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## COLORADO RIVER WAR RELOCATION PROJECT

Poston, Arizona  
July 14, 1942

### TO PROSPECTIVE TEACHERS:

#### Poston

The Colorado River War Relocation Center is located about seventeen miles south of Parker, Arizona, on the Colorado Indian Reservation. The larger center is divided into three units located approximately three miles apart. When fully organized the three communities will accommodate 10,000, 5,000, and 5,000 persons respectively. The evacuees are housed in barracks divided into four rooms 20 feet by 25 feet each.

The nearest outside settlement is Parker, Arizona with a population of approximately 800.

At the present writing the Poston area is definitely raw. The land has been cleared of all vegetation--mostly mesquite. Water for irrigation purposes is being supplied through ditches. In addition to the camp area, it is expected that some 30,000 acres will be developed in the raising of vegetables and staple crops. While these camps are very dusty now, it will not be long before the grounds will be covered with grass and shrubs. This is a pioneering community indeed.

#### Teaching Staff

The staff of the Poston schools will be recruited both from the evacuee group and from the outside. While few of the local teachers with college degrees have had professional training, this deficiency is being corrected in a special teacher-training program organized especially for them. As matters stand now, it appears that of a staff of approximately 150 some 75 will be recruited from the evacuee group and the remainder (75) from the outside.

#### Teachers' Quarters

Present plans call for the immediate construction of quarters for teachers. These will consist of rooms that may be occupied by either married couples or two single persons. These rooms will be completely furnished with the exception of linen and bedding. \$7.00 to \$10.00 will be deducted from the monthly warrant for the use of government quarters. The cost of meals will be approximately \$1.10 per person per day. Meals will be furnished at a teachers' club house.

#### Salary Schedule

Elementary teachers: \$1620.00 High School teachers: \$1800.00



## Teaching Requirements

In line with the policy of the Indian Service the prospective teacher must be a college graduate and must have completed 18 hours in professional study, including work in educational theory, psychology, and related subjects. In addition to the above, the applicant must also have had two years of successful paid teaching experience.

## Curriculum

Since approximately 99 percent of the young people in this community are American citizens, it is assumed that, within the limits of our resources, the central emphasis of the program will be that of helping them to live rich, full lives in a democratic society. This means too, that we are assuming that these people will return to the main stream of American life following this war. A special consideration in this connection is that the work of our Poston Schools should be such that pupils may transfer to other communities with a minimum of difficulty.

These evacuees are living under very unusual circumstances. Poston is a pioneering community: home life is changed; a new community is in process of development; new industries are being organized; new schools are being created. The people are deeply concerned over post-war rehabilitation. It is expected that the curriculum of our Poston schools will be developed so as to help these young people, and their parents, to make the best adjustments both now and after the war. It seems to be the general desire of the educational leaders of both the Indian Service and the War Relocation Authority that the Poston Schools should develop as "Community Schools."

## Opening of Schools

It has been a tremendous undertaking to get this new community to functioning. Much ground-work must still be done before these people will have been provided with the basic necessities of life. Because of these other demands the construction of school buildings and quarters for teachers has not gone forward so rapidly as the passing of summer. Accordingly, it will not be possible to open schools until about October 1. Since teachers' quarters are to be built first, it will be necessary to conduct classes for a time in recreation halls, mess halls, and other available rooms.

According to present plans, it is likely that an orientation conference of our new teachers will be held in Los Angeles the last week in September. Should this eventuate, salaries would start on the first day of this conference; otherwise, they could not begin until the teacher arrives at Poston.

If, in the light of this brief statement, you are desirous of teaching here, will you please fill out the form at the bottom of this letter and mail same at once.



Should you come to Poston, you would have the opportunity of sharing in the creation of a truly indigenous educational program.

Miles E. Cary

Miles E. Cary  
Director of Education

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Please Detach

Date \_\_\_\_\_

Mr. Miles E. Cary  
Director of Education  
Poston, Arizona

Dear Sir:

Having read your circular letter describing the educational situation at Poston, Arizona, it is my desire to teach there. Please take the following into account in considering my application:

I. My Choice of Teaching Field or Grade:

1st Choice \_\_\_\_\_

2nd Choice \_\_\_\_\_

II. Number of Persons in Immediate Family for whom Quarters must Be Provided:

Husband \_\_\_\_\_ Wife \_\_\_\_\_ Number and ages of Children \_\_\_\_\_

Should the Los Angeles conference materialize, I would expect to attend.

Very truly yours,

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Dear

If you are looking forward to teaching in the Poston Schools, you are obligated to attend the six week Teacher Training Summer School which begins on Monday, August 3.

Registration for Summer School will take place on Thursday, July 30:

Camp 1 prospective teachers will register with Miss Mine Yamamoto in the Administration Building, Camp 1, 8 - 12 a.m. and 1 - 5 p.m.

Camp 2 prospective teachers will register with Miss Helen Kazato at the Employment Office, Recreation Hall 210, Camp 2 between 8 - 12 a.m. and 1 - 5 p.m.

Watch for notice announcing plans for transportation to and from the summer session.

(Signed) Homer H. Howard

HHH:my



COLORADO RIVER WAR RELOCATION PROJECT  
Poston, Arizona  
Summer 1943

Dear Sir:

has given your name as a reference in connection with her application for a teaching position in the Poston schools. This is an unusual situation. The children are working in conditions of tension and conflict. Living quarters are rather cramped and are meagerly furnished. It is difficult for teachers to get away from the project. Because of having to live closely together, it is urgent that teachers be friendly and adjustable. Both out of fairness to the applicant and to these children, it seems wise to investigate his/her qualifications as carefully as possible before making a decision. Accordingly, will you please give me your frank reactions to the questions listed below? Your assistance in this process will be greatly appreciated.

Yours truly,

*Miles E. Cary*

Miles E. Cary  
Director of Education

1. Does the applicant adjust himself/herself easily in new situations?
2. Is he/she friendly and tolerant in his relations with others?
3. Is he/she able to adjust his teaching procedures to meet new problems and situations?
4. Is he/she intelligent and patient in dealing with children who are maladjusted?
5. Does he/she manifest an intelligent interest in the present world conflict?
6. Is he/she open-minded and growing as a teacher and citizen?



7. Do you recommend this applicant as a teacher in a  
Japanese relocation center?

Yes \_\_\_\_\_ No \_\_\_\_\_ Yes, with qualifications \_\_\_\_\_

8. Remarks:

Signed \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_



WAR RELOCATION AUTHORITY  
Colorado River War Relocation Project  
Poston, Arizona  
(Near Parker)

December 15, 1942

*Teacher forms  
for staff*

Dear Applicant:

The following is a survey of the situation at Poston. Before you can reach a decision you will no doubt need some information regarding conditions here:

1. Poston is a community of approximately 19,000 persons including evacuees and some 500 Caucasian employees.
2. People in this community live in barracks. Caucasian employees generally live two in a room, the dimensions of which are approximately 8' x 16'. Rooms are equiped with beds and bedding, a dresser, an easy chair, a straight-backed chair, a small writing table, a lamp stand, and wastebasket. Newcomers should bring personal belongings, a flashlight, and warm clothing.
3. During the winter months late evenings are cool and mornings are quite chilly. But the afternoons are delightful. Fall and Spring are mild; summers are hot.
4. The enrollment of our four schools is about 5,000. Our staff consists roughly of 200 teachers, half of whom are Caucasians and half evacuees. Schools are being held in barracks. It is our aim to endeavor to help these people to maintain the faith in the democratic aspects of American Life. We are stressing intelligent adaptation in the present situation and planning for a return to the main stream of American life following the war.
5. We are working under a number of handicaps. There is a shortage of books and equipment. In respect to organization and curriculum, we are really starting from scratch; but our program is progressing steadily.
6. The requirements for teaching here are:
  - a. Graduation from college; that is, an A.B. or equivalent degree.
  - b. 18 hours of professional study.
  - c. At least one semester of practice teaching.
  - d. Passing of a civil service physical examination.
7. The beginning salary for elementary teachers is \$1620; for secondary teachers, \$1800. Our school year covers eleven months. Teachers will have 26 days of vacation in the course of a year.

In the light of the above would you be interested in a teaching position at Poston? Enclosed are two forms which you send to this address if you are.

Very sincerely,

*Miles E. Cary*

Dr. Miles E. Cary  
Director of Education

(1321)



UNITED STATES  
DEPARTMENT OF THE INTERIOR  
OFFICE OF INDIAN AFFAIRS  
Colorado River War Relocation Project  
Poston, Arizona

Dear Sir:

In our previous contacts with your office relative to the need of teachers at Poston, Arizona, we have been bound by a civil service ruling to the effect that, among other qualifications, the prospective teacher must have had 2 years of successful paid experience. According to a recent ruling it appears that we are now able to hire teachers who have had only 1 semester of practice teaching. It is presumed that this practice teaching was done in connection with a teacher-training program.

This then is a second call for teachers. Especially do we need teachers in grades 1 to 6. A candidate applying for a position here must satisfy the following requirements: (a) He must have a college degree, such as A.B. or B.S. (b) He must have completed 18 hours of professional study, including such courses as theory, educational psychology, methods, and alike. (c) He must have done one semester of practice-teaching.

We hope that our new teachers may arrive at Poston about September 25. There is to be an educational conference here between September 28 and October 2. School will start on October 5. In view of the fact that the time is short between now and the opening of school, we will appreciate your prompt consideration of our teacher needs at Poston.

Thanking you for the past favors, I am

Very sincerely yours

*Miles E. Cary*

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Miles E. Cary  
Director of Education

MEC:fn  
Enc.



COLORADO RIVER WAR RELOCATION PROJECT  
Poston, Arizona

Dear

I want you to know how pleased we are over the prospects of your working in our Poston schools. At this point you are no doubt wondering just what steps must be taken in order that you may receive an official appointment. Briefly the procedure is as follows:

1. On the day you report for duty you will fill out all necessary papers in connection with your appointment.
2. Upon reviewing your application for appointment we will offer you "temporary employment" as a \_\_\_\_\_ at a salary of \_\_\_\_\_ per annum. In this connection it is pointed out that this office is authorized to effect sixty-day temporary appointments only.
3. As soon as you report to duty we will recommend you for an indefinite war-service appointment through our department in Chicago. If this is approved, your employment would continue for the duration of the war and six months thereafter, unless sooner terminated.
4. In order to facilitate this action, it will be necessary for you to submit to a thorough medical examination. This examination may be conducted by any duly qualified practitioner of medicine at your own expense. We are enclosing Form 2413 for your use. This should be returned to us at once. We wish to point out that if this examination shows you to be physically fit, in all probability your indefinite appointment will be approved.

Very truly yours,

\_\_\_\_\_  
Miles E. Cary  
Director of Education

-----Please detach-----

Dr. Miles E. Cary  
Director of Education  
Colorado River War Relocation Project  
Poston, Arizona

Date \_\_\_\_\_

Dear Sir:

The conditions under which I may secure an official appointment as \_\_\_\_\_ annual salary \_\_\_\_\_ are satisfactory (unsatisfactory) to me. I expect (do not expect) to report to duty the latter part of September as directed by your office.

Very truly yours,

Signed \_\_\_\_\_

Address \_\_\_\_\_



Colorado River War Relocation Project  
Poston, Arizona

Dear Prospective Fellow Worker:

Some of those people coming to Poston have felt the need for guidance in choosing clothing and accessories which would be of most value in living at the center.

The following information may be helpful:

Teachers will be placed in temporary quarters until such time as teachers' dormitories can be constructed. Two people will share a room approximately seven by fifteen feet. Closet bags and extended hanging bars would compensate for lack of clothes closets.

Only the midsummer months are intensely hot. Clothing needs will vary from light clothing to standard fall styles. Shoes will continue to be a problem, because of deep dust in places, until road surfacing is completed. Shoes should be durable.

Both cleaning and laundry services are available at standard prices. There are also laundry facilities provided. Bath rooms are equipped with showers only.

The dryness of the climate calls for generous use of creams and lotions. There is limited beauty parlor service in Parker eighteen miles from the center, and plans are under way for a Japanese operated shop at the center. Common drug supplies can be secured at the Poston Cooperative Canteen.

The following furnishings have been ordered for each temporary room: two comfortable hospital cots, bedding and linens, one chest of drawers, with small mirror, one easy chair, one straight chair, one small table, a waste basket, and one floor lamp. It would be helpful to bring two double screw-in sockets, extension cords, and a 3-filament floor lamp 50 watt bulb. Because of freight problems it may be necessary to occupy a room supplied with cots and linens only, until the shipment of furniture is received.

You may be interested to know that the living costs at Poston are very low. Room rent is approximately \$7.50 per person per month in a double room. Excellent meals are served for an average of \$1.10 per day.

Very truly yours

*Miles E. Cary*

Miles E. Cary  
Director of Education

P.S.

The September Conference originally scheduled to meet at Los Angeles will be held at Poston, beginning September 28. New teachers should plan to arrive at Poston about September 26. It is exceedingly important that you advise us ahead of time as to the approximate day and hours of arrival at Parker. You should consult the Santa Fe time table for the train schedules at Parker. If for any reason you are not met in Parker, phone to Poston and leave word where you may be reached. I would suggest that you allow several days, particularly during weekends, for the delivery of telegrams to Parker, since there has been some delay in messages.

(652)

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file

CIVIL SERVICE MINIMUM QUALIFICATIONS  
Assistant High School Principal-Guidance

Education:

Must meet the educational requirements of the state board or department of education in the State in which the Center is located.

Graduation from an accredited college or university. Graduate work represented usually by the Master's degree or above preferably with specialization in educational psychology, evaluation and philosophy of education.

Experience:

Three years within the last five years of broad and successful experience in a school system or behavior clinic, with responsibility for administration and interpretation of individual and group tests, supervision of case studies, and organization and supervision of group guidance programs.

Attributes:

Lively and sympathetic understanding of the place of the educational program in the relocation center and its relation to the adjustments of evacuees not only in the Center but in their long-time welfare in the post-war period.

Duties:

1. Building up of personnel records of pupils including:
  - (a) Previous educational experience.
  - (b) Cumulative test records.
  - (c) Health history.
  - (d) Social information.
2. Assisting teachers in setting up criteria and techniques for evaluation of pupil growth in:
  - (a) Social and emotional adjustment.
  - (b) Attitudes and beliefs.
  - (c) Skills and understandings.
3. Organization of a group-guidance program in the secondary schools.
4. Cooperate in the in-service teacher-training program of both the elementary and secondary schools emphasizing methods of:
  - (a) Improving student-teacher relations.



- (b) Understanding and directing children's behavior.
- (c) Securing the fullest cooperation of parents.

5. Administration and Interpretation of standardized tests.
6. Individual counseling among pupils presenting special problems of adjustment.
7. Relating the guidance program of the school with the work of research specialists and project social workers.
8. *Serve as assistant, <sup>in matters of guidance</sup> to high school principals in camps 1, 2, and 3.*

*254 2 1942*



Poston, Arizona

September 9, 1942

Mr. John Collier  
Commissioner of Indian Affairs  
Department of Interior  
Washington, D. C.

Dear John:

I received this morning a copy of your letter to Wade Head concerning the adult education program. I am writing to you personally because your letter implies, if I read it aright, a confusion here which does not exist in fact, and because I feel sure you have not fully visualized the full consequences of the proposed action.

On the first point: Your suggested appointment of Cary as coordinator must be based on the belief that there is a lack of coordination in the adult program. This is not the case. The only difficulty has been in relieving Powell sufficiently from immediately urgent tasks to let him concentrate with Wilburn on formulating that portion of the adult program covered by the "great books" program. You have doubtless already received that program. In its various stages, it was discussed with many individuals and at the end with all the leading members of the staff in conference and with the Adult Education Committee and the Education Committee of the Council. Naturally there is some dissent, especially among technologists who think a purely technical education, devoid of philosophical or ethical insight, is adequate. I might add that steps are underway to crystallize the second large aspect of adult education--namely, courses and seminars in psychology, anthropology, sociology, economics, cooperatives, government, community organization, history, engineering, agriculture, mathematics, English, secretarial work. This combined program will meet the needs, so far as they can be met, for a program that combines vocational preparation, community work enterprises, and mature philosophical and ethical education in a way that will be unique.

Possibly your letter may express a fear that I have dominated the program. This is not the case. I have confined my activity to getting Powell and Wilburn together, and getting the program considered by the various groups. I think they have done a splendid job and one we will be proud of as time goes on.

I fear that your suggestion will cause confusion rather than coordination. For one thing, it will undermine Powell's prestige to the point



Mr. John Collier

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September 9, 1942

where I am sure he would not remain here. That would be a disastrous loss; I know of no one who remotely measure up to him in the field of adult education. He has extraordinary breadth and profundity. He will have the full time assistance of Walter Balderston, who is being sent here October 1st by the Friends Service Committee. Cary is admirable in the field of high school education and he more than has his hands full in organizing the schools and creating the school plant. I think Cary would be the first to deny that he has either the time or the background to take on the adult program. To force him to do it for a mere blue print "coordination" (which already exists to the full extent required by any valid concept of creative freedom) would be to sacrifice rich substance for sheer formalism.

This substitution, I feel sure you will agree on reflection, would have a very serious effect on the morales of the entire staff here. It would fill everyone from the Director down with apprehension for unpredictable, drastic, and unrealistic shifts of responsibility. In fact, it would be a shattering blow to the sense of initiative and creative enthusiasm that uniquely pervades this staff. I cannot believe that these considerations entered adequately or realistically into your own thinking or that of anyone who may have advised you on the matter.

I think it would be an act of wisdom at least to postpone, if not withdraw, your suggestion and come out here in the course of the next couple of weeks and discuss the entire adult program and its administration. Before your letter came we were taking steps toward a further coordination via organized and systematic participation--namely, a committee headed by Miss Findley and including Powell, Leighton, Sharp (Agriculture) Cary, an engineer, and myself to elaborate all the intensive and technical and vocational seminars and courses we can find the men and money to operate.

I hope you will not postpone the urgently needed action on Wilburn's report which was mailed to you a week ago at Chicago. I gather that Reed Cary is apprehensive about keeping up the interest of the Carnegie Foundation.

Sincerely yours,

Ward Shepard

WS:my



UNITED STATES  
DEPARTMENT OF THE INTERIOR  
WAR RELOCATION AUTHORITY  
Washington

TO ALL PROJECT DIRECTORS:

Attn: Chief, Community Management  
Superintendent of Education

Some Center schools seem to be having difficulty in clearing general and individual teacher property records. We are outlining below some general suggestions which have been discussed with the Property Officials and which are in keeping with the general property regulations.

SOME SUGGESTED SCHOOL PROPERTY CONTROLS

In closing the center schools, specific attention should be given to the disposition of all unused school supplies and the return of all major and minor equipment charged to the schools to the Property Control and Warehouse Unit.

School officials and teachers who may have accepted property should determine what property is now charged to them. They should in advance of time of school closing check their own inventories against their obligations.

As rapidly as feasible after school closes, school property should be removed from all classrooms except those to be used for nursery, adult, record, and report compilations, and other activities outlined in the closing procedure plan.

School officials and the property officers should cooperate to develop an operating plan that will facilitate the inventory, recording, and checking in all property assigned to the schools and in clearing the records of each teacher or school official to whom property has been charged. In preparing these plans, consideration should be given to the following suggestions:

1) Teacher Lists. Equipment assigned to a teacher by the principal should be inventoried and checked against the assignment record. This equipment should be turned over to the principal or his designated agent either in the room or at a central point as shall be determined in each case. If the principal accepts this equipment in a room, he should either remove items immediately to a central school storage or take over the room, lock it, and retain the key. Losses should be noted and explained as per handbook instructions. Teachers should be provided partial or complete clearance slip, as conditions warrant, for presentation to proper project officials.



2) Supplies, Expendable. While such supplies may not be charged to the teacher, balances will be returned and accounted for. Such materials should be inventoried, assembled, and stored by types. Records should show amounts of new and used materials.

3) Textbooks. Teachers should collect, assemble by types and titles, and label each stack. Under direction of the principal, all textbooks should then be assembled --- sorted into three groups: new, used-fair condition, and used-poor condition ready for discard. Records should be prepared showing number, title, etc. of first two groups. If boxed, each box or case should be labeled to show contents.

4) Library Books. Library books should be treated as in other property belonging to the WRA. If a book has been recorded as Government property it should be so considered regardless of the source or method of procurement. If there are books on the center which are not government property, they should be disposed of in the manner designated or preferred by the owners.

5. Fixed Equipment. Certain items such as window shades, light fixtures, etc. may have been accepted by and assigned to the schools. However, certain fixed items such as window shades may have been or should be charged to building values. Records on these items should be checked to determine which property is assigned to the schools. Such equipment should not be removed from the building unless so directed by the Supply Officer. If charged as other than fixtures, steps should be taken to get clearance.

6) The principal or school official responsible to the property officer for property assigned to his unit should arrange to assemble property collected from teachers or others, and to check it in to the property officer. It may be desirable to turn over to the property officer certain buildings for storage of property. When he has accepted the property, the responsibility of the school official shall end for all property that has been so cleared.

7) General procedure to be followed in the return of equipment and supplies to the Project Warehouse can be found in Section 20.4 of the WRA Handbook.

Sincerely,

JOHN H. PROVINSE  
Chief, Community Management



TO: Educational Staff:

Even though holidays for government employees are suspended for the duration, it may be advisable to have short vacations in the Poston schools. During such vacations teachers could be permitted to take annual leave if they chose to do so. Otherwise they would be technically "on duty" in Poston planning work, working on curriculum, etc.

The school year consists of 180 days. If no vacations or holidays are observed, school would close June 11. If short vacations are desired, the number of days used for such would extend the closing date of school on farther into June as many days as are used.

The following calendars are suggested:

(1). No holidays or vacations until June 11 when school would close for the summer vacation..

(2). A two-day vacation at Thanksgiving and a three-day vacation at Christmas (Dec. 23-24-25) which would extend the closing date of school until June 18.

(3). No vacation at Thanksgiving and a five-day vacation at Christmas which also would extend the closing date of school until June 18.

(4). Dismissing school on Thanksgiving day and also on Christmas day, making up these days on Saturdays thus permitting school to close on June 11.

(5). Dismissing school on Christmas day, but not on Thanksgiving day, making up this day one Saturday thus permitting school to close on June 10.

(6). A two-day vacation at Thanksgiving and a five-day vacation at Christmas (Dec. 21-25 inclusive) which would extend the closing date of school through Tuesday, June 22, unless some of these days were made up on Saturdays.

Kindly indicate below by number which of the above calendars you prefer:

1st choice \_\_\_\_\_ 2nd choice \_\_\_\_\_



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Teachers Jr. & Sr. High--Camp I

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1. Backus, Miss Edythe	9th Core
2. Burrell, Mrs. Grace	12th Core
3. Caldwell, Miss Elsie	8th grade
4. Cushman, Miss Frances	Guidance Director
5. Damon, Miss Kay	8th
6. De Silva, Mr. Elmer	P. E.
7. Embree, Miss Catherine	9th Core
8. Felsted, Mrs. Edith	11th Core
9. Franchi, Mr. Ray	11th Core
10. Garret, Miss Nanna	10th Core
11. Harris, Dr. Arthur L.	Principal of H. S.
12. Hege, Miss Myrtle	9th Core
13. Jernigan, Miss Eva	8th
14. Lawton, Miss Louisa	Arts & Crafts
15. Manley, Mrs. Lucile	10th Core
16. Manning, Miss Ethel	12th Core
17. Miller, Mrs. Lutie	7th grade
18. Moran, Mrs. Reba	8th Grade
19. Nelson, Mrs. Grant	Com. Dept. head
20. Nelson, Mr. Grant	Science Dept. head
21. Patten, Miss Lora	10th Grade Core
22. Peavey, Mr. George	12th Core & Eng. Dept. head



23. Peterson, Miss Florence	11th Core
24. Sheckler, Miss Katherine	7th grade
25. Sosnowski, Mrs. Josephine	7th Grade
26. Sosnowski, Mr. Michael	Music Dept. Head
27. Vaniman, Mr. Roscoe	Ind. Arts Dept. head
28. Wood, Miss Naomi	8th grade
29. Balderston, Mrs. M. (Substitute)	Arts & Crafts

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1. Hara, Benji	Math
2. Hirata, Helen	Commercial & Latin
3. Igauye, Hatsuye	Comm.
4. Imoto, Sunao	11th Core
5. Kail, Serah	Comm.
6. Kamimoto, Michael	Auto Shop
7. Kimoto, Toshio	Wood Shop
8. Kita, George	P. E.
9. Koga, May	Home Making
10. Koike, Roy	Physical Education
11. Kobayashi, Mary	P. E.
12. Kunitani, Anne	12th Core
13. Kushida, George S.	Spanish 1 & 2
14. Maeda, Marvel	12th Core
15. Mikami, Tee	P. E.
16. Mohri, Eunice	9th Core
17. Morita, Shizue	Comm.



18. Murata, Mary	7th grade
19. Nakamura, Kazuko	8th grade
20. Nitta, Hitoshi	Agr.
21. Ochiai, Tadashi	Science--general Physics, Biology
22. Ogata, Misue	7th grade
23. Ochi, George	Bkkgg. & radio
24. Sanematsu, Ben	Math
25. Sanematsu, Toshiko	H. M.
26. Shimbo, Kaz	Auto Shop
27. Takemoto, Bob	Wood shop
28. Shiomichi, Joe	Science
29. Tanimoto, Taffee	Math
30. Yamamoto, Kenneth	10th Core
31. Yamashita, Kanshi	P. E.
32. Yano, Mary	7th grade
33. Yoshida, Mitsuo	12th Core Ass't.
34. Shoji, Hatsuye	Music
35. Shoji, Kobe	Science