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COMMUNITY ACTIVITIES DIVISION

Administrative Circular No. 1

Subject: Structure and Operation of the Division

1. Place in the Picture

The Community Services Division, under Nell Findley, consists of three major parallel operating departments: Health and Sanitation, which operates the hospital and health programs; Education, which operates the public schools program; and Community Welfare and Recreation; which includes two subdivisions: one in charge of Family Welfare, Public Assistance, and Housing; and one in charge of Community Activities.



2. Scope of the Division

Community Activities include three major fields of activity:

(a) Adult and Collegiate Education

This takes in all education beyond high school, and will include study seminars, forums, extension courses, English teaching, and teaching of trades and crafts. Vocational training is carried on jointly with the public schools. The English teaching is carried on by a staff of teachers under the chairmanship of Kenji Nakane, with Alice Cheney as staff counselor. College-level education is under Dr. Walter Balderston, with Reiko Ito as executive secretary, Robert Sakai as program adviser in the Social Sciences, Smoot Katow as adviser in the physical sciences, and with other program advisers to be appointed. Student Relocation matters are under the chairmanship of Dr. William Takahashi with Mrs. Thomas Masuda as the staff representative on the committee

Pre-school and kindergarten centers are also operated within this section of the Division, in partnership with the public schools. Miss Anne Peavy is program supervisor for the schools, with Hatsumi Yamada as executive representative from this Division.

(b) Organization and Services

This section includes all the self-governing and self-programming organizations such as the Churches, the Red Cross, YWCA, YMCA, Boy Scouts, Salvation Army, women's clubs, Parent-Teacher Associations, etc. It also includes boys and girls clubs and group-work, which overlaps with the adult organizational activities through Girl Reserves, Hi-Y, Junior Red Cross, Scouts, etc. The section also supervises service agencies such as the Sewing Centers, craft centers, and a planned Toy Loan Library; and shares with the Public Schools the responsibility for the Public Libraries.

(c) Cultural Arts and Recreation

This section in turn falls into three parts:

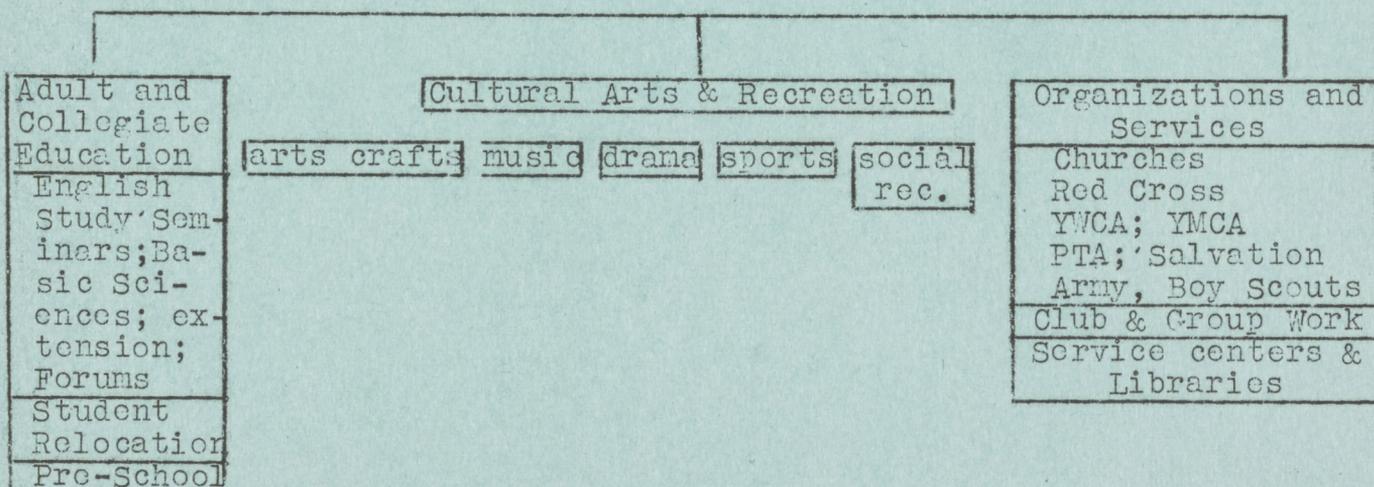
Arts and Crafts, including music and drama;

Outdoor Sports, major and minor, for both men and women;

Social Recreation (mostly indoor), which covers both participative games, dances, and events, and also Entertainment.

COMMUNITY ACTIVITIES

I | II | III



3. Organizational Structure

The complexities of the Divisional structure are caused by the fact that Poston is designated as a single Project, whose major Divisions operate as units throughout the Project; and yet is divided into three separate Centers, each of which operates as an integrated and autonomous community as far as possible.

Each of this Division's programs therefore must be supervised for all three Centers, while in each Center each of these programs is coordinated with the other activities of that community. At present, also; the programs must be operated in relation to three local Councils, and three local Administrators, while keeping one over-all control of procurement and personnel policies.

The solution of these difficulties is sought in the Division by the principle of representative self-government, with the headquarters staff serving as a resource office. In each Center, representatives of the chief program groups will choose a co-ordinating committee or council, under whose authority three executive functions will be carried on by three full-time workers designated to have charge of the clearance of personnel matters for all program groups, clearance of procurement matters, and clearance of program calendars and assignment of space and facilities.

For the Project as a whole, this local arrangement is paralleled by a representative Cabinet and a group of executive aides to the Director, as follows:

(a) The Cabinet

This is composed of nine representatives: one from each major program section, and among these some from each of the three Centers. Each member is a working member of his or her own department; but as a member of the Cabinet, stands in a general advisory relation to the Director and to the program units in all three Centers. The representative of music, for example, or of athletics or girls group-work, is a member of that department in Centers I, III, and II, respectively; knows what is going on in all three Centers; advises the Director on policies and specific actions; and is consulted by the Director in relation to general policy and plans. The whole Cabinet meets every week, in the three Centers in turn, and the co-ordinating chairmen or councilmen, as well as the Recreation Committee members of the local Community Council, are invited to meet with it in each Center.

At present, the members of the Cabinet are appointive. As soon as its function is understood and built in to the habit structure of the Division, its members should be elected periodically by the program working-groups of the three Centers. Increasingly, the Director will turn over to the Cabinet the making of policy for Community Activities as a whole, and will expect it to become the governing group.

6 Members now appointed, with their fields and Centers, are:

Adult Education	Kenji Nakane	I
Social Recreation	Maki Ichiyasu	I
Music	George Zaima	I
Girls Group-work	Fusako Kodani	II
Arts and Crafts	Gene Sugioka	II
Drama	Happy Okajima	II
Sports	Carl Taku	III
Boys Group-work	Shiro Shiraishi	III
Organizations and Services		

(b) The following are recognized as local coordinators, and arrangements between the Cabinet and Executive office and the local program groups are made through them:

I	Yoza Kobayashi
II	Jimmy Hirokawa
III	Susumi Takao

(c) Executive aides to the Director are:

Personnel:	Kazuhisa Nakachi
	Mitsuo Sanbonmatsu
Procurement and Finance:	Kazumi Nadaoka
Facilities:	Fred Ono
	Jiro Shimizu

Michio Kunitani, who has been executive aide to the Director, is to join Dr. Cary's staff in charge of part-time work placement of school students. In that capacity he will continue to work with the Division in all matters of school liaison and student personnel.

4. Relation to Community Councils

The Community Council is in each Center, and for the Project as a whole, the source of authority for the programs which the Division carries on. In each Center, the Cabinet representatives are expected to meet with, talk with, and work with the Recreation Committee of the local Council.

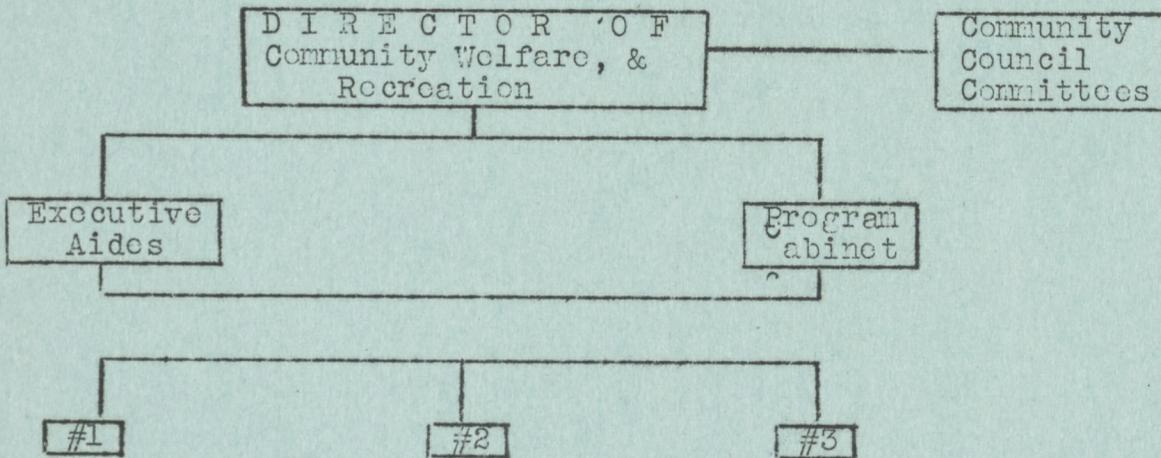
At the present time, two major policy decisions are being referred to the Council:

- (a) Priorities on the use of working personnel: where a choice must be made between recreational and productive use of manpower, or among different types of community activities, the final arbiter will be the Council.
- (b) Regulation of fees, admissions, and other charges made for recreational events; and, in general, the problem of self-support for recreation and other community activities within the Division's scope.

It is obviously imperative that the working Departments and especially the Cabinet enlist the Redreation Committees of the Council in close and continuous acquaintance with; and participation in, the development of both programs and policies.

The ultimate objective of the Division and the Director is to transfer the leadership and responsibility for the Division to self-governing representative bodies under the general community government, rather than appointive executives under the Project Administration.

5. Visualized in chart form, the flregoing description stands as follows:



October 19, 1942

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COMMUNITY ACTIVITIES DIVISION

Administrative Circular No. 2

Subject: Personnel and Procurement Procedures

While the separation of the Project into Centers demands a large degree of local autonomy in the building of personnel and the equipping of programs, the set-up of the Project as a whole requires that each Division administer its affairs from a single executive center.

The pressure of building staff and procuring such materials as were available led, during the past summer, to an emphasis on affirmative action rather than on careful planning or budgeting of workers or materials. With the beginning of the school and winter seasons, however, and the preparation for starting productive enterprises which will bring in outside money to the Project, the Division is faced with the necessity of clarifying and justifying its uses of workers and of materials.

A staff of executive aides has been appointed to assist the Director in surveying the present situation of the Division. Their duties will include consultation with the program staffs in all three Centers on matters of hiring, matters of procurement, and matters of finance.

Procurement:

In each Center, one person should be designated to handle all requisitions for program departments. Requests for office supplies, warehoused materials, and purchases of outside materials should go to him. Under the chairman or coordinator for the local Division, this worker will assist the program sections in budgeting the amounts actually needed.

Since all supplies are at present handled through the office in Center #1, the procurement head for the other two Centers will bring his requisitions and requests to the Director's office, where they should be submitted to Kazumi Nadaoka for approval.

Estimates of supplies, particularly of office supplies, needed for the next month should be supplied monthly by each section to the local procurement head, and by him to Mr. Nadaoka. This will make it possible to budget and order in advance, with less waste and also less disappointment.

Personnel:

In each Center, one person should be designated to handle requisitions for personnel, and to sign job referral cards for the local Division.

A monthly report on personnel changes should be submitted by each program group to the personnel head, and by him to Kazuhisa Nakachi in the Director's office.

As pressures for productive workers will increase with the opening of new and profitable enterprises, or with other changes such as the departure of essential workers for temporary harvest jobs outside the Project, it will be important for every program department to consider its personnel thoroughly in the light of the

following considerations:

1. Each paid job should be justified by its value to the community's pleasure, profit, or morale, in terms acceptable to people outside the section itself. This means essentially that every section will have to be prepared to justify to the Council its demands for full-time working personnel.
2. Every position for which a paid worker is used should be considered in the light of the question, "Would this same service be maintained if the position were volunteer?" This means essentially that every section will have to be prepared to justify full-time as against possible volunteer and after-work use of manpower.
3. In choosing among personnel to be retained in each program section, preference should be given to those whose training and experience makes them useful to the community at large in terms of the essential parts of the program. For example, a good artist who can teach others, or a versatile artist who can produce work that other programs need, is to be preferred to one who is merely using the department as a place in which to draw for his own improvement or pleasure. Similarly, drama and music departments should regard themselves as resource staffs for the development of dramatic or musical activities and interest throughout the community, rather than as closed stock-companies producing annual plays or concerts. This means essentially that preference will be given to teachers, directors, organizers, of skilled status rather than to participants or players as such.
4. In applying for new workers, care should be taken not to draw them from essential occupations. Other things being equal, preference should be given to workers whose release from other jobs will interfere the least with the efficiency of essential project operations.

Employment Procedure:

Hiring, in all Divisions of the Project, can be done only through the Employment Office, by the submitting of requisitions for workers, of "please interview" slips such as that attached, and the proper signing of job referral cards by authorized persons.

In this Division, the procedure will be as follows:

1. Requisitions for additional workers will be given to the Personnel man in each local Division by the departments wanting workers. The personnel man will keep a record of workers requested, and give the requisition to the Employment Manager.
2. "Please interview" slips will be filled out and signed by the personnel man in each Center on recommendation from the departments, and sent to the Employment Manager. The Employment Office may in turn send other qualified candidates for the desired position to be interviewed by the department in which the position exists.
3. Referral cards will be sent to the personnel man of the Division in each Center. He will sign the approved cards "John Powell" with his initials below.

4. In emergencies, such as the withdrawal of an important worker in the midst of preparation for a major event, the department concerned can issue immediate employment to a replacement worker, but such employment shall be for one week; and immediate notice of the emergency hiring shall be given to the personnel head, and through him to the Employment Office and to the Director, so that (a) time credit can be assured to the worker, and (b) permanent disposition can be made of the position by the end of one week.

The pressures in the face of which every department and every worker will have to justify its program or his own employment will not come from the Director. They will come from the community itself, when it feels that non-essential pursuits are taking or keeping workers from essential ones. The decision as to what is essential and what non-essential will be the community's, expressed through the Councils. The Director's request for careful objective justification of the use of man power is made in anticipation of these pressures, in order to put the whole program in the strongest position to justify its function in the community and its right to employ leaders and experts in the guidance of the activities which the community wants carried on.

The Division as a whole serves the community's needs and wishes, as the Director and his staff serve those of the Division. The final authority is in the people of Poston, not in the Administration. The function of the Administration is to see that the Division serves that authority efficiently. It is to this end that the structure set forth in Circular No. 1 has been developed; and it is for this reason that the policies on personnel and procurement here set forth will be strictly maintained.

John Powell
Director of Community
Welfare and Recreation

(926)

DIVISION OF
COMMUNITY WELFARE
AND RECREATION

Dr. John W. Powell -- Director

Employment Office # _____

Date: _____

Please interview _____ for
(Name)

position as _____ under _____

department.

If other applicants in your files are qualified for the above position please refer them to me within the next few days for an interview.

Signed _____

COMMUNITY ACTIVITIES DIVISION
Administrative Circular No. 3

Subject: Coordination with the Public Schools

Under the plans which are being worked out for Poston schools, the work of the pupils will be very highly integrated into the daily work and living of the Project community. The high school students in particular will divide their time between jobs and other creative activities within the Project, and related studies in their school classes.

In practice this means that the Community Activities leaders in the three Poston units are teachers. In almost every one of the activities program including arts and handicraft production, school pupils will be enrolled as productive workers and learners. The facilities of the Community are completely at the disposal of the schools, and the personnel and resources of the school in turn are made available to the Community.

In most of the larger activity fields, the school staff includes one supervisor and are highly competent. The Community Activities staffs in each field cooperate with the supervisor, and receive in return technical advice and some material aid.

1. Library: In each project unit there will be the community library, high school and elementary school book collection, possibly college and adult book collections and some technical collections in use in agricultural, engineering, and other departments of the Project. Within each unit the library should constitute a single group dividing themselves among the book collections for which regular library service is required; common catalogs should be kept including all books available in circulation and reference; and one librarian should be designated as chairman of the group. For the Project as a whole all librarians are under the supervision of Miss Manning, the librarian on Dr. Cary's staff. The librarians will remain on the Community Activities staff payroll, and the work of the librarians will be directed by Miss Manning. Procurement of books and supplies will be divided between Community Activities and the schools.

It is often asked whether the libraries are "under" education or recreation. As a whole they are under neither one or the other. In the Community Activities picture they belong with the other organizations and services whose programs are largely autonomous. In the school picture all the libraries together constitute a total resource open to teachers and students as well as to the public. The location of certain books, and the restriction of some books from circulation will be guided by the needs of the programs involved with school and college in general having the priority. All recommendations on procurement and personnel from the libraries will come to this office through Miss Manning.

2. Nursery Schools: As in the case of the libraries, the nursery schools in the three Projects will be maintained and staffed by the Community Activities Division but program direction will be given by Miss Peavy of the educational division. Procurement will be chiefly through Community Activities and all requests for personnel and materials should come to this office through Miss Peavy or Hatsumi Yamada, who is assigned from the division to be Miss Peavy's executive assistant.

3. Outdoor Sports: The physical education program of the schools is directed by Mr. DeSilva with the assistance of a few workers who took the teachers training course this summer. In addition, however, Mr. DeSilva will need the full cooperation of the men and women's athletic staff and the boys and girls groups and sports staff to assist in the physical education activity of the school group. In turn the Community Activities division believes it fair to call on Mr. DeSilva's professional training and experience to assist in an advisory capacity in the athletic program for the out-of-school group. Once again, the division will maintain the personnel and will share with the school department the problems of procurement and supplies. In this case however personnel matters will be handled through the normal procedures outlined in administrative circular No. 2.

The question here is not one of "authority": the school programs is under Mr. DeSilva's authority; the out-of-school, under that of athletic staffs authorized by the Community Activities Division. The question is one of helping each other as much as possible, and of gaining for the athletic department the enormous benefits which Mr. DeSilva's knowledge and skill can give both to the workers and to the programs in those departments.

4. Arts and Crafts: this group of activities more clearly than any other, can be sub-divided into three levels of activity: teaching, production, and participation for fun. High school students will be placed in the various arts and crafts departments as learners; but as learners they will be turning out production which will be available for use or sale. The conditions governing all sale of such products and the procurement of materials are still under discussion but it is clear that the staff members in these departments should be regarded as teachers and production supervisors. Each department will also try to find opportunity for people to draw, whittle, knit, sew, or model for fun. Teaching and production however will have the prior claim on materials, personnel, time, and space.

It is again recommended that those who want to participate in the arts on an activities basis be encouraged to organize into membership societies which will be able to pursue their interests after working hours and will draw on staff resources of the departments concerned. The work with high school students will be limited to the day-time hours, leaving the evenings free for voluntary participation.

5. Sewing, Pattern Drafting and Dress Designing: The public schools have requisitioned sewing machines and these machines have been placed in the homemaking classrooms in each center. These homemaking rooms will be kept open in the evenings for use by sewing groups or classes of adults. In addition, sewing centers will be established in each unit; sewing and drafting instructors will be on a departmental basis; and the whole program of needle handicraft, sewing, drafting and design will be headed up by Miss Atkinson of the public schools staff. As with the library, the group of teachers within each unit should organize itself under a chairman; matters of procurement and personnel should come to this office through Miss Atkinson; and at a later time Miss Atkinson will be able to make some of the school equipment and supplies available to the Community

At the present time the various drafting and sewing classes are independent of each other and independent of the sewing school in the three units. This is leading to considerable confusion and unless these activities succeed in working themselves onto a departmental basis quickly they may lose their title to the space and to some of the equipment they now enjoy. A conference on such organization will be called shortly.

6. Music: the music departments are collaborating with Mr. Sosnowski in arranging vocal and instrumental teaching for school pupils, and are looking to Mr. Sosnowski for guidance and aid in developing the educational musical activities. Here again procurement will be shared by the division and the schools while personnel will follow the usual route from the department to the Director's office. Here too, the problem of "authority" is involved; there is more to do than our available musicians and music teachers can handle and it will take the united efforts of all of us to provide both the specific and the general musical activities which will play so important a part in the lives of the Project this winter.

The policies outlined here constitute a partnership between the Community Activities and the Educational Division of the Project. The lines between the participation of younger and older people in all kind of action, productive, creative or recreative, are recognized as lines merely of educational convenience. In the lives of the people of Community there is no such line. The young people, their older brothers and sisters, and the parents are engaged alike in activities of reading, drawing, singing and making beautiful objects. The Community Activities Division has tried to find the most capable instructors and leaders available to help develop such activities; and the schools have brought in excellent teachers and advisors in these fields. Working together we should be able to stimulate and direct these interests into lines of the utmost value for the living of Poston. So long as the schools and the Community Activities Division think of themselves as being "in charge of" interest programs they will be pulling against each other. The fact is, rather, that we are luckily able to make these staffs available to interest program groups and to each other. As long as questions of school relationship will be approached from this point of view, the only limit on what we can hope to accomplish will be set by the limitations of our own devotion and ability.