

With the evacuation of over a hundred thousand persons of Japanese ancestry and the relocation of these people in the various Relocation centers, the War Relocation Authority was faced with the necessity of providing for the education of many thousands of school children.

There have been widespread migrations before in our national experience to be sure, but the forced migration of a hundred thousand people is something unique in our recent history. People were evacuated from their homes and familiar environment and concentrated in the various Relocation Centers. In a few short months communities of ten and fifteen thousand inhabitants appeared where communities had not existed before. Schools were needed in these communities, and in the task of providing them there were no precedents to follow, no blueprints to read. The educational system had to be constructed from the foundations.

In the first place, there was a basic assumption that Americans of Japanese ancestry, though a minority people, have every right to elementary and secondary education as citizens of a democratic nation.

It is evident that every school system has its peculiar local problems. This fact makes it necessary that those who formulate educational policy have some understanding of the economic, social and cultural problems of the community.¹

1. George D. Strayer and N. L. Engelhardt, The Report of a Survey of the Public Schools of Pittsburgh, Pennsylvania. Columbia University Press, (New York, 1940), p. 10.

The conditions and problems which have arisen out of the evacuation and relocation have important implications for the schools in these communities. The social forces and conditions created by the evacuation are clearly reflected in the schools.

In the process of establishing schools it was necessary for the War Relocation Authority to formulate an educational policy to meet the needs of the community. On the basis of this policy certain responsibilities were assumed, certain goals were determined, and the means for realizing them outlined.

Circumstances and the conditions of life in this community imposed upon the schools certain responsibilities and functions which are in addition to those usually performed by the schools in other communities.

It was assumed, for example, that American citizens of Japanese ancestry in project schools would return to American communities after the war. That assumption had important implications for the educational program of the project schools. The schools accepted the responsibility of aiding evacuee youths to prepare for eventual relocation in this country. As a part of this program emphasis was placed on vocational training for evacuee youths. Another part of the program of aiding the post-war adjustment of project youth was the emphasis of American history and culture and English language skills in the school curriculum to aid the assimilation of the young people and to counteract the effects of living in a community predominantly Japanese in language and culture.

A third element on the educational policy concerns aiding young people in their adjustment to this community.

In the "Proposed Curriculum Procedures for Japanese Relocation Centers", the relation of the responsibilities assumed by the school authorities to the nature of the school system is clearly stated. Certain functions were outlined which the educational authorities felt the school should perform. Then means of fulfilling these functions were considered.

The War Relocation Authority has the responsibility for enabling these Japanese-Americans to return to the normal communities after the war is over. Therefore the leaders emphasize the need for education in the ways of living together, and for vocational training which will give the individuals a better chance to be economically independent. For these reasons the Western Regional Office of the W.R.A. has repeatedly stated that the schools to be established in Relocation Centers are to be "Community Schools".¹

The community school was considered by those responsible for establishing the educational system as the type of school which could best fulfill the educational program and contribute most to the community.

The basic principles of the relocation center school were outlined by the educational authorities of the War Relocation Authority and by a graduate seminar class in curriculum development at Stanford University.

1. "Proposed Curriculum Procedure for Japanese Relocation Centers." II-1 This was prepared for the War Relocation Authority by the summer session students in Curriculum Development at Stanford University, 1942.

Paul R. Hanna, Associate Professor of Education at Stanford, was one of the people most influential in outlining educational policies for the W.R.A. He places a tremendous value on the community type school system. He once stated that if the community school were successful in relocation centers that this would more profoundly affect schools in America than anything in the last two decades.

A "community school" may be defined as a school which bases its curriculum on the life of the community in which it is located. It is founded upon the principle that the child is a responsible member of society, and as such needs a full understanding of the organization and social forces of his community.¹

The curriculum of the school is designed with this basic principle in mind. The community school is an instrument to be used by the community in coping with its problems. "This concept of a school geared to the problems of the community as instructional material is not an entirely new idea. Community schools on the secondary level had been a part of the cultural pattern of Denmark for nearly a hundred years before the recent German invasion....Many communities in the United States have likewise discovered the effectiveness of the Community School."²

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1. "The Community School and Its Curriculum in Relocation Centers." The Community School Forum, San Francisco, November 20, 1942, Vol. 1, No. 1, p. 2
 2. "Proposed Curriculum", op. cit., II-1-r.

In the community school program everyone on the community is called upon to contribute to the solution of community problems. "The people of the community recognize a problem; the community leaders--doctor, fireman, farmer, mother, artist, or carpenter--know a great deal about the nature of the job to be done; the teacher knows how learning takes place, and something about the contribution that children and youth can make. The pupils want to participate actively in community life. Together all work out a plan of attack on the problem and together they carry out the plan".¹

If this program were realized, education would become a process which goes on everywhere in the Relocation Center and the community school would, in a sense, lose its identification with a single group of buildings.

In the "Proposed Curriculum", prepared by the Stanford students in curriculum development, there is included an outline of concrete ways in which the school and community might be integrated in Relocation Centers. Suggestions are given on the ways in which the teacher can correlate class work and community resources. The suggestions are arranged thus:

- a) those problems arising out of the community needs to which the school can contribute; and
- b) those problems arising out of the schools' desire to provide for children's and youth's education to which the community can contribute.²

1. "Proposed Curriculum", op. cit., II-1-r

2. "Proposed Curriculum", op. cit., VI

The program of integration included such things as the following which would be of mutual benefit to both the school children and to the community as a whole:

- a) Part-time apprenticeship training program involving actual work in administrative and other offices for commercial students.
- b) Apprenticeship training for industrial service in the furniture factory.
- c) Classes in carpentry to produce trained carpenters.
- d) Training of hospital orderlies, nurses' aides, dental assistants.
- e) Research for food preservation, marketing, use of dried food, storage, values.
- f) Instruction in industrial management practices for care of machinery and reduction of servicing costs.
- g) Training of workers. . . teaching of factory methods in use of patterns, cutters, and piece work in manufacturing process.¹

The school has been operating for five months now and it is possible to begin to evaluate critically the school program in terms of the original design.

Two basic questions may now be posed in regard to the integration of the school and the community. The first: What is the school doing to contribute to the solution of Community problems and to the meeting of community needs? The second: What is the community doing to contribute to the solution of school problems?

1. See "Proposed Curriculum", op. cit.

In the grade schools and junior high school the integration has been in some measure successful. In the first eight grades a considerable amount of classroom work has been done on various phases of community life. The schools have drawn a substantial amount of material from the study of community institutions.

In the high school, the Problems of Democracy classes have studied the organization and social forces of the community. But the integration of the school and community thus far has been almost wholly academic in character, except for the participation of school children in the fall harvest, and this was not accomplished in any way which would contribute anything to the students. The close integration of the school and community has not been realized thus far, in any substantial way. Neither has the school made any special contributions to the community nor has the community provided the envisioned training and experience.

There are a number of reasons for the failure of the plans for close integration. In the first place the community school should arise, it seems evident, from the awareness of the community of the need for such integration of school and community. If such a school is to be successful at all, if it is to function as planned, there should be a general understanding of the system and desire for it. There is no such understanding of the meaning of a community school among the people here. The school arose not out of

a common realization of what such a school might offer but was instead imposed by the educational authorities of the War Relocation Authority. Between the people who administer the school and the parents of school children there are wide cultural and language barriers. Such a situation makes far more difficult than usual the realization of a community school.

In the second place, school organizational difficulties are extensive and the problems that have resulted are substantial. It is no easy task to establish a school system for a community of fifteen thousand individuals in a few short months. During the early life of such a school system those responsible for administering it must be primarily concerned with immediate problems of organization and procedure. The development of a high degree of cooperation between the schools and the community and the schools of other sections of the W.R.A. administrations are not accomplished so easily. Furthermore, lack of supplies and equipment have made it difficult for the school to organize the type of vocational training originally envisioned. For example, there are too few typewriters to train typists even for the school administration. The school hasn't the equipment to train typists and office workers to take the place of those who resettle. Likewise there is a lack of shop facilities, there is no classroom in motor mechanics, etc.

In the third place, the various divisions and sections of the War Relocation Authority are pressed with their work. They want co-operation with the school's vocational program on their own terms. They have their own particular needs to meet.

It is possible that some of the difficulties encountered will be overcome and that some sort of an integrated program may be established. However, it is improbable that the "community school" as originally conceived will be realized at Tule Lake. The conditions needed for such a system just aren't present. There have, in addition, been some fundamental changes of W.R.A. policy on community organization which made the realization of such integrations unlikely.

The role of the school in the community has, of course, altered with changes in W.R.A. policy. Basic changes in policy cannot be made without affecting the schools. When the fundamental principles of the system of education were laid down, the Relocation Center was thought of "primarily as an educational and training project." The main responsibility was conceived to be the preparing for "relocation of the Japanese-American in the post-war period".¹

Production was emphasized in the first months of the project's existence. Mr. Shirrell, the former project director, in his welcoming speech to the teachers, September 2, described the project as the W.R.A. then conceived it:

1. "Proposed Curriculum", op. cit., III-1

"Tule Lake Project is expected to produce. That is fundamental. If we can make the project nearly self-sufficient, we will have achieved an outstanding success in American history.

"But hand in hand with the business production, we must train colonists--this is a learning opportunity, and if we are not ready to offer that opportunity, we have failed. We know, they know, that they are going back to a tough world. Every lost American soldier in the Far East means a more difficult situation for the colonists. They know that job opportunities will be scarce---many may be closed to them---and they are anxious that while they are here and producing, that they be given training opportunities so that when they return, they will be better able to cope with the difficult world.

"You are wondering just how we can accomplish this training program. We are, too. We ask that you study every job that we have and find out how the people may, by part-time training, and continuing the job with evening classes or apprentice training, enhance their skills. It is the Tule Lake philosophy, and we hope that very shortly you will have digested some of the things that we have worked out and be able to help us in that program.

"We have an opportunity here to do an outstanding training job. No city in America has ever placed in the lap of the School Department every facility of the city to use in its training program. There is nothing in the cantonment that is not yours to use--hospital, kitchens, factories--

all yours to use in any way you can. I hope that you can do here an outstanding job of productional and promotional training."

Then came a basic change in the policy of the War Relocation Authority. Plans for factories and large scale agricultural development were curtailed largely or abandoned. The building for the tent factory now lies idle. The War Relocation Authority now lays heavy stress upon the program of resettling evacuees in the free zones of the Middle West and East. That fundamental change in policy means that the project, and the schools which are a part of it, are no longer geared to production. Efforts are rather being concentrated in getting people out of Relocation Centers and into essential industries on the outside. Mr. Coverly in his first speech to the whole staff as project director emphasized the program of resettlement. He called upon the schools to take part in accelerating the program.

It is evident that any fundamental change in W.R.A. policy in the future, and any radical change in the conditions of the community will be reflected quickly in the community schools.

Organization and Administration

The schools in Tule Lake Relocation Center are administered by the Community Services Division under Mr. Paul Fleming. Mr. Fleming was formerly a vice-principal of University High School in Oakland, California, and connected with the department of education at the University of California.

Mr. Kenneth Harkness is superintendent of education under Mr. Fleming. Mr. Harkness was formerly principal of a school in South Dakota and before that lived for ten years in Mozambique, where he was in charge of schools in a colonial district.

Floyd Wilder was, until recently, principal of the junior and senior high school. Glen Walker acted as assistant principal under Mr. Wilder, until his recent departure from the community. Guy Cook succeeded Mr. Walker. Mrs. Jaderquist is the curriculum advisor and girl advisor of the secondary school.

Martin Gunderson was until his recent promotion principal of the three elementary schools. When Mr. Wilder quit his position as principal of the secondary school, Mr. Gunderson took his place. Miss Mary Durkin acted as assistant principal before she succeeded Mr. Gunderson. Mrs. Gifford is a vice-principal. Each of the three, Mr. Gunderson, Miss Durkin, and Mrs. Gifford was in charge of one of the elementary schools.

Administration

The schools in Tule Lake Relocation Center are wholly War Relocation Authority schools. They are not related in any way to the school system of the state of California. For a time it seemed possible that the schools in Manzanar and Tule Lake Relocation Centers would become a part of the California school system by an act of the state legislature. The interest in establishing relocation center schools as part of the California school system arose in part from the desire to secure financial aid from the state. Another element in this was the desire to secure accrediting of project schools. Efforts to establish center schools as part of the state educational system have been abandoned.

It is possible that Tule Lake schools could gain accrediting upon examination by a committee appointed by the University of California. This committee would examine the certification of teachers, the subject matter of the courses of study offered, books, etc. Many of the teachers do not have California teaching credentials, and it is therefore, very doubtful whether the University would accredit project schools. In addition equipment facilities, would doubtlessly not be found acceptable.

A battle over supplies and equipment has characterized much of the history of the project schools. The battle waged first between the Community Services Division at Tule Lake and the regional office of education in San Francisco, and secondly between the high school and elementary schools administrations in the project.

Mrs. Lucy Adams was at the head of the Regional Office of education, during the existence of the regional office. The chief of Community Services, Mr. Fleming, and the Superintendent of Education, Mr. Harkness felt that the Regional Office was thinking too much in terms of principles and general policies and not frequently enough considered practical considerations which arose on the projects. It was also felt that Mrs. Adams allowed too little money per student with which to establish and maintain a school system. Mrs. Adams is reported to have prescribed \$60 per pupil, which amount would have been the same as that provided for in the worst negro school in the South, according to Mr. Fleming. In addition the schools were just beginning and the allotted amount was not sufficient for the books, equipment, etc, which had to be purchased. It was never the intention of either Mr. Fleming or Mr. Harkness to keep school expenses at this level.

From the beginning there has been a feeling on the part of the people on the project that the educational

authorities in the Regional Office and in Washington had little understanding of the problems faced here in a relocation center, and that they were unduly theoretical in their approach to problems. Mr. Fleming and Mr. Harkness feel that they are regarded as being somewhat the enfants terribles of the WRA school system because their insistence upon the consideration of practical situations.

The recent conference of WRA Superintendents of Education held in Denver is an example of the lack of familiarity with concrete problems faced by school officials in relocation centers. The conference was instituted upon the suggestion of Mr. Fleming and Mr. Harkness who felt there were a number of problems faced by superintendents in all projects upon which common action is necessary.

This conference was held from April 5 to 9, 1943, the Superintendents of Education in the ten relocation centers attended the conference along with officials from the Washington office and several college educators. Fleming and Harkness sent a memorandum to the school authorities of the WRA in Washington in the hope that suggested practical questions facing the project schools might be discussed.

This is the sort of problem which they considered worthy of discussion. Fleming and Harkness are concerned about the lack of uniformity among the schools of the various projects.

Although these schools are under the WRA, diverse systems of forms, records, courses of study, and graduation requirements exist. There is no uniformity among them in these things. In the past Fleming and Harkness have sought to secure a uniform system without success. This problem has practical importance. When the War Relocation Authority has expired people will be writing for records of school work accomplished in WRA schools for the next twenty-five years. The whole process of record keeping will be confused and very difficult, entailing an unnecessarily large amount of work.

This problem received no place in the agenda of the conference.

There is another important problem which the local school authorities desired to include on the agenda of the conference. That problem concerns vocational guidance of the high school students. Mr. Fleming feels very much concerned over the lack of such guidance. There is evidence that many young people themselves are likewise concerned over their vocational prospects. Mr. Fleming poses such questions as these which are pertinent to the vocational education of young people. "What about professional careers for the young evacuees--doctors, lawyers, dentists and engineers? What future can professional people among the Japanese-Americans have if the people are to be dispersed

throughout the United States. Unless the Japanese-Americans are allowed to settle in fairly concentrated enclaves the possibilities of a professional career are limited. Some of these things should be pointed out to the young people planning their futures."

At the conference of superintendents in Denver such considerations were not discussed. William Wrinkle of Colorado State College spoke on "Community Schools." Each of the ten superintendents spoke ten minutes on "Democracy in Action in WRA schools." Harl R. Douglass, University of Colorado, spoke on "Democracy in Public School Administration." George Willard Frasier of Colorado State College spoke on "Ideal Laboratory School Plans for WRA Evacuee Teachers," at a time when there is a tremendous turnover of evacuee teachers and assistants. The contributions of these speakers have no relation to the practical considerations faced by local school authorities, it is felt. The educational authorities on the project feel that the regional and national educational authorities of the WRA have little knowledge of actual school problems on the project. There has been a constant conflict over expenditures, purchases of supplies and equipment.

Within the school administration on the project there was a good deal of confusion and conflict in the early months

of school over the procurement of books and supplies. After school began books, supplies, and equipment had to be ordered. In the process of acquiring these things there was a substantial amount of conflict between Mr. Harkness, superintendent of schools and Floyd Wilder, principal of the high school over proper forms used in ordering, amounts to be ordered, proper procedure to follow in ordering etc. When the articles requisitioned arrived there was conflict over the distribution of the supplies and equipment between the high school and the elementary school. Some times that conflict became sharp, leaving a residue of resentment between Wilder and Gunderson that still persists.

The project school administration in the course of these months has come into conflict with various other divisions and sections of WRA administration.

The school authorities came into conflict with the farm administration during the agricultural harvest in October. The schools were forced to participate in the harvest in order to prevent extensive damage by coming cold weather. There was a shortage of available labor for the harvest. Because of the dire need high school students were sent out to the farm to aid harvest the agricultural crops. A great deal of confusion resulted. Transportation arrangements were grossly inadequate. The several hundred students who went

to work on the farm arrived there anywhere from 8:30 to 1:00. There were no lunches prepared the first day, and that added to the confusion. When the young people got to the farm there was no one responsible for organizing them and directing their work. No one could tell them where they were to work and how. The young people began to loaf and indulge in extensive horseplay.

Some of the teachers went to the farm to aid in the harvest along with the students. Because of the distressing lack of organization they tried to organize the students themselves and in doing so came into conflict with the farm administration who resented their efforts. Most of the teachers quit farm work and the farm administration took charge of the students, and organized their work somewhat. Transportation facilities were somewhat improved as time went on but they never were adequate. High school students worked twenty-two days during the harvest, before they returned to school.

Schools were interrupted again in February and March during the registration program in which male citizens 17 and over were re-registered for selective service and female citizens and the aliens were registered for leave clearance and employment.

Registration began Wednesday, February 10. Frank Smith, Chief of Housing and Employment Division arranged to

have the registration in the block managers' offices for the convenience of the people in the community. Elementary and secondary school teachers were assigned to the various block managers' offices along with their evacuee assistants. The school administration opposed the use of teachers for the registration. In the first place this meant that the schools would have to be closed again as they were during the fall harvest. This would undo months of hard labor on the part of school officials to cope with the attendance problem which was aggravated by the first interruption. There was foreseen the same sort of problems after this program was finished.

Teachers themselves were not especially anxious for school to be interrupted for it meant serious disturbance to courses of study already seriously delayed. The teachers were told, however, that the registration would only take two weeks.

Each teacher was assigned to a block manager's office to perform the registration of the people in that block. Block managers made out schedules for the registration of the residents.

Registration began Wednesday morning, February 10. By mid-morning it was evident that the registration program had hit serious snags; people were not responding to the registration according to the schedules. The schedules were ignored, in fact Issei were especially disturbed over

the questions on allegiance asked on the forms, the first serious issue was raised by them.

Each day the public excitement increased. In a few blocks as many as forty or fifty people registered in the block managers' offices. In most blocks, however, there was little or no registration.

Some of the teachers began to feel a little disturbed about their positions. The teachers have been one of the groups most intimately involved in the whole program of registration. A number of teachers expressed resentment against being used in the process of registration. They resented being placed in a position where they had to coax individuals to register or persuade block managers to ferret out people scheduled for registration.

A number of teachers who are religious pacifists declined to take part in the military registration. In one instance teacher arranged matters so that she filled out the leave clearance forms, while her assistant filled out the forms for the military registration. Hayes, assistant project director, found out about this and, according to Mr. Harkness, wanted to force all those who were "conscientious objectors" from the WRA payroll. Hayes maintained that the refusal to participate in the registration was a refusal to do government work. This being so, the teacher should be dismissed, he maintained.

When it appeared that only two or three teachers were involved in the refusal to participate in the registration the administration was ready to dismiss the pacifists. In fact, two teachers were asked to resign and their terminations had already been signed when it became evident that instead of a few people being involved the incident would involve the termination of ten or twelve teachers. The school system would have been seriously damaged by this loss and it would have been difficult to resume school under these circumstances. The administration decided to make every concession and the teachers were allowed to do other work or take leaves of absence.

A number of the other teachers became excited over the incident and started a petition demanding the resignation of the "pacifists" or "CO's". Individuals in the administrative staff pressed Mr. Harkness for their release. The "CO" teachers were accused of influencing evacuees against the registration program. This accusation had absolutely no foundation, yet it still persists even since Mr. Coverley pointed out that the evacuee with whom the "CO" had most contact were the most cooperative in the registration program.

Among a few members of the teaching staff resentment against the "CO's" grew to serious proportions.

Between the "Conscientious Objectors" who refused to participate in the military registration and the anti-CO group in the school staff stood Glenn Walker, vice-principal of the high school. He tried his utmost to keep the school above the crisis

over registration and the controversy among Caucasian teachers.

The matter was settled when it became evident that because of the loss of key evacuees in the administration and the loss of a number of Caucasian employees, that Conscientious Objectors might be hired by the WRA to take their places.

Registration was moved out of the block managers' offices to the administrative area after one week of registration. Teachers were retained as registrars.

When it became evident that a substantial number of young men were not going to register the WRA administration staged raids and apprehended individuals from their homes and work. They were given the opportunity to register, and if they refused they were taken to a nearby CCC camp. Mr. Harkness was forced to participate in apprehending people. He opposed this because of the damage such action would do to the schools. Gary Starmer, one of the high school teachers, was asked to help him in this work. Wilder was asked by the assistant project director, Joe Hayes, to aid in the apprehending of individuals and in interviews with those apprehended. Wilder agreed willingly.

At the end of the crisis over registration Mr. Wilder went to Los Angeles and found a position in the Montebello school system. Returning to the project he submitted his resignation, and prepared to leave for Los Angeles. Mr. Gunderson was appointed high school principal to succeed him.

On Friday, March 26, after saying goodbye his acquaintances he decided not to resign. News of his departure was printed

in the Tulean Dispatch, the Planning Board research staff sent a letter to farewell. On Friday he began telling people he was remaining here for thirty days and then transferring to another project. Although several weeks have passed what actually happened is not yet shown. One story told has the events as follows.

Because of the way in which Wilder co-operated in the registration program with Joe Hayes, Wilder now has Hayes backing. This fact amuses many because no one has been more outspoken in his denunciation of Hayes in the past than the Wilders.

In the middle of June Paul Fleming will leave his position here as Chief of Community Services and Wilder will assertedly succeed him. Mr. Harkness, Superintendent of Education is the choice of Mr. Fleming. Wilder, however, has the support of Hayes and will succeed Mr. Fleming according to this version.

An alternate and less known version is that Mr. Wilder was asked to remain here by Mr. Coverley. When it was made known that Wilder had submitted his resignation several teachers are said to have gone to Coverley and asked that Wilder be kept here in some capacity. Coverley, according to this version, complied and Wilder is to get some position the nature of which cannot yet be revealed. In the meantime

Wilder is taking inventory of the furniture in the apartments of the appointed personnel.

If Wilder becomes chief of the Community Services Division, Mr. Gunderson, principal of high school, and Mary Durkin, principal of the elementary schools, and several other members of the teaching staff may be expected to resign. They feel they cannot work well under Mr. Wilder.

Wilder when principal of high school was well liked as a person. He is genial and easy going; the actual functions of the principal however, were performed partly by his secretary, Rose Katagiri, and by his vice principal, Glen Walker. Mr. Wilder doesn't have a strong following but at the same time there were few people in the teaching staff who disliked him.

Most of the high school teaching staff has expressed satisfaction over Mr. Gunderson's succession to the principalship. He is an unusually capable school administrator; he is stronger, more active, and more capable in school administration than Mr. Wilder. At the same time he is well liked as a person.

Wilder has developed an antagonism towards Harkness, Gunderson, and Fleming which he doesn't try to conceal. None of the three are quite sure as to the causes of the ill-concealed feelings.

Mr. Harkness has expressed disgust with the Tule Lake situation, and has stated his wish to leave the project as soon as he can. Harkness and Hayes, the assistant project director, have long been antagonistic toward each other. Harkness reported recently, "I can't do anything here any more. I'm going to leave as soon as I can."

In mid April when Dillon S. Myer visited the project, Mr. Harkness had an interview with Coverley in the presence of Myer. Coverley told Harkness that he had heard that Harkness was applying for a commission in the army, but hoped that Harkness would remain here.

"Is that a decision you have made recently or have you been planning to take that step," Coverley asked.

"No, I took the step on the basis of a recent decision." Harkness went on to explain that he was dissatisfied with a number of conditions existing here. One of the things which he mentioned specifically was this, that despite the fact that Wilder is still classified as a high school principal, although now working with Joe Hayes, Harkness has nothing to say about his position. Wilder's salary is still charged against the schools. Harkness expressed dislike at not knowing what's going on in the project administration.

Coverley replied, "If you felt this way why didn't you come and tell me."

"I came to congratulate you and offer my co-operation the first day you were here. You told Mr. Fleming then that you would deal with me only through Mr. Fleming."

REGISTRATION AND ENROLLMENT

Two preregistrations of school children were carried out during the summer months in order to achieve some concept of the number of children for whom schools were needed. It was necessary to know the approximate grade distribution of the children and the desired courses of study for high school students. In addition, the distribution of elementary school children by block was needed to aid in placing the three elementary schools within the community.

One of the most difficult problems in the registration of students lay in determining proper credits for school work which students already had accomplished in other schools. This of course is a matter of vital interest to the students themselves as well as to the school administration.

There were a number of difficulties in regard to the credits students had received from the schools they formerly attended. The various institutions differed widely in their treatment of student's grades and in the evaluation of their work. Even individual teachers within the same school system applied different methods of grading children who were evacuated before the school year was completed. There was a distressing lack of uniformity in giving credit for work accomplished. Some teachers, for example, failed pupils for work unfinished. Other teachers settled the matter by giving the grade "incomplete" for studies which were not finished. A number of teachers gave the students the grades they earned

in their work as far as the students had progressed, but with less than the usual number of semester period credits. Still others gave full credit when three quarters of the semester's work had been completed.

The project schools were faced with the necessity of resolving the confusion. The matter needed to be settled on the basis of a definite policy. Student attitudes toward this school and to education in general would be influenced in some measure by the way in which the question was settled.

The project schools decided to grant full credit if three fourths of the semester's work had been completed by the student. Full credit is to be extended on the successful completion of proficiency tests. The school administration is requesting schools to adjust their records in conformity with this policy.

In the process of school enrollment there were few cases in which students exaggerated the number of grades completed. When transcripts of student's records were sent to this project from the schools they formerly attended, those who had exaggerated their achievement were called into the administrative office for conference. Individual cases were studied as much as limited time permitted in order to ascertain whether there were justification in allowing an individual to remain where he was. Past records of an individual were studied in the light of his ability and achievement, present progress was examined and his age and social maturity considered in

in making the decision.

ENROLLMENT

There are 1,542 pupils enrolled in the three elementary schools according to figures released by the principal's office early in January. Kindergarten classes have a total enrollment of 171, which figure includes classes in the three elementary schools. The first grade has the smallest number of pupils enrolled in the regular school system. Each grade is successively larger than the grade below. The second grade is somewhat larger than the first; the third grade has a larger enrollment than the second and so on. The sixth grade has the largest number of pupils enrolled. There are slight variations in this pattern within the three elementary schools. The total enrollment of the three schools, however, shows clearly the relation between enrollment and the number of school age children within the community.

TABLE I

Elementary School Enrollment Tule Lake Relocation Center

Grade	Number Enrolled
All Grades	1,542
Kindergarten	171
First Grade	159
Second Grade	225
Third Grade	228
Fourth Grade	245
Fifth Grade	254
Sixth Grade	273

There are 1,028 boys and girls in the community between the ages of 5 and 9, according to figures recently released by the W.R.A. Statistical Laboratory at Tule Lake. In the five year age group 10 to 14 inclusive, there are 1,364 young people. Between the ages of 15 to 19 there are 2,311, more than twice the number included in the age group 5 to 9. The quinquennial age group, 15 to 19, is the largest five year age group in the evacuee population of the community. In the succeeding age group, 20 to 24, 2,234 are included, slightly fewer than in the preceding age group. Between the ages of 25 to 29 there are only 1,304 individuals. The numbers of individuals in the succeeding quinquennial age groups grows smaller.¹ People of school age (5 to 19) represent slightly less than one-third of the community population.

TABLE 2

Age and Sex Distribution of School
Age Children in Tule Lake*

Age Group	Total	Male	Female
All Ages	4,703	2,363	3,340
5 - 9	1,028	532	496
10 - 14	1,364	675	689
15 - 19	2,311	1,156	1,155

*Source: W.R.A. Statistical Laboratory.
Summary of Age of 15,083 Japanese at
Tule Lake Project.

The same pattern which characterizes the enrollment of the elementary schools is likewise present in the class en-

1. See War Relocation Authority, Summary of 15,083 Japanese at Tule Lake Project.

rollment of the secondary school. Here again the age distribution of the school children in the community is clearly reflected in the size of the various grades. The seventh grade has the smallest number of students enrolled in the secondary school. The eighth grade has a slightly greater enrollment than the seventh, the ninth has a larger enrollment than the eighth, and so on. The twelfth grade has the largest number of students, with a total of 438.

TABLE 3
Tri-State High School and
Junior High School

Grade	Total	Male	Female
All Grades	2,245	1,117	1,128
Seventh Grade	278	145	133
Eighth Grade	293	155	138
Ninth Grade	380	193	184
Tenth Grade	419	195	224
Eleventh Grade	437	218	219
Twelfth Grade	438	208	230

Males and females are quite evenly distributed in the secondary school. According to tabulations made from the records of secondary school enrollment there are 1,117 males and 1,128 females enrolled--giving a slight preponderance of females. In the seventh, eighth, and ninth grades there are more males than females. In the tenth, eleventh and twelfth grades, however, female students are numerically predominant.

According to enrollment records of the secondary school, the range of ages extends from one student ten years of age to 19 who are 20 or above. According to these records there are more students at age 17 than at any other age.

TABLE 4

Age and Sex Distribution of Secondary School
Students in Tule Lake Relocation Project

Age	Total	Male	Female
All Ages	2,245	1,117	1,128
10 Years	1		1
11 Years	19	6	13
12 Years	203	96	107
13 Years	279	152	127
14 Years	294	142	152
15 Years	354	162	192
16 Years	397	191	206
17 Years	459	234	225
18 Years	179	95	84
19 Years	41	24	17
20 Years and over	19	15	4

A majority of the students enrolled in the community high school have come from California schools. A little more than 60 per cent of the 2,245 secondary school students came to Tule Lake from California. Approximately 40 per cent of the 1,356 who last attended schools in California came from Sacramento schools. Sacramento has contributed about one-fourth of the total Tri-State High School enrollment.

From various schools in the state of Washington 709 students have come. Approximately 20 per cent of these 709 came from schools in the town of Kent and about the same number from both Auburn and Tacoma. About 8 per cent of the students from Washington came from Seattle schools.

From Oregon schools came the smaller contingent. Only about 180 students or 8 per cent of those enrolled attended schools in Oregon last year. Almost a quarter of the children from Oregon came from Hood River.

TABLE 5

Number of Students from Schools in California, Washington and Oregon Now Attending Tri-State High School

STATE	Total H.S. & Jr.H.			High School			Jr. High		
	Total	M	F	Total	M	F	Total	M	F
Total	2,245	1,117	1,128	1,674	817	857	571	300	271
California	356	678	678	992	482	510	364	196	168
Washington	709	356	353	540	268	272	169	88	81
Oregon	180	83	97	142	67	75	38	16	22

Until recently school attendance was compulsory from 6 to 18 years of age or until graduation. High school students over 16 have been allowed to work part-time if their grades were satisfactory. Over 200 had to be forced to attend high school.

Since the registration crisis school is no longer compulsory though every encouragement is being given students to attend. School is going to be hard to get into rather than

hard to get out of. Students dropping secondary school are required to get parents' signatures unless they are 18 years of age or over. Twelve of the 89 who ^{officially} quit school in March were in the isolation camp. Thirty-three quit school with their parents' consent in order to work full time. Twenty six left for outside work, especially in Washington, Oregon and Idaho. Twelve quit because they are over 18, others transferred. ^{Two hundred ~~officially~~ dropped school without notice.} In April these withdrawals have been continuing. Resettlement, work, and and punishment of those who haven't complied within the recent registration will doubtlessly take substantial numbers out of the school in April.

TEACHING AND INSTRUCTION

The selection of teachers is one of the most important problems in school administration. It is obvious that much of the success of the school program is dependent upon the instructional effectiveness of teachers. "In the provision of teachers¹ lies the opportunity and the responsibility for most profoundly affecting educational results."¹

In a relocation center the type of teachers selected is of unusual importance. There are a number of elements in the teaching situation in such center which place great demands upon the individual teacher and which call for special attributes and attitudes. In the first place it is evident that teachers must be selected who have no antipathy for the people whom they are to teach. Mr. Shirrell the former project director of Tule Lake, made it clear to the teachers when he spoke to them in a welcoming address, September 2, that if any one in the staff should at any time find it difficult to work with the people in the community the person was free to terminate. It is clear that teachers are needed who are able to work effectively with the young Americans of Japanese ancestry in community schools.

On numerous occasions Mr. Paul Fleming, Chief of Community Services, emphasized the fact that there was no such thing as racial psychology---that what many people think is the peculiar psychology of a race is wholly a matter of

¹ Koos Ct. al., op. cit., 327

experience and social environment. The children, he stressed repeatedly must be treated like the American citizens they are. Mr. Harkness took a similar position: "Any people whose rights have been so badly ~~violated~~ already should be dealt with carefully: think how you would feel in their place."

Although a few of the teachers have deep seated prejudices against the Japanese those feelings are not manifest in their relations with the children they teach. Fortunately most of the teachers have a liking for the people they work with. Some of the teachers came to the community because they are interested in helping the evacuees.

The teachers here must be willing to work and live under the conditions prevailing. The teachers in Tule Lake Relocation Center, for example, began to teach without the usual equipment, facilities and supplies that most public schools possess. There were few books, blackboards, paper, chairs and no doors between rooms during the first months of school. In addition living conditions were not particularly attractive. In the beginning of their stay here teachers had to be willing to live in unpartitioned barracks until more adequate housing was available. Even today most of the teachers live in small living quarters--four of them sharing a bathroom.

The problem of finding teachers for the schools of

Tule Lake Relocation Center has been particularly difficult due to the general scarcity of teachers prevailing in the Pacific coast states. A complete teaching staff had to be quickly assembled to provide education for the several thousand young people in the community. During the summer months of 1942, most of the needed teachers were chosen, but the Superintendent of the Community schools couldn't definitely promise the positions to the teachers until late in the summer. As a result, many of the teachers accepted other positions in the meantime, leaving project schools without a sufficient teaching staff. This necessitated further recruitment. The teaching staff from the very beginning has been in a continual state of flux. There has been a constant need to recruit more teachers to fill needed positions and replace those who leave the project.

At first only teachers with California teaching credentials were considered for positions in the community schools. Later, however, qualifications were lowered. A number of teachers were accepted from other states, especially from middle western states.

It is interesting to note that of the fifty-two high school instructors teaching in January, twenty-three last taught in California schools. Six other teachers are teaching for the first time. Two instructors last taught in Washington, three last taught in Oregon; one of these however,

hasn't taught since 1935. This fact is important for there were accusations leveled against the W.R.A. by newspapers in Oregon that the Tule Lake W.R.A. was taking large numbers of teachers away from Oregon schools by offering them higher wages. Four teachers have come to this community from South Dakota. Eight came from other states. The remaining teachers have come from Hawaii and foreign countries. Since the tabulations have been made several other teachers have arrived from South Dakota and other states in the middle west.

Before the community schools opened, couples were hired only when both husband and wife could teach, because of the limited housing facilities available for teachers. Later make-shift housing was available in converted army barracks and teachers with dependents were hired. A number of teachers have brought children or parents with them. Most of the recently acquired members of the teaching staff are married people.

Tabulations of the marital status of high school teachers were made in January. These tabulations show that twenty-three of the forty-one women teachers are single, fourteen of them are widowed. Of the eleven men in the teaching staff of the high school all but three of them are married.

The teachers are fairly evenly distributed in the quinquennial age groups from 20 to 54, as the table below indicates.

Table I

Age Distribution of High School Teachers
in Tri-State High School, by Sex.

Age Group	Total	Male	Female
All Ages	52	11	41
20-24	6	1	5
25-29	7	3	4
30-34	8	2	6
35-39	7	1	6
40-44	8	2	6
45-49	5	-	5
50-54	7	1	6
55-59	1	-	1
60-64	2	1	1
Unknown	1	-	1

When the schools were organized in the autumn of 1942 there were not enough Caucasian teachers available to take charge of all classes. When the high school opened, Mrs. Jaderquist, supervisor of teachers in connection with curriculum work, made a study of the teaching needs of the secondary school. As a result of her study she ascertained that if all positions were to be held by Caucasian teachers, thirty-five additional teachers would have to be added. In elementary schools the same sort of situation existed. It would have been almost impossible to secure the required number of Caucasian teachers for project schools. This difficulty was foreseen by those in the W.R.A. responsible for

establishing schools in relocation centers. Plans were developed by which qualified evacuees would be employed in the school systems of relocation centers.

It was found that only a few evacuees in the community had teaching credentials. There was no reservoir of people with that training from which the schools might draw. Instead a number of evacuee teachers were recruited from among those evacuees who had graduated from college. These young people were given complete charge of classes under the supervision of the director of practice teachings, Mr. Arthur Ramey. In addition, the school administration hired a large number of teaching assistants from among the evacuees with some college training. These assistants were assigned to each teacher, Caucasian and evacuee.

Beside the obvious need for evacuee teachers, there were other reasons for hiring evacuee teachers and assistants. The evacuees have brought the Caucasian teachers and the school administrators more in contact with the problems and feelings of the community. Mr. Ramey, supervisor of practice teaching, describes that aspect in the following words, "The Japanese-American teachers could help Caucasian teachers gain a better understanding of their pupils and of community problems, and they could help interpret the school to the community."

In her report on teacher needs Mrs. Jaderquist stated

that "even if these (the needed Caucasian) teachers could be secured, instructional advantages would be offset by the fact that the colonist contribution to the educational system would be too seriously curtailed."¹

At the beginning of the school year Mr. Ramey estimates that 45 per cent of the classes were taught by evacuee teachers. As more and more Caucasian teachers arrived at the project the proportion of classes taught by evacuee teachers declined. About 30 per cent of high school classes were being taught by evacuees at the end of January.

An assistant teacher was assigned to every full time teacher. Mr. Ramey has described the functions of these assistants thus, "Their functions are chiefly to assist the regular teacher with routine classroom procedure, to aid in correcting papers, to give extra help to individual students, to aid the teacher in a better understanding of the students and of community problems, and, in cases of unavoidable absence of the teacher to carry on the work of the class."² The use of assistant teachers enabled regular teachers to teach effectively despite abnormally heavy teaching loads.

There has been a rapid turnover of the evacuee teachers and assistants. This process has been operating since

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1. "Changes in the Interest of Better Instruction for Tule Lake Project High School," Memorandum of Mrs. Irene Jaderquist to Floyd Wilder, October 2, 1942.
 2. "Progress of the Tri-State High School," Memorandum of Arthur Ramey to the Planning Board, January 14, 1943.

II

Years of College Training of Evacuee Teachers and Assistants

Yrs. of College Training	Total	Evacuee Teachers	Assistant Teachers
Less Than 1 yr.	23	1	22
1	14	0	14
1½	7	0	7
2	12	2	10
2½	2	0	2
3	3	0	3
3½	3 ¹	0	0
4	8	7	1
4½	1	1	0
5	2	2	0

III

No. of Evacuee Teachers and Assistants with A.B. and M.A. Degree

Teachers	A.B.-B.S.	M.A.
Evacuee Teachers	7	1
Assistant Teachers	0	0

IV

No. of Classes Taught by Evacuee
Teachers and Assistants

No. of Classes Taught	Total	Evacuee Teachers	Assistant Teachers
All classes	21	12	9
1	0	0	0
2	3	1	2
3	3	1	2
4	1	0	1
5	8	4	4
6	5	5	0
7	1	1	0

school began. Some of the young people couldn't adjust to work in the schools and resigned from their positions. Few if any of the evacuees are interested in teaching as a career because their opportunities are very limited in this field. Hence it is to be expected that a large number of them would be more closely related to future employment possibilities. Another group of capable young men and women have left the relocation center either for work or to continue their educations outside. After the recent crisis over the registration program, a number of teachers and assistants terminated their school positions. The evacuee teachers and assistants gave various reasons for quitting their positions on the teaching staff. Several refused to sign the pledge of loyalty required of evacuee teachers. It is the same pledge that all teachers in California must sign. Mr. Gunderson and Mr. Ramey talked to several of the people hesitating and some of them were persuaded to sign. Others quit because they feared block opinion should they sign the pledge. Now that the turmoil has somewhat subsided Mr. Ramey is going to ask these people to reconsider. Two Kibei assistants were taken to the Isolation Camp and after a W.R.A. hearing sent to Moab, Utah, W.R.A. camp for recalcitrants. The number of evacuees on the teaching staff has dropped seriously. Numbers will continue to decline as resettlement progresses. It is hard to find sufficiently qualified people

to take to places of those who leave.

Gradually under the press of circumstances the distinction between evacuee teachers and assistants has been modified. Assistants who were sufficiently capable were given full charge of classes when the need arose, even these students didn't have the educational qualifications originally required of full time teachers. Almost all of the assistants have two years or less of college work. This adjustment was made especially when the assistant had proven himself very able. Some of the assistants were given one or two classes some were given a full load. There are twenty-one evacuees now teaching classes by themselves. Twelve of them have been accorded the rank of teacher, nine of them remain assistants despite the fact that four of the nine are teaching a full load. Assistants usually remain classified as such even though they have complete charge of classes. Evacuee teachers receive a salary of \$19 a month while assistants receive \$16.

Despite the fact that the evacuee teachers and assistants have been carefully selected from the available supply of college trained young people, certain criticisms of them arose in the community. There have been many criticisms of their inexperience by both students and parents. The Planning Board, in response to these criticisms, made an inquiry into the qualifications of evacuee teachers and assistants.

Research members of the Planning Board contacted the schools. In a report to the Planning Board, January 14, Arthur Ramey, Director of Practice teaching, wrote, "It was a very difficult position for them (the evacuee teachers and assistants) to be in, as in addition to their own misgivings, they realized that the school administration was watching them closely and that many in the community were critical. They deserve only praise for standing loyally by the school and the students when to do otherwise would have only further handicapped the educational program."

The evacuee teachers and assistants vary a great deal in their ability to handle students and to teach effectively. Some of them are unusually capable in their work, others are mediocre, still others poor and unco-operative.

Relations of the high school students with Caucasian teachers are good. The evacuee teachers and assistants have, generally speaking, a little more difficulty. Most of the evacuee teachers and assistants have, however, been able to gain the respect of the students.

The evacuee staff has had to face a number of problems. The teaching load is heavy for the evacuee teachers who are inexperienced in teaching. Supplies and equipment have been inadequate in the past. The evacuee teachers are somewhat younger and less mature than the other teachers and have had less experience in handling children.

I

Age and Sex Distribution of Evacuee
Teachers and Assistant Teachers

AGES	Total	Evacuee Teacher		Assistant Teach.	
		Male	Female	Male	Female
All Ages	72	10	3	30	29
18-19	17	0	1	5	11
20-24	42	3	2	23	14
25-29	10	4	0	2	4
30-34	1	1	0	0	0
35-39	2	2	0	0	0
40-	0	0	0	0	0

They have, in general, less command of subject matter than the Caucasian teachers, which fact adds to their difficulty. They lack knowledge of ordinary teaching procedures and have difficulty in enforcing discipline. This has necessitated a great deal of work on the part of the director of practice teaching.

Some of the children lack the proper respect for evacuee teachers and assistants. One of the Nisei teachers, a young man of 26, said that his pupils took the attitude, "We're in here, so are--just like us. Why can you tell us what to do?" "Teachers," the young man continued, "have to be on a higher social plane to command respect from the students. We aren't and the students won't listen to what we say. I have a class in agriculture which includes boys from the ninth to the eleventh grades and they are very difficult to control."

Mr. Ramey has expressed the belief that the evacuee teachers and assistants are as a whole, quite successful in their work. He feels that the job they have done is a good one.

STUDENTS AND THE SCHOOL

Education has recently concerned itself more and more with the social, emotional and physical development of the individual student as well as with his intellectual growth. This concern has not always been manifest. In the past, schools have been less interested in a student as a person and more concerned with having the student learn certain prescribed lessons. "Gradually, evidence has accumulated that the student as a person was not fully equipped for participation in life merely by the acquisition of a small measure of inherited learning."¹

Schools have begun to abandon the notion that all students must be treated uniformly. The importance of individual needs and variations has been increasingly realized.

Under a conception of education only recently and partially discarded, classroom procedures designed to "inform the mind" constituted the backbone of schooling. Educational activities were primarily intellectual in character, and the student was approached as though he were often resistant but always disembodied and unfeeling intellect.²

Out of the realization of the importance of personal background and problems has grown the guidance program. Strayer and Engelhardt in one of their recent studies describe guidance as "that aspect of education which focuses the attention on the individual and his best development." "Guidance services", they continue, "include the study of

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1. V. T. Thayer, Caroline Zachry, Ruth Kotinsky, Reorganizing Secondary Education, New York, 1939, 361.
 2. Ibid., 160

the pupil in his environment and provisions of the experiences, knowledge, and counsel which he needs in order to live a life personally and socially useful."¹ Such guidance is a continuous and deep rooted function that should permeate the whole school structure, the need for it is so great. Personal problems of young people in Tule Lake are widespread and complex, and the need for an extensive counsel and guidance program is clear. Those who were responsible for establishing the school system expressed cognizance of the importance that a large portion of the school population will doubtless remain here throughout the period of secondary education, a proposition which has manifest implications as to the quality of instruction and the nature and extent of the guidance program.² So far in the Tule Lake Schools the guidance program, however, has consisted mainly of enforcing regular attendance. These problems were perhaps necessarily taken first. Social, educational, health, and vocational guidance programs have not yet been developed. Following is a memorandum ~~sent to the teachers of one of the students~~ which well exemplifies the type of problem which the school has been chiefly concerned with:

WAR RELOCATION AUTHORITY
TULE LAKE PROJECT

O F F I C E M E M O R A N D U M

TO: All His Teachers
FROM: Glenn Walker
SUBJECT: Re. Kaname Kurihara

Date: Jan. 25, 1943

We are writing you this memo, so that you will know how to meet Kaname Kurihara who will come to your class

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1. Strayer and Englehardt, op. cit., 235
 2. Prepared Curriculum, op. cit., VII-I

today (we hope). He has quite a record here on the project since coming back from the beet fields which is summarized below:

11-27-42

Reported by Mr. Fagan as not attending school. Mr. Wilder conferred with parents, block manager, and boy. Parents wanted him to come, but boy refused.

12-5-42

Mother broke down.

Memo to Dr. Jacoby to have him handle the case. Dr. Jacoby talked with him and secured his promise to come to school.

12-9-42

Kaname still not here.

12-10-42

Sent second memo to Dr. Jacoby, and no report to date as whether he got Kaname to come in and talk with him.

Since it was so near the end of the quarter, we sent Mr. Sakamoto out to look into the situation, since we received no help from Internal Security. He reported that the mother had no control over him; so we decided that immediately after this quarter begins we will send the wardens out for him.

1-4-43

Sent memo to mother requesting that she and her son come in.

Due to the rush of registration, it did not come to our attention until 1-22-43, at which time we found that he did not come, and sent wardens out for both mother and boy.

1-22-43

Wardens could not find the boy, so the mother came in.

Mother told us that he did not have a job as yet, and although he had tried at the hospital, she would rather have him come back to school, even though he will be 18 Feb. 15, and then could quit school if he wished. She explained that the father was ill and Kaname had been a problem ever since she began to work in a grocery store in 1941. He quit school at that time, and has hated school ever since. The school he attended before made a gentlemen's agreement with him that if he came once a week, he would not be picked up. (This could be understood since it would keep him on the roll and would clear the attendance office. Evidently, he was too much for them.) Mother was to bring him in the first thing Monday morning, but Saturday morning, Kaname came in to request a "Work Permit", telling me that he had gotten a job in the mess hall. We refused to issue the "Work Permit" until the mother came in.

1-24-43

Kaname came back for the "Work Permit", but we refused again until the mother came in.

Mother came in this afternoon, and we explained the situation to Kaname and have secured a promise from him that he will be in school today. In turn, since he has to pay back to Internal Security \$5 a month for some damages, we are trying to get him a night job in addition to the 5 hours he is carrying.

We want to warn you that everyone who has contacted Kaname has agreed that he has been our toughest problem to date, and until now, no one has gotten results in getting him back to school. He will come to school until Feb. 5 if we have to have the wardens bring him in every morning, not only for his own good, but for the good of other students who might then realize that we can use force in compelling them to come to school. After Feb. 5, it is entirely up to him whether he wants to continue. I would appreciate each of you talking with him individually to show him that if he doesn't get a high school education, it will be difficult for him to re-locate. Another point is that he will not be able to re-locate if his record is not cleared up in the project. The above information is confidential and should be kept such, since we are working with records from Internal Security, as well as Juvenile Court records from Alturas. We should all take the responsibility of accepting him as a normal student and hope for the best, however, please keep this office informed by special note immediately of any bad attitude, non-attendance, or tendency toward not working.
agw/hm

cc: Student's folder
central file

In relocation centers the need for a well developed guidance program is especially great. There are in such centers a number of serious problems and adjustments that children face as a result of the evacuation and subsequent life in these communities, they make guidance especially important.

Young people have been evacuated to this community from widely separated areas on the Pacific coast. The fact that these children have been up-rooted from their homes and projected into a completely new community places unusual responsibilities on the schools, and the schools have accepted

those responsibilities.

The children of school age in Tule Lake live in a community which differs fundamentally from the communities in which they formerly lived. This community is inhabited by people racially homogeneous; it is predominantly composed of persons of Japanese ancestry. For most of the people living here, there are far fewer contacts with Caucasians than there were in the communities in which they lived previously. This is true even of those who formerly lived in "little Tokyos" or enclaves. Culturally the community is more Japanese than the communities outside, and there are correspondingly fewer contacts with American culture.

Besides the community the family is an important influence upon the school age child. The family is, in a sense, an educational institution itself. The role of the family is crucial in those aspects of education of the young which have to do with the emotional life and consequently with all immediate social relationships". Children have strong bonds with their parents and are dependent upon them for guidance. The bonds are especially strong in the Japanese family system. This is true despite the fact that the Issei or first generation are, as a whole, culturally Japanese while most Nisei have at least been partially assimilated into American culture. Conflicts between the two generations in the community are numerous. Many young people though they feel strong family ties binding them to their parents yet are rebellious against parental domination. Some even

seek means of freeing themselves from the control of their parents.

The community and the family are predominantly Japanese in culture. This has important implications for the school. The school has assumed responsibility for aiding in the assimilation of the Nisei into American culture or at least it has assumed the responsibility for providing continual contacts with that culture. To the schools have been delegated the important task of counteracting the effects of the evacuation and the subsequent concentration into compact communities predominantly Japanese in culture. A considerable number of Nisei are only partially assimilated and being placed here in this community has retarded the process of their assimilation--in many cases there has been retrogression. That has been a source of concern for school officials.

Mr. Shirrell, the former project director, was deeply concerned about the Nisei of school age. He expressed concern over their assimilation. In his address to the teachers, September 2, he stated:

I am glad you are here. The colonist students have lost the growth of a whole summer of American community life. It is a burden on our souls. They used to hear English, and now they hear more Japanese than they ever heard before. I am glad you are here to start school on a year-round basis. The schools must make up for lost time in keeping before them the principles of American ideals.

It must rest heavily on your soul, as it does on mine, to run a normal American town. Be interested in everything that goes on. You must share the responsibility of running an American city as far as it can be done.

We must lean backward to emphasize American things. We must pick up the ground lost in their command of English. If you ask my advice, I say devote twice the time to written English and spoken English. It is very necessary because of the lost ground, and you have to make it up.

LANGUAGE DIFFICULTY

The lack of facility in English is apparent among the students of every grade in the Tule Lake schools from the first to the twelfth.

Through the evacuation of these young Americans of Japanese ancestry have been deprived of their usual contacts with American culture. They have been projected into a community predominantly Japanese in culture and language. As a result young people in this community hear more Japanese spoken than they have ever heard before. So it is that most Nisei have retrogressed in their command of English since coming to Tule Lake.

The schools have been given the responsibility of making up for the loss of contact with American culture. Since school began, there has been an increase in the use of English in school and play among elementary school children. The same is true of the secondary school system. Yet the high school students have made little real progress in the use of

English despite the emphasis upon the language skill in high school. The English usage of high school young people is not grammatical even among some of the most outstanding students. Few of them are without any language handicap and many have serious difficulty. Few high school pupils are free from frequent grammatical errors, peculiar idioms, restricted vocabulary, and faults in pronunciation. The evacuee teachers and assistants are themselves not free from such difficulties.

Few high school teachers feel that the students are going any more than treading water in their command of English. While English is emphasized in school, in the home and in the community Japanese is generally spoken.

Gary Starmer, speech teacher, has done a great deal to aid the young people in his classes with difficulties in speech. The work he is doing is excellent but unfortunately only a limited number of students take his classes.

In the elementary grades, the language handicap is more readily overcome than it is among high school students. The handicap does mean, however, that most evacuee children in their first elementary grades, are not ready to read as soon as children usually are. Mr. Gunderson, principal of the elementary schools, has come in contact with children of Japanese ancestry in other school systems. He feels that children in this community have considerably more difficulty in the English language than the children of Japanese ancestry with whom he came into contact in Alameda County Schools.

Among the inhabitants of this community, the teachers believe that in general, the people from the Sacramento area as a whole are less assimilated culturally than people from the northwest.

II. KIBEI

One of the problems faced by the high school concerns those individuals who have a particularly serious language handicap.

The American-born Japanese who returned to the United States and subsequently attended schools in this country were often pushed ahead with their age group despite the fact that they did not have an adequate command of English. It soon became apparent to the teachers in the Tri-State High School that some members of the class were not comprehending class instruction.

Special classes under Tom Sakiyama have been organized in the high school to aid those Kibei of school ages who have inadequate command of English. Not all of the Kibei in the high school have enrolled in the special classes designed for them. A large number of Kibei prefer to sit in classes and absorb a little through what they can understand and through what others are willing to translate for them. Many won't admit they are Kibei because they don't want to be identified with the Kibei group. Some Kibei keep silent and take no part in classroom work. There is a hesitance

by many Kibei in speaking before Nisei in class, for many Nisei laugh at the difficulties of Kibei in expressing themselves in English.

There were about fifty seven students taking special work with Tom Sakiyama, until the recent crisis over the registration; now there are about 45. There are a great many variations in English skills among the Kibei in his classes. Most of the students are seriously handicapped in their command of English. According to the data on the Kibei in the special classes in January the schooling of these individuals in Japan ranges from 4 to 12 years--with an average of 8.7 years. Most of the Kibei in these classes have returned to the United States very recently.

Several teachers have given special help to the Kibei in their regular classes so that they may be able to keep up with their classes. A special committee on Kibei problems has recently been selected to aid the Kibei in overcoming their handicap and to coordinate the special work of the individual teachers with the Kibei in their classes.

A few Kibei have refused to register in the second military registration. Tom Sakiyama urged the Kibei in his classes to comply with the orders of the project director and register. Most of his Kibei did register. In some cases he visited the parents or brothers of the Kibei to see if he couldn't influence the Kibeis through relatives. For his work in this endeavor he won the antipathy of a number of Kibei not in school. A few of his students have withdrawn from school

now that it is no longer compulsory. When Mr. Sakiyama asked them to return he was generally answered, he says, with the retort, "Why should I learn English, I'm going to repatriate."

Mr. Sakiyama who is not himself a Kibei has spent his time lavishly to help the Kibeis learn English and adjust to American life. He has devoted long hours of work to Kibei--some of them beyond school age. At present he is encouraging the Kibei in his classes to form a club separated from the Kibei Club dominated by Kibei not in school. In the new club he hopes to stimulate the social life of the Kibei, present plays and in various ways direct their interests in accord with their Nisei classmates.

Reaction on the part of high school students to the school were varied. Most young people realized before school opened in September that school life here would be different from that they had known in other schools. As one senior girl expressed it, "I held the thought that this project high school would be far from a 'bed of roses,' that there would be no electric buzzers, shining desks, and clanging lockers. I knew what I should expect and was not surprised at the similarities of my expectations. True, there was only one table in a classroom; that we had to carry all our things from place to place, and that we had to huddle around one stove when the weather got too cold; but all these handicaps were not going to hinder our thirst for education."

Students naturally thought frequently about the schools they had formerly attended. One of the most obvious differences between this school and others (outside Loomis and Isleton) is that almost all of the students are, of course young people of Japanese ancestry. One Kibei in the junior class expressed this thought thus, "I attended Galileo High School in San Francisco before, but I never saw such a big crowded Japanese High School in U.S.A." > Another very obvious difference between the Tule Lake schools and those on the outside involved the lack of organization and the absence of usual school buildings, equipment and supplies. In Tule Lake there are, as yet, no modern classrooms, established and well organized school administration, no lockers auditoriums, gymnasiums,

cafeterias, heating systems, auto shop, showers, school buses, etc.

One senior boy has this to say: "Probably the greatest reason for discontent is the terrific contrast between this school and any other school outside. Since we are limited in movable area, there is the deadening monotony of routing day after day after day. Academic training is routine work in any school, but in outside high schools there are activities which are traditional. For instance, the Freshman Initiation, the Junior Prom, the Senior Play. Activities of such sort create an atmosphere of belonging, a desire to be a part of the student-body. But here, there is neither the facilities nor the organization required to carry on the activities."

"There is also the factor of the school building itself. To those just starting out in high school, it is not a great matter because they do not know the setup nor the proficiency with which normal high schools function. But to those who have already attended other high schools, this school is too great an upset. This school can hardly compare with schools they have previously attended."

"Lack of equipment also affects the students' attitudes. There is an inadequacy of books as well as necessary laboratory equipment. Adjoining rooms with only a single wall between allow noise to distract attention and thought."¹ (POD.-Male)

1. This quotation like most of those which will appear in the following pages have come from essays written by seniors in the Problems of Democracy class under the direction of Miss Mary Barbul. In the course of study the students have been introduced to elementary sociology and have been given an introduction into the meaning of research and research methods. In this class the seniors have made studies of the various social institutions of the community, the family, the church and the school. The quotations included in this section have come largely from analyses which the seniors made of student attitudes towards the school and the community. While such material has a number of limitations it does nevertheless reveal something of value. Because of this conviction the following excerpts have been included. They will simply be designated as (POD) to distinguish them from some of the quotations taken from persons in other classes and in other grades.

Many students are extremely interested in the new school being erected. There is a widespread feeling that moving in the new high school buildings will solve most problems. New housing units are being built here, it is said, to house Japanese in Hawaii who have been made destitute by the war. Rather than build new housing units a high school building will be built and the high school will vacate block 66 which it completely occupied. This would provide living quarters for approximately 230 individuals.

To some of the students the school offered sufficient opportunities to compensate for its lack of physical accoutrements. / "A few accepted this as their fate," one girl writes, "and were determined to launch into their studies despite the conditions the unwanted war brought upon them." > (POD, female)

Another senior girl writes of a friend of hers who has been critical of the school and the teachers. < "She has been one of those persons who is making a comparison of our school

with her school back where she came from. And she has often said that she just can't get the initiative or the interest to study just because this is a school in a relocation center. Of course, I think all of us felt that way in the beginning but we have come to accept the handicaps of maintaining a school in a place such as this and try to make the most of it." (POD, female)

To many young people the school remains the one familiar institution in this community. Despite the differences between this school and those on the outside there are familiar things about this school, classrooms, teachers, courses of study, assignments, tests, report cards, young people hurrying to classes, assemblies, a school paper, etc. It seems that the students in the first grades in high school are far less concerned about the differences than the junior and seniors. There is less awareness among the younger people of the differences between this school and others, and less interest in those differences. As a whole it may be said that the younger people have felt the evacuation and its problems less keenly than the older students in high school.

Things that bother freshman students are, generally speaking, different from the things that concern older students most. Plans of the younger students for the future have been disturbed less than those of juniors and seniors.

Freshman and sophomore girls and boys are, in general,

extremely interested in sports. Both sexes manifest great interest in baseball and hiking, belonging to clubs. Amusement and recreation hold their interest. Girls are becoming conscious of clothes and coiffure's.

One freshman boy from Watsonville, wrote about high school in one of his classes: "Here in Tri-State Hi, though we have no halls, no lockers, there is still the same atmosphere that pervades every hi school. Everywhere there are still the people who dash into class at the last minute, the conscientious pupils with loads of books under their arms, and the easy-going, lazy boy who is loafing from class to class."

"Though the upper stories of the two schools are different in details, the foundations of good fellowship, school spirit, rabid enthusiasm remain the same. Whenever a bunch of young enthusiastic students assemble, there is found that intangible something--that spirit, that goes into the making of a school, as sure as the concrete and stone that is laid by the artisan."

△ "We do not have school in one beautiful building, nor do we have spacious hallways in which we would be warm in the wintertime, another young man wrote in December. The buildings are like ordinary barracks and they do not have insulation or fine ceilings, as any other school. Another disadvantage is the shortage of school equipment such as books, blackboards, proper chairs, and tables. It is an especially hard

job to teach without books. We may think other schools have an advantage over us and they may have, but we can try out new systems of teaching. We do not have the finery of the other high schools, but then do we need a pretty place and a fine Building to have school? I think that the essential thing about a school is the attitude of the pupils and the willingness of the teaching staff to have patience and tolerance when pupils seem cross and unwilling to study."

In the analyses made by the senior students in the Problems of Democracy class the effects of the evacuation on the attitudes toward "school and society" are dealt with at great length. Most of the young people writing place a heavy responsibility upon the evacuation and camp life for a loss of interest in education and for "negative social values" of many high school young people. It is interesting to note that while some of the writers themselves express their displeasure over the evacuation they deplore the type of resentment which many of their classmates direct against school, Caucasians, the government or society in general.

"The type of individual who takes an attitude of resentment against any and all forms of camp life, toward society or toward the school, and who refuses to accept his lot as unavoidable is faced with a big problem merely because he does not have enough character or reasoning sense.

We all know that the underlying cause of discontent

(if any) in any of us would be the evacuation. The certain type of individual mentioned above carries this cause of discontent further. He feels that because he was put in a camp by the government, any and all Caucasians are responsible for his plight. ~~This~~ he feels a strong resentment against any Caucasian, whether he is administrator, teacher, etc.

"This attitude manifests itself in school when you find some students who consider that because the school was erected in a camp which he was forcibly put into, he is not obliged to go to it. In classes he will disregard the teacher, neglect to do his work because he has the notion that why should he do his work because he has the notion that why should he do work assigned by a Caucasian. This form of resentment is carried everywhere, school, home, mess hall, where some find every fault in food, service, etc. and lay all blame for their dissatisfaction on the Caucasians."

"Adjustment can be made when these individuals realize that this type of feeling is greatly injuring himself or herself and not anyone else. If he persists in this attitude, his social life is going to be unpleasant and for the students the future is going to be very dark. Because this feeling leads to neglect of their education which is going to result in disadvantage when one has to deal with Caucasians in the future. (POD, Male)

Another young man describes the effect of the evacuation

upon individuals of his age in the community: "Since our arrival to camp there has been many whose life have completely changed. There are persons who have a grudge, and say it openly. Others who will grieve and mourn about it to themselves. There are ones who look and act sociable, but deep in his heart he has a dark cloud of vengeance hanging over it. Others you cannot ever satisfy."

"We all know the main factors of this discontent is the evacuation, but there are other reasons just as strong. Freedom, which was so vital to many of the youth, sense of independence to do and say what he pleases, the ideals in which he believed so keenly, all of these things being deprived from him in so short of time, snapped and completely changed his whole attitude toward society. Much of our being here is due to prejudice by certain groups. And also due to hysteric actions right after the outbreak of the war."

"Much of the actions we display shows hatred of the ideas, which has deprived us of our just rights. Strikes, such as we had recently, showed our unwillingness to work and do our share. Complaining in the mess halls about the food, commenting that we have "slop" all the time. Actions in school shows that some of the student "don't give a hang" for life, but now is the time to think contrary to that statement. All these actions begin to show the degeneration of society in this community." (POD, Male)

Several of the seniors in writing their analyses of the attitudes of young people towards "school and society" touch upon the influence of this loss of freedom and independence upon their classmates described by the young man above. A number of the writers have expressed the belief that the evacuation and camp life have resulted in loss of ambition, abandoned plans for life careers, and loss of hope for the future on the part of many Nisei boys and girls. This is not, of course, true of all of them. Many of the students have preserved an abiding faith in their future and have a firm determination to secure an education.

"The attitude of numerous students toward school has completely changed, not wholly because of the evacuation but because of the future hopes of getting ahead is just a dream which seems impossible. Taking Miss X as an example, many other students have the same idea about education."

"Miss X, prior to evacuation had hoped to become a nurse. Her mind was set on going to a certain college and going into some nurses' training school after college. She has hoped to work her way through school along with the help of her parents. In preparing for evacuation, her folks lost a great sum of money on their farm."

"Now here in camp, she cannot attend any college because of the financial difficulties. Her hope of becoming a nurse or even acquiring further education is merely an utopian dream. She was an average student or better so, above the

average then. Her teachers knew that she was an able and capable student of doing anything that was assigned to her."

"Education means nothing to her now. She attends school like any other student and does her works that are given that come and go. Her school work is done with nothing exceptional about it. She does not associate with very many people as she did among her Caucasian friends."

"I think the school can help this student in many ways. The school is trying to raise scholarship funds to help able students to further their education. She can get a scholarship if she tried. Also, she can work in the hospital and get a little experience." (POD, Female)

Another young lady describes the effect the evacuation and subsequent confinement here have had on acquaintances: "Since the evacuation of the Japanese people to the different camps, it has changed the attitude of many adolescents in both society and in school."

"Now, we shall take the case of Johnny Y. Back home he was a very industrious, respectable individual. After coming to camp, he took the "I don't care attitude." This is a menace to society and school. In school he neglects his studies because he claims it does him no good at all. What good is this barrack school and what good does it do here. While at work he loafs, comes to work late and quits early. If the foreman catches him, he would say, "Why should I work so hard?" I get only 12 bucks a month. That is waste time

if I work hard."

"There is probably something behind this attitude. Of course, this is a "lousy" school in the outside appearance but in the inside it is like any other school or even better. Even though he is getting only \$12, he should work as much as required. He does not know why he is working. He says no use in working hard. Most of the employees know that he loafes in that division. He smokes mostly when no one is observing him. In school teacher knows by his past school records that he is a hard worker and a brilliant student."

"I think personally that Johnny who is now a senior should understand this present situation. He should be able to adjust himself to this environment. If he has good parents, Johnny should be told and he should understand that we are now in camp but not forever. In a year or less we will be out and live normally once again. The work he is doing will give him a good start when he receives a job outside. If he adjusts himself about thinking for the future, that the "I don't care attitude" will be abolished forever."

"The school and the teachers should come across in subject that deals with social adjustment. If they will teach him as in above paragraph, he will become once more a good citizen to both school and to society." (POD, Female)

A senior girl describes the effect of life in the relocation center in clearer and more concrete terms: "How this discontent came about takes in a lot of reasons. Mainly,

evacuation; secondly, living with all Japanese and in one-room apartments which serve as bedroom, parlor, kitchenette, and what have? If one is a bachelor, living with someone whom you didn't live with, much less known before evacuation makes one jittery, a case of nerves, and short-tempered--usually. Where one lived his own life before going to wherever he pleased, eating what and when he pleased, life is now a thing of stew and spaghetti about eight times a week; however, cooked: of being restricted to a small area of land on which there are few amusements and no place where one can shop for good things and window shop. But I think that this is for victory and it will help the Allies to win the war, I don't mind very much."

"Confidentially, this living with all Japanese with other people in my room has made me short-tempered, more than I care for; I guess war puts everyone on the edge of nerves, any slight things jarring them." (POD, Female)

There are evidences manifest in classrooms of individuals loss of old ambitions and plans for careers. The seniors in their essays restate the questions which are frequently heard in the classrooms of the high school. "What's the use of studying anyway?" "Why go to school in Tule Lake? We don't get the right kind of education here!" or "It won't even count." "My parents say this school isn't any good anyway." "What's the use of going to school? What good will it do?"

The seniors writing the essays describe these questions

as posed by other young people. Yet in talking to these same seniors in the classroom they pose questions that are not dissimilar. Visiting the class on several occasions the following questions were asked repeatedly stated in various ways. "Is there any use for us to go to college?" "I wanted to be an engineer, but now it seems like there's no use going on." or "I wanted to be a dentist..." "What can we do to earn a living without feeling discrimination?" "Will we always have to face discrimination and prejudice?" "Will we be able to stay in America?" "What will they do with us after the war?" "Will we be able to go back to our houses?"

Perhaps these questions are not posed as often as they were when school first began in the fall. But they still are being heard. Not long ago a Nisei teacher in high school described the attitudes towards school and education which he finds among some of the young men in his classes in vocational agriculture. Such questions as these have been frequently asked, "Why should we prepare ourselves for agriculture?" "How do you know we'll be able to own land or even rent it?" "How do we know we'll be allowed to farm after the war is over?" In the essay below this attitude is well described by a senior boy.

"The attitude these problem children take is the "waste time" or "what's the use" attitude. Many of the Isseis also take a negative attitude toward society. They believe just because a certain group is prejudiced against the Japanese

that all of the Caucasians are against them. We who have played and studied with Caucasians have a different attitude. We know that outside somewhere there are groups not like the ones the Isseis believe to exist. Many believe they are without a future, especially a brighter one. Maybe not for a while, but we know the war is not going to last forever. When it is over we are going to have to be on our own. Then it will be very difficult for such a person to make an adjustment. I suggest that the children going to school put his heart into his work and try to make the best of grades, and stop bickering such nonsense as "waste time". (POD, Male)

∠ A young lady writes about the same attitude in different words: "A person who is an anti-socialist is usually not a well-liked person because of his pessimistic attitudes toward everything. When asked about school, he answers, "Gee, it's 'rotton'" or "What a 'bum steer'!" Toward camp life, he is cynical; is not interested so won't cooperate in anything for the benefit of others, then, complains when some program of benefit is given without his knowledge. According to his way of thinking, everything and anything that does go to his way of life is terrible and won't be a success. . . ." (POD, Female)

A Nisei boy deplores the feelings of despair embraced by some of his classmates.

∠ "Many people have different attitudes toward the social life and school in this camp. Some pupils have the "don't give a d---" attitude and some "what's the use" attitude,

and "I don't know what to do" attitude.

"Of course, the evacuation has a big part in this attitude of the pupils and the uncertainty of the pro-war life also. But you must consider the different characters and personalities these pupils have. Their reactions and attitudes toward certain things are altogether different. The life in this camp brings closer together all the people and where people live with many things in common there is apt to be some mob psychology working among them.

"Some pupils have not thought for the future with no ambition or fire in them at all. So they cut classes and have no interest in their study at all." (POD, Male) >

Several of the senior students in their analyses describe the feelings of resentment engendered in some of their classmates by the discrimination and prejudices leveled against them as members of a minority.

< "In school as well as the whole camp itself, there are individuals who keep a pessimistic attitude toward their present and future life an almost antagonistic attitude toward society. They claim that whatever claims the United States Constitution makes, American society will not accept them as Americans due to the dark pigment within the skin proclaiming them as Orientals. They paint the future as black as they can, telling other colonists these woeful stories. These are the individuals who came to school because they have to, and have no respect for teachers or government property." (POD, Male) >

One young man defines what he calls the "anti social type" student as: "One who thinks that such an injustice has been done to him by evacuation that doesn't even make an attempt to readjust himself to his new environment. Every attempt on the part of the W.R.A. to help us, they look up-on it with suspicion and most likely they will not cooperate." (POD, Male)

Another young boy describes this type of sentiment briefly in these words: "There are some students who are anti-social in every possible respect. They hate being confined in one place day after day, and unable to find an outlet to their indignation, they take it out on society."

During the registration program in February interviews were held with young men who refused to re-register for selective service. Many of them expressed their feeling in this manner: "Before the evacuation I was loyal. I could take the discrimination we had to face. The evacuation was just too much. I'm sick of being kicked around just because I'm a Jap." There are some young people in high school who feel similarly. Following are several essays which describe attitudes of resentment.

I

"Some students conceive in their own minds that the future holds nothing for them and that studying is just a lot of waste time. In this pessimistic state he will become cynical toward his work and sarcastic to the teachers and

parents. This sort of person is usually the weak in foundation. Before they were the rowdies of the group, and the parents have no control over them. These persons may then associate with persons of their own idea, which might be the source of gangsterism."

"Perhaps these students think that because the government put them in a camp and the American people in general shower so much racial prejudice against them that they in turn take it out on the Caucasian teachers and personnel."

"If some outside organization supplied us with movies (like other centers), or if we had entertainment such as bands, plays, done for us by the outside organization or having intramural or competitive sports with the outside schools, they few who show anti-society feelings might be led to change their false beliefs." (POD, Male)

II

"Many students feel that being confined in this project and the attitude of the people on the outside despise them, they have nothing to look forward to; therefore don't give a "hoot" what happens. Inadequacy of recreational facilities have led others to go around with the wrong crowd, who influence their opinions.

"Adjustments might be directed toward an effort to show the students that the attitude of many people is one of sympathy and that on the outside we must be on our own. Extra curricular activities and a high morale should stimulate a

person's mind." (POD, Male)

III

< "Many of the students I have come in contact with are very set in their attitudes toward the school."

"X says that if the school really looked like any other school, he might look forward to attending school. Of course his reason is sort of irrational. Schools can't be built in a day; it takes time."

"Y says he feels that he isn't getting as much out of his studies as compared to other schools. He hasn't got very much confidence in the colonist teachers, who for the most part have not or have just completed their college education. It is known that these teachers are smart, but the students do not feel the trust that students should have for their instruction."

"Z feels that although most of the Caucasian instructors are well-qualified for their respective positions, there are a few who aren't. They may be intelligent mentally, but they do not know how to "put it across" so that the students can understand what is going on."

"These feelings of mistrust may be based upon unfounded reasons, but these are what some of the students have been giving as their reasons for disliking school." > (POD, Male)

IV

< "These students who always oppose the school or the teachers are just this. They just like to attract people's

attention or he is just trying to be funny. But in some cases it is not so. I know a student back home who used to be a respectable student. But since this camp life, he gets very low grades. He started but refuses to take part in activities and he just isn't trying any more. Especially he has ill-feeling toward the Caucasians."

"Causes of all this was, of course, due to evacuation. After the outbreak of the war, some of his friends started to look him cold. He began to realize that the people could not recognize him as one of them any more. Everything seemed to contradict what he had learned. He began to think everyone is against him, and everyday he reads an article against him. Therefore, he began to stay away from the crowd. (POD, Male)

V

"Unless we make some adjustments immediately, we will not only as a group harm ourselves but as individuals. Brooding, hatred in our hearts, unwillingness will affect ourselves mentally as well as physically. We should use every inch of advantages given to us. Prove to outside society that all are just as good or better than they are. Another thing is that going out for relocation, but many think that which in many cases as true, we are hated; thus we hesitate about going out.

"As time went on the young people in the high school made many more friends. This made a substantial difference

in the attitudes of the young people towards school. "First I did not like it (Tri-State High School) because I was separated from my friends and was lonely. But in a week or so I began to like it for I made new friends." This came from an Alameda girl who moved to Sacramento just before evacuation. Another girl reported, "We meet many new girls and boys and these people keep us out of trouble....and there will be less juvenile delinquents." Yet some of the children report that they have made few friends." (POD, Male)

A number of high school students have on various occasions expressed their feelings of lonesomeness for Caucasian friends of pre-evacuation days. In many essays from high school students, freshmen and seniors alike, have told of the feelings of remorse at leaving Caucasian friends when the evacuation took place.

< A freshman girl from Placerville wrote, "Another thing that is very conspicuous here is that back home we were all so used to mingling with Caucasian students. But at Tri-State High it is all Japanese students." >

< Another girl writing of her former school in Renton, Washington, states, "This school was made up of many nationalities. Most Italians and Irish. There were very few Japanese going there. The Japanese people that were going there were treated very good." ~~XX~~

"The students attending this school were proud because there was no racial discrimination. Even if you were a Negro

or Japanese they liked you. In this school they thought that their students attending school should have just as much right as the other."

A young fellow from Mountain View, Washington, wrote in an essay, "The trouble is that there isn't another kind of nationality (in this community). Because of this sometimes another person thinks he is better than the other person. At home we would have to work and we don't associate much with the other Japanese because most of them are farmers and don't get to see much of each other except at school. Here we are always free to see each other and we somehow can't agree with each other because we are always seeing each other so much."

Some young people in Tule Lake quite evidently feel the lack of contact with Caucasian young people. A young man from Kent, Washington wrote a theme comparing schools in Tule Lake and in Kent. "One thing in the Kent Junior High School I liked was that I would play with some of the white people that I knew quite well. While in this Tri-State High School I see too much of the same kind of people day after day."

To some this homogeneity has its advantages. Some young boys and girls assertedly felt equal for the first time in their lives because of that homogeneity. One expressed this in the following words, "At our own school, once in a while we Japanese would be kicked around by smart alexs. But here I feel at home for everybody is one race and we all feel the same."

Some of the seniors in the Problems of Democracy class look upon this element as an explanation of certain negative attitudes and toward behavior. One boy writes, "Japanese students have not mingled with other students when they were in their back homes. They have been very modest, but in this school they are not minorities any more so naturally they seek what they did not have before the evacuation." Another young fellow described this element in more detail. "They lived in the country, these two boys. They have never felt themselves equal to kids living in the city. They wanted to attend parties but no invitation, they wanted to go to dances--too far, no clothes. Never had the opportunity to learn. This was more or less what they had to face."

"Suddenly, evacuation; everyone is equal. Bill and Henry can go to dances, to parties, anywhere. They become rather wild and they begin to look down on everybody. They are rude and ill-mannered. They think or say that we're better than you. Their school studies are forgotten in this whirl of trying to become a something popular. They refuse to attend school regularly thinking it's smart or clever to cut. The parents are too preoccupied to bother with them. The mother is always out to classes to learn something for this is her first opportunity. Father is at work all day. The boys have no one to stop them and they claim that this is the only time to have their fun because back home they would have to be working at the fields."

"Their attitude or manifestations shows itself in the way they talk, act and practically everything they do. Their manner are affected and their personality dulls. They are just like a pack of wolves let loose in a sheep fold."

"Just put them outside and they'll get over it." (POD, Male)

A third Nisei senior describes the attitude and its manifestations in the school.

"Acting up in school: Because of the fact that the Japanese are the majority in this camp, they do things to teachers and quit school just because they think they out number the Caucasian people here and the rest of the colonists wouldn't let them be punished too severely.

"Manifestation in school

"1. Cutting

"2. Talking back to teachers

"3. Having no respect for teachers" (POD, Male)

Teachers when asked to generalize on the differences manifest in the classroom between children from Washington and Oregon and those from the farms of Sacramento Valley will state positively that the former are far more assimilated. The feeling is universal among the teachers that the children from the Northwest have less difficulty with English, and create fewer discipline problems than those from Central California where Japanese lived in enclaves.

Only one senior in the study of attitudes towards "school and society touched upon the sectional differences among the

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students of the high school. "Those people with a bad attitude towards things in general with this camp, education and people. Since evacuation I have noticed through conversations that the people of the Northwest and California have views which are completely different."

"1. The people of Washington and Oregon were scattered out among Caucasian communities. They have really learned to know American way of life.

a. You will notice that the greater percentage of the volunteers in the armed forces, persons leaving to sugar beet and domestic jobs are from the northwest.

"1. They have the urge to get out among people of other races.

"2. The people who have lived in a highly concentrated Japanese section were not socially mixed with Caucasian groups.

"(This of course doesn't imply to all those people.)

"1. Certain sections which were just Japanese, were like a section in Tokyo, Japan."

When schools re-opened in late March following the crisis over registration, teachers were deeply concerned about the effects the crisis may have had upon school children. Most of the teachers dreaded to face the expected problems created by the registration crisis. In the first place it was feared that discipline problems would be serious. It was also feared that there would be frequent conflicts among high school

students on the issues raised by the crisis. How would the younger anticipating expatriation get along with those who planned to remain in the United States.

A number of Caucasian teachers and school administrators during the crisis signified their determination to resign if there were no immediate segregation of the "loyal" and "dis-loyal" elements in the community. A number of these people asserted that they would refuse to teach children of those who planned to repatriate to Japan. Objection to teaching American history and institutions to young people who planned to spend their lives in Japan not the United States. "Let them learn Japanese culture and Emperor worship," one teacher stated, "but there is no logic in preparing for life in America when they will never live here."

School began without segregation and there were no resignations of teachers because of this. In the elementary schools there were few evidences of the crisis manifest in the behavior of the children. There were likewise few evidences manifest among students in the secondary school.

High school attendance is no longer compulsory and some of the individuals who could be expected to create the greatest difficulty have not returned to school. Some teachers have reported that discipline is better now than before the school was interrupted. Eighty-nine students have officially withdrawn from school in March for various reasons. About 175 more aren't attending high school but haven't withdrawn officially.

The factor which will probably most affect the schools during the next few months is the resettlement program. With the simplification of the processes by which people may leave the relocation center greater numbers of individuals will resettle in the free zones of the country. A number of high school students and evacuee teachers and assistants will soon leave the community.

BILLIGMEIER - SCHOOLS

His points

DST's questions

Social forces and conditions created by evacuation are clearly reflected in schools, p.2

Assumption that evacuees would return to American communities therefore schools must help in relocation. Emphasis in curriculum on vocational educ. and on American history and skills.

Another element was helping young people adjust to community, p.3.

Following pages:
"basic principles"
are discussed

Basis changes in WRA policy affect schools.

Organization and Administration:
p. 12. Names of school administrators are given.

p. 14. Battle for equipment.

This is a good statement - but is not exemplified or developed. How? e.g. hostility of certain Caucasians vs. missionary interest of others. (give examples). Cleavages among evacuee personnel - sectional; dependence on parents; leading to Japan vs. America conflicts, etc.

O.K. analyze curriculum in these respects. What was taught, how was it taught, how was it received? Be concrete.

How was this done? Success? Be concrete.

"Basic principles" in education tell nothing unless we know how they are worked out. The relation of these five principles to practice is not developed satisfactorily. Where this is attempted on p.7 and following, the statements are far too general to be useful.

Sure they do, but how? In detail - not just by quoting Shirrell's speech.

Give more detail: who are these people, what was their background, how have they functioned, what have they tried to do, how well or badly have they done it? Names alone mean nothing.

What did Harkness want that he couldn't get?

His points	DST's questions
p. 15 and following. Regional and Washington office "had little understanding of problems faced here."	All right, what were those problems? Were they called to attention of Washington? Documentary evidence of this, from Fleming's files before he leaves? Get copy of memo sent by Harkness and Fleming. Get proceedings of Conference, if this is significant. (I am not sure yet of its significance, unless you can give a detailed account of the problems in Tule Lake against this background).
p. 18. Conflict between Harkness and Wilder - and other conflicts.	More detail - This whole matter of interruptions in school schedules should be developed more concisely and concretely.
p. 21. Teachers	Analysis of teachers as a group and case histories of specific teachers is called for. What specifically has Wilder done that caused such antagonism? Describe composition of "teacher cliques."
pp.30 ff.	Of course the age distribution of the community affects school enrollment! Handle more concisely and simply.
pp.36 ff.	Here is the general background data re teachers - but the points I brought out re p. 21 are not developed.
pp.50 ff.	More detail re students and their problems - given systematically. There must be other "student's folders". Make a systematic analysis of types of student problems, with many exemplifications.
pp.56 ff.	Can't you give more concrete instances of manifestation of language and cultural difficulties?
pp.61 ff. Students' essays	As you will remember, I gave you a

His points

DST's questions

suggested outline for systematic analysis of these essays. Without such analysis, this section has little value. A large number of the essays showed no overt dissatisfaction - they were quite colorless. The impression one gets from the examples you use is that all the children were in a disturbed state. Unless there is some attempt at classification, this material is about impossible to use.

Suggested outline for whole chapter

1. WRA policy re schools
2. How the schools were established in Tule Lake
3. Physical set-up
4. Administrative personnel and procedures
5. Curriculum
6. Who does the teaching?
 - (a) Caucasians
 - (b) Evacuees
7. Who are the students?
8. Teacher cliques, personalities and attitudes
9. Relation of teachers to
 - (a) other Caucasian personnel
 - (b) each other
 - (c) Students
 - (d) parents of students
 - (e) community generally
10. Progress and problems of students

His points

DST's questions

- 11. Student relocation
- 12. Adult education
- 13. Criticism of the community school program
- 14. The school in relation to
 - (a) the project community
 - (b) the outside world