion of the course.
5. The children should be kept well occupied by a positive and constructive program based on such subjects as handicrafts, projects, story telling, picture drawing, modeling.



6. The activities of the classroom should be both indoors and outdoors.
7. Community-wide children's programs based on patriotic themes such as Flag Day and Independence Day should be scheduled.
8. An open house should be held so that parents could inspect the work of their children.

When Mr. Frank E. Kilpatrick, Jr., was appointed Director of Education for Tanforan Assembly Center, the committee presented its ideas to him. A meeting was held and as a result of the discussion, the organization of the program was divided as follows:

1. Mr. F. E. Kilpatrick, Jr.: giving official sanction from the Administration
2. Rev. T. Goto: (Chairman of the Advisory Council in Education) obtaining supplies
3. Mr. Ernest S. Takahashi: (Supervisor of Elementary Education) working out the practical details and selecting the teaching personnel, in cooperation with the Director of Education

Four young women who had either received credentials from a State Teachers College or else had majored in Education at the University of California were chosen to form the teaching staff. Each of them was requested to submit a plan for conducting school with the limited facilities that were available. Each plan was to be based on a three-hour day, five days a week for groups of forty pupils between the ages of six and ten. The teachers were told that supplies would be very limited and that there might not be any books at all.



They submitted the following program:

AMERICANIZATION PROGRAM:

Objective: To counteract the bitterness in the minds of the children

Examples: Pledging the flag  
Stories about the flag  
Incidents in United States history

NEWSPAPER:

Objectives: To learn to construct a complete sentence  
To learn to construct a complete and correct paragraph  
To learn to spell correctly  
To learn to read with correct pronunciation and enunciation  
To learn the months, days and years, as well as the weather

ART:

Objectives: Appreciation of nature  
Observation of natural colors and proportions  
Developing creative ability

Suggestions: Hills, airplanes, barracks

SINGING:

Objectives: To learn to carry the correct tune and time  
Introduce syllables

Suggestions: 1. Patriotic songs  
2. Folk songs  
3. Children's songs

Twinkle, twinkle, little star  
Home on the range  
Good morning to you  
Old Black Joe



RECESS:

- Objectives: Body building  
Learning to play together  
Learning to be good sports  
Intelligence (in understanding the game)

ARITHMETIC:

- Objectives: To master the skills of adding and subtracting  
and to learn the multiplication tables
- Suggestions: Utilize arithmetic in practical situations so  
that the child will understand the need for  
arithmetic
- Examples: Constructing grocery store signs  
Buying and selling at the grocery store  
Counting the number of articles

DRAMATICS:

- Objectives: To bring out creative expressions  
To speak English freely  
To lose self-consciousness

ART CRAFT:

- Objective: To create through the finger tips

SEAT WORK:

- Objective: To form habits of individual studying

STORY TELLING:

- Objective: To create imagination for drama and drawing

FOLK DANCING:

- Objective: To develop muscular coordination and rhythmical  
movement
- Suggestions: Virginia Reel, Loby Loo



On Monday, May 25, all children in the Center were told to register for school. It was discovered that there were approximately 500 children between the ages of six and eleven and 1,000 children between the ages of twelve and sixteen.

On May 26, four classes for children six to eight years of age were begun in unused mess halls conveniently located throughout the Center. The first day's registration showed 235 children attending these classes.

The four staff teachers appointed four well qualified assistants to help them in their work, and that afternoon a teachers' training course was started in one of the schoolrooms. At that time, the school was divided into the primary section (first, second and third grades) and the intermediate section (fourth, fifth and sixth grades). Two chiefs of staff were chosen: Miss Shimako Mitayoshi, who held credentials in kindergarten, elementary and junior high school from San Jose State Teachers College, for the primary grades, and Miss Mabel Yamamoto, who had credentials in elementary and junior high school from San Francisco State Teachers College, for the intermediate grades.

A Center-wide appeal was made for more teachers and all interested individuals were encouraged to attend the teachers' training course. Twenty-seven women answered the call and from this group was chosen the remainder of the staff. Because the Supervisor of Elementary Education knew that he had at least seven qualified teachers with credentials or education majors from the University, he did not select the other women on the basis of academic



preparation alone. He chose them because they were eager to teach and because they had had some previous experience in dealing with children in Sunday schools and nursery schools prior to evacuation. Thus the staff was increased to twenty four. Later, two teachers were appointed to handle classes in case of the illness of a regular teacher. During the days when there is no illness among the staff, these teachers help in the classrooms with the largest enrollment.

On June 2, the fourth, fifth and sixth grades were started in the unused wings of the four mess halls which had already been converted into schoolhouses. The first day's registration showed approximately 310 children in these grades.

The teachers found that the children were eager to learn. A week of experiment along vacation Bible school lines of group singing, supervised games, oral reading, etc., showed that it was difficult to keep the attention of older children. They expressed en masse that they wanted more reading, arithmetic and spelling. For this reason and because of the fact that some school supplies had been received from the International Institute, a more formal type of education was attempted in all grades.

Here is a typical program for each grade presented by the teachers in their weekly report.

FIRST GRADE:

- |      |                         |
|------|-------------------------|
| 8:45 | Americanization         |
|      | 1. Pledge of Allegiance |
|      | 2. Singing of America   |
| 9:00 | Arithmetic              |
|      | 1. Time telling         |
|      | 2. Simple addition      |



### 3. Simple subtraction

9:30 Language, seatwork  
10:00 Play period  
10:25 Milk period--introducing cleanliness and etiquette  
10:40 Reading  
11:10 Creative arts, stories and music

#### SECOND GRADE:

8:45 Americanization  
    1. Pledge of Allegiance  
    2. Patriotic Songs  
9:00 Reading and writing--Monday, Wednesday and Friday  
    Arithmetic--Tuesday and Thursday  
9:30 Word recognition--Monday, Wednesday and Friday  
    Penmanship--Tuesday and Thursday  
10:00 Play period  
10:25 Milk period--introducing cleanliness and etiquette  
10:40 Reading  
11:00 Creative arts--Monday, Wednesday and Friday  
    Stories and poems--Tuesday  
    Music--Thursday

#### THIRD GRADE:

8:45 Americanization  
    1. Pledge of Allegiance  
    2. Patriotic Songs  
9:00 Drill writing--Monday and Tuesday  
    Thought problems, written problems and review on  
    arithmetic--Wednesday, Thursday and Friday  
9:30 Related reading or drill  
    1. Poetry appreciation



## 2. Composition

- 10:00 Play period  
10:25 Milk period--introducing cleanliness and etiquette  
10:40 Reading  
11:10 Creative arts--Monday, Thursday and Friday  
Stories and poems--Tuesday  
Nature study--Wednesday

### FOURTH GRADE:

- 8:45 Americanization
1. Pledging the flag
  2. Patriotic songs
  3. Story of the flag
- 9:00 Arithmetic
1. Multiplication
  2. Division
- 9:30 Spelling
- 10:00 Recess
- 10:10 Singing--Wednesday
- Nature and health talks--Monday, Tuesday, Thursday and Friday
- 10:30 Reading and composition--Monday, Wednesday and Friday
- Penmanship--Tuesday and Thursday
- 11:00 Art and social studies

### FIFTH GRADE:

- 8:45 Americanization
1. Pledging the flag
  2. Patriotic songs
  3. A great event in American History



9:00      Arithmetic

1. Review and drill on long division

9:30      Spelling

1. Sentence writing
2. Tests

10:00      Recess

10:10      Reading

"If I Were Going"

"Reading to Learn" (Fifth grade reader)

10:30      Penmanship--Tuesday and Thursday

Composition--Monday, Wednesday and Friday

11:00      Social Studies

"Human Geography"--Monday, Wednesday and Friday

Science

"The Earth and Living Things"

#### SIXTH GRADE

8:45      Americanization

1. Pledging the flag
2. Patriotic songs
3. Story of a great American

9:00      Composition: poems--Tuesday and Thursday

Arithmetic--Monday, Wednesday and Friday

9:45      Spelling

10:00      Recess

10:10      Singing--Health talk

10:30      Grammar--Monday, Wednesday and Friday

Geography and history--Tuesday and Thursday



11:00 Art--Tuesday and Thursday

Reading--Monday, Wednesday and Friday

At a recent faculty meeting, it was decided that there were three main purposes of the school system which should be kept in mind by each teacher.

1. The teacher should try to give each child the maximum educational benefit of which he is capable. The backward child should be given special attention and effort should be made to have him catch up with his age group before going to a relocation center.
2. The teacher should keep a record of teaching methods and subjects introduced in the classroom, stating how successful each procedure has been. Thus, a body of reference material would be built up for use in the W.R.A. centers.
3. The teacher should try to develop P.T.A. consciousness throughout the Center in order to educate the parents as well as the children in the importance of proper schooling.

Some progress has already been made in carrying out the above mentioned three points. For example, in order to give each child the best possible education, many of the teachers have been giving private tutoring to their pupils. Several success stories have been reported, of which this is one:

A boy in the second grade began school without knowing a single fact about simple addition or subtraction. But by tutoring him outside of class and showing him a little kindness, the teacher was able to make "the little demon of mischief" into a quiet,



progressive lad. At the present time he is studious and cooperative. He has caught up with his grade and has scored several perfect papers in arithmetic.

During the course of a month's teaching, approximately twenty-five students were found to be unsuited to the work of the average classroom. They could be classified as:

1. Children who were mentally deficient.
2. Children of average intelligence who were getting behind in school due to lack of training in a certain subject prior to evacuation. It was noted by the staff that unlike subnormal children in Caucasian schools, they fell behind in language, composition and spelling and were normal in arithmetic.
3. Kibei children of high school age who could not be fitted into the adult Americanization classes and who insisted on attending elementary school to learn to read and write.

Plans are being made to create a special department where teachers who have taken courses in child psychology, abnormal psychology and mental deficiency will be able to provide individual attention for these children.

The record of teaching methods tried in the classrooms contains the following observations:

1. In the primary division a daily newspaper was found to be very successful in teaching pupils to construct complete sentences, to learn the months, days and years and to spell correctly.



2. A dramatics course was an utter failure because these children were too shy and self-conscious.
3. The children knew most of the patriotic songs but needed the help of textbooks in singing folk songs and children's songs.
4. In art, it was found that the Japanese children were not very original but were excellent in copying pictures.
5. It seems that children in this age group have little or no concept of loyalty but are accepting Americanization as a matter of routine. The teaching staff considers this a natural thing at this age. Airplanes and battleships drawn in class have American flags, and compositions contain anti-Axis expressions. The children listen attentively to incidents in United States history and stories of great Americans.
6. The pupils are just about average in arithmetic and poor in spelling, composition, diction and reading.

Much progress has been made in developing P.T.A. consciousness throughout Tanforan. An advisory committee has been formed and each schoolhouse now has a subcommittee of two Issei parents and two Nisei parents which cooperate with the teachers in every way. The first P.T.A. meeting was a complete success with over 150 people attending. On July 10, the school will hold open house under the sponsorship of the P.T.A. to display the best work of each child in the elementary grades. There is a definite interest in the P.T.A. program at Tanforan which will no doubt be continued in the relocation areas.



The elementary school has also tried to incorporate into its curriculum some training in good health habits. Twice a week, at least fifteen minutes are set aside for a discussion which is based on material found in books and pamphlets from various health associations. A bottle of milk is given to children from the first to third grades every morning after recess. In addition, physical checkups are being initiated under the United States Public Health Service in cooperation with the San Mateo County Public Health Department. A doctor, a dentist and an optometrist from the Center hospital and two public health nurses will examine each child and make recommendations for corrective procedures. Case histories which are obtained here will follow the group to the relocation centers. Plans are also being made to provide immunization against diphtheria and whooping cough as well as to take skin tests to discover the presence of tuberculosis.

The Educational Program at Tanforan has been fortunate in having many friends outside the Center who are interested in its progress. At least five hundred dollars worth of supplies have been donated by various groups such as the International Institute and the American Friends Service Committee. These include ten blackboards, four bulletin boards, four maps, eight American flags, one gross of crayons and some erasers. Supplies are beginning to be available through the W.C.C.A., but as yet the department has received only ten reams of typing paper, fifteen reams of newsprint and one gross of crayons. This of course is hardly enough for one week's supply. As a result, plans are being made to assess each



child a small amount for school supplies. This is being done with the definite understanding that such funds will not be necessary in the W.R.A. centers.

Textbooks have been received from the following school systems and libraries: Alameda County Public School System, Alameda Unified School District, Berkeley Board of Education, Burlingame Board of Education, Daly City Board of Education, Frederic Burke School, San Francisco, Lafayette Board of Education, Oakland Board of Education and Raphael Weill School, San Francisco. Teachers' manuals have been donated by Mills College, San Francisco State Teachers College, San Jose State Teachers College, and San Mateo County Public Library.

Next to the inadequacy of supplies and facilities, lack of space has been a pressing problem. It is almost impossible to conduct regular classes with a hundred children of three grades in one wing of a mess hall.

Much of the success of the elementary school program is due to the untiring efforts and individual initiative of the teachers. Every day, each teacher spends three hours in classes, one and a half hours at the teachers' training course and from three to five hours in preparation at home for the next day's activities. Since there were no blackboards the first month, and there is only one blackboard for every three classes at present, most of the seat-work must be prepared by the teachers. Some teachers have been drawing by hand from twenty to forty copies of pictures to be colored by their pupils. And others have had to prepare five



different sets of arithmetic problems every day in order to avoid cheating in the crowded classrooms. There is one instance of a teacher having her whole family help her prepare for her next day's work. The father corrected the arithmetic papers, the mother and sister prepared arithmetic problems, while the teacher herself tutored some backward child in spelling. Such enthusiastic cooperation as this is making this school program possible.

The elementary school system has been filling many definite needs of the community. Consequently, it has been playing an important part in raising the morale of the Center. For the children, it has provided organized activity which is keeping them from becoming restless and bored. Moreover, it is giving the children an opportunity to make new friends and acquaintances. During the first weeks in Tanforan, an evacuee child from Berkeley would play only with friends from her home town, but now she will be found playing with children from San Francisco, Oakland and San Mateo. The school program is also having a favorable effect on the morale of the parents who are grateful that their children are receiving the benefits of some form of education which will fit them for the conditions under which they must live.

On June 24, the Supervisor of Elementary Education wrote a report to the W.R.A. headquarters in San Francisco entitled "What we in Tanforan can do to prepare for an educational program in the W.R.A. centers." Here are eight points which he thought the W.R.A. educators should keep in mind as they organize their educational program.



1. There are many potential teachers among the Japanese evacuees at Tanforan. After some basic training in education, they should be used on the personnel in the W.R.A. centers. It is suggested that a teachers' training course be started at Tanforan by the W.R.A. In that event, the elementary school could be used for practice teaching purposes.

2. The Japanese people are beginning to realize that there are good educators among themselves and that the educational destinies of their children need not be left entirely in the hands of Caucasian teachers. However, it is essential that competent and well qualified Caucasian teachers be sent to teach in the relocation areas. It would be unfair to the children to have to be taught by interested but untrained missionaries, retired teachers, or teachers who cannot find jobs in the regular school system.

3. A Parent Teachers Association has been developed in Tanforan to make the parents conscious of the fact that from now on they are the ones who will form the policies of the schools their children attend.

4. The Tanforan elementary school system has been endeavoring to have every child ready for new classes in the fall. Inasmuch as the children have lost one and a half month's actual school work prior to evacuation, they are being given special training in spelling, composition, reading and diction.

5. The Japanese language should be used in adult education and P.T.A. meetings in order to convey ideas successfully to the first generation men and women.



6. The Tanforan educational system should be used as an experimental ground for determining the success of various methods and procedures in teaching the Japanese children.

7. A W.R.A. educator should come to Tanforan to study and make surveys of the group with which they will be working.

8. The present Japanese-American administrators should be used as a liaison group between the Japanese and Caucasian educators in order to explain peculiarities in the psychology of the Japanese.

The following is a list of the present teaching staff. They are in charge of eight large classes with a total enrollment of 616.

#### FIRST, SECOND AND THIRD GRADES

Shizu Mitsuyoshi	Graduate of San Jose State Teachers College. Credentials in kindergarten, elementary and junior high school.
Shizu Nakahira	Graduate of San Francisco State Teachers College. Credentials in kindergarten, elementary and junior high school.
Yo Uchida	Graduate of the University of California.
Lillian Yamauchi	Graduate of the University of California. Education major.
Sophie Abe	High school graduate
May Akagi	High school graduate
Riyoko Kushida	Graduate of the University of California.
Helen Kusumine	University of California (1 year)
May Murakami	University of California (2 years) McKinley Designing School
Emi Okazaki	High school graduate California Secretarial School



Daisy Tani	University of California (2 years)
Ether Tani	University of California (3 years)
Kuwa Yoshida	High school graduate

FOURTH, FIFTH AND SIXTH GRADES

Shizu Hikoyeda	Graduate of the University of California. Education major.
Fumiko Sugihara	Graduate of San Francisco State Teachers College.
Hifumi Taniguchi	Graduate of the University of California. Education major. Private tutor for sub- normal children.
Mabel Yamamoto	Graduate of San Francisco State Teachers College. Credentials in elementary and junior high school.
Florence Date	University of California (3½ years)
Mrs. Shizu Fujita	University of California (3 years)
Sayoko Ito	University of California (3½ years)
Amy Kajiwara	High school graduate. Armstrong Business College (1 year)
Lily Kawahara	University of California (2 years)
Yoshiko Morioka	High school graduate.
Elko Nakamizo	University of California (2 years)
Ami Chye	High school graduate. Merritt Business College (2 years)
Sachie Takahashi	University of California (3 years)



## JUNIOR HIGH SCHOOL

After the elementary school program had been organized and had been found successful, classes were started for the seventh and eighth grades.

A graduate of the University of California who had been conducting voluntary classes in arithmetic and algebra for a group of young children was appointed supervisor for these grades.

After much discussion with the Supervisor of Elementary Education and several of his accredited teachers, a curriculum was drawn up. There were many subjects they thought the children should be taught, but the limited facilities and short school day made it possible to schedule only four classes in the subjects they decided were the most essential for the progress and welfare of the students. These were English, mathematics, general science and social science.

The first of many difficulties was encountered when the supervisor set out to organize his teaching staff. He found that the college graduates who were most qualified to teach were either already on the elementary school staff or else felt that they could be more useful in the high school. Those who did apply to teach the seventh and eighth grades had less educational background, but in spite of their inexperience, they were eager to do all they could. Their attitude is shown by the following comment: "We shall act like big brothers and sisters trying to help our little brothers and sisters with their homework."

Nine teachers were selected and a meeting was held to



formulate the policies to be followed in teaching their classes. They were told that they should always keep in mind these questions: "How can we better ourselves as teachers? How can we make the pupils learn?" Under the circumstances, it was decided that it would be impractical to attempt a formalized academic program of instruction. The emphasis was to be placed on providing the proper mental atmosphere and on encouraging the pupils to take an active part in learning. They were to be taught to think logically and critically and to make decisions based on facts.

The only facilities with which the junior high school started were tables and benches at one end of a large hall which was used in common with the high school. The teachers obtained a can of black paint and made blackboards. The children brought their own pencils and paper. At first there were no books, but later enough donations were received from interested groups outside the Center so that there are now textbooks for almost every student.

The following is the report of a week's work for the eighth grade:

I. ENGLISH

Monday

A. Letters

1. Letters written in class last week (to a friend outside Tanforan describing one phase of life here) returned for classroom discussion.
2. Analysis of correct form

B. Spelling

1. Assigned twenty-five words taken from Golden State Speller and misspelled words from letter-writing
2. Use of words in sentences
3. Proper pronunciation of these words



**Tuesday**

**A. Grammar**

**1. Sentences**

- a. Types of sentences
- b. Parts of speech
- c. Structure of sentences
- d. Examples

**Wednesday**

**A. Grammar**

- 1. Review of parts of speech
- 2. Introduction of phrases and clauses
- 3. Definitions

**Thursday**

**A. Composition**

- 1. Discussion of rules for good composition
- 2. Short composition written as classroom work

**Friday**

**A. Literature**

- 1. Appreciation of the classics

**II. SOCIAL SCIENCE**

**Lordship of the Sea**

**A. How control of the sea won Spain an empire**

- 1. Early Spanish settlements
  - a. In West Indies
  - b. Reasons for coming to America
- 2. Spanish conquests
  - a. Conquest of Mexico
  - b. Conquest of Peru
- 3. Spanish exploration in North America
  - a. Ponce de Leon
  - b. De Soto
  - c. Coronado
- 4. The Spanish empire in America
  - a. Its extent
  - b. Settlement of St. Augustine
  - c. Slavery in the Spanish colonies
    - (1) Las Casas

**B. Rivalry between England and Spain**

- 1. Religious differences
  - a. England becomes a Protestant nation
  - b. English sea rovers
  - c. Sir Francis Drake

**C. Fight for control of the sea**

- 1. Why Spain hated England
- 2. The Spanish Armada
  - a. Its preparation
  - b. The great battle
  - c. England the mistress of the sea



### III. GENERAL SCIENCE

#### The Sun

##### A. Method for measuring

1. How it differs from way moon is measured
2. Distance 93 million miles
  - a. 400 times further than moon
3. Why both moon and sun appear the same size
4. 1,300,000 earths could be packed in sun
5. 109 times earth's diameter or 864,000 miles
6. Diameter earth travels upon revolution  
186,000,000 miles
7. Time required for sun's rays to reach earth
8. Explain light years
  - a. 186,000 miles per second
  - b. Or  $7\frac{1}{2}$  times around earth in one wink of an eye
9. Four years time required for light to come from next nearest star
10. At 150 m.p.h. it would take 7 years to reach sun

### IV. MATHEMATICS

#### Monday

Short review on use of formulas and solution of simple algebraic equations by division

Quiz (4 problems) on use of formulas

#### Tuesday

Solution and explanation of quiz problems. Examples and problems

Homework given (3 problems)

#### Wednesday

Use of algebra and geometry together, i.e., finding angles and lengths of sides of triangles

Introduction to subtraction method of solving algebraic equations

#### Thursday

Introduction to addition and multiplication methods of solving algebraic equations

Practice in solving equations by the four methods covered

Homework given (6 problems)

#### Friday

Dictation of important principles of equations to be memorized

Further practice in solving equations and problems

During the first three weeks of school, the lack of an adequate classroom has been the most pressing problem. The hall used at



present is badly lighted and drafty and has no partitions between classes. With verbs, stars, decimal points and Egyptians being discussed at the same time by different classes, the children find it difficult to concentrate on their own work. A good library or bookroom where they can study and do their homework assignments is also a necessity.

The total enrollment is 260. The teachers have found that the children attend school not because their mothers send them, not because the Center has few other attractions, not because their friends are there--but because they want to learn.

The staff of the junior high school is listed below.

John Izumi, Supervisor	University of California graduate (Mathematics)
Harumi Kawahara, English	San Jose State College (2 years)
Yasuko Kusumaki, English	San Francisco State College graduate
Seiichi Matsueda, English	University of California (3 years)
Naiko Ota, general science and social science	University of California (3 years)
Alice Ota, general science and social science	San Francisco Junior College graduate
John Kikuchi, general science and social science	San Francisco State College graduate
Ken Matsuda, mathematics	University of California (3 years)
Kiyoshi Nishikawa, mathematics	University of California (3 years)
Kojiro Kawaguchi, volunteer teacher	University of California (3 years)



## HIGH SCHOOL PROGRAM

At the same time that the junior high school was being established, plans were being laid to start a high school. A committee of people interested in organizing the program met with the chairman of the Advisory Council and the Supervisor of Elementary Education. At this meeting, the principal and the heads of the various departments of instruction were appointed. This staff was given the responsibility of selecting the teachers and drawing up the curriculum.

The number of qualified college graduates who wanted to teach was so large that it was necessary to write over thirty rejection notes. After some discussion, the curriculum was divided into the following departments: English, mathematics, science, history, social science and agriculture. English was to be required of all pupils. The complete course of study includes:

English	A (Freshman)	General
	B (Sophomore)	General
	C (Junior)	General
	D (Senior)	Public Speaking
Mathematics	A - Algebra	
	B - Geometry	
	C - Advanced Algebra	
	D - Trigonometry	
Science	A - General Science	
	C - Chemistry	
	D - Physics	
History	A - Ancient and Medieval	
	B - World	
	C - United States	
	D - Civics and Government	
Social Science	C - Social Problems	
	D - Economics	
Agriculture	B - Home Economics	
	C - Plant Science	
	D - Applications	



Registration was held on June 9. At that time, each student was given a form on which he could indicate his preference of two subjects which he desired to take in addition to English. When this data was compiled, it was found that there would have to be fifty classes with from twenty to seventy students in each. In order to accommodate all the classes, the school day was divided into five forty-minute periods.

A large hall under the grandstand was secured during the morning hours for use by the junior high and high schools. Here classes were started on June 12 with a total enrollment of 670.

As was the case with other programs, the greatest difficulty faced by the high school was the lack of equipment and supplies. In order to get enough supplies for the opening of school, an urgent request was sent to Miss Annie Glo Watson of the International Institute in San Francisco who was in charge of the welfare fund created by the Community Chest for the Japanese people. She was able to send several reams of paper, five hundred notebooks, five hundred pencils, four blackboards and erasers. Another blackboard was contributed by the Japanese Reformed Church and several more reams of paper were requisitioned through administrative channels. Books for the teachers were received from the San Francisco State College, but textbooks for the students are still awaited. The mathematics classes have been found to be especially difficult to teach without books.

However, despite these handicaps, the classes are operating smoothly with hardly any disciplinary problems. The students are



anxious to keep busy by attending classes and learning new things and the teachers are enjoying their work. As soon as a study hall and library can be established, each teacher will hold office hours when students in their classes can come for individual assistance. In addition to this, an advisory system will be set up. The registration roll will be divided evenly by alphabet among the faculty and each student will have one teacher to whom he can go for general counseling.

Weekly student assemblies are also being organized. It is hoped that they will serve the purposes of maintaining morale, developing leadership and giving evidence and guidance for social consciousness, as well as rewarding the students for their faithful attendance and conscientious effort toward scholastic achievement. The programs consist of community singing, demonstrations of talent and speeches. At a recent assembly, the following speech was presented by a sixteen year old girl:

"WHAT OUR ATTITUDE SHOULD BE REGARDING EVACUATION"

"On the day our evacuation orders came out in Berkeley I was elated to think orders had finally broken the suspense but, on the other hand, I saw a dark future. It was in one of my most melancholy moments that one of my teachers came up to me and discussed with me my attitude regarding evacuation. The last words are ones I shall remember when I feel like pouring out words of contempt toward the United States government. She said to me, 'To win this war everyone in the United States must make sacrifices. Your sacrifice is a much harder one than most of us have to bear. As a citizen, always remember that this is your part in the war.' Those are not the exact words but that is the gist of what she said. Yes, if we take on such an attitude, life here and elsewhere in a relocation center will be much easier.

"I admit that my thoughts were none too pleasant during the first few trying days, especially during the period of quarantine. With the police department making its appearance every few hours I



really felt like a prisoner. The fence and the sentry marching back and forth just a few steps from the door, strengthened the feeling of confinement. I was certain that a prisoner in the isolation ward of San Quentin couldn't be worse off. And then I got to thinking. We aren't the only ones going through trying days. In Greece people are starving. In China there are famines each year. When an air raid siren goes off in Europe, putting off the lights is an elementary thing. An air raid signal there means running for shelter and much anxiety over the safety of dear ones. Even in this land the carefree people are being tied down by such things as priorities and rations. But do you not think in comparison to life in other suffering nations, our existence here in America, though it be in camp, is much easier. Could we not take on a Pollyanna aspect and say that nothing could be so bad that it can't be worse.

"Since it is necessary that we spend the duration in camp, why not take it on the chin. Many men have given their lives for their country since December 7. They gave their all for their native land. Let us drop all ill feelings and take on this life in camp as our duty in this war as loyal citizens."

The faculty of the high school is listed below.

Henry Tani, Supervisor and Instructor in Social Sciences	Graduate of Stanford University
George Aki, English	Graduate of Fresno State College and Pacific School of Religion, Berkeley
Hiro Bando, English	Graduate of Stanford University
Mrs. Toyo Kawakami, English	Graduate of the University of California
Mrs. Anne Kunitani, English	Graduate of the University of California
Iwao Bando, Mathematics	Graduate of Stanford University
Eiko Hosoi, Mathematics	Graduate of the University of California
Crawell Makai, Mathematics	University of California (Fourth year student)
Hajime Yoshizawa, Mathematics	Graduate of the University of California
George Shimotori, Science	Graduate of the University of California



James Sugihara, Science	Graduate of the University of California
Toshi Yamazaki, Science	Graduate of the University of California (M.S. in Chemistry)
Minoru Akamatsu, History	Graduate of the University of California
Katherine Nakaso, History	Graduate of the University of California
Hoguno Ogawa, History	Graduate of the University of California
Shozo Tsuchida, Social Sciences	Graduate of the University of California and Student at Boalt Hall
Marli Kyogaku, Agriculture	Graduate of the University of California
Ton Mitsuyoshi, Agriculture	Graduate of the University of California College of Agriculture



## TANFORAN TOWN HALL

Because facilities and personnel were immediately available, the Tanforan Town Hall was introduced as the first phase in the Adult Education program. It was the belief of the organizers that it would be an excellent method to mold public opinion in the Center and to see to it that the spirit of democracy and Americanism would be kept alive in spite of the segregation and concentration of a minority group.

A committee of six Nisei who had had previous experience in conducting forums and discussion groups met to plan the program. On this committee were two college debaters, a graduate public-speaking major at the University of California, a young progressive minister, and an ex-Y.M.C.A. secretary. They decided on the following policies:

1. The Tanforan Town Hall should cater to the two thousand second generation adults between the ages of sixteen and forty, as well as to those first generation adults who are able to understand English.
2. All meetings should be conducted in English in accordance with the policy of the Administration.
3. The personnel available in the Center should be utilized as much as possible. There are competent men here who should be able to conduct instructive and interesting discussions.
4. The topics chosen for these forums should be current issues which are of interest to the whole Center.



5. Each topic should be freely advertised a week ahead in order to give those attending a chance to think over the subject matter.
6. There should be no censorship of speech. It should be understood, however, that all discussions should have a constructive and objective basis and remarks should be directed with a definite aim in view.

Four types of forums were suggested:

1. Speaker from within the Center to discuss a subject on which he is well informed.
2. Outside speaker.
3. Debate on the pros and cons of a controversial topic of immediate interest.
4. Panel discussion (Chicago Round Table). A few qualified experts discuss the topic among themselves while the audience listens.
5. Discussion from the floor. The chairman introduces the topic and directs the free expression of individual ideas by those attending.
6. Board of experts. Questions on the topic of the day are submitted to the board of experts who will answer them to the best of its ability.

These plans were submitted to the Administration for approval and a meeting hall was secured. Every Wednesday night from 7:50 to 9:00 was set aside for Town Hall so that it would become incorporated into community life as a weekly feature.



At first it was decided that the committee of six should choose the subject to be discussed and then ask the best qualified speaker or group of speakers in the Center to prepare the program. Later, however, it was found advisable to enlarge the committee to eight and divide it into subcommittees of two men apiece which would each be in charge of one meeting. In this way, each subcommittee would have one month in which to consider and prepare its topic.

The first Town Hall was held on May 26. The topic of discussion was How May we Cooperate to Improve Tanforan? Representatives of the Camp Advisory Council, Employment Office, house managers, churches, and the Education and Recreation departments discussed the problems they had confronted, what they had done to date, and their plans for the future. The last half hour of the forum was opened to questions and suggestions from the floor.

The committee's report on the second week's forum follows:

What Should be the Nisei Attitude Toward Evacuation?

First speaker: The "Gripes" of Evacuation

- I. General "gripes"
  1. Rudeness and lack of cooperation of officials at W.C.C.A. offices
  2. Lack of promises fulfilled
- II. Personal "gripes"
  1. We are the only race discriminated against
  2. We are used as political footballs
  3. Unconstitutionality
- III. We feel badly because we weren't considered as good Americans. America is our country, the only one we know. We have lived here all our lives, we were educated here, we have lived among Americans, every part of us is American except our features. We feel this is our country, yet we are not treated as Americans.
- IV. In spite of these things, no matter how we feel toward evacuation we should keep in mind that we are Americans and should help the United States fight the Axis.



Second Speaker: The Attitude of the Japanese-American Citizens League

- I. We should cooperate voluntarily
- II. The effect of evacuation on the Nisei
  1. Brought bitterness and disillusionment to many
  2. Dislocated family life
  3. Made young people lose respect for their elders because they could not work and support themselves
  4. Disrupted normal life--we have had to give up so much
- III. The causes of evacuation
  1. Public war hysteria
  2. Racial prejudice
  3. Selfish business and agricultural interests
  4. Political pressure
  5. Disposition of Japanese along coast en masse
  6. Military necessity--Army cannot differentiate the good from the bad
- IV. What should we do about this?
  1. Fight for our constitutional rights. But since evacuation was brought about by the Army under President Roosevelt's decree granting them full authority to remove any groups--enemy or not--we cannot fight against the Army. Our evacuation was a military necessity because:
    - a. A certain percentage of the Japanese are disloyal
    - b. A certain percentage of the Japanese were educated in Japan
    - c. Evacuation was necessary to protect us from race riots and uprisings
  2. The best policy is voluntary cooperation with the Army, hoping that because of this willing cooperation they will give us just and humane treatment

Third Speaker: What the Pressure Groups had to do with Our Being Here

- I. Reasons to consider:
  1. We are at war
  2. We are a minority group
  3. In order to win a war, it is necessary to breed hatred toward the enemy. We have been used by the Press and propaganda bureaus as scapegoats to create hate toward the Japanese here and abroad
  4. This is a political year. Early phases of evacuation were used as political footballs
  5. Economic and monied interests have tried to gain control of Japanese interests in California



## II. What should our attitude be?

1. Should our attitude be that of defiance and belligerency? No, for the following reasons:

- a. We must realize that we are not the only group in the United States which has had its rights and privileges taken away. In order to win a war the military must be in control. We must realize that thousands of homes were broken up by the war here and abroad
- b. Most of us think we are a large population, but we are only a drop in the bucket
- c. Government officials have been contacted. They have been much concerned about the evacuation problem and were sympathetic about it

2. Should we lose faith in our Government, faith in the Democratic principles for which it stands?

- a. Personally, I believe we should not lose faith in our American Government but remain good firm citizens

3. We must fight pressure groups:

- a. Politicians
- b. Economic interests
- c. Patriotic groups
- d. Press

III. Let us remain loyal Americans in spite of evacuation. Let us fight pressure groups in order that this type of situation will not occur again.

## Fourth Speaker: America, right or wrong

### I. Attitudes of the Nisei

1. Confusion
2. Back evacuation and cooperation with the government 100 per cent
3. Why is America a land of Democracy when it turns against citizens?
4. Pressure groups are to be blamed for our being here

### II. Democracy (freedom and tolerance) vs. Fascism (expedient intolerance)

1. Democratic forces in this country should retain civil liberty regardless of color, race or creed
2. We must clarify what is Democracy, what is anti-Democratic
3. We will fight not only as a nation, but also as individuals

### III. Evacuation was brought about by expediency

1. Expediency instead of principle has crept into our Democratic life
2. This is a war of intolerance
3. We are here because of intolerant forces in this country.



IV. Evacuation was brought about not by Democratic forces  
but by Fascistic forces

Other topics of discussion have been the future of the Nisei in the relocation areas and in the post-war period, and how to coordinate Issei and Nisei interests.

The attendance at these meetings has varied from 200 to 1000, with the average being 500 people. The audience is composed of the thinking adults of the center. Among them are councilmen, house managers, recreational directors, ministers and the hospital staff. As a consequence, the organizers of the program feel that they are reaching the group of people who should be most aware of the problems facing the community and who would be influential in directing the undercurrents of opinion in the Center toward democratic channels.

In addition to the problem of getting enough benches to seat all who are interested in attending these discussions, some unforeseen difficulties have arisen. The first of these is due to the fact that an unexpectedly large number of first generation men and women have been coming to these forums and have wanted to ask questions and express their views in the Japanese language. Inasmuch as this was against the policies of the Administration, they could not be allowed to take part in the discussion. Because of this fact, they felt that the younger generation wanted to ignore and suppress them and they have expressed much dissatisfaction with Tom Hall. Another difficulty is that the fear of being blacklisted by the Administration has prevented some speakers from expressing their sincere beliefs.



It is hoped that these difficulties will be overcome and that Town Hall can be continued and carried on into the relocation areas. Plans are being made to form small interest groups which will discuss and develop among themselves certain specialized topics which could be presented to the general public at the Town Hall meetings.

The committee feels that their program has helped to raise the morale of the Center. By allowing free discussion of controversial subjects, it has been illustrating democratic principles in action. It provides an outlet for the emotions of the small percentage of the population which is bound to be dissatisfied with existing conditions. And by showing these people both sides of the picture, it has helped them to realize that under the circumstances, the Japanese people are being treated as humanely as any minority group could expect in time of war.

Some devices which have been used to direct the tone of the meetings may be of interest. If the discussion is to be on a much debated issue, the speakers are called together beforehand, and the point of view which is to be brought out is assigned to the most impressive speaker or to two speakers. The members of the committee have agreed that if a discussion becomes too heated, one of them will introduce a different viewpoint. At the conclusion of the program, when a summary is given, most time is spent on the trends of thought which the committee feels should be emphasized.

In the shifts of personnel which were necessitated by the



fact that members of the original committee were drawn into other phases of the rapidly expanding educational program, care was taken to maintain a group that had a wide range of interests. It was agreed that there should be one man or woman from each college generation, and that, as far as possible, the various geographical areas from which the evacuees had come and the various Nisei organizations (as the Japanese-American Citizens League, Young Democrats and church groups) should be represented. This was to safeguard Town Hall from becoming the instrument of any one minority group in the Center, as well as to facilitate the selection of qualified speakers.

The names of those who have worked on this committee are

Ernest Takahashi Chairman	U.C. graduate ('37). Phi Beta Kappa. Official of the Fresno American Loyalty League. Supervisor of Elementary Education
Minoru Akematsu	U.C. graduate ('40). Secretary of Berkeley Y.M.C.A.
Anne Kunitani	U.C. graduate ('34). Secretary at International House, Berkeley.
Michio Kunitani	U.C. graduate. Worked for the United States Employment Service
Tamotsu Shibutani	U.C. graduate ('40). Now doing educational research for the W.R.A. at Tulalake
Henry Tani	Stanford graduate ('38). Executive Secretary, San Francisco Japanese-American Citizens League. Supervisor of Tanforan High School
Shozo Tsuchida	U.C. graduate ('41). Phi Beta Kappa. Student at Boalt Hall, Graduate Law School of the University of California. Teacher at the San Francisco Japanese Episcopal Mission
John Yamashita	U.C. graduate ('36). Graduate of the Pacific School of Religion, Berkeley. Connected with Oakland Japanese Methodist Church



#### ADULT EDUCATION PROGRAM

The adult education program in Americanization was organized by a young Nisei woman. She became aware of the need for such a program after several Issei neighbors had approached her with requests for help in writing letters to sons in the army and to Caucasian friends. On her own initiative, she took a door-to-door survey of one barrack in order to test the general sentiment toward classes in English. The response was so gratifying that she presented her results to the Director of Education. At his suggestion, she then conducted a survey of ten barracks scattered throughout the Center. The people whom she contacted expressed appreciation for the interest shown in them and were anxious to know where and when classes would start. They seemed to want to begin at once.

Since a definite need had been demonstrated, the plans for organizing this course were carried forward. Teachers were selected on the basis of known ability and experience. They were required to be well mannered, steady, intelligent and respected by both young and old. Furthermore, it was necessary that they realize the importance of their work and teach not just the English language as an abstract thing, but also teach the democratic ways of living and thinking. Educational qualifications were college or university standing and preferably bilingual ability. At first, the age limit was set at twenty-five years, but for practical reasons, most of the teachers chosen so far have been over thirty years of age.



The teachers held nine meetings before June 18, the first day of classes. At that time 125 students came. By the end of the week, 339 had registered and many more were announcing their intentions of enrolling. The staff feels that there will be 500 students within a short while.

It was the lack of facilities which held back the actual opening of classes. The former Bachelors' Quarters under the grandstand was finally secured for the afternoon hours from 2:30 to 4:30. During the first week, the teachers had competition from hammering in the next room, but the students were so seriously intent on learning that, aside from the hardship on the teachers, all went well. The supplies available were limited to blackboard chalk and typing paper. The only teaching equipment which could be secured was some material from the Oakland W.P.A. Adult Education Program. Because of the loosely graded classes, lack of precedents and scarcity of material suitable for a group of this sort, the teachers found that they had to spend many hours every day at staff conferences and preparing their lessons.

Twenty-seven very overcrowded classes are now being conducted. Each meets for a two-hour session twice a week, thus giving each student four hours of instruction weekly. Americanization is stressed whenever opportunity presents itself, as for example, in the teaching of behavior in public and the social graces. An assembly is being planned at which well known American folk songs will be sung.

The effect on Center morale has been decidedly beneficial.



Many of the students are so eager to learn that they have enrolled in three classes in order to be able to come every day. The oldest student is seventy-seven years old, and many elderly people are coming to class with canes and crutches. They can be seen throughout the Center diligently studying and doing homework or practicing newly acquired phrases. Washrooms and shower rooms, as well as the laundries, are now enlivened with English from the classroom. Often discussions are heard to continue for half an hour on which would be more appropriate: I come from San Francisco--I came from San Francisco--I have come from San Francisco. Everyone thinks the English classes for adults are a wonderful thing, and the families of those attending are enthusiastic.

The teachers are planning to give "certificates of completion of \_\_\_ weeks in the beginner's, intermediate or advanced English class" when the classes must be disbanded. It is hoped that this will facilitate the continuance of this program in the relocation areas.

The staff is as follows:

Mrs. Tomoyo N. Takahashi, Supervisor	Graduate of the University of California. Private tutor.
Joseph Adachi	Graduate of the University of California. Taught English in Tokyo.
Notoko Hirose	Graduate of the University of California.
Nori Ikeda	Graduate of the University of California. Phi Beta Kappa.
May Iwai	Graduate of the University of California. Education major.



Mrs. Minoru Iyeki

Five years' teaching experience.

Marii Kyogoku

Graduate of the University  
of California.

Ghezo Mitoma

San Francisco Junior College  
(first year student)

Tyler Nakayama

Graduate of the University  
of California, College of  
Pharmacy.

Former Sunday School teacher  
and Boy Scout leader.

Mrs. Kiyo Nobe

Graduate of the University  
of California.

Private tutor.

Mrs. Taeko Oda

University of California  
(fourth year student)

Faith Torasawa

Graduate of the University  
of California.

Private tutor.



## MUSIC PROGRAM

The music program was organized to give the many talented students of music in the Center an opportunity to continue their studies without annoyance to their neighbors.

Since the building called Tanforan Tavern, which was formerly used as a recreation center for employees of the race track, was vacant, it was obtained for the use of the department. It was found to be ideal for a music studio: The main floor has one large room suited for classroom or concert use, and a smaller room adjoining for a combined reception room and office. There is another small room which is now being used for private piano lessons. The second floor has seven small rooms which afford the vocalists and players of violin, clarinet, accordion and other instruments a place for lessons and practicing.

The most imperative need was for pianos. The scarcity of pianos in the Center made it difficult to obtain any; and when one was finally given to the department, it had to be moved out from time to time for other purposes. Inquiries were made of various organizations in San Francisco, but the response was poor because of the uncertainty of the future. Recently, however, another piano was obtained, making it possible to start voice classes as well as to make a definite, although inadequate, schedule for piano lessons.

In order to provide practice hours for over two hundred piano students, it has been necessary to grade them into advanced, intermediate, and beginners' divisions. The advanced and higher intermediate students are allowed a maximum of three periods at the



piano of about forty-five minutes each, including one lesson. This is equivalent to less than two and one-half hours per week, which is of course far from adequate for anyone. For the intermediate students, one lesson and either a one hour or two forty-five minute practice periods each week are assigned. At present, the beginners are in five classes divided according to age, with about eight to twenty-five persons in a class. It is hardly practical to continue such large classes for piano students. As soon as more pianos can be obtained, they will be divided into smaller units.

The violin department is progressing smoothly. There is little difficulty in scheduling lessons and practice hours, since there are fewer persons enrolled and each has his own instrument.

A class in harmony is held one hour each Wednesday and the history of music is taught for one hour on Thursday. Three vocal classes for women have finally been started, and a class for men is being planned.

The enrollment in the various departments is as follows:

Piano . . . . .	214
Violin . . . . .	23
Vocal . . . . .	37
Miscellaneous instruments . . . . .	8
History of Music . . . . .	37
Harmony . . . . .	42
Total enrollment . . . . .	<u>370</u>

The ages of these students range from 5½ to 45 years.

The music department is fortunate in having a staff of competent and experienced teachers. A list of these teachers and their qualifications together with a brief statement of their practical



experience follows:

Frank Iwanaga, Supervisor of Music Program violin instructor	Graduate of the Arrillaga Musical College, San Francisco, and New England Conservatory of Music, Boston. Long experience in concerts and orchestras and teaching violin.
Mary Ikeda piano and harmony	Graduate of the Mills College music department.
Michi Kajiwara piano	Taught piano for seven years in Oakland
Shiko Koniya piano	Studied under Hae. Boris in San Francisco.
Ruga Sadanaga piano	San Francisco Conservatory of Music
Newton Tani piano	Studied in San Francisco and France.
Masao Yoshida violin	Studied in Alameda and in the Belgium Conservatory of Music.
Alexander Isori voice	Tenor
Kyoko Hoshiga voice and history of music	Graduate of the Mills College music department.
Tom Tanji harmony	Graduate of San Francisco State Teachers College music department.



Each Saturday evening the department presents a concert at the Studio. The following programs have been given:

FIRST CONCERT  
June 13, 1942

1. Piano solos ..... Lily Ann Harada (13 years old)  
a. The Butterfly by Levallee  
b. Minuet in G by Paderewski
2. Violin solos ..... Yuriko Iwanaga (9)  
Piano Accompanist Miss Mary Ikeda  
a. Serenade by Franz Lehar  
b. Czardas by V. Monti
3. Piano solos ..... Tsutako Toba (17)  
a. German Dance by Beethoven  
b. Prelude No. 1 by Chopin
4. Vocal solos ..... Mrs. I. Tanaka (adult)  
Piano Accompanist Miss Michi Kajiwara  
a. Largo by Handel  
b. Hide and Seek by Nakayama  
c. The Ball and The Prince by Nakayama
5. Violin solos ..... Eiko Yoshizato (17)  
Piano Accompanist Miss Mary Ikeda  
a. Concerto by Mendelssohn  
Andante  
Allegro
6. Piano solo ..... Naiko Komiya (faculty)  
Fire Dance by Manuel de Falla

SECOND CONCERT  
June 20, 1942

1. Piano solo ..... Shin Tanaka (13)  
Fantasia in D Minor by Mozart
2. Violin solo ..... Itsuo Uenaka (13)  
Piano Accompanist Miss Mary Ikeda  
Air Varie by Charles Dancla
3. Vocal solos ..... Alexander Isari  
Piano Accompanist Miss Mary Ikeda  
a. Santa Lucia  
b. La Donna e Mobile from Opera Rigoletto by Verdi



4. Piano solos ..... Masa Kitagawa (15)
  - a. Nocturne Op. 15, No. 2 by Chopin
  - b. Dr. Gradus ad Parnassum by Debussy
5. Violin solo ..... Ernestina Toranishi (16)  
 Piano Accompanist ..... Miss Mary Ikeda  
 Gypsy Airs by Pablo de Sarasate
6. Piano solo ..... Mr. Newton Tani (Faculty)  
 Toccata and Fugue in D Minor by Bach

THIRD CONCERT  
June 27, 1942

1. Piano solo ..... Ellen Takahashi (11)
  - a. Waltz in A Flat by Brahms
  - b. Valse in D Flat by Chopin
2. Piano solo ..... Keiko Iriki (15)  
 Liebestraum by Liszt
3. Japanese instrumental trio  
 "Yugao" (Evening Face)  
 Koto (harp) ..... Miss Shizuo Sugiyama  
 Shamisen (3 string instrument) ..... Mrs. Awada  
 Shakuhachi (Flute) ..... Mr. Mifune
4. Violin Solo ..... Cecilia Miyamoto (17)  
 Piano Accompanist ..... Miss Mary Ikeda  
 Nigun by Ernest Bloch
5. Piano solo ..... June Esaki (17)  
 Hungarian Rhapsody No. 11 by Liszt
6. Vocal solos ..... Miss Kyoko Hoshiga (faculty)  
 Piano Accompanist ..... Miss Mary Ikeda
  - a. Vissi d'Arte, Vissi d'amore by Puccini (From Tosca)
  - b. Les Filles de Cadix by Delibes

It is difficult to live a well-balanced life in a Center. But cultural interests, such as music, may help in developing an outlook on life which will compensate for the drastic changes in environment and the restricted activity and limited outside contacts. For children, some understanding of the arts is essential to normal



development. The music program offers them fulfillment of their need for beauty and creativeness.



## ART PROGRAM

"Under any circumstances education is as important as food to a human individual, young or old. We believe that art is one of the most constructive forms of education. Through creative endeavor and artistic production a sense of appreciation and calmness is developed. From these follow sound judgment and a fine spirit of cooperation. We believe that such a high moral attitude is vital for participation in the great wartime program for democracy.

"Tanforan is a very windy and dusty place. But even here, the eucalyptus trees blowing and singing in the wind and the harmonious hues of wild flowers playing beneath can make a beautiful picture seen dimly through the mist-like dust. Our aim is to guide our students to see and appreciate the natural beauty about them and to show them the endless opportunities to touch Mother Earth which is so beautiful in this land."

This is a statement by Chiura Obata, present evacuee and former assistant professor of art at the University of California and Supervisor of the Tanforan Art School. As soon as he arrived in Tanforan, he saw the need for an art school and called upon his friends to help him organize his plans. After receiving permission from the Administration, he was given an empty mess hall for his classes. Thereupon, the members of the faculty gathered together and cleaned and scraped the muddy floors, even removing window ledges in order to take out the pile of accumulated sand.

In the newly cleaned hall, registration was taken on May 19.



Different groups were classified and a schedule of classes was drawn up.

The following courses are offered:

FINE ARTS

1. Figure drawing
2. Landscape
3. Still life
4. Freehand brush work
5. Art anatomy
6. Sculpturing
7. Mural painting
8. Lectures on appreciation of art

COMMERCIAL ART

1. Fashion design
2. Interior decoration
3. Cartoon
4. Mechanical drawing
5. Architectural drafting
6. Commercial lettering and poster layouts

TECHNIQUES

1. Charcoal
2. Pencil
3. Water color
4. Oil
5. Crayon
6. Pen and ink
7. Pastel
8. Tempera
9. Black and white (gum)



Children in the elementary and junior high school grades may take only the fine art courses in still life, landscape, and figure drawing in crayola, pastel and water color. In addition to the fine art courses, high school students are allowed to take fashion design, interior decoration, sculpturing, cartoon, art anatomy, commercial lettering and mechanical drawing. The college and adult groups may enroll in any course, with the exception of architectural drafting which is limited to architectural students with previous training.

The chief problem was getting the necessary art supplies and materials for the students. A rough estimate was made of the minimum cost per student and the approximate expense for the entire program was calculated. This estimate was submitted to the Director, but there were no funds available for such a project. However, the faculty believed so strongly in the importance of art education that they asked the cooperation of each student in purchasing the initial supplies. Teachers and friends also brought odd supplies which they had on hand. Thus, on May 25, the Tanforan Art School was opened.

Later, contributions were received from the following persons and organizations:

Berkeley Community Y.W.C.A.

Duncan, Vail Company (art supply dealers)

San Francisco Museum of Art

Mrs. L. Largent (Supervisor of Elementary Art  
San Francisco Public Schools)

Mr. Artman (Supervisor of Junior High Art,  
San Francisco Public Schools)



First Congregational Church, Berkeley

American Friends Service Committee

Miss Martha Howey, Ross, Marin County

Mrs. Harry Kingman, Berkeley

These contributions have been very welcome, but the problem of having to replenish supplies constantly is still unsolved. Other difficulties are lack of partitions between classes, inadequate lighting at night and insufficient tables.

Aside from these things, the school is operating smoothly and classes are filled to capacity with eager, enthusiastic students. Ninety-five classes are conducted each week. They are held in the mornings, afternoons and evenings from Monday through Friday. Nearly five hundred students are enrolled and more are registering every day.

The first exhibition of the work of the students was sent to Mills College on June 27.

Of particular interest in this Art School is the earnest desire of the older people to learn to paint, most of them for the first time in their lives. Many of them had harbored a desire to paint for years but had been prevented by lack of time and opportunity. Now they attend classes regularly and are willing to start from the very beginning. Here are some examples:

1. Mrs. Yamanouchi ..... 55 years old  
Owner of a clearing establishment  
No previous training
2. Mr. Ishida ..... 55 years old  
Chrysanthemum grower, Menlo Park  
No previous training
3. Mr. Iwata ..... 75 years old  
Day worker  
No previous training



The staff of the art school is as follows:

Chiura Obata, Supervisor	Assistant Professor of Art at the University of California. Freehand brush work, figure drawing, flowers, animals, fish, insects and nature study in general. Black and white and color. Art lectures and demonstrations.
Matsusaburo Hibi	Graduate of California School of Fine Art. Landscape, figure drawing and composition in different mediums, particularly oil.
Miyo Ichiyasu	University of California (A.B. in Art). Fashion art.
Teruo Iyema	California School of Fine Art (fourth year student). Portrait study, landscape, figure drawing and composition in different mediums.
Kathryn Kawamorita	San Francisco State College (third year student in art). Landscape, still life and composition.
Teruo Nagai	Art Center School. California Arts and Crafts School of Modern Design. Commercial lettering.
Bennie Nobori	Chouinard's Art Institute. Worked in an animation studio in Hollywood. Cartoon--animation and life.
Kimio Obata	University of California (M.A. in Art). Art anatomy.
Mary Ogura	San Francisco State College (fourth year student in art). Landscape, still life and composition.
Mine Okubo	University of California (M.A. in Art). Figure drawing and composition in different mediums. Mural painting.
Siberius Saito	University of California (M.A. in Architecture). Pencil drawing--still life, landscape, perspective. Architectural drafting.



George Shimotori

Self-taught.  
Sculpturing.

Baron Tsuzuki

Graduate of Students Art League of  
New York.  
Landscape, figure drawing and compo-  
sition in different mediums.

Masao Yabuki

University of California (M.A. in Art).  
Landscape, figure drawing and compo-  
sition in different mediums. Interior  
decoration.

Shinji Yamamoto

University of California (M.A. in  
Architecture).  
Mechanical drawing, architectural  
drafting.

Ten Yamamoto

University of California (M.A. in Art).  
Landscape, figure drawing and compo-  
sition in different mediums.

Itsuko Yoshiwara

Graduate of California College of  
Arts and Crafts.  
Landscape, still life and composition.



## FIRST-AID PROGRAM

The first-aid program arose out of the need for training recreational directors to deal with sudden accidents and illnesses which might occur in their work with children.

An evacuee attorney who held Standard, Advanced, and Instructor's certificates from the American Red Cross offered to organize the course. He established a classroom in one wing of a field mess hall.

Splendid cooperation was received from the San Mateo Red Cross chapter in making books, bandages and charts available for these classes. The books were paid for by the students, and other materials were supplied by the instructor. Stretchers and blankets were borrowed from the hospital.

Because of the large number of residents who wanted to enroll in the course, more and more classes were organized. At present there are eleven classes with an average enrollment of thirty-five in each. These include the Junior course for children between the ages of twelve and seventeen years, the Standard course for those seventeen years or older, and Advanced first aid. Upon completion of the work required in each course, certificates are issued by the American Red Cross. To date, one hundred and eighty-six certificates have been awarded.

Lessons are based on the Red Cross manual of first aid and stress prevention as well as the proper immediate care of injuries. Written examinations test the ability of the student to handle situations which might arise in their daily life in the Center.



One such examination follows:

The boiler in the shower room explodes and the flying bits of steel have injured the following persons:

A is knocked unconscious by the explosion, and his face and hands are blistered from the steam.

A piece of steel hits B on the left leg above the knee and there is severe bleeding from the point where the bone is protruding. A bit of steel seems to be imbedded in the left eye.

C's right collar bone is broken and there are additional injuries to the left shoulder.

D is overcome by the steam and is not breathing. No other injuries are shown.

Treat in order of importance.

The students enjoy their work and feel that what they are learning is of vital importance to themselves and to the community. A First-Aid Honor Roll which has been placed in the classroom bears the names of students who have actually used their training in emergency situations.

It is interesting to note that several requests have been made for the instructor to conduct a course in first aid in the Japanese language for the benefit of the older people who have difficulty in understanding English.

The staff is as follows:

Yoshio Katayama, instructor	Taught first aid since 1933 in Washington, D.C.
Dr. George Takahashi, assistant instructor	A dentist with an excellent knowledge of first aid.



## CONCLUSION

This report was written to show what the Japanese evacuees at Tanforan have done towards building up a program of education which will make life in a government center not a term in prison which must be faced with resignation, but a satisfying and constructive period of training for democracy.

It is hoped that this program may be further developed in the relocation areas and that it may be so extended that it will enrich the life of every individual. There is a great deal which can be done to realize this goal. Especially is this so in the field of adult education. A blatant policy of Americanization seems unwise at a time when so many are feeling hurt and bewildered at having their status as American citizens questioned. Art courses such as English conversation, manners in public, American methods of cooking, sewing and home decoration, and vocational training in various arts and crafts will be eagerly welcomed by the community and should bring about a deeper appreciation of what it means to be able to live in America.

Only by maintaining a wholehearted desire among the evacuees to prove themselves worthy of participation in American life will it be possible for them to adjust themselves successfully in the post-war period and to contribute their full share towards the reconstruction which must follow when this war has been won.



Here is a brief outline of the informal Elementary Educational Program at Tanforan.

A. History and organization.

Immediately upon arriving at Tanforan, a committee of three interested individuals in child education met and outlined a definite, informal, vacation school educational program for children in the primary school level at Tanforan. Because they thought that the educational director would not arrive in camp until the beginning of the fall semester, they immediately contacted Mr. Thompson, the Director of Recreation, and asked if some form of informal school could not be established under the recreational program. Mr. Lawson was also contacted and he voiced his enthusiastic interest in such a program. A list of school teachers was compiled in camp and this group met and drew up a list of recommendations, purposes and methods for a vacation school from the first to third grades. They had the following objectives in mind:

1. A definite form of Americanization policy for this age group.
2. To form regular habits of education.
3. To develop the child's initiative.
4. To occupy the child's morning hours from 8:30 -11:40, thus allowing their parents some time for housework.
5. To make sure that no child in Tanforan would get behind in school in their age group in the post-war period.
6. Because these children are concentrated into a small area and there is not much diversified activities to keep this group occupied, a form of vacation school program was necessary until the regular school started in the fall.

The following program was suggested by this group:

1. Classes would be conducted on a 5-day basis in the mornings between 8:30 and 11:30 A.M.
2. Each classroom would be divided into different grade groups.



3. Because of lack of facilities and qualified teaching personnel, there would be only a limited amount of formal education. Just enough formal education would be included to make this program look like a classroom. There would be no certificates or diplomas given after the completion of the course. The subjects taught would be based on a program to keep the child's interest in school and his mind occupied in a positive and constructive program based on handicrafts, progressive projects, story telling, picture drawing, modeling, etc.
4. Activities of the classroom would be both indoors and outdoors.
5. All classroom activities would be conducted in English to counteract the Japanese spoken at home.
6. This program would be on a compulsory basis throughout the camp as soon as facilities and classrooms would be available.
7. Community-wide children's programs based on patriotic themes such as Flag Day, Independence Day, etc. Also, an open house so that the parents would be able to inspect the work of their children.

Immediately after Mr. F. Kilpatrick, Jr., Director of Education, arrived in camp, this same committee presented to him their ideas on how such a program could be established in camp. Mr. Kilpatrick and the teaching staff met the next day and began at once to set up a foundation for this program. Four teachers were then chosen to become the teaching staff of this proposed school.

1. Miss Mabel Yamamoto, graduate of S.F. State Teachers College, credentials in elementary and junior high.
2. Miss Shizuko Nakahira, S. F. State Teachers College, credentials in kindergarten, elementary and junior high.
3. Miss Shizuko Mitsuyoshi, San Jose State, credentials in kindergarten, elementary and junior high.
4. Miss Shizuko Hikoyeda, graduate of the University of California, 4-year education major.



A committee of three was chosen to be in charge of the following divisions of the program:

1. Rev. T. Goto, in charge of supplies.
2. Mr. F. Kilpatrick, Jr., to be in charge of obtaining official sanction from administrative staff.
3. Mr. E. S. Takahashi, in charge of the organization of the school program and of obtaining the teaching personnel.

Each member of the teaching staff was asked to submit a plan on how they would conduct school with the limited facilities that were available. Each plan was based on a 40-pupil 5 hour a day basis, 5 days a week for the groups between the ages of 6-7 and 8-10 inclusive. They were also instructed that there would be no books available and very limited supplies. The following program was presented by these teachers:

#### AMERICANIZATION PROGRAM

Objective: To counteract the bitterness in the minds of the youngsters.

Examples: Pledging the flag.

Stories about the flag.

Historical incidents in our history.

#### NEWSPAPERS

Objective: To learn to construct a complete sentence

To learn to construct a complete and correct paragraph.

To learn to spell correctly.

To read correctly with correct pronunciation and enunciation.

To learn the months, days, and years and in addition the weather.

#### ART

Objective: Appreciation of nature

Observation of natural colors, proportions.

Develop creative ability, initiative in developing one's composition.

Suggestions for subject matter: hills, airplanes, barracks, etc.



## SINGING

Objective: To learn to carry the correct tune and time.

Introduce syllables.

Suggestion of songs: God Bless America

America the Beautiful

Star Spangled Banner

## RECESS

Objective: Body building. Learning to play together. Learning to be good sports. Intelligence (in understanding the game.) There should be a few minutes before recess in which to explain the game so that time would not be wasted in explaining.

## ARITHMETIC

Objective: To master the skills in adding and subtracting and learn to improve multiplication tables.

Suggestions: Utilize arithmetic in practical situations so that the child sees the need for arithmetic and understands it.

Examples: Construction of grocery store signs. Buying and selling at the grocery store. Counting the number of foodstuffs and articles.

## DRAMATICS

Objective: To bring out creative expressions. To speak English freely. To lose self-consciousness.

## ART CRAFT

Objective: To create through the finger tips.

## SEATWORK

Objective: To form habits of individual studying.

## STORY TELLING

Objective: To create imagination for drama and illustrations.

## FOLK DANCING

Objective: To develop coordination of body movement.

To be able to move about rhythmically.

Suggestion: Virginia Reel, Looby Loo.



On Monday, May 25, a registration for school children between the ages of 6 and 18 was taken in the various recreational centers throughout camp. It was a very rainy day and it was possible to get only approximately 75% registered. However, a brief survey showed that there are about 500 children between the ages of 6 through 11 and 1,000 children between the ages of 12 and 16.

On Tuesday, May 26, four classes, for children between the ages of 6 through 8 were begun at four unused mess halls, conveniently scattered throughout the camp. The first days registration showed that 235 children attended these classes. The four staff teachers appointed four assistants to help them in their work. On May 27, Ernest S. Takahashi was appointed to the Director of Elementary Education and Rev. T. Goto as chairman of the Advisory Council for Elementary Education at Tanforan. More assistants were chosen to assist the teaching staff in the conduction of school they are as follows: Fumiko Sugihara, S. F. State, Frances Kimura, Credentials for J. C. University of California, Lillian Yamauchi, 4 year education major University of California, Eiko Hosoi Math major University of California, Hifumi Taniguchi, University of California. That afternoon a teachers training course was begun in one of the school centers. In order to increase the teaching personnel, these eight teachers have now appointed eight more to assist them and have divided their group into a primary level, or first, second and third grades and an intermediate level for 4th, 5th and 6th grades. These teachers are now planning a program for school children between the ages of 9 and 11 and will start school on June 3 for this intermediate age group. With the above plan there will be approximately 600 children between the first through sixth grades in school and a teaching staff of sixteen instructors, six of whom have teaching credentials or have majored in education in some accredited school in California, and the other ten are graduates of some university and are interested in assisting these women in conducting classes.

B. Facilities, equipment and supplies available.

At this time, the four unused mess halls, which now constitute the Protestant, Buddhist and Catholic Church, have been converted into classrooms in the mornings. These classrooms have approximately 10 to 15 benches which were brought over from mess halls to be used as seats and tables for the children. These, however, are much too high for children of this age group as they were made for adults.



Supplies and equipment are very limited but much of it has been donated by the various interested groups outside of the center. The first two weeks' supply has been donated by the Emergency Relief Fund for Japanese People of San Francisco. Approximately \$200. worth of supplies were brought in on May 25, by Miss A. C. Watson, Executive Secretary of the International Institute, who was left in charge of this fund. She brought with her:

- 2 Gross pencils
- $\frac{1}{2}$  Doz. reams of colored paper
- 1 Roll of wrapping paper
- 1 doz. pint jars of paste
- $\frac{1}{2}$  Gross of erasers
- 2 Gross crayons
- 2 Doz. blunt scissors

Additional material will include 40 reams of paper, 6 blackboards and 2 dozen more scissors.

Each of the teaching staff wrote to their respective schools, asking them for textbooks and teachers manuals. The San Mateo County Library System donated several hundred children's books and included among them were several textbooks and teachers manuals that could be used for reference. The Frederick Burke School and the Raphael Weill School of San Francisco also sent in several textbooks that could be used by the teachers for reference. Members of the faculty of the San Jose State College, San Francisco State Teachers College and Mills College also sent in some very good textbooks for teaching references. Other groups have been contacted to obtain supplies for these schools. The Japanese American Citizens League and the American Friends Service are two other groups that have been contacted for immediate supplies. These supplies will be used until the W.C.C.A. can fulfill the requisitions already sent in by the educational department at Tanforan.

C. Problems confronting this Educational Program.

1. Lack of supplies, necessary to conduct proper classes in this program.
2. Lack of textbooks, necessary for use by individual pupils. There are plenty of teachers manuals and reference books but no books for the pupils. During the first two days of school, many of the children have asked for books to read.



3. There are only two pianos in the four schools and two more are necessary to conduct community singing.
4. There is a definite need for four good American flags in order to conduct the half-hour Americanization program incorporated in the daily routine of each classroom.
5. In order to have all children between the ages of 6 and 12 in school, more classrooms must be made available immediately.

D. Human Interest Stories.

Some amusing incidents that occurred in the formulation of this elementary program follow:

1. During the first day of school, two children aged 14 and 16 arrived to enroll in the first grade. The teacher in charge politely told them that this was only for children between the ages 6 and 8. Both of these children, who were girls, immediately broke into tears and explained their situation. They had just recently arrived from Japan and wanted to learn to speak English and were willing to start in the First Grade to learn.
2. Teachers noticed the first day that over three-fourths of the children brought their own pencils, pads, school records and textbooks.
3. One mother came to the Director in charge to ask if it were not possible to get a private tutor for her child who was subnormal.
4. Children could sing God Bless America, Star Spangled Banner and America better than Twinkle, Twinkle Little Star.
5. It was interesting to note that when the teachers called for volunteers for special activities from the members of the class a much greater response was received than had been anticipated. For instance, approximately 15 children volunteered to lead songs and participate in a dramatic activity .

ESTAKAHASHI:ms

5-27-42

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E. S. Takahashi



PECULIARITIES IN THE EDUCATIONAL  
BACKGROUND OF THE JAPANESE EVACUEES AT TANFORAN

1. Preface--

These are some of the peculiarities of the Japanese evacuees at Tanforan which I noticed after analyzing the educational problems that confronts us here. If a few other opinions on the same subjects are submitted a clearer picture of this situation may be obtained.

2. Broad Opinions.--

- A. The Japanese by nature are a very industrious group. They have taken their education seriously and many hope to do so in this camp.
- B. Due to concentration in camp and plenty of time many of the more industrious ones who have been too busy heretofore wish to begin some form of adult education.
- C. Many of the evacuees know that due to the war the jobs that they left behind will no longer be open for them in the post war period. For this reason many of them would like to spend their time in camp studying new and practical vocational fields that may be open to them after this war is over.
- D. In taking a cross section survey in camp among the Nisei you will find that the majority are well educated. You will find however that there are a very few skilled artisans here. Their college training has been extremely technical and if it were not for race they would be in better jobs than the ones they left behind.

3. Classifications of the types of Japanese in Camp.

There are definite groups in camp that must be taken into consideration. Due to their environment and educational background each group must be treated separately and the educational opportunities set before them must differ. The broad classifications are as follows: Issei, Kibei and Nisei.

A. Issei (First Generation Japanese born and educated in Japan)

- 1. Age 45-65
- 2. Average Education about grammar school training in Japan before migrating to America.
- 3. In this group all classes must be conducted in the Japanese language. Most of them speak a little English and not many of them can write in English.
- 4. They have however a world of experience to counteract their lack of educational training.
- 5. For the above group I suggest that only informal classes dealing with phases of Japanese culture which will not be detrimental to the American Government to be set up. It is of little or no use to try to Americanize this group. I suggest that this age group be allowed to run its course. These classes should not be based on too strenuous an educational pattern but a rather loose informal type of class. There should be also courses in practical education.
- 6. I suggest that few of the following courses be set up:
  - a. Japanese flower arrangement. (There are at least three different types of flower arrangement.)
  - b. Haiku--Seventeen and thirty-one syllable Japanese poetry.
  - c. Japanese character study--Penmanship in Japanese language is a definite art and comes under the classification of culture.
  - d. Tea Ceremony. Chado
  - e. Knitting and sewing classes.
  - f. Art Classes
  - g. First Aid Classes
  - h. Cooking Classes
  - i. Singing Classes.
  - j. Hygiene--very elementary.



- k. English classes for the younger Isseis. There will be less pupils than you anticipate in these classes as they are very set in their pattern of living and due to their age they now lack initiative.
- l. Americanization class.--These classes must be very carefully considered as the Issei have not been given the right to become naturalized American Citizens.

B. Kibei--(American born Japanese who had been educated in Japan and are now residing in America.)

1. This Kibei educational problem is a very serious one and must be given careful study before anything is attempted.
2. I believe that there are approximately about five hundred of them in camp.
3. Due to their educational background under the modern Japanese political and educational system they are at heart Japanese in thought.
4. They have about high school training in Japan and a few of them have attended Japanese universities.
5. They do not mix well with the American educated Japanese in their own age group because of their language handicap they have not had the vocational opportunities of the Japanese-American.. Because they do not mix with the Nisei they have more or less kept to themselves and many of them have taken a defiant attitude toward the Niseis. They also do not seem to get along with their Issei parents. They are very sensitive of this situation and are easily hurt.
6. They talk Japanese at home and with their friends and read mostly novels and magazines written in the Japanese language.
7. The major problem that exists is this: We must Americanize this group who are American Citizens and are trained and educated in Japan. In order to have them properly assimilated in Japanese-American society in the post war period some sort of an educational program must be introduced to make them think and act as Americans. Their average age is between sixteen to thirty and their pattern and ways of thinking are now fairly well crystallized. For this reason this problem must be given the utmost consideration.

I suggest the following courses for them:

1. English--both conversational and writing.
2. Americanization courses--Americanization must be taught in a very subtle manner. A study of American History would be very helpful but to make Americans out of them is something more has to be done.
3. Vocational courses--Some sort of practical vocational education that they may use to an advantage in later life. Before evacuating many of them have been working as common laborers because they could not find any other type of work. For this reason they have been very much disillusioned about living in America.
  - a. Carpentry
  - b. Plumbing
  - c. Welding
  - d. Bookkeeping
  - e. Practical farming
  - f. Landscape designing for gardeners.
8. Please consult many qualified persons before acting on this problem. This will be one of the major educational problems confronting you in Tanforan and in the relocation areas.

C. Nisei --) American born and American educated Japanese.

1. Broad Suggestions.
  - a. All that is needed in this age group will be to conduct the normal classroom procedures in the present educational system now in effect in California.
  - b. I know we lack the facilities but we must all do what we can to obtain them even if we have to beg, borrow, or steal them.



- c. First class teachers must be sent to teach our younger generation. It will be enough of a handicap for them to compete with Caucasian Americans in their own age group in the post war period, whey they have received their education in an all Japanese school. We cannot allow retired teachers, W. P. A. teachers, or interested but not trained Caucasian Missionaries to teach these children. Even if our community is used as a control group for latest educational techniques it would be better to see that done than to use outmoded methods of teaching from teachers that cannot find regular jobs in the Caucasian American School System.
  - d. A distinct form for Americanization must be one of the prime objectives in child education. This must be done to counteract the resentment of many of the parents to the American Government because they have been good loyal American Citizens and cannot see any justification for assembly and relocation centers.
  - e. In the grade schools education the harder and more strenuous the educational methods the better. These children have plenty of time and the best use of the time will bein studying.
  - f. We must also teach these children not to be afraid of work. We must kill the prevalent idea among the parents who are saying, "My child will never have to work as I did for a living". Let's teach them that good honest labor is the right thing and that soft easy jobs are few and far between. about
2. Child education--You and your staff will know more/that than I. Just conduct the latest procedures in child education of the present school system and it will be more than sufficient.
3. Children between twelve and fourteen.  
We must stress Americanization in this age group. These children know just enough about the principles of Democracy to know that "concentration" is not one of its basic principles. We cannot have them grow up with a belligerent attitude towards our government.
4. Boys and girls in high shhool and junior college.
- a. In this age group we must prevent them from getting a defeatist attitude towards life. They are beginning to realize more and more what they will be up against in the post war period. They know that their brothers and sisters had a hard enought time finding aplace in American society and those who were successful had to rely mostly on their own people for sustenance. With the disappearance of "Japanese Town" they know that the opportunities for making a good living have become limited.
  - b. To eleviate this defeatist attitude I suggest the following:
    - 1. Girls--Practical home economics--teach them to become good practical housewives.
      - a. Cooking and sewing
      - b. Feminine and social hygiene
      - c. Household arts.
      - d. Family care and relationships
      - e. Food chimistry
      - f. Child care and training
    - 2. Boys--practical vocational training
      - a. Practical farming
      - b. Skilled arts
  - c. Of course some form of cultural development should also be stressed. When a man has less material things in his possession he can only turn to things which develop the mind for enjoyment.
5. Adult Education (Nisei)  
Adult education should be divided into the following:
- a. Informal education--a form of recreational education.
    - 1. Forums panel discussions, etc. (Tanforan Town Hall)
    - 2. Interest groups--more specialized subjects and frank discussions. A group of interested individuals getting together to share views on a definite specialized topic. From these interest groups we can develop good forum material to present to the public at the Tanforan Town Hall.



3. Cultural development such as appreciation of music and art, book reports, dramas, etc.
- b. Handicraft, hobbies, and skilled arts.
- c. Vocational courses. These courses will be given to individuals who can see no future in their past jobs and have to look for a new beginning under other vocational lines.
- d. Correspondence courses--University extension program to be given for credits.
- e. Special courses to be given for credit here or at the relocation center.
  1. Language--Spanish, etc.
  2. Commercial courses--bookkeeping, shorthand, typing which every man will have some practical use for it.
  3. Several other practical courses.

These are only a few of my personal opinions and does not necessarily mean that everyone is in favor of them. This is just a few suggestions that might be used to start some form of an educational program to fit the Japanese Evacuees at Tanforan.

E. S. Takahashi:ms  
5-27-42



WHAT MAY WE DO HERE AT TANFORAN IN PREPARATION FOR AN EDUCATIONAL PROGRAM  
IN THE W. R. A. CENTERS?

Being one of the initial organizers of the educational program and the Director of Elementary Education at Tanforan I have a few suggestions as to how we at these assembly centers may prepare ourselves in the way of education in the W.R.A. centers. I am submitting them to you for your consideration.

First of all we all know that there are many college graduates in this camp who may be used in the educational program with a little training. There are at least 300 college graduates in camp and approximately 300 more with some higher educational background than high school. Many of them have specialized in highly technical courses and because they are Japanese have not had the chance to show their true worth in the outside world. This group has progressive ideas and has not yet had the chance to try them out. Just the list of the high school faculty, music and art staff will easily prove this point. All of the 19 staff teachers in high school are college graduates in the era between 1934 and 1942. There are three Phi Beta Kappa and 7 of them have had some graduate work.

The Director of Music at Tanforan is a graduate of the Arrillaga Musical College and the New England Conservatory of Music. His assistants are graduates of the Mills College music department, and San Francisco Conservatory of Music.

There are at least five on the art staff with M. A. degrees in art. The chief of staff of the art school is Professor Chiura Obata, instructor in art at the University of California for a number of years.

You may wonder why there are not many teachers with teaching credentials in this group. The main reason is that they have been discouraged by their advisors at various institutions because there was little or no chance to find work for them after graduation.

The elementary school department has been fortunate in having four teachers with credentials in the elementary and junior high school curricula and two 4-year graduates in education from the University of California. If some sort of a teachers training course could be established in this assembly center I am sure that we can supply many qualified teachers for your program.

Secondly, the Japanese people have been accustomed to leaving the educational destinies of their children to Caucasian educators. One thing that we have accomplished in camp so far is that the Japanese themselves are beginning to realize that we have capable teachers among us. Any parent can realize as he surveys the educational program of the elementary school that it takes good qualified teachers to do such a good job of teaching their children under such extreme handicaps as no blackboards, limited supplies, 150 children in three classes in the same room. Each class is conducting an entirely different program and each teacher must keep the attention of her classroom. On top of that there are usually carpenters, plumbers, and hecklers bothering them throughout the day. One teacher conducted classes in one wing of an unused mess hall while the other wing was used for cooking. Another tried in vain to conduct normal classes while there was a funeral going on in the next wing. Just how many Caucasian teachers could conduct normal classes under these conditions?

Tying directly with my second point is the fact that our educational program is planned to make the parents understand that it is high time that they realize that this school is their school. Parent Teachers Associations have been organized. We



are expecting to have every parent become P. T. A. conscious before he leaves Tanforan. With this P. T. A. program we wish to educate the parent to take responsibility in community welfare (especially the mothers) and to introduce Democratic principles to them subtly. If possible we will try to create interest groups among parents for educating them to the latest methods of child psychology and progressive methods of teaching.

Another important thing that we at Tanforan may do for a better educational program in the W.R.A. Centers is to use Tanforan as an Experimental ground for education. Let us try out different ideas with control groups and measure their worth, successes and weaknesses. Especially in the field of adults and Kibei education. There are no textbooks from which any information can be obtained on that subject. This is new and different and on top of that we must realize that we are working under extreme conditions of concentration, segregation and some suppression. Let us eliminate educational mistakes here for a better and carefully thought out educational program for the W.R.A. Centers.

To do this it will be necessary to get trained W.R.A. educators come to camp to make these surveys. I don't mean to drop in for a few hours once a month but to stay actively with this group and work with it. We at Tanforan will keep notes and records of every worthwhile activity we conduct in camp but we have little or no ideas as to whether we are using the right methods and procedures. We need more trained personnel for assistance.

Also the administrators of the present educational system be used as a liaison group between the Japanese and the Caucasian educators. There are so many peculiarities in our educational background that the Caucasian knows little or nothing about. Also so many idiosyncracies in the psychology of the Japanese that must be understood so that such a person will be vital and necessary for a smooth functioning educational system in the W.R.A. Centers.

Another point that must be stressed in the basic policy of the W.R.A. Centers is the use of Japanese language in adult education and P. T. A. meetings. As chairman of the Tanforan Town Hall, an adult educational forum that discusses current topics, I have found that the greatest handicaps we had to face was the banning of Japanese language at those meetings. There is so much information that will be helpful to the Issei at these meetings that even a brief translation of the main speakers will be helpful. At our first P. T. A. meeting there were over 75 Issei parents who could not understand the main speaker. We do not encourage the speaking of Japanese at meetings but some Japanese should be spoken. If we would have the Issei and the Nisei parents mix together at these meetings it will be so helpful in the Americanization of the Issei and coordination of the Issei and Nisei interests.

Furthermore, we at Tanforan elementary school are endeavoring to have every child here ready for the next semester's classes in the fall. At least every child here lost one and a half months of actual school work and none of them could really concentrate on studying with all the evacuation talk going on at home. Also so many have not adequate training in spelling, composition and reading that we are stressing in our classes.

Finally we at Tanforan are requesting that our educational supplies will be brought to the relocation center to which the majority of us will be moved. Most of the donations of supplies were given to us with that thought in mind. We are also requesting that all the data we have gathered on education at Tanforan be kept together and made accessible to many of us to use as reference for future research work.



I hope that this report will be helpful to you in your educational planning at the W.R.A. Centers and that you will give our requests serious consideration.

Ernest S. Takahashi

6-27-42

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GIRLS OF TANFORAN  
(Tune of "The Vagabond Song")

Girls of Tanforan  
We are the Cossack clan,  
We're looking for our little mates.  
We're very very bold,  
And women we are told,  
Say we are the perfect dates.  
Harken! Harken! Come you pretty maids,  
Paint your lips and comb your kinky braids,  
Wear your Sunday dress,  
Wipe off that dirty mess,  
Throw out that line with all its bait.

You must learn to cook,  
Not from a little book,  
And jitterbug at every dance.  
Zippers are no more,  
Till after this big war,  
You must sew the buttons on our pants.  
Come one, come all, step right in the grove,  
Strut yo' stuff until we make our move,  
We're your bosom pals,  
The envy of the gals,  
We're the wolves of Tanforan.

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WE LOVE YOU TANFORANNY  
(Tune of "I Love You California")

We love you, Tanforanny,  
You're the greatest camp of all,  
We love your pretty maidens,  
Slender, fat, and some so tall,  
We love your lousy weather,  
Your barracks we adore,  
We love your rugged roads,  
And we love your open door.

Where the steel-crowned, gun-toting soldiers,  
Keep their watch o'er the camp so full,  
It is there we would be, in our camp by the sea,  
Every breeze bearing lots of bull.  
It is here nature gives of her rarest,  
It is home sweet home to us,  
And we know when we die, we shall breathe our last sigh,  
In our foggy Tanforanny.

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PENPUSHERS' SONG  
(Tune of "Chinatown, My Chinatown")

Penpushers in master files,  
Working hard all day,  
Printing, filing, transcribing,  
Fagged by 5 o'clock.

Will we ever rest in peace,  
Our bosses are so keen,  
They help us when we need them most,  
They're tops in every way; Hey!

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IN OUR CENTER  
(Clementine)

In a building, in our center,  
Filing cards from morn til night,  
Dozen boys, a hundred lassies,  
Oh me, oh my, a sorry sight.

Oh my darling, oh my darling,  
Oh my darling lads you're sunk,  
With so many gals around you,  
Your work must be a pile of junk.

And your boss, that genial Jimmy,  
Driving on with whip in hand,  
Making rules and regulations,  
Follow them or you'll be canned.

Oh my darlings, oh my lassies,  
Why you work, we cannot see,  
With the boys we hardly blame them,  
For the girls, t'is a mystery.

Then there's pretty Fudgy-wudgy,  
With his big bow-legs and all,  
Breaking hearts as he goes waddling,  
'Tween the desks, in your big hall.

Oh my darlings, oh my girlies,  
Stay away from dapper Bill,  
He'll roll his eyes, and lead you onward,  
Then close in and make his kill.

Recess comes but two times daily,  
Ten o'clock and one at two,  
Then the heads all get together,  
How those cows can really moo.

Oh my darlings, down the stairway,  
Must you run with head so low,  
There is truth in that old saying,  
When you go, you gotta go.

All in all, we're only kidding,  
Your spirit has been grand,  
We give thanks for all your efforts,  
You surely deserve a hand.

Oh my darlings, oh my darlings,  
Hurry up and end your files,  
If you do dear, we can go, dear,  
To Arizona with a smile.

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JINGLE JANGLE JINGLE

I got spurs that jingle, jangle, jingle,  
As I go ridin' merrily along,  
And they sing "Oh, ain't you glad you're single!"  
And that song ain't so very far from wrong.  
Oh, Lillie Belle, oh Lillie Belle,  
Tho' I may have done some foolin'  
This is why I never fell,  
I got spurs that jingle, jangle, jingle,  
As I go ridin' merrily along,  
And they sing, "Oh, ain't you glad you're single'."  
And that song ain't so very far from wrong.

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B 4.10.1

June 22, 1942

Dr. Dorothy Thomas  
207 Gianini Hall  
University of California  
Berkeley, California

Dear Dr. Thomas:

I have been talking with several of your friends here at Tanforan and I understand that you are conducting a survey of various phases of the Japanese evacuee problem both in the assembly centers and in the W.R.A. centers. I have been very interested in the educational problems and peculiarities of our people at Tanforan and would like to know if I may be able to conduct research on some phase of your program.

At present I am Educational Director of the Elementary School System at Tanforan and have been in educational work since its beginning. From next week we are planning to compile a complete report of our work which we believe will be from seventy-five to one hundred pages long. This report will consist of history, background, personnel, facilities, etc., of the various departments in our educational system.

We have at present 1600 children enrolled in an informal vacation school program from the first through twelfth grades. Also under education we have the Art Department, First Aid Classes, Music, Adult Americanization Classes and the Tanforan Town Hall. Would you be interested in such a report? If so, please notify me as soon as possible so that I may have a carbon copy made for you.

I am interested in continuing this type of survey work in the W.R.A. centers and would like to submit my application if any such jobs are possible. Briefly my background is this: I am a graduate of the University of California of 1937 in the department of Physics-Optometry. I was elected to Phi Beta Kappa in the spring of 1937 and I considered myself qualified to conduct this survey. If any recommendations are necessary please list them and I will submit them to you. Mr. Charles Kikuchi tells me that you will be in Tanforan shortly and if you would like to talk to me please ask the runner to notify me at either Barrack 21, Apartment 18 or in the Educational Administration Office.

Please give this application serious consideration and notify me as to your plans.

Very truly yours,

*Ernest S. Takahashi*

Ernest S. Takahashi  
Barrack 21, Apartment 18  
Tanforan Assembly Center  
San Bruno, California

JUN 24 1942

EST:ms



This is a rough  
to be used as a guide  
3 yrs to complete

W. J. [unclear]  
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