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May 15, 1943

Japanese Relocation Papers
Harcourt Library

Bulletin to Teachers:--WORKING HOURS & WORKING HABITS

Now that the principal emphasis in relocation centers is upon preparation for resettlement on the outside, it has become advisable for each of us to take an inventory of ourselves to see what we have to offer to a prospective employer on the outside. A part of that inventory must include the questions, "Has Poston had any ill effects upon me which I must identify and overcome? Have I developed bad work habits, habits of faulty expression, or undesirable social attitudes which would handicap me outside of Poston? What is the proper course of action for me in the light of the welfare of my people, of my country, of myself?"

Probably the most evident effect which Poston has had upon its evacuee residents is the lowering of working efficiency and industry. From a conscientious, honest, independent, and industrious people, a majority has developed habits of carelessness, laziness, dependence, and dishonesty. By the last I mean they are dishonest with themselves and they seek excuses for being dishonest with others with regard to property, responsibility, work, etc. The usual excuse for these habits is that there is no economic base for life in a relocation center, and therefore there is no incentive to maintain the habits learned on the outside. It took most of the people many weeks--and in Poston a week is a long time,--to reach the stage of deterioration which is the life of a government ward. Their habits of work, of independence, of responsibility persisted through complete despair and loss of hope for the future. However, many have long since overcome those habits and replaced them with others which make them unfit for any life but that of a ward. A sudden return of the economic incentive which they seem to value so much cannot eliminate at a stroke those habits which bind one to mediocrity, dependence, and failure. Either they must realize what has happened and lift themselves out of the morass of bad habits and attitudes by their own boot straps, or they must be "kicked upstairs" before resettlement just as they were "kicked downstairs" by evacuation.

On April 26, 1943, orders were issued which may be considered an attempt to help guide Poston residents back to the road of self respect, of industry, of individual responsibility, and of independence,--a road which begins in Poston and has as its first milestone--resettlement. Unless this move is understood for what it is, the reaction to it may be that of the beggar who is asked to work for alms. I look upon it as medicine to cure one of the ills of Poston. Those who do not take it are the "suckers". Those in supervisory positions who do not require observance of the instruction are betraying their trust. The orders referred to above are as follows:--

"Effective May 1, 1943 the Colorado River War Relocation Project will begin payment of evacuee labor in accordance with War Relocation Authority Administrative Instruction No. 10 (Revised) as outlined in the memorandum of April 13, 1943 issued by the project Timekeeping Unit. This procedure provides for payment of evacuee employees on the basis of actual hours worked rather than on the basis of a 30 day month. The standard hours provided are 8 hours per day, 5 days each week, and 4 hours on Saturday. The hourly rate of pay varies with the number of working days per month, and schedules will be provided monthly by the Timekeeping Unit for use in figuring the pay."

This requirement is very evidently an attempt to prepare evacuees for resettlement in wartime America where an 8 hour work day everywhere means 8 hours of work--hard, conscientious effort. In the Poston schools the attitudes and work habits of our staff members have been maintained at a comparatively high level. That is the reason why so many of our staff members have been selected for resettlement--we knew that they could be depended upon to do a job and to do it well. We can do much to interpret this latest work requirement to the community,--not only this requirement but the whole question of

resettlement. At the same time we must give tangible evidence that we ourselves are meeting the requirements set for all.

I do not favor a clock punching system nor a policing system to check on the hours which an individual devotes to the job when that job is one of teaching. The duties of the teacher cannot be confined to the hours of a factory work day. Many of our teachers are carrying what appears to be a lighter teaching load than is required rather universally in secondary schools. A five hour teaching day approaches the minimum for teachers in most schools at present time. Circumstances in Foston add to the supplementary time involved in the actual teaching of a class, and it is undoubtedly true that some teachers spend regularly more than 8 hours daily on school work; also it is undoubtedly true that others spend regularly less than 8 hours daily on school work. There is plenty of work to keep every staff member busy 8 hours per day. Teachers who are carrying less than four teaching hours should assist those in the same department carrying heavier teaching loads. Those working more than the 44 or 48 hour week should receive credit for the extra time so it can be used as compensatory time in July, for Saturdays taken off, etc.

In order that we may solve this problem in a manner appropriate to a professional group I am suggesting that on and after Tuesday, May 18, 1943, each teacher shall enter on the daily time sheet the number of hours spent on school duties the previous work day. If it becomes evident that you are not putting in the required time we will arrange other duties so that the total work of the school can be handled more efficiently with our present staff. Naturally it is expected that our staff members will not enter time which is not used in actual school work. School work done on Sundays can be added to the Saturday time as reported on Monday. Although members of the appointed personnel are still on a monthly basis, it seems advisable to follow the same procedure in all cases.

If any staff member has any comment to make on this procedure I would be glad to have it in writing or in person.

(s) Arthur L. Harris

BULLETIN TO TEACHERS

This bulletin was prepared so that teachers might have information concerning the symptoms, sources of infection, mode of transmission, etc., concerning the communicable disease known as poliomyelitis, (infantile paralysis). It is suggested that a campaign against flies and expectoration might be fitting at this time and that considerable discussion be held concerning this disease. Students might be asked to make studies of scientific research to date and report in classes. A poster campaign could also be utilized.

Symptoms

Moderate initial fever, usually with headache and gastro-intestinal symptoms such as vomiting and constipation, drowsiness, stiffness of the spine and neck, and exaggeration of the muscular reflexes.

Sources of Infection

Nose and throat discharges of infected persons and carriers, or articles recently soiled. Bowel discharges also contain the virus, but reliable evidence of spread by water supply is lacking. Unpasteurized milk is a rare source of infection.

Mode of Transmission

The virus enters the brain through the nose or naso-pharynx of a susceptible person, presumably from a carrier. It is believed that flies are greatly responsible for carrying the virus from one person to another.

Incubation period

7 - 14 days

Susceptibility and Immunity

Infants under one year are less frequently attacked than other young children. Children are more susceptible than adults except in extremely isolated communities not previously reached by the infection. Immunity is usually high in adults who have lived in large cities. An attack of the disease usually gives immunity though second attacks have been observed. Even in epidemics only one person in several hundred cases suffers a clinical attack of the disease.

Method of Control

1. Recognition of the disease and reporting.
2. Isolation--for two weeks from onset.
3. Disinfection of nose, throat and bowel discharges and articles soiled.
4. Quarantine of exposed children of the household.
5. General sanitation including: fly control, cleanliness in latrines and mess halls, proper garbage disposal.
6. Washing of hands before meals and keeping hands away from nose and mouth.

It is advisable for all students to keep themselves in the best possible physical health. (Sleep, rest, cleanliness)

(S) E. de Silva
Department of Health and
Physical Education

References:

- Health Bulletin for Teachers-1940-
- Hygiea - Oct. 1942
- The Control of Communicable Disease-
- Public Health Report #1697 - Revised 1940

Mr. Head

BULLETIN TO ALL TEACHERS

Re. Care of Adobe Buildings

On Monday, September 27, Poston I Secondary School and the intermediate grades of Poston I Elementary School opened the 1943-44 school year in the new adobe school plant. Without exception students exhibit a great deal of pleasure at the attractive appearance of classrooms and buildings, and it is with a great deal of pride that the parents of Poston regard the modern plant which their labors have provided for their children.

In the near future students of Poston II and Poston III communities will be moving into their respective new school plants, and it is to be expected that children and parents will react similarly. All of us hope that the greater adequacy and the attractiveness of the new school plants will be reflected in better adjustment, greater interest and an improved quality of work on the part of all students. Maintaining and further improving the new school plants will be an important factor in the realization of these benefits. The extent to which students share the responsibility for care, maintenance, and improvement will provide evidence of success in attaining our educational objectives. However, we must first build in ourselves and in our students a knowledge of how to care for our new buildings and a sensitivity to the consequences of careless and unconsidered actions.

Adobe buildings are constructed of material which is comparatively soft, but unusually durable in this climate. It will withstand the spattering of raindrops, but is quickly eroded by any stream of water. It will absorb and be discolored by any oily substance, perspiration, and dirty water. The clay wash which gives the walls their color can be renewed without affecting the strength of the walls. The plastering of eroded, chipped, or carved portions of the adobe bricks will not restore the strength of the walls. This means that floors cannot be "hosed" out as they were in barracks and recreation halls. Windows cannot be washed with an excess of water which would run down the adobe walls, inside or outside. The ground or plantings around the bases of the buildings should be flooded or irrigated rather than watered with a hose stream. Nails, hooks, or screws cannot be inserted in adobe walls. Furniture should not be shoved directly against adobe walls unless it is stationary, permanent furniture. Students must learn not to lean against corridor walls and plant the soles of their shoes against the walls. Above all, the temptation to carve initials, designs, and figures in the walls must be overcome.

I mention all of these things because the preparation of the buildings in Poston I for occupancy, and one day of school in the same buildings have shown that all of us must be aware of the fact that the attractiveness of our new school plants can be destroyed in a very short time unless precautions are taken. Poston I Secondary School students and teachers should be particularly careful since they are guests in the elementary school plant. When they move to their own new buildings

they should leave the present buildings in a condition at least as good as that in which they found them.

More than anything in Poston the schools have been created by and belong to the parents of Poston. Let us show the parents that we appreciate their efforts and are worthy of occupying these buildings. Every educational advantage which they offer can be realized without destroying their attractiveness. Their care in itself offers an unusual opportunity for the teaching of conservation, and the building of social sensitivity.

Immediate plans for landscaping school grounds should be gotten under way. Cooperative communities of students, teachers, and parents could work on this problem. There are men in Poston who have spent their lives in landscaping work. Find them, call them in, plan an over-all landscaping program for your school, and start the work as soon as possible. The schools are the most permanent physical evidences of the roots of our Poston people in American soil. Let us work to make their effect even more permanent in the lives of Poston children.

Arthur L. Harris
Arthur L. Harris
Acting Director of Education

Bulletin to Evacuee Teachers:

Recently a delegation of local teachers called at my office to discuss a rumor which had been passed on to them to the effect that all evacuee teachers, during the current school year, would receive a salary of \$16 per month. It was the opinion of this group that if the rumor were true, a number of teachers would quit and seek easier jobs elsewhere in the project. I appreciate the action which this group took in bringing the rumor to my attention and I hope that the example will be followed by all those who hear rumors pertaining to the Poston Schools and the teachers employed therein. Following is the only information which I have at this time on the pay status of our teaching force.

As all of you know, the W.R.A. placed certain limitations on the total number of evacuee employees which could be hired in the Poston Project and the proportion of all workers who could be paid at the \$19 rate beginning July 1, 1943. In order to permit time for more thorough study of criteria for determining which workers should be paid at the \$19 rate, all workers were reduced to the \$16 rate during the period of adjustment from July 1 to September 30. All divisions were requested to put into effect a program of reduction to the extent of approximately thirty per cent of their June 30 payroll list. Estimates of the minimum number of employees with which each division could operate were presented to the local manpower commission in the three units where they were subject to revision for approval. Early in September, this office was asked to prepare a list of the names of school employees who should be on the \$19 rate. At the same time, a suggested allotment of \$19 and \$16 positions for the Poston Schools was received from Washington, D.C. This provided that only those teachers who met fully the qualifications for certification in the state in which the relocation project is located shall be paid at the \$19 monthly rate. However, the list which this office submitted to the local project officials included the names; first, of all teachers who served during the past school year in the capacity of classroom teacher and who are continuing to serve in that capacity during the current school year; second, all teachers who have had a junior college education or its equivalent in trade school training and who have been assigned to full teaching responsibilities during the current year. The recommended \$19 rates were to have been put into effect during the month of October for all employees excepting those transferred to Tule Lake, and were to be retroactive to July 1. I have had no request to revise the list which I submitted and assumed that it was approved in full. However, I shall check with proper officials and notify you if this is not the case.

I do not believe that there are many teachers who would desert the schools because of the reduction from \$19 to \$16 per month in pay. I hope that belief will not be put to the test; but if it must be, may I request that all teachers who feel that they must transfer from the school department have a personal conference with me before taking final action.

(3851)

Arthur L. Harris
Director of Education

BULLETIN TO ALL SCHOOL PERSONNEL:

Reproduced below are letters from Willard W. Beatty, Director of Education for the Office of Indian Affairs, and from Joel A. Burkman, Assistant Director of Education for the State of California. The information contained therein should settle definitely and permanently all questions asked of the professional status of teachers employed in the Poston Schools.

Arthur L. Harris

Arthur L. Harris
Director of Education

"I am enclosing a copy of a letter which I have just received from Mr. Joel A. Burkman who apparently has succeeded Aubrey Douglass in the State Department of Education in California.

"Reduced to its simplest form, this letter answers the questions which we have asked the State Department with regard to Poston teachers.

1. Caucasian teachers employed at Poston will not have to renew their credentials until June 30, 1945. The teaching which they are now doing at Poston will then be accepted as meeting the experience requirement for the renewal of California credentials.
2. Caucasian and Japanese-American teachers, who have enrolled in the Indian Service summer schools or in adult education classes throughout the school year, may have these credits counted toward the professional requirement, if they are previously accepted by the University of California, one of the California state colleges, or some other collegiate institution in the state of California. The University of California has agreed to accept transfer of such credits as have the state colleges.

"I think, therefore, that your group is protected provided they act in the light of the understandings already arrived at.

Sincerely yours,

/s/ Willard W. Beatty
Director of Education"

"Dr. Dexter has requested me to reply to your letter of August 16 to him in regard to actions taken in California to accept experience of California teachers employed at your training center in Poston for California credential renewal purposes, and whether course work completed at the Poston Summer School will satisfy the California credential renewal requirement.

BULLETIN IV TO CORE STUDIES TEACHERS

Being Some Suggestions Which May Prove Helpful in Integrating English Language and the Social Studies.

(These suggestions are based on observations made during visits to core studies classes in Camps I, II, and III.)

What of English Language through Literature?

The most encouraging word we have had regarding our Literature and Life series came in a letter received recently by Mr. Wade Head, Project Director, from Scott, Foresman, and Co. The publishers reported that our orders had been received, but Books Three and Four (for use in the junior and senior years) were being revised and would be published in February. It seems reasonable to expect that the other books in the series will be arriving shortly. Until the time of their arrival, it seems expedient to attempt little in the nature of a study of literature except current literature through the magazines available in the classrooms, school libraries, and public libraries. However, the school libraries are now in possession of some blocks of books, largely discarded from other school systems, and, if a teacher is able to secure a sufficient number of copies of any one classic to provide for a class' needs, there is no reason why the classic should not be studied (provided the subject matter is not above the mental maturity of the students concerned). It is rather futile to attempt to teach a classic when the only copy available must remain in the hands of the teacher.

* * * * *

What Use Is Being Made of Available Materials?

Teacher A: In one ninth grade core class a successful bit of teaching of outlining was being done by Teacher A, who based the approach on a scrap of information obtained from one copy of a publisher's advertising pamphlet distributed to core studies teachers during the workshop week. Because the approach to outlining, as set forth in the pamphlet, was somewhat unique, the students were enthusiastic about the exercise and were learning to outline.

Teacher B: In an eleventh grade core studies class where a unit of work on Arizona had been undertaken, there were some excellent full-content outlines of the History of Arizona in students' notebooks. Each notebook also contained a theme of medium length on some phase of the history, industries, natural resources, or natural beauties of Arizona. A great deal of the material for the work of the unit was obtained from tourist folders procured through the school library. Teacher B, in evaluating the worth of the unit, was sending pupils to other core classes to give short talks on what the study of Arizona had disclosed to them.

Teacher C: In a tenth grade class, the problem of functional grammar was being solved by Teacher C who used the short story as the motivating force. Students were writing short stories about the life in Poston, which would later be read aloud to the class, and elements of good grammar were to be stressed at that time.

Teacher D: A senior core teacher was using students' oral reports
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on current magazine articles as a basis for a later exercise in grammar, the phases of grammar to be studied to be determined by the frequency of individual errors made by students during their reports. As each student finished his report, Teacher D praised him for what he had done satisfactorily, and made one "blanket" criticism regarding the student's major problem in oral delivery.

Teacher E: Teacher E, having invited Dr. E. H. Spicer to talk to an eleventh grade class on the "Early History of Arizona" as an introduction to the unit of work on Arizona, requested that each student "report" the speech. Grammar drill is being successfully incorporated with the unit pupil activities as the reports are given. This plan seems especially worthy, as functional grammar is being refined while the interest in unit subject matter is uppermost in the minds of the students.

Teacher F: A tenth grade teacher, studying "Julius Caesar" with the students, has found that the dramatization of scenes from the play is making for more adequate oral expression, the development of positive personalities, and the acquiring of poise, on the part of her students. The idea of competition between small groups in the dramatization of the same scenes helps to arouse active, profitable pupil participation.

Teacher G: One eleventh grade core class committee writes, edits, and presents to the entire group on occasional issue of a class "newspaper". This activity is stimulating; the idea of "knowing what has happened or is about to happen before the 'general public' gets the news", appeals to students, and, when "staff members" realize that their individual stories will not "make the paper" if they are not correctly written, there is a definite effort toward better written expression. Inasmuch as we anticipate school newspapers in all three camps, Teacher G's class activity is laying a valuable foundation for the undertaking. Journalism, as such, however, should not be taught by one who has not had journalistic training or experience.

Teacher H: Beginning with a word game, Teacher H succeeded in developing such interest on the part of a ninth grade class in the use of the dictionary that a fine exercise in both oral and written expression emerged, each student eventually presenting a report on the etymology, original meaning, current meaning and other interesting details of one word (from the list of several hundred built up by the games) which intrigued him. Class discussion, wherein students told stories which the reports called to mind, was a superior example of core study (general education) activity.

* * * * *

What Conclusions Were Drawn from the Classroom Visitations?

There are approximately seventy core studies teachers (grades 7 to 12) in the three camps. It is impossible for either the head of the Department of Social Studies or the head of the Department of English to make frequent classroom visitations since other duties draw heavily on their time, one being principal of the high school in Camp I, and the other being occupied with a regular core studies class, corrective speech work for several students, and frequent substitute duty; hence, these monthly bulletins.

It seems advisable that in all three camps the various groups of

grade level teachers, under their own chairmen, plan frequent meetings and profit by a discussion of mutual problems.

The classroom visitations disclosed that core teachers are doing exceptionally fine work, considering the dearth of materials. This bulletin of necessity mentions only a few of the interesting activities which are being undertaken; but it seems reasonable to expect that even better results can be obtained by frequent group-level meetings for discussion of problems.

An over-all view of the situation indicates that, in the integrating of English and the social studies, we should avoid the formalization of language instruction, making, rather, all language study function in the life of the pupil. English language study should begin with the actual needs of pupils as revealed by their own speech and writing, the pupil at no time losing sight of the close relationship between his own communication needs and the learning experiences through which he grows in language power.

* * * * *

What Phases Should Be Considered as Basic?

Correctness in written and spoken English (including not only conformity to rules fixed by convention, but also conformity to the obvious rules of logical thinking) is made up of the following elements:

- *I. Correctness of vocabulary--that is,
 - 1. Avoidance of incorrect words
 - 2. Avoidance of the use of correct words in wrong senses
- II. Grammatical correctness--that is,
 - 1. Avoidance of the use of words in wrong parts of speech
 - 2. Avoidance of errors of inflection (changes in the spelling of nouns, pronouns, etc., to show change in number, case, and the like)
 - 3. Avoidance of errors of syntax (construction of sentences according to the proper arrangement of words, sentences, clauses, etc.)
 - 4. Avoidance of unidiomatic combinations of words
- III. Correctness in reference--that is, in the use of pronouns and other reference words
- IV. Elementary rhetorical correctness in sentence-structure--that is, fulfillment of the following conditions:
 - 1. That sentences shall possess unity
 - 2. That sentences shall not be displaced
 - 3. That modifiers shall not be displaced
 - 4. That incorrect ellipsis shall not be used
 - 5. That there shall be a reasonable correspondence between logical coordination and subordination on the one hand, and grammatical coordination and subordination on the other
 - 6. That the principles of parallelism shall be observed
 - 7. That the members of a sentence shall agree logically with one another
 - 8. That the structure of sentences in a composition shall be varied to a reasonable extent
- V. Elementary correctness in composition-structure--that is,
 - 1. Observance of the principle of unity
 - 2. Organization according to a definite, logical plan

3. Avoidance of flagrant disproportion between coordinate parts

VI. Mechanical correctness--that is

1. Correct manuscript arrangement
2. Correct spelling
3. Correct use and non-use of the hyphen and avoidance of incorrect compounding
4. Avoidance of improper abbreviations
5. Correct representation of numbers--by figures or by words, as the case may be
6. Correctness in the division of words when words are broken at the ends of lines
7. Correct capitalization and non-capitalization
8. Correct punctuation
9. Correct division into paragraphs

VII. Observance of conventional forms in letter-writing.

*With the exception of the parenthetical explanations and the underlining, this listing of elements is Edwin C. Woolley's. The underlined elements are those which, according to a local survey, give greatest trouble to Japanese-American students, and, therefore, those which should receive considerable attention in our core classes.

* * * * *

What Activities of the Core Studies Program Offer Opportunities for the Integration of English?

1. Parliamentary procedure in transacting class business
2. Book reports
3. Round table discussions
4. Student forums
5. Symposia
6. "Radio broadcasts"
7. Use of the school and public libraries (the libraries offer lectures and conducted tours to student groups)
8. Verse writing
9. Short story writing
10. Compositions and themes
11. Notebooks
12. Word games
13. Class "newspapers"
14. Conversation--introductions and interviews
15. Debates
16. Letter writing--business and social
17. Story telling
18. Note-taking
19. Outlining
20. Précis (summary) writing
21. Oral reading
22. Impromptu and extemporaneous speeches
23. Class "magazines"
24. Informal class discussion
25. Oral and written reports

(It is understood, of course, that these activities are not desirable per se; they should be a logical part, or parts, of one or more of the seven steps of a unit of work--(as set forth in Bulletin I).

MEMORANDUM

TO: All Teachers

FROM: Miles E. Cary, Director of Education

DATE: June 22, 1943

SUBJECT: Transportation to Fort Apache

A letter from the White Mountain Bus Company gives us the following information: There is only one bus a day from Holbrook which is on the main Santa Fe Line. This bus leaves Holbrook at 11:55 a.m., stops at Showlow at 2:00 p.m. and arrives at Fort Apache at 5:00 p.m. The bus company requests that half of those teachers of the appointed personnel going to Holbrook plan to arrive on the 2nd of August and the other half arrive on the 3rd.

It seems fair to ask that those who leave from Poston and, hence, travel "on duty" should plan to go earlier than those who travel on their own time. Will you please sign on the blank provided for the purpose to indicate when you plan to arrive. The principal will please encourage teachers to make their plans so that the burden of travel will be evenly divided between the two days.

The bus company also requests that all teachers plan to arrive via Holbrook rather than via Globe. This request is based on the fact that the main train and bus lines go through Holbrook. The main line train schedules so far as they could be secured at the present time are as follows:

	<u>Train No.</u>	<u>Leaves</u>	<u>Arrives</u>
Eastward Bound	2	Cadiz - 7:30 a.m.	Holbrook - 8:50 p.m.
	4	Cadiz - 1:00 a.m.	Holbrook - 12:15 p.m.
Westward Bound		Amarillo, Texas - 12:40 a.m.	Holbrook - 3:12 p.m.
		Amarillo, Texas - 1:05 p.m.	Holbrook - 3:55 p.m.
		Albuquerque - 12:01 p.m.	Holbrook - 5:30 p.m.

We understand that there is a Santa Fe Trailways Bus which leaves Phoenix at 9:15 a.m. and arrives at Flagstaff at 4:55 p.m. and another which leaves Phoenix at 5:00 p.m. and arrives at Flagstaff at 12:20 a.m. We will try to find out if this bus connects with the main overland bus to take passengers on into Holbrook. It is obvious from the above schedule of train and bus service that all means of transportation bring passengers into Holbrook after the bus for Fort Apache has left. It may be possible to have a special bus leave Holbrook late in the afternoon so that passengers will not be required to spend the night in Holbrook. If it is necessary to stay over-night in Holbrook, there is one hotel of 40 rooms, ranging in prices from \$1.50 to \$2.50. It would be wise to make reservations well in advance, if this is necessary.

We should also like to know at this time whether or not it would justify us to try to take a beauty operator with us to Fort Apache. Will you please indicate by your signature on the transportation questionnaire whether or not you would be interested in the services of a beauty operator if such could be procured.

It is understood that evacuee teachers will travel by bus from Poston to Fort Apache.

MEMO TO: To Appointed Members of School Staff
FROM: Miles E. Cary, Director of Education
DATE: June 26, 1943

The following notice has been received from Mr. O. L. Prather,
Timekeeping Supervisor:

"Would you kindly instruct all appointed personnel under your supervision to report their departure date to the Timekeeping Department to facilitate proper recording of annual leave?"

In accordance with the above request, you are asked to fill out the form below and return same to your principal.

Miles E. Cary
Miles E. Cary
Director of Education

MEMO TO: Mr. O. L. Prather, Timekeeping Supervisor
DATE: June 26, 194 3
SUBJECT: My Depa rture Date

I plan to leave Poston on _____ at approximately
a.m. _____ date
p.m.. _____

Signed _____
School _____

MEMORANDUM

TO: Teachers and Staff planning to attend Fort Apache

FROM: Ida E. Morrison

DATE: July 13, 1943

SUBJECT: Last-minute Arrangements for Fort Apache

Definite arrangements have been completed for evacuee personnel to leave Poston on August second in Indian Service Buses; spend the night at the Phoenix Indian School and go on to Apache on August third. It will be wise to keep in touch with your high school office as the time approaches in order to learn the exact time of departure and any last-minute information that may be important to you.

It has been suggested that each individual traveling by Indian Service buses will be allowed one piece of baggage only, as the baggage will probably have to be taken in a special truck and will occupy a great deal of space. It will probably be wise to carry coats or rain coats on one's arm as they might almost fill a suit case, thereby limiting space for other articles. It is probably that a small cosmetic bag could be taken in addition to the original suit case, if the traveler were willing to hold it on her lap.

Bed linens, blankets, and other linen will be provided at Fort Apache. There is a wash room at Apache; but, as yet, we do not know if an electric iron will be provided. I suggest that individuals do not take their own irons. I will try to arrange for the borrowing of one or two of these from Poston. If this is impossible, I will let you know at a later date.

I believe you realize that a very large number of people are going to Fort Apache and it will be necessary for three or four to share a room. It seems, at this time, impossible to arrange for married couples to be together. It has been decided that it will be impossible to take any person who is not a member of the staff or who is not functioning in some way essential to the operation of the staff.

McNary is the nearest town, some twenty-nine miles or so from Fort Apache. I know of no transportation to McNary, so I suspect we will have to depend upon mail order service for shopping as we have been doing in Poston. There is bus service to Globe and Holbrook, but it is 90 miles to each town.

Appointed personnel will be concerned with the following information:

It will be necessary for all members of the appointed personnel to bring their ration books to Fort Apache. These will be collected, used during the month and returned to the appointed personnel at the end of that time. If anyone has not yet secured a ration book, it is very essential that he or she do so before coming to Fort Apache. Ration books will be prepared for evacuees and sent to Apache by the project. They will be returned the same way, so the evacuees will not have to take any personnel responsibility. As yet, no arrangement has been made to deduct the cost of meals from the salaries of the appointed personnel, so it is possible that meals will be on a cash basis.

Arrangements are being made for a special bus to leave Holbrook on August 2 and 3 at 5:45 p.m. If there is any change in this plan you will be notified.

MEMO TO: All Members of Staff

FROM: Frances S. Cushman, Acting for A. L. Harris

DATE: July 17, 1943

A communication was received today from Lester K. Ade stating that a report would be requested at the end of the summer activities session which would include the following information: "I hope you will plan to give us a brief report on the experiences of all of the children in the four suggestive areas of activity, namely:

- I. Improvement of Health and Well-being
 - A. Camping
 - B. Athletics
 - C. Cooperation with Health Officials
2. Opportunity for Self-Expression
 - A. In the Arts
 - B. In Free Discussion of the American Scene
3. Opportunity for Work Experience
 - A. Elementary School Children
 - B. Junior High School Children
 - C. Senior High School Students
 - D. Special Training Needs
4. Opportunity for Group Experiences
 - A. In Projects for Civic Betterment
 - B. In Club Work"

I am suggesting that as your work progresses, you might make notes which would facilitate the preparation of such a report at the end of the summer. A brief summary of your activities should be prepared and turned in to the office of the Director before leaving the project.

Frances S. Cushman
Frances S. Cushman
Acting for A. L. Harris

COLORADO RIVER WAR RELOCATION PROJECT
Peston, Arizona

July 17, 1943

MEMORANDUM

TO: All Teachers and Members of Appointed Staff

SUBJECT: Relocation Reading Room

During the summer much material and valuable information has been gathered on relocation areas. This material is being made available to the public in a reading room recently opened at Block 27-C, in rear of the Employment Office. Teachers who are planning units on relocation or similar subjects are welcome to make use of this material. Information and material will also be made available to students.

The purpose of the reading room is to supply vital information to those interested in going out. It is hoped that many who have not thought of going out will also visit the library.

Mrs. Fishburne and Mr. Dugan who have been working with the leave office in establishing this reading room, will be glad to answer any questions.

The material is being accumulated and made available to provide information which should not be secured by individuals pursuant to the attached directive from Mr. Myer.

Giles L. Zimmerman

Giles L. Zimmerman
Chief, Employment Division

J 2.26

Japanese Relocation Papers
Bancroft Library

MEMO TO: Evacuee Teachers

FROM: Arthur L. Harris, Acting Director of Education

DATE: August 5, 1943

During the coming summer session, we plan to have all evacuee teachers eat lunch in mess halls 19, 30, and 31. Tickets will be distributed to the teachers prior to the serving of lunch on the first day of the session. An equal group must be assigned to each mess hall. The assignments are to be permanent for the session except for exchange of tickets between individuals at their own choosing.

Although an equal number must be assigned to each mess hall we wish, as far as possible, to assign each one to that group which will be most convenient and congenial for him. Please check your preference on the form below and return the slip with your registration form.

I wish to be assigned to mess hall 19 _____; 30 _____;
31 _____.

Signed _____

Camp _____

COLORADO RIVER WAR RELOCATION PROJECT

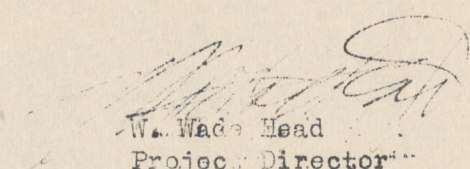
Poston, Arizona
August 13, 1943

TO: All teachers and others having charge or use of
School Buildings

You will please be advised that the new school buildings are built of adobe, a native material of which you possibly know very little.

It is inadvisable to drive nails into the walls or to otherwise puncture the surface. Being made of a mixture of clay and sand, the surface is readily dissolved with water. For that reason, the floors must not be flushed with a hose, as the water cannot be kept from damaging the lower part of the walls.

Our new buildings are the work of our own Poston people and are very attractive. Let us all cooperate to keep them so.


W. Wade Head
Project Director

POSTON III SCHOOLS

Poston, Arizona

September 10, 1943

Dear

You are probably very happy that school will be opening again soon. I am sure that we will have a pleasant year together in Poston III. You will enjoy the new classrooms and be surprised to see how pretty our school grounds are this fall.

The carpenters have been working very hard to get new classrooms ready for us and plan to complete their work soon enough so that the Elementary School in Block 324 will begin Monday morning, September 20.

The _____ grade section to which you have been assigned will meet in Block 324, Barracks _____, Room _____. School will open promptly at nine o'clock in the morning. On the opening date of school, classes will be dismissed at noon. Lunches will be served to the children in grades 1 to 3 in the school mess hall beginning on Tuesday, September 21.

Yours very truly,

Frances S. Cushman

FRANCES S. CUSHMAN
Principal
POSTON III SCHOOLS

(3642)

October 21, 1943

J2 26
Japanese Relocation Papers
Bandcroft Library

Bulletin to All Evacuee Teachers:

As mentioned some time ago, Dr. William Beatty has been working on the problem of securing upper division credit from Poston teacher training courses for junior college graduates who have not registered for degree work at any college or university. Below are copies of three letters which reveal the results of these negotiations. Each teacher interested in taking advantage of the opportunity offered should initiate action as an individual. The Indian Service Office in Chicago, will issue certificate for credit earned in Poston Teacher Training Sessions upon request.

The procedure would be to request transfer of junior college credits to one of the California colleges which would then notify you of the number of transfer credits acceptable for degree work. Next, the Indian Service Office should be requested to forward to that college a certificate for credits earned in our teacher training courses.

In case you wish to enter college outside the state of California, you should have your junior college credits and Indian Service credits registered at Fresno State College, which will then issue an evaluated transcript to the college in which you are enrolling.

This service would be unusual in any state institution, and the willingness of the California state college presidents to participate in such a plan is encouraging evidence of the friendship which thinking people bear toward Americans of Japanese ancestry, --even in California.

Arthur L. Harris
Arthur L. Harris
Director of Education

ALH:m

(3853)

August 26, 1943

Mr. Frank W. Thomas, President,
Fresno State College,
Fresno, California.

Dear Dr. Thomas:

It was a great pleasure to see you again personally this week. To give you an opportunity to consider fully the matters which we discussed orally, I am putting my suggestions in writing.

Among our Japanese American citizens at Poston, there is small group assisting in the schools, who completed two years of Junior College work at one of the California junior colleges and were transferred to relocation centers before transferring credits earned to any senior college. A number of these youngsters are now interested in teaching, and have enrolled for the professional courses which have been offered under the

(3853)

supervision of the United States Indian Service during the summers of 1942-43 and also for evening and Saturday work during the school year of 1942-43.

Ordinarily we would assume that if these students wished at some future date to pursue their studies to the completion of a bachelor degree, it would be time enough when they re-enrolled to arrange for a transfer of credits from the junior college, and from the Indian Service records. Under the present uncertainties, however, it would be most helpful to these students if they could arrange for their enrollment for future work at Fresno, San Jose, or other state college, and accomplish the transfer of credits to your records, at this time.

Under present policies of the War Relocation Authority, any of these students may be re-located in the mid-west or east, and temporarily lost contact with the Indian Service or the lower colleges. If their credits were at one place, there would be much less likelihood of losing track of them. I realize that you would have to accept any such transfer subject to the scholastic record which these students may make in residence at some later date. I hope you can arrange to do this for them, and that other California colleges will do the same.

Sincerely,

/s/ Willard W. Beatty

(3854)

October 16, 1943

Mr. Arthur L. Harris,
Director of Education,
Colorado River War Relocation Project,
Poston, Arizona.

Dear Art,

I am enclosing a copy of a communication which I have today received from President F. W. Thomas of Fresno State College in California, with regard to the enrollment of Junior College graduates from Poston who may be interested in transferring their Junior College credits and the credits earned in summer school or adult education courses at Poston to some senior college with a view to proceeding with their further education in one of the California colleges at the conclusion of the war. I think that Dr. Thomas has demonstrated a very practical friendship for our Japanese-American citizens.

Cordially yours,

/s/ Willard W. Beatty

(3854)

October 21, 1943

Bulletin to All Appointed Personnel

State Teachers Certification Agencies usually require minimum periods of teaching service during each certification renewal period. It has been brought to my attention that there is a rumor to the effect that some state agencies and some teachers placement agencies are not recognizing the service of appointed teachers in the Poston Schools for meeting their service requirements. Correspondence which this office has had with the California Teachers Placement Office, with the Certification Committee of the State Department of Education in California, and with the State Department of Education in Arizona, indicates that there is no basis for this rumor so far as these two states are concerned. If any teacher hears any further repetition of the rumor, or had definite evidence that it has any basis in fact, I shall appreciate it if you will notify me at once. May I request that you follow the same procedure in the case of any rumor which may affect the status of the Poston Schools or of the personnel employed therein.

Arthur L. Harris
Arthur L. Harris
Director of Education

ALH:m

(3852)

October 21, 1943

Bulletin to Appointed Personnel

State Teachers Certification Agencies usually require minimum periods of teaching service during each certification renewal period. It has been brought to my attention that there is a rumor to the effect that some state agencies and some teachers placement agencies are not recognizing the service of appointed teachers in the Poston Schools for meeting their service requirements. Correspondence which this office has had with the California Teachers Placement Office, with the Certification Committee of the State Department of Education in California, and with the State Department of Education in Arizona, indicates that there is no basis for this rumor so far as these two states are concerned. If any teacher hears any further repetition of the rumor or has definite evidence that it has any basis in fact, I shall appreciate it if you will notify me at once. May I request that you follow the same procedure in the case of any rumor which may affect the status of the Poston Schools or of the personnel employed therein.

Arthur L. Harris
Arthur L. Harris
Director of Education

ALH:m

(3852)

November 6, 1943

BULLETIN TO ALL TEACHERS:

Following is a statement on Teacher Certification regulations for the state of Arizona which I secured from the Assistant Superintendent of Schools during my recent visit to the state capital building at Phoenix. All Poston teachers who hold Arizona certificate which expired on or before June 30, 1942 should make application for renewal since our teachers' salary are from federal funds and since all of our appointed personnel hold teaching certificate from one or more states, the opinion of the Attorney general relative to the employment of teachers before they have been certificated should not be interpreted in such a way as to place the status of poston teachers in question. It is quite likely that special emergency certificates will be issued to all Poston teachers. This is the procedure which was followed at the Gila Relocation Center and explains the necessity for each staff member, evacuee and appointed to secure a official transcript of record of college training. A record of high school credits earned would also be a value since a limited number of high school credits is applicable to the requirements for teacher certification. Definite plans for the certification program will be taken up with Dr. Garretson during his visit to Poston next week.

Arthur L. Harris
Arthur L. Harris
Director of Education

COPY

The State Board of Education at its meeting on February 5 adopted regulations which it hoped would relieve the teacher shortage for 1943-44. The Board did not lower the requirements for regular teaching certificates. I should like to submit to you the actions of the Board to meet emergency conditions.

1. The State Board of Education voted to reinstate all Arizona certificates which had expired on or before June 30, 1942. The reinstatement is good only for the year 1943-44 and is not renewable. The reinstated certificate will entitle the holder to teach in the field for which the certificate was originally issued.

2. The Committee on Certification may authorize the granting of an emergency permit to be issued to holders of Bachelors Degrees who have had a minimum of fifteen hours of teacher training. Individuals desiring one of these permits must submit credentials and take the Oath of Allegiance and the Constitutional examinations before such a permit can be issued. These permits are good only for the school year and are not renewable. The Committee may grant either a permit on the elementary or the secondary level, depending upon the applicant's qualifications.

3. The Committee on Certification may also authorize the granting of a special permit in the fields of Industrial Arts, Shop,

Music, and other special fields when it is impossible to obtain a properly certified teacher. This permit is issued on an application, signed by the administrative head of the school, in which he will submit the name of the individual to be employed, his qualifications, education, training and experience, and the reasons for desiring to employ him. The applicant must take the Oath of Allegiance and the Constitutional examinations. The permit, if granted, will be good only for the year in which it is issued and is not renewable. This is true under the present law; however, if and when House Bill 22 becomes a law, examinations will no longer be required. We shall be permitted to issue temporary certificates, and the applicant may fulfill constitutional requirements by correspondence from or in residence at one of our state Institutions.

The State Board of Education was very careful in the modification of its rules and regulations to protect the regularly certified teacher and at the same time keep schools open, as well as relieve the teacher shortage, insofar as this is possible, during the war emergency. The State Board, as well as this Department, realizes that you often have very unusual problems and are compelled to do things that you would not normally do in keeping teachers in the classroom. Even in the face of these abnormal conditions, there are certain requirements and restrictions which must be met; for example, the taking of the Oath of Allegiance and the examinations in Federal and State Constitutions. These are legislative requirements which cannot be modified by the State Board, this Department, or anyone else except the Legislature.

The following is a copy of an opinion of the Attorney General relative to the employment of teachers before they have been certified:

"It is my opinion that this procedure is unlawful, for the reason that Paragraph 1041 of the Revised Code of 1928 contemplates that a teacher's certificate should be recorded with the County School Superintendent prior to the teacher's taking charge of the school. Furthermore, by the provisions of Paragraph 1043, it would be illegal to issue any warrant in payment of any salary to a teacher who did not have a certificate in force for the full time for which payment was made, and the fact that the certificate might be dated back when issued does not comply with the statute, and is, in my opinion, an unlawful act." (The sections referred to above have not been changed in the Arizona Code Annotated, 1939, and are as follow: 54-1001 and 54-1005.)

From the above opinion, you, of course, cannot employ a teacher until he has a certificate. No teacher should be permitted to enter the classroom as such until a certificate or permit has been obtained.

This Department would be indeed grateful if you would carefully check each and every applicant to see that the above requirements

have been met. We have tried in every instance during the emergency to cooperate to the fullest extent with you in solving your teacher needs. All of us have the mutual aim of providing competent teachers and keeping open our schools insofar as this is possible. Your cooperation in the selection of only legally certified teachers for your school system will be appreciated. We must all work together during this emergency in order to insure to the youth of our state the best possible educational opportunities.

Yours very truly,

/s/ E. D. Ring
Superintendent
of Public Instructions

November 6, 1943

BULLETIN TO ALL TEACHERS:

Following is the section of the Arizona School Laws on the display of the United States flag and patriotic exercises:

54-808. United States flag on school building---Patriotic exercise.---The school authorities of every public school shall purchase a United States flag, flagstaff, and appurtenances, and display such flag upon or near the public school building during school hours, and at such other times as they direct. The state superintendent of public instruction shall prepare for use in the public schools a program, providing for a salute to the flag and other patriotic exercises, as meet the requirements of the different grades. He shall also make special provisions for the observance in the public schools of Lincoln's birthday, Washington's birthday, Memorial day, and Flag day, and other legal holidays of like character. (Laws 1912, ch. 77 P. 117, 118, p. 354; R.S. 1913, P. 2843, 2844; cons. & rev., R. C. 1928, P. 1066.)

Provisions have been made for a flag pole in each of the new school plants. Although they have not yet been installed, a sufficient number of small flags was purchased ~~last~~ year to provide a flag for each classroom. Special exercises such as observance of the raising of the flag and the salute to the flag should be agreed upon and understood by all members of the staff and the student body in each school. An effort should be made to make such exercises meaningful to those who participate in them and not merely a show to convince occasional visitors and on-lookers of the patriotism of the participants. In the near future, I shall ask each principal to submit a statement describing the program of the flag observances agreed upon within his school.

Arthur L. Harris
Arthur L. Harris
Director of Education

(3905)

December 10, 1943

Bulletin to all Education Personnel:

Within the past few days, a tide of criticism has been directed toward the War Relocation Authority as a result of a relocation appeal sent out by a relocation director in the State of Ohio. The incident serves to emphasize the responsibilities which each of us carry for weighing carefully all correspondence which we may have with individual agencies or business concerns on the outside. The best of intentions might lead us into a course of action which would have an unfortunate and regrettable effect upon the welfare of the residents of all relocation centers. In order to protect the individual and the project, it seems wise at this time to issue a statement of policy on correspondence involving the education section.

As a matter of policy all correspondence between members of the education section and other agencies, both within and outside of Poston, which is of an official or semi-official nature, should have the approval of the unit principal. This is particularly important where such correspondence is carried on under the government franking privilege. Those who carry on correspondence without approval must accept the total responsibility for consequences which might follow. As a point of information, it should be added that any government franked envelope on which the return address has been altered to refer to a particular individual, will be returned to the sender for postage.

I am sure that this policy will in no way handicap any individual in carrying on correspondence vital to his or her work in the Poston Schools.

Arthur L. Harris

Arthur L. Harris
Director of Education

(4035)

December 15, 1943

TO ALL APPOINTED PERSONNEL:

The following WRA regulation governing leaves of absence during the Christmas holiday season has just been received from Dillon S. Myer, Director of War Relocation Authority. It will be necessary for all those who requested leaves of absence between December 17 and January 10 to attach to their leave blanks, a statement explaining the nature of the emergency which makes travel necessary or a statement that public carriers will not be used as a means of transportation. Where travel will be limited to the Santa Fe Railroad line between Phoenix and Los Angeles, a statement to the effect that the Santa Fe Agency has notified you that there will be no limitation of travel on this line may be sufficient to secure approval of the leave.

Arthur L. Harris
Arthur L. Harris
Director of Education

"In order to keep the rails free as possible for heavy military and civilian transportation, the Office of Defense Transportation has requested that we cooperate in the program to hold down the rise in travel that normally occurs during the Christmas and New Year holidays.

"It will, therefore, be the policy of the War Relocation Authority not to grant leave for the period December 17 through January 10, where travel would be involved, except in cases of extreme emergency.

"This sacrifice that some of you will be making by not going home during the Christmas season will be an important contribution to the war effort. Unless civilian passenger travel is restricted, there will be interference with the movement of military traffic on the railroads and intercity bus lines.

"Employees also should bear in mind that their contribution to ease the travel load will be nullified if they have relatives and friends from other cities spend the holidays with them."

/s/ D. S. Myer
Director

DEPARTMENT OF EDUCATION

Feb. 3, 1944

To Teachers:

5000 "Check List of HAZARDS" compiled by the Joint Red Cross Acc. Prev. Comm. will be distributed to residents thru the combined Poston Schools in collaboration with the national distribution of "Common Hazard Check List" forms by American Red Cross Hdqrs.

All students will be requested to take these home and carefully go over each item with parents, before checking. Schools will be responsible for returning completed Check-Lists to the local Red Cross where these will serve as reference for research.

Arthur L. Harris

(4157)

DEPARTMENT OF EDUCATION

Feb. 3, 1944

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Arthur L. Harris.

(4157)

November 23, 1944

TO ALL EDUCATION STAFF MEMBERS:

The bulletin on prevention and treatment of the common cold reproduced below has been prepared by Miss Rood with the approval of Dr. O'Connell. It is suggested that students should be informed of the contents of the bulletin and requested to follow the procedures outlined in an effort to keep cold infection and absence from school at a minimum during the winter months.

Arthur L. Harris

Arthur L. Harris
Supt. of Education

Health Protection & Disease Prevention Bulletin

Medical Dept., Boston General Hospital

With cold weather approaching, and considering the acute shortage of medical service, it seems advisable to issue a bulletin of instructions to appointed personnel, so that as much as possible may be done by each individual and family to prevent common infections and to check early any cold disorders as they arise.

Prevention of Spread of Cold Infections

Persons with colds and coughs should not mingle with others.

Well people should take precautions not to have unnecessary contacts with persons who have colds.

Coughs should be closely covered. This is especially important in the vicinity of food, in the grocery store and in the mess hall.

Every effort should be made to eliminate and destroy flies in the mess hall, since flies are known to carry various disease organisms both inside and outside their bodies. (An electrical sprayer is available through the sanitation department to responsible persons who volunteer to spray the mess hall as needed.)

Prompt Home Care of Colds

Organisms responsible for common colds are usually located in the upper respiratory tract, especially in the throat. Prompt care in the early stage will often shorten the period and severity of a cold.

Following are suggestions for safe and effective home treatments:

1. Swab the throat once daily with Iugol's solution of Iodine, using wooden applicator wound with cotton.

April 12, 1945

To: Dr. Carey for School Administrators & Teachers
in Camps I, II, & III

From: Elma Rood, Supervisor
Public Health Nursing

SUBJECT: SURVEY OF PHYSICALLY HANDICAPPED PERSONS

In an official communication from the War Relocation Authority in Washington, D. C., a request is made that we turn in immediately the names of all persons, blind, deaf or otherwise physically handicapped with information as to age, sex, type of handicap, and any specialized training which the person may have had previous to evacuation.

The public health department will especially appreciate the assistance of teachers in supplementing the block managers' efforts, since this information will undoubtedly result in further rehabilitation of the handicapped persons.

A comprehensive list will be compiled and submitted to Washington in the very near future. A preliminary report is due here on Friday, April 16th which necessitates very prompt action.

Thanking you, I am,

Yours very sincerely,

Elma Rood
Elma Rood, Supervisor
Public Health Nursing

Approved:

A. Pressman
A. Pressman, MD
Director of Health & Sanitation

MEMO TO: Elementary Teachers

FROM: Retha E. Breeze

DATE: June 4, 1945

SUBJECT: ~~Suggested~~ Work Programs (summer) for Elementary Teachers

It may be necessary to make some shifts on account of getting all the necessary work done, but in so far as is possible, I should like to offer to you the following options with reference to your summer work assignments:

1. Spend full time doing remedial work handling groups both a.m. and p.m. if necessary; keeping notes on progress of pupils; techniques used and submitting a final report on achievement; this should provide opportunity to those interested in research and experimental teaching and in the evaluation of same.

2. Spend mornings doing remedial work; spend afternoons working on records; assembling, sorting, and listing text books; on checking equipment and preparing inventories, etc.; packing books or other such work as will need to be done during the summer.

3. Spend mornings doing remedial work; spend remainder of time carrying on some activity under Miss Green's supervision. Teachers choosing this assignment will handle approximately half as many students as those choosing 1.

4. ~~Spend~~ ^{spend} mornings doing remedial work; spend remainder of time writing up detailed accounts of units completed during the past year; or a detailed account of your experiences in Poston (e.g. Poston in Retrospect) as Dr. Ade suggested on his recent visit.

When you have chosen the program that appeals most to you, please report to me.

So far as I now know, you may use your own classroom or any other of your choice as your "home base" workshop this summer. When the intense heat begins, we shall try to arrange for space in some air conditioned room for afternoon work.

My first choice is number 1

My second choice is number 2

Signed Mrs. Girdler