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COLORADO RIVER WAR RELOCATION PROJECT

POSTON SCHOOLS

STATISTICAL REPORT

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WEEK ENDING October 16, 1942

SCHOOL ENROLLMENT:

	<u>Camp I</u>	<u>Camp II</u>	<u>Camp III</u>	<u>Total</u>	<u>Av. Dai. att.</u>
Jr. & Sr. h.s.	1508	650	688	2846	2705.8
Elementary	934	422	352	1708	1647.1
TOTALS	<u>2442</u>	<u>1072</u>	<u>1040</u>	<u>4554</u>	<u>4352.9</u>

ADMINISTRATION: Camp I

	Camp I	Camp II	Camp III	Total
Jr. & Sr. H.S.				
Caucasian	19	10	12	41
Japanese:	37	13	21	71
				<u>112</u>
Elementary				
Caucasian:	11	4	6	21
Japanese	27	6	14	47
				<u>68</u>
Totals	<u>94</u>	<u>33</u>	<u>53</u>	<u>180</u>

DR. MILES E. CARY

Director of Education

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JAPANESE TEACHERS

1942--43

	Elem.	Sec.	
POSTON I	27	40	
Poston II	15	20	
Poston III	<u>11</u>	<u>22</u>	
	53	82	Total 135

1943--44

Poston I	30	40	
Poston II	15	20	
Poston III	<u>11</u>	<u>22</u>	
	56	82	Total 138

Evacuee Teachers with Degrees as of October 14, 1942:

36 With degrees
66 without degrees
—
102 total

EDUCATION AT POSTON

With the virtual completion of evacuee movements to the Colorado River Relocation Project at Poston by Sept. 1, the status of the project school system assumed immediate importance. Miles Cary, Principal of McKinley High School, Honolulu, T.H., had accepted the position of Superintendent of Schools in June, and, upon his arrival here on July 15 started preparations for building a curriculum and teaching staff.

Physical Plant. - Pending the construction of adobe structures, it was decided on July 1 to use partitioned barracks and recreation halls as class rooms. From the start, it was recognized by the project administration that the school system would be confronted with all the usual problems of a frontier community and that teachers and students alike would encounter difficulties in obtaining materials and must learn to provide for themselves many things which in other American communities are automatically furnished.

Estimates for School Population. - Based on a resident population of between 18,000 and 20,000 evacuees, Superintendent Cary estimated that the school population would be approximately 5000 boys and girls. To provide instruction for such a large student group, he further placed the faculty requirements at between 100 and 150 teachers, to be composed of both nisei residents and Caucasians.

In-Service Training. - Six-weeks teachers' training course began on August 3 at the Colorado River School, Parker. Approximately 75 enrolled for the course. The demonstration class composed of both elementary and secondary teachers, had some 20 enrollees in each class.

Janis Bristow of the Phoenix Indian School headed the elementary classes for the third and fourth grades while Louvica Wyman from the same institution handled the eighth, ninth, and tenth grades. Miss Alice Wilberg, supervisor of the elementary education in North and South Dakota, and Miss Helen Heffernan from the California State Dept. of Education, conducted the methods class.

Education in Poston--2

Physical education and recreation were under the supervision of Wayne Pratt, faculty member of the Hopi High School in Oraibi, Arizona, and child psychology course for the elementary and secondary groups were taught by Hubert Armstrong of Oakland Public Schools.

Curriculum. - In its broad aspects, the Poston school curriculum is built around core units in English and social studies.

Informal Curriculum. - To meet the needs of 12,000 persons not included in the formal school system, the Recreation Division of Poston Community Services during the months of July, August and September sponsored nursery schools for pre-school children. These had an average daily attendance of 435. Adult interest groups were also organized during these months in such cultural activities as flower arrangement, flower making and needlework. Several hundred persons, the majority of them issei women, attended English classes every week and these will be continued throughout the year.

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ESTIMATED ENROLLMENT

1943--1944

October 1, 1942

	Nursery School & Kindergarten	Elementary	Junior and Senior High School
POSTON I	400	1000	1450
POSTON II	160	425	600
POSTON III	190	355	515
TOTALS	750	1780	2565
		TOTAL	5095

March 26, 1942

School Organization
MEMORANDUM for the Commissioner.

Subject: Suggestions on Educational Program of Japanese
at Colorado River.

1. Personnel and Direction. It is suggested that a Superintendent of Education be detailed in from the Indian Service to organize the school system, and that as far as possible all other personnel including principals, teachers, clerical and custodial staff be supplied from among Japanese residents. The curriculum will depend somewhat on the qualifications and experience of Japanese who are sent in. It is possible that after six or eight months some Japanese might be found sufficiently qualified to run the school system under the general supervision of the Indian Service and the project director.

2. Curriculum. Since most of the students to be educated will be coming from California schools and probably a large proportion of them will return there later, it is suggested that as far as possible the education program follow the basic California school program, and that arrangements be entered into with the state of California and with various colleges in the state for accrediting of Japanese students educated at Colorado River, and for provision of correspondence courses in subjects which students may need, but will not be able to get.

In order to facilitate accrediting and obtaining of supplies and equipment and other educational services from California it is suggested that in setting up the program an educational council consisting of Dr. Dexter or his representative, a representative appointed by President Sproul, and one from the council of southern California colleges, be asked to serve as an advisory committee in setting up and operating the schools, and that if possible, arrangements be made with University extension organizations, including agriculture extension, for service to adults.

3. Finances. The rate of payment of teachers, school custodians and others will be arranged with the War Removal Authority. The employment of an educational director and such other temporary personnel from the Indian Service as is needed should be provided under the same authority at no cost to the Indian Service. The school should be so located so that there will be no need for transportation. Other expenses in connection with the schools will be mainly (a) teaching supplies and school equipment; (b) materials and supplies for maintenance and operation of school plants and utilities. A per pupil cost covering these items will be set up and a tentative budget submitted. It is not proposed to include free lunches.

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4. Estimated number of students and space requirements. In the first unit of 10,000 people settling in families, it is estimated that there will be about 1600 children between the ages of 5 and 15; about 860 between 15 and 19 and about 400 between 19 and 23, making a total of some 2860 students for whom schooling may be provided. It is recommended that the school program include nursery school, kindergarten, elementary and high school. Decision as to a junior high school or college should be left till later.

On the basis of 30 pupils to a class room there is a minimum class room requirement of 53 rooms for a kindergarten and elementary instruction, and of 28 rooms for high school. In addition, the elementary school should provide wash rooms, a room for shop activities, and one or two for home economics and handicraft. The high school, in addition to regular class rooms should provide a laboratory, library, assembly room, wash rooms, if possible locker and showers for gymnasium and athletics. These could be taken care of out of doors. It is understood that additional rooms might be added later as needed.

For Junior college or college a minimum of from 10 to 12 class rooms would be required, laboratories, library and other facilities being used in common with the high school.

5. Number of staff required. Minimum staff requirements at the elementary school will be in the neighborhood of 68 people including 53 class room teachers, some special instructors, principal, assistant principal, clerks, stenographers, and custodians. The staff for the high school will require not less than 43 including 30 teachers, principal, assistant principal, advisors, librarian, coach, custodian and clerical help.

6. Buildings. Building of the schools should if possible be done by the War Department and some units should be built immediately. A recommended layout and arrangement of the one-story 25 x 100 army barrack is being worked out in this Office. In laying out the schools space should be provided for play grounds and athletic fields, and if possible a swimming pool made by diversion from a canal or ditch and servicing the whole community. The construction of these and of the equipment should be done by the Japanese and materials and facilities provided. Buildings should be insulated and be located with regard to water and sewage disposal. The development of more permanent buildings of adobe or other native material could be made one of the work projects for the colony.

7. Supplies and Materials. Negotiations should be entered into with the state of California and Los Angeles County, from which most of the children are to be drawn, about the possibility of their supplying text books and other teaching materials and equipment which can be spared when the Japanese children are released. Other materials will be bought from special funds for this project.

8. Adult Education. Since there will be so few recreational facilities available in the new location, it is suggested that adult education be included in the school program and that if possible a Japanese principal be appointed to

organize this. This would require additional teachers and some teaching material and operation costs, but would not add to the space requirements. It is suggested that an enrollment fee might be charged for this.

9. Relation to Washington Office. The organization and direction of the education program would be placed in the Indian Office headquarters and would remain independent of present field supervision, except for special detail or request by this Office. Arrangements for the handling of the funds, purchases, and all fiscal matters would be worked out with the project manager. The educational superintendent would work under the project manager, under the general direction of the Community Services Branch.

10. Occupational and School Census. Registry blanks of incoming Japanese to supply details of age, sex, schooling and occupational experience are now being prepared and will be sent out immediately. It is proposed to send Miss Katherine Mahn and Mrs. Mary Kirkland in to analyze and conduct the occupational and school census, and tabulate the age - grade, distribution of students, the availability of teachers and the subjects they are qualified to teach. Arrangements will be made with schools from which the children come for transfer of school records and credits.

11. Attendance. It is assumed that all details with regard to attendance, discipline problems, extra curricula activities, welfare services will be worked out with the Japanese residents and with medical and other services. The program should include the appointment of a Japanese educational advisory committee who will work with the Project Manager and school superintendent.

Lucy W. Adams

Lucy W. Adams,
Acting Chief,
Community Services Branch.

NAVAJO SERVICE
MAR 30 1942

Retention from certain
staff at Boston J2,43

The Honorable Joseph R. Farrington,
Delegate to Congress from the Territory of Hawaii,
Washington, D.C.

Jan 43

In view of the current proposals for a congressional investigation of conditions in War Relocation Centers it is imperative that a forthright statement be made of certain facts which might otherwise be neglected or overlooked. We have spent six months or more in one of these centers. On the basis of this experience we submit the following facts and statements of position.

The press has reported the actions, recommendations, affirmations, and demands of various organizations and individuals with reference to the status and treatment of people of Japanese ancestry in America. In the course of a congressional investigation it is inevitable that these same pressures and many others will be exerted on behalf of the points of view of their respective proponents. We shall present here the apparent major contentions of such pressures, point out the implications of the contentions for our national life, reveal relevant facts from this particular relocation center, and suggest what we consider to be an intelligent course of action in the interests of the welfare of our country.

(1) The justification for evacuation and relocation of all people of Japanese ancestry living in certain restricted military zones in the western states of the United States has been dual, - military necessity and protection of these people from possible offensive vigilante action by other residents of those states.

No effort was ever made by any official information service of the government to counteract or correct anti-Japanese propaganda through rumor of sabotage by Japanese in Hawaii. There has been far too little effort to distinguish between the "Japs" of militaristic Japan and loyal American citizens of Japanese ancestry. The effect upon the latter and upon a large part of the rest of our population has been deplorable. Indiscriminatory hatred thus engendered was responsible for the situation which made evacuation for protection of our Japanese population seem advisable. That such unfair propaganda should be permitted without concern or control by our government was the first blow to the faith of our Americans of Japanese ancestry in our nation as a proponent of the democratic way of life. The profession by a nation of 130,000,000 people that it was impotent to protect a minority group of 130,000 of its population was not a move to instill confidence in any minority group of our country. Neither was it a move calculated to command the respect and confidence of Eurasian peoples in the democratic principles of which we profess to be proponents in the present world conflict.

It is our opinion that the Office of War Information should embark upon a comprehensive program to combat anti-Japanese-American propaganda by race egoists who cloak their fascist prejudices in wartime patriotism. The program should work toward nation-wide acceptance of American citizens of Japanese ancestry and of alien Japanese parents with consistent records of industry, self-dependence, law-abiding conduct, and loyalty to our nation. The constitutional guarantees of the four freedoms make no racial distinctions. To permit such distinctions to be made against any one racial group is to threaten the validity of those guarantees for all racial minorities.

(2) Resolutions have been passed by several western state conventions of the American Legion calling for the revocation of the American citizenship of all people of Japanese ancestry. The pressure of this sentiment has resulted in proposals or actual introduction of legislation in state legislatures or the national Congress. Some proposals would recognize the citizenship of those to whom citizenship has already been granted, but deny it to their descendants. Efforts are being made in a number of states to deny land ownership to those of Japanese ancestry. Legal barriers to interracial marriage between Japanese and Caucasians have also been erected.

The attitudes reflected in these various expressions and actions are almost exact parallels of the attitudes of Nazism toward the Jews. Can that which has been so bitterly condemned in Nazism be admirable in American democracy, or is this but an American brand of Nazism masquerading as patriotism?

Technically the Japanese Americans have already been labelled as alien by the 4C draft classification. Of all the discriminatory actions which have been taken, probably none has hurt so deeply the great majority of our young Americans of Japanese ancestry, and none has so rebuffed the first generation Japanese who had cast their lot wholly with America for the sake of their children. There is still time to save many of these young people and their parents for America, but action must be taken immediately. The 4C draft classification of these American citizens must be changed! Already the completely negative attitude which that wrong engenders is apparent. In Poston a ballot on the opening of the camouflage net factory has just been completed. The vote was approximately 3,700 against 3400 for the opening of the factory. On many of the opposing ballots the notation was written--"4C".

Is America so illiterate socially that she does not realize what she is doing to herself,--to her prestige throughout the parts of the world inhabited by colored races,--to her future and the future of all the peoples of the earth? Are we so naive as to think we can treat a minority group as we are treating the Japanese Americans without drawing the lines for a future war in which the as yet untapped resources of Asia and her billion people will be pitted against our war-depleted resources and a hundred and fifty million people?

Before evacuation our Japanese-American citizens believed in democracy and wanted to fight for it in spite of the limitations then placed upon their freedom and rights. By taking away what freedom and equality they enjoyed and placing them in camps where the total emphasis is upon the Japanese elements of their persons and lives, we have abandoned them to fascist propaganda and robbed them of the incentive to resist fascist ideas. From an attitude of negativism toward America and toward democracy they will pass to one of bitterness, of undying hatred, even as you and I would under the same circumstances. If we then send them back to the Orient, they will go as ambassadors of future conflict against democracy.

If we right the wrongs which have been done, the same people will be the ambassadors of peace, understanding, good will, and cooperation between Asia and America in the post-war period.

Our national government should take the lead in pointing out to the entire nation that the agitation for discrimination against our citizens of Japanese ancestry is un-American; that the agitators are traitors to the basic principles upon which our democratic social order was founded and built. Our government should admit that the draft classification of Japanese Americans was a hasty, unconsidered action, taken under the stress of our emotional reactions following "Pearl Harbor". Frustrated in our desire to vent our wrath upon the Japanese nation, we turned upon a group of our own people and made them the "whipping boys" for the release of our pent-up emotions. We can ill afford not to reconsider such action.

(3). There is widespread sentiment in favor of confining for the duration of the war all people of Japanese extraction now in relocation centers. Even the most optimistic of those who favor a program of maximum re-relocation conclude that the majority of those in relocation centers must remain there for the duration, and probably for an indefinite period thereafter.

Poston confines approximately 18,000 people who but one year ago were a group of independent efficient producers of essential foods, goods, and services for our nation. Their crime rate and public dependency rate were among the lowest of all comparable groups. Today, with the nation facing a serious shortage in production of foods, goods, and services through the military depletion of our manpower, we have 18,000 people whose enforced lot is to consume. In all centers almost 130,000 individuals have been singled out to play the role of consumers.

These people are in a hiatus between a past in which they were robbed of their accomplishments and a future devoid of opportunity. In Poston they are asked to make permanent improvements on a large potentially productive area, yet they can have no share in the fruition of their efforts, and but a bare slum subsistence while they are building for the future of some other group. Their affairs are administered by an ever increasing body of governmental employees who are at best no more capable than the evacuees, and who are drawn here to add to the already ridiculously large and tragic debit in the nation's manpower. The present program is bending every effort toward the making of 18,000 efficient producers into 18,000 wards of the government, and it is succeeding. The people of Poston are developing the attitudes and habits of wards. They are becoming actively demanding mendicants.

Poston evacuees are farmers, doctors, lawyers, mechanics, engineers, clerks, secretaries, bookkeepers. They are a people mentally capable of rapid retraining for essential work. But, they are a stagnant pool which should be transformed into a stream of power to help turn the wheels of industry. They should be relocated in communities where they can contribute their services; where they can have their stake in America, a stake which all Americans so vitally need. If some are to be kept here they must be given that stake here. The voice of citizens in the governing of their own affairs must be restored to them; the incentive of future economic independence and security must be made possible through a share in the future which they create for this desert area. Only stupidity would seek to exploit these people through labor on almost a slave basis. It might be kinder to ape Hitler all the way and liquidate them with firing squads.

(4) The stories of inhumane treatment of interned American citizens and American prisoners of war by the Japanese military have resulted in protests in this country that people in relocation centers should receive the same sort of treatment.

Little need be said in answer to this demand. Those in Japan for whose welfare we are concerned are "our people", "our boys". Those in relocation centers are also "our people", "our boys". We accepted them legally as such. We have extended the same constitutional guarantees to them. The circumstance of their difference in racial and cultural origin is but incidental. Such differences are of the stuff which is America. No scientist would substantiate the contention that the peoples of the Orient are different in any way which justifies excluding them from among those cultures that have made our nation. Even apart from the fact that the majority of Japanese in America are our citizens, no extent of bestiality on the part of our enemies can justify our descending to the same level.

(5) Some well-meaning leaders in our country are deploring the fact that American citizens of Japanese ancestry have been placed in relocation centers with alien and pro-Axis Japanese. They advocate the separation of Japanese Americans from the latter elements.

Unquestionably it is true that there are pro-Axis elements in the populations of relocation centers. Prior to the evacuation of these people to the centers an effort was made to segregate all those who had been active in the expression of their pro-Axis sympathies. Some of the most effective agents of the Japanese government may have been able to conceal their activities and sympathies so successfully that they were considered neutral and harmless. Through the discrimination, sacrifices, and circumstances of relocation it has been possible for such individuals to win the support of many who, under normal circumstances, would have remained strictly neutral or active supporters of the cause of the Allied Nations. Even now, however, the group of defectives is comparatively small. The apprehension and removal of the leaders and their active adherents are essential, but not sufficient. Such a course without a constructive program along the lines suggested in the preceding paragraphs would only result in the necessity for a periodic and increasingly frequent removal of defecting groups. To expect any other result would be to attribute to Japanese Americans the qualities of super-patriots.

We objected in the past to the "little Tokyo" settlements of the Japanese. To remedy matters we have set up "big Tokyo" settlements and have cut off all association with and participation in normal American life. For the great majority of the people in relocation centers this is the first time in their lives that their associations have been limited to their own race. From a situation in which they were successfully working out an identity with American culture and the American way of life independent of the domination of an alien culture, they have been forced into a situation dominated by the older adherents to that alien culture. So long as a future in America seemed possible for their children, the majority of alien parents of Japanese American citizens assented to the desirability and inevitability of the complete Americanization of their children. Now that the future for their children is obscure they would have them return to the only culture which seems to hold out any hope to them, the culture of their origin.

Complete separation of aliens and citizens is impossible. Too many citizens are minors dependent upon alien parents. The restoration of civil and economic rights and of civil obligations would reassure these parents that their children have a future in America. They would then resist effectively the leadership of agitators who have no stake in this country and who would willingly destroy all Japanese in America if such destruction promised an advantage to the militarist regime in Japan.

In Poston there are alien Japanese who have remarked, "After living for 30 years in California thinking I was Japanese, I returned to Japan to discover that I had become American." There are in Poston wives of Japanese internees who have decided to forsake their husbands in order that their children may remain in America and have their chance as Americans. Families such as these belong in American communities, not in Japanese relocation camps. Separation of aliens and citizens in camps is not a solution. Restoration of loyal families and individuals to normal American communities is a moral and national obligation.

(6) Some of the demands for a congressional investigation of relocation centers are based upon the allegation that the evacuees in those centers are being pampered. It is said that rationing of food has not been applied; that they live in luxurious dwellings with a private bathtub for every family; that they are provided with fine clothing; that recreation facilities of every type are afforded; that every frill and fad of education marks the program carried on in fine school buildings.

The evacuees of Poston are fed at a maximum cost of 45¢ per day per person. Rationing of food is applied to Poston as to all American communities, although the necessity for making all subsistence purchases 6 weeks in advance has resulted at times in a delay in application of rationing. When the population was being rapidly increased through the intake of additional evacuees, the same regulation resulted in serious inadequacies in the food provided.

The evacuees are housed in unfinished, unlined, tar paper covered barracks. The floors have wide cracks between the bare boards. The furniture, with the exception of straw ticks or cheap mattresses, is that which could be provided by the people themselves. In rooms 20' x 25' as many as seven people in one, two, or three families are housed. The only plumbing facilities are showers and toilets in common latrines and common laundries for each block of fourteen barracks often containing more than 300 people. Here normal family life is supposed to be carried on, in summer temperatures of 130° without coolers, and in freezing winter temperatures with inadequate heating facilities. Even these heating facilities were made available only in the last month.

For each block of fourteen 100' barracks there is a common mess hall and an unpartitioned barrack for recreation purposes. No money has been provided for recreation equipment. American movies are shown each week, providing some opportunity for contact with the outside world and for escape from the frustrations of camp life.

Not until the clothing resources of many families had been exhausted was any provision made for clothing the evacuee. This month an allotment of from \$2 to \$3.50 per month has been instituted.

In the three communities into which Poston is divided there are no school houses. In the two smaller communities containing less than half the population of Poston, schools are housed in vacant blocks of barracks. In Poston I, the largest community, there was no vacant block. Classes for elementary and high school pupils are held in the barracks intended as recreation halls. This means that classes are scattered over an area of one square mile; that high school students must walk several miles daily between classes.

Schools opened on October 5th with no furniture, no books, no libraries, in Poston I with no partitions between classes in the same building, and with 80 trained teachers for almost 5,000 pupils. Today there are partial partitions, chairs, tables made in Poston, blackboards painted on partitions, chalk, paper, maps,--but our books are just now being received. In our vocational classes there is almost no equipment and no place to install it when it is secured. Evacuees with some college training are working as apprentice teachers, outnumbering trained teachers more than two to one. These are the luxurious schools of Poston,--provided for American children whose former school experience was in the finest schools which America offers. In the minds of the students who attend them and of their parents they are one more indication that America intends to close the future to this segment of its people; they add one more example for the pro-Axis group to point to as evidence that there is no choice between democracy and fascism for this group, but only a choice between brands of fascism.

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WAR RELOCATION AUTHORITY
COMMUNITY ANALYSIS SECTION

MEMORANDUM TO CHIEF OF COMMUNITY SERVICES AT POSTON
BY ONE OF SCHOOL OFFICIALS OF THAT CENTER

Prior to December 7, 1941, there were in the western states of our nation thousands of American citizens of Japanese ancestry residing in most cases with parents of alien birth and alien citizenship. Through economic success of families and the education of children in schools which rank among the best of the country, faith in and loyalty to America had been born in the hearts of these people. The relocation program which followed our plunge into international conflict with Japan was a direct contradiction of the guarantees and teachings which those schools had provided, but promises of adequate provision for social, economic, and educational opportunities in the new environment were made.

Three months ago today the Poston public school opened for the first time under handicaps comparable in modern America only to those which might be encountered in the poorest negro schools of the deep south or in the most isolated mountainous areas of the Virginias. To the handicaps common in schools of the three sections of the community was added the complete dispersion of classrooms in Poston I.

It is unnecessary to recount the ill effects of this situation upon the secondary school program, upon the morale of students, and upon the general behavior patterns and habits of students. Prior to the recent civil disturbance in Poston I the parents in the community were sympathetic in their attitude toward the schools. I felt that moves were under way which would result in some action to improve the situation. Adults exhibited the attitude that school needs must be met even at the cost of greater inconvenience to themselves. Educational opportunity for the children of the community in American schools seemed to be of paramount importance.

Since the settlement of the Poston I strike the attitude of adults in this community has changed radically. Attempts to improve the school housing situation have met with stony indifference amounting almost to passive resistance. In the face of our constant pleas for more room in the central blocks of the community, we have been asked recently to move our classes out of one of those blocks. The dual use of buildings for school and for recreation has resulted in an accelerating loss and destruction of school property and an increasing frequency of inconveniences for the school program.

We have now acquired equipment which makes it possible to offer worthwhile instruction in crafts and woodship. Books which were ordered in October are now beginning to arrive. Chairs and tables have been supplied in all classrooms. However, no special equipment can be installed in any one of the recreation halls without interfering with the dual use of the halls. None of the equipment, furniture, books, and supplies can be left

constantly in recreation halls without extensive loss, damage, or rapid deterioration. It is entirely unsatisfactory to attempt to develop a continuing program in the various manual, art, and household crafts when the rooms must be cleared daily of unfinished work and students must carry such work for blocks to and from school in order that it may be available for the following day's work.

Thousands of American citizens of Japanese ancestry came into Poston suffering from the shock of relocation to the loyalty and trust which had been carefully instilled in them. In Poston their loyalty and trust have been further tried time and time again. They are now being subjected to increasing pressures by pro-Japanese elements, - pressures designed to destroy the last vestiges of their faith and to turn their thoughts and efforts toward the support of things nationalistically Japanese. So successful have these pressure groups been that they are becoming more openly contemptuous of things American. Evidences are apparent in the disregard for the needs of the schools; in the organization of Nisei groups for the propagation of Japanese language and culture; in the opposition to the demands for the change in draft classification of Japanese Americans; in the failure of workers to turn out for the construction of school buildings.

So long as we in the schools accept the situation as it is we are contributing to the complete failure of the relocation program. It would be, in my opinion, far more constructive to discontinue much of the program which we are now attempting than to insist upon being actors and puppets in the farce which that program is becoming. Immediate action is vital to the salvaging of anything of value. Unless we are willing to take that action, we should move into a period of preparation for the opening of schools at a time when we have schools to open, - schools which would be schools in all senses of the term. Either course would merit and earn more respect from the people of Poston than our object acceptance of the trend toward non-cooperation. Our refusal to abandon them to the consequences of the course they are taking would give many the courage and incentive to fight for the self realization of their children in America.

Poston I Secondary School must be centralized. Centralization will require at least one entire block including recreation hall and mess hall. The block should be centrally located since almost half of the students are in school both mornings and afternoons, and the distance to be traversed to and from mess halls during the noon hour should be kept at a minimum. Also, school library facilities would be used at night by many more students if the library were in a central location. It will be necessary to continue the use of the music building and the drama building in Block 44, since a single block will not provide sufficient space to house those activities. The school block should not be far from that block. There are too many opportunities and temptations in the long walks between classes for students to develop habits of loitering, truancy, and unsocial behavior. There is too little opportunity for the school to observe, communicate, and act promptly enough to offset the unfortunate developments which follow.

It has been suggested that centralization wait until the new school buildings are erected. Trite as the saying, we are in a situation where time is of the essence. To wait for something which is being postponed by the very trend which makes action vital is as dangerous as to wait until the train passes before removing a stalled bus from the track.

Some people fear the possible consequences of arbitrary action in moving a block of residents from Poston I to Poston II. Supposedly all of them were moved here to protect them from the threatened violence of people on the outside. Are we willing to do less to protect them from the consequences of their own reactions to relocation? Are we willing to accept the consequences of failure to take action?

It is admitted that Poston I is overcrowded. It is evident that the room for expansion is available in Poston II. The movement of a block would create a potential solution to overcrowding in Poston I, and thus an incentive for the building of schools since the block could be vacated only when the new school plants were ready for occupancy.

The feasible locations for a school block are in the four central quads of the community - particularly blocks 28, 30, 35, 36, and 37. I recommend that immediate action be taken.

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POSTON SCHOOLS
Report of Progress
January 1, 1943

REPORT COVERING PERIOD
October-Dec. 1942

I. Enrollment

A total of 4491 pupils were enrolled in the four Poston Schools as of December 17, 1942. These pupils were distributed as follows:

Elementary Grades 1-6	Camp I 917	Camp II 433	Camp III 358
Secondary Grades 7-12	1442	653	688

As enrollments in the nursery school and kindergartens have been reported elsewhere in this report only gross figures for these levels are included here: 846

II. Teaching Staff

The teaching staff (exclusive of some 112 persons working in the nursery schools and kindergartens) includes 87 Caucasians and 122 Evacuees. Of the Evacuee group some 35 are college graduates and the remainder have completed at least two years of college work.

In organizing the staff an effort has been made to distribute the Caucasian teachers throughout the program. The one exception to this is the elective phase of the high school program. Here it was necessary to employ Evacuee teachers in the various specialized fields such as mathematics, science, Commercial studies, and the like. At the same time some ten experienced teachers were secured as department heads to work with the beginners as teacher-helpers.

In addition to the supervision provided by four principals the staff

includes an elementary supervisor and an expert in guidance and evaluation. The latter assist the principals and teachers in the three camps.

III. Curriculum

An effort, is being made to help teachers develop a genuine sense of unity in their work. It has been tacitly agreed: That the basic, pervasive, unifying aim of our schools should be that of promoting democratic-voluntary cooperation among pupils, teachers, and others affected by the schools. Within this overall effort the teachers are working on many problems.

The development and improvement of skills in reading writing, and speaking (English)

The development and improvement of abilities in the use of numbers (arithmetic, algebra, geometry, and trigonometry)

Helping children and youths to understand both Poston and the world of today in which they live. In this connection, the emphasis is two-fold: (a) to help these people to make the best possible adjustments while in camp and in the same process to prepare themselves for return to the main stream of American life. (History & Civics)

Students are encouraged to participate in the various community undertakings. On the high school level, a part-time work program is in process of development.

As a basis for health program evacuee doctors are conducting a throughgoing health examination in the schools. At the same time a physical education and health program is being developed.

In addition to problems of home (barracks and mess halls,) adjustments which arise in all age groups special work in home-making is being developed for both elementary and secondary girls.

A crafts program is in process of development in which the present needs and interests of pupils are used as a basis upon

which to build. In so far as possible native and salvage materials are utilized: clay, scraps, cartons, bread wrappers, fiber-milk bottles, native woods, and the like.

Within the limitations of equipment and supplies a beginning has been made in the field of industrial arts for boys. So far this is largely wood-working. The present meagerness of this place of the program is partly off set by the opportunities to do part-time work in the various major activities of the project: agriculture, transportation, automotive repairing, preparation and serving of food, administration (office work), maintenance, construction, retailing, and the like.

In all grades an effort is being made to help pupils continue along the lines of interests and needs developed before coming to Poston: Spoken and written English, American History, Mathematics, Science, Industrial and Home Arts, agriculture, Music, Physical Education and Athletics. As rapidly as books can be secured, libraries are being developed in each of the schools.

IV. Supervision

Continuing efforts are being made to assist teachers in the development of courses of study suitable to conditions in Poston. There are frequent teacher's meetings where basic problems are discussed. Teachers are organized as study groups or committees for the consideration of common problems and exchange of ideas. The elementary supervisor and leader in evaluation conduct frequent teacher conferences. Last

July and August, a six-week's teacher training program was conducted for evacuee teachers. September 28 to October 2 an orientation conference was held for evacuee and Caucasian teachers. A five-day workshop for all teachers was held during the period. December 19 to 24. Through individual and group conferences, demonstration teachings, suggested readings, and lesson planning, it is believed that definite progress is being made in the direction of developing a curriculum suited to the needs of the pupils in our Poston schools.

V. Buildings and Equipment

Early last summer plans were laid for the construction of adobe school buildings. Because of certain administrative difficulties these plans failed to materialize. Accordingly schools were established in barracks. In Camps 2 and 3 an entire block in each community was set aside for schools. In camp 1, it was necessary to use recreation halls scattered throughout the mile-square area. Because of the elective system in the high school, involving the moving of students between classes, this arrangement has been quite unpopular with students and parents.

School equipment and supplies have progressively been provided: tables made in local carpenter shop, chairs purchased in the open market, paper and other classroom supplies, shop and homemaking equipment, and books. As this is written the bulk of our books orders for the year is yet to arrive. However, teachers have done some fine work in the way of improvising. With the awarding of high priorities for the purchase for lumber and other building materials the construction

of school buildings should move forward rapidly. The evacuees are making the adobe bricks and will do most of the work on these new buildings.

VI. Special Problems.

As teachers our central task has been that of helping these people, the majority of whom are American Citizens, to maintain confidence in America and democracy. It is believed, too that one of the tangible evidence of our good faith as Caucasian-Americans is the establishment of good schools. To approximate this goal has been a difficult task. For sake of the record, this report includes a listing of the major problems encountered:

1. The securing of our quota of qualified teachers and administrators (88) in view of the general teacher shortage.
2. The task of building a curriculum, from scratch, for a unique situation and without text books.
3. The difficulty of getting books and supplies orders through governmental procurement channels.
4. The difficulty of developing a spirit of unity among the 2500 pupils (1500 high school pupils and 100 elementary pupils) whose classrooms are scattered in recreation halls over the mile-square area of Camp I.
5. The task of building a spirit of teamwork among a staff of some 200 teachers, half of whom had come in from all parts of the country and the other half having had no previous teaching experience.

Steps are now being taken that should result in the "solving" of these problems by the end of the coming summer.

January 7, 1943

Japanese Relocation Papers
Bancroft Library

SOCIAL NATURE OF THE POSTON ORGANIZATION OS

By Whom?
Director of Education?

It is interesting to note the extent in which we tend to accept the verbal characterization of an individual or institution rather than habitually basing such judgments upon observation of behavior. I suppose this is a partial explanation of the rather general success enjoyed in the use of "name calling" and "glittering generality" as propaganda weapons in social conflict. At any rate, I confess a personal weakness in this direction, for I have worked for six months in the Poston Project and only today have formed a judgment as to the basic social nature of this institution. At this point it is my tentative judgment that the prevailing relationship among persons here, administration and evacuee, might be characterized as being laissez faire*. An analysis of prevailing contacts among persons here will be undertaken in support of this judgment.

The individualistic-conflict relationship here is perhaps most readily noted in the field of relations involving the distribution of materials and supplies. (I should add at this point that my information is partial.) I am not informed concerning the field of food distribution, except to note that I have heard casual reports of a differential treatment among block mess halls and as between the administration-and 32-mess-and the evacuees' menus. I do know that during the period my wife was in the hospital she was served no butter for a period of about a week. During that period, there was no sign of a butter shortage in the administration mess.)" A number of instances based upon personal experience will be noted here. In so far as I know no deliberate effort has been made to allot project automobiles or trucks in terms of the needs of the various departments. Several department heads do have automobiles assigned to them, however. I arrived on the project July 2, 1942, and immediately set about the task of building an organization. Although schools were to be developed in the three camps, and supposedly these were to be "community schools," it was not until December that my office was assigned a truck and December--that I was assigned an automobile. In both of these instances I had to make a special issue of the matter in order to get action from the transportation officer. In the incident involving my acquiring the passenger car, I went to the Project Director and threatened to resign if my services were not sufficiently valuable to justify my having a project car at my disposal. He wrote a note at that point to the transportation office directing them to assign me a car, and, when I apologized for using high pressure tactics to get what I wanted, he commended my action saying that if I wanted things for my department I would have to fight for them-or words to that effect.

Note:

* By laissez faire it meant a social process in which the individual members of the groups (and sometimes groups) engage in a continuing struggle to get things and to build prestige for his (or their) own office or department. Actually laissez faire turns out to be a struggle for position and power-power over others rather than with them.

* There appears to be operative a general policy in which incoming goods for evacuees are distributed roughly among Camps I, II, and III on a 50-25-25 per cent basis.

In this connection I recall that one of my superiors in the Indian Service recommended this sort of tactic as the way to get things for my department. This same official attempted to put pressure on two heads of project divisions during his recent visit here. In both cases (one oral and the other was put in writing) the situation developed to the point of stalemate-hot feelings and no action.

In respect to typewriters, it is my understanding that there are some-- machines on the project. At the time my office was opened, my division head was able to secure two (2) machines for my department. Since then no additional machines have been assigned although we have seven administrative and supervisory offices (director, four principals, elementary supervisor, and guidance director) plus eleven department heads in the secondary field, making a total of at least 18 persons who should have been provided with typewriters, if they were available. This does not include the business managers (evacuees) assigned to four of these offices. Yesterday my attention was called to the presence of some 25 typewriters in warehouse #17. I went to the warehouse with this person and saw a stack of typewriter boxes but did not count them. I then took steps to requisition 8 of them. I called at the Chief Administrator's office but he was out. As I was leaving the building I met a man from the Procurement office and explained my problem to him. I was told that these typewriters had been secured for "administration" and that schools were not "administration," whereupon I pointed out the distinction between school administration and classroom instruction and showed some "feeling." He then checked "on the machines and I was told to see the budget officer. The latter (through the former) told me that I might requisition four machines now and that I should follow up with a second requisition for four more--that these might be supplied at some later time. So far as I know no steps have been taken at any point to see that typewriters or any other equipment is distributed proportionally, or in terms of need, among the departments.

I have heard several comments made by associates regarding a kind of practice of "pirating" on the various stocks of goods stored in the warehouse. This includes lumber, nails, and the like. The goods may have been purchased by a particular department (all goods are thus purchased) for specific uses. But it has been considered fairly acceptable practice to "requisition" from such stocks if one could get away with it.

This tendency appears to have shown up among evacuees too. Lumber tends to "disappear" rather quickly if not guarded or carried to a safer place at night and even evacuee "guards" seem quite helpless on occasion. For example, I have been told of instances where a gang of men would show up at the carpenter shop and demand lumber. The lone, unarmed guard could only give what was wanted under protest. I was told by an evacuee (a former college professor) of his picking up project lumber under the gaze of an M. P. guard. He was taking what he wanted and felt that his very brazenness was his protection. I know of another instance where an older man lied about his authority to use adobe bricks (made for schools) for the construction of an outdoor stage. Later this same man tried to use the same tactics in securing windows for the stage dressing room. It has been my observation that all sorts of special pressures, individual and group, have been applied by evacuees on administrators, and by administrators on evacuees in order to gain desired ends. Certainly there has been nothing in the way of continuing joint-planning by administration and evacuees as a means of setting up common goals and achieving such common goals.

This first-hand experience in a laissez faire social process is interesting, and possible instructive. Several implications if the situation come to mind:

(1) Is the Poston situation a segment of the kind of "jockeying for position" that is characteristic of the modern world in general and the U. S. and Washington, D. C. in particular? If so, then practical steps taken here in the direction of developing some genuine and thoroughgoing cooperativeness, if carefully described steps by steps, might be instructive for other groups that are playing with the idea of cooperation.

(2) Since Poston is looked upon as an "experiment" why not use it as an opportunity to locate, describe and experimentally reconstruct the various kinds of obstacles (habits) that now interfere with the development of genuinely cooperative behavior in the modern world. Such obstacles might include Neo-Platonism, anarchistic view of democracy, persistence of individualistic frontier conflicts, psychological maladjustments, lack of understanding concerning the techniques of socially integrative behavior,* and related matters. It ought to be pointed out that there is a two-way relationship (or perhaps it is not "two-way" but rather different ways of viewing the total process) between ideas (beliefs and attitudes) and overt behavior. It is likely that to undertake to determine which comes first is like arguing over which came first, the hen or the egg. And closer analysis may indicate that the idea-first action-first controversy is quite useless and academic. Anyway it is proposed: that here at Poston we undertake to work from both sides of the idea-action process simultaneously.

(3) Certainly, in attempting to develop deliberately the cooperative social process here we would not have to create all techniques de novo. There seems to be present a rather general preference for the cooperative way of getting on together. However, when cooperation fails there is resort to clever indirection and naked force--from project or direct or down. Nevertheless, one may note sporadic, disconnected efforts here and there, among administrators and evacuees, to practice genuine cooperation. But these efforts tend to dry up because of the absence of an over-all-cooperative-policy-making-process in which these lesser efforts may find support and continuing recognition. Here again there would be a two-way, interactive relationship. The over-all cooperative policy making process would stimulate and give direction to all sorts of lesser voluntary cooperative efforts. And at the same time, i. e., in the same process, the lesser efforts would have the affect of enriching and reconstructing the over-all policy and policy making process.

How far have we come? It is assumed that we Americans, in our official national policy, are opposed to the authoritarian social organization. Even those societies and individuals in our midst who operate in terms of dogmas or absolutus employ the verbal smoke screen of "freedom" in order to rationalize or cover up their operational intentions and practices. Furthermore, it

Note:

* (Suggested in such books as Follett: Creative Experience; Lindeman: Social Education; Dewey: Human Nature and Conduct; Young: Social Psychology; and Benedict: Patterns of Culture).

is believed that the vast majority of Americans want a fuller, freer life and that, while they practice much of individualistic competition, they are desiring more of the genuinely cooperative way of getting on together both in lesser groups and among nations. It is assumed, further, then that if we slip into a thoroughgoing authoritarian social process the change would come about because we were not alert and intelligent in respect to what we were doing. But we know that people will follow the leader who promises to lead them out of deep confusion and frustration. They did in Italy. They did in Germany. They have done it in America--and are doing it today in some quarters. We have noted here in Poston how willing our people are (evacuees and Caucasians) in crisis, to follow the leader who privately knows all the answers. But this not democracy, neither is it genuine cooperation.

At this point we seem to be caught in a struggle between escape into primitive leader-follower relations--and the effort to build a genuinely cooperative social process. It is here proposed that we tackle the latter task heroically here at Poston and courageously tell the world about our efforts and findings. If we continue as we are Poston will be listed by historians as just another social abortion. The joint-evacuee-administration conference scheduled for January 16 and 17 is suggestive of a policy-making process that ought to be given official action and continuing support.

An interesting observation that might be made at this point regarding voluntary cooperation is that it is both means and end. To regard it as means only results in a neglect of the process when particular, immediate problems are solved. To regard it as end only means a tendency to set up a beautifully elaborate Utopia but to neglect the urgent problems, disturbances, of the people that cry for attention. Our people, in general, are saying that they want "cooperation." But they desperately need help in developing the guiding concepts and techniques that are needed in the cooperative way of getting on together. This task involves intellectual-technical-creative effort. Will we undertake this task at Poston?

C
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P
Y

School Administration

Colorado River War Relocation Project
Poston, Arizona

November 6, 1943

Mr. Wade Head
Project Director
Poston, Arizona

Dear Mr. Head:

Have spent a short time in your Center studying school conditions and school administrative problems, and conferring with various officials on problems related to school administration.

Have been quite well pleased with the attitude of and approach of your school officials to the school administrative program. Their interest in the program and their understanding of the problems involved should be of great value in the transfer to W. R. A. administrative direction.

The attached report is offered as a partial summary of conditions found with some suggestions for future consideration. We hope it will be of value to you. We realize that many problems will arise in the transition to W. R. A. and that future conferences on the problems involved may be needed. Please feel free to call on us for any help that we may be able to give.

Want to thank you, Dr. Harris and others for the courtesies extended me while here.

Yours truly,

/s/ N. E. Viles
Education Adviser

NEV:hn
CC Supt. Harris
R. B. Cozzens

WAR RELOCATION AUTHORITY
COLORADO RELOCATION CENTER
POSTON, ARIZONA

November 6, 1943

To

Mr. Wade Head, Project Director

Summary Report on Visit with Suggestions on
School Housing, School Administrative Practices
for the Education Section.

By
/s/ N. E. Viles
Education Adviser

SCHOOL ADMINISTRATION
in the
COLORADO RIVER RELOCATION CENTER

In order to provide a basis for a more complete Washington Office understanding of the Poston School administrative problems and also a basis for future Washington-Poston correspondence on administrative problems, the following brief report will be in part a summary on conditions found and school data and in part suggestions for certain practices.

School Enrollment

The enrollment as of October 30, 1943, was as follows:

Elementary	Poston I	Poston II	Poston III	Total
Kindergarten	112	57	56	225
Grade 1	136	55	49	240
Grade 2	110	55	41	206
Grade 3	117	54	55	226
Grade 4	147	50	57	254
Grade 5	135	52	47	234
Grade 6	150	57	66	273
Total	907	380	371	1658
Secondary				
Grade 7	178	67	68	313
Grade 8	179	51	79	309
Grade 9	168	90	85	343
Grade 10	208	89	107	404
Grade 11	209	91	105	405
Grade 12	227	93	101	421
	1169	481	545	2195
Grand Totals	2076	861	916	3853

Enrollment

Nursery school 356

Nursery school employees (resident 44)

Teachers Appointed	Employed	Allocable as Per Enrollment
Elementary	30	41
Secondary	57	63

School administrative and supervisory staff employed.

Superintendent 1, High School-elementary principals 4.

(The classification of some of these principals may be changed under the W. R. A. program which places all principals under P. 3, or P. 4. Some of them are now classified as CAF 8 or 10.)

Resident certified teachers 1 in high school,
High school principals 1 Elementary principals 1, Principal 12 year
school 2
Supervisor of student teachers 0, Librarian 0, Vocational Adviser 0.

Resident or evacuee assistant teachers employed.

Elementary	53	Secondary	62
Non-teh.	<u>71</u>		
Pre-nursery school	44	Grand total	230

School Buildings

It seems that some changes have been made in the original plans in order to adapt to changing needs and proposed changes in usage. We understand that you have completed or under construction:

Poston I

Elementary 39 classrooms units, assembly room, library offices-almost completed.

High school 48 classroom units (including shops)

auditorium, offices, etc. Foundations being poured

(This is a decrease of 20 classrooms from the original proposal.

10 of 49 classrooms are small, are a part of auditorium. Original plan was to be used for adult education.)

Poston II

Elementary 12 classrooms-foundations being poured.

High school 26 classrooms (including shops) office, library, assembly room-classrooms nearly complete. Assembly room, offices, library, etc. staked out for foundations.

Poston III

Elementary no classrooms-one footing poured. May not erect.

High school 28 classrooms. (including shops) library, offices, almost complete. assembly room excavation being done (by students) preparatory to pouring footings.

This makes a total of 151 classrooms units, 4 libraries, 1 auditorium, 3 assembly rooms, offices, etc. In addition Poston III elementary of about 12 room units may remain in barracks as will the nursery schools.

Suggestions and Recommendations

In the short time allotted for this visit, scheduled prior to the announcement of future changes on the center, it was not possible to cover all problems that may arise. The following suggestions are made primarily as a basis for more complete solutions to be worked out. Steps are being developed to make the transfer in a manner that will disturb the Poston school program as little as possible. These suggestions will be followed with more complete discussions as the need arises.

I. School Buildings

A. Physical Education Facilities

It is understood that most of the physical education program will be on open courts. This may make it desirable to plan a program of stabilizing the surface soil and of providing shower and dressing room facilities on or near these play areas.

B. Toilet Facilities

1. If the Poston III elementary schools are to be retained in barrack buildings, provision should be made to lower urinal and wash troughs or to provide benches in front of them to adapt them to the size of the pupils using them. It may also be desirable to provide benches in front of toilet stools used by these children.

2. If Poston I elementary schools are to remain in barrack buildings this year, benches might also be provided in the toilet rooms used by these children, for the same purpose.

C. Remodeling

If Poston III elementary schools are retained in barrack buildings it might be desirable to complete ceiling of walls and ceiling in rooms not so ceiled at the present time and to paint walls and ceiling of all such rooms with a water mixed paint having a light reflecting value of at least 70% for the ceiling and 60% for the upper walls.

D. Construction

1. It seems to be the intention on the Project to complete the high school buildings in Poston I, the high school with assembly rooms, and the elementary rooms in Poston II, and the high school buildings with assembly rooms in Poston III. This seems good.

2. There is some talk of not erecting the elementary rooms in Unit III. With the arrangements that have been made, it seems feasible to omit the Poston III elementary rooms and to adapt the barracks to classrooms as outlined above.

E. Miscellaneous Construction Items

Several minor changes may merit consideration. The toilet room proposed for the library units in Poston II and for the high school in Poston I might be moved to the end of the room and made accessible from the outside. This would provide a greater utilization. Also, in the Poston I High School, some provision should be made for a fire proof vault for the storage of records. Even if a door cannot now be purchased, the vault will later be needed. Some signal system for each unit will be desirable. Where feasible, provisions should be made to provide water outlets at proposed positions permitting the organization of unit kitchens in the home economics department and for use in shop and science rooms. We understand that most of these needs will be cared for but that some adaptation in the location to meet types of program planned may be needed.

II. Budget and Cost Accounting

As the budget request have been made and the quarterly budget allocated, the school officials, in cooperation with the financial officers, should make an un-official distribution of the school budget to cover anticipated needs and to insure that each need or activity will receive the attention it merits. At the end of each month, the cost accounting officials should provide for the school superintendent, a break-down of school costs, recorded during the month in a manner similar to the report sent to Washington, on Form 217. This record will show major divisions under 43-10, 43-20, etc., and on following pages will show a summary of a more complete break-down for (1) numbers such as 43-21-Nursery School, 43-22-Elementary and etc.

III. Property Control

In the transition to the WRA it is presumed that comprehensive inventories may be developed. This may prove to be a good time to complete the school property control program. It is supposed that the project property officers may charge to the schools, property of certain classes assigned to, and used by the schools. Since the property officers probably will not find it possible to follow each item of property, it may be necessary for the school officials to set up a record of distribution of this property to the various school units, and for the principals of these units to maintain subordinate records of distribution within their units. Such records and periodic inventories would of course clear through the superintendent and other designated offices in reports to be made to the property officials of the project.

IV. Records and Reports

The school record system is being developed in a desirable fashion. In the transition there will be need to make some adaptation to the W. R. A. forms. All of these changes have been discussed with the school officials and will be made as rapidly as possible.

V. School equipment

Most of the needed school equipment is now in place. As the new assembly rooms are completed auditorium or assembly room seating will be needed. Stoves for room heating, and industrial or shop equipment will also be needed. Some of this equipment has been needed and may be obtained on pending requisitions.

VI. Requisitioning and Obtaining and Storing Supplies

- A. In order that the school officials may better plan future activities, it is suggested that the superintendent plan a follow system to provide check on disposition of requisitions and of reporting on same back to school units. To this end it may be desirable that he have copies of purchase orders issued. Delayed orders may be better handled by re-requisitioning than by back ordering.
- B. The method of warehousing and handling school supplies arriving at the project will depend on general project regulations. It will be desirable that school officials be notified of the arrival of goods ordered, that the invoice may be checked against previous requisitions and purchase orders. If the materials are to be transferred to school stock rooms, it is probable that some check will be made to permit current accounting by the cost accounting division.

VII. Janitorial Service

With the concrete floors in the school buildings which are inclined to dust and with many other problems in janitorial service, it may be difficult to handle all such service with the janitorial force allotted under recent allotments of resident employees. Some study should be given to this problem which may partially be solved by a program of staggering the hours of the janitors so that fewer men will be employed during the hours from 9:00 in the morning until 4:00 in the evening when less work is to be done and by assigning some men to the task of cleaning up after evening classes. A program of work for each employee should be developed. It is anticipated that more detailed suggestions for school janitorial service will be developed on a suggestive basis from the Washington Office soon.

VIII. Resident Help in the Schools

With the task of maintaining accurate records of the work of each pupil and of compiling data essential for state use in an accredited school system and with the problem of maintaining property requisition and other school records, a sufficient number of qualified resident

employees should be assigned to the school offices to provide the services needed.

The suggestions made above do not, in each case, call for change. Many of the items suggested are already under consideration and some of the changes have been made. These suggestions are primarily for the purpose of calling attention to the importance of these items. More detailed suggestions will be provided on any of the items listed or on other problems as the center school officials meet the various problems and feel the need of additional suggestions.

Dr Beatty

THE PROBLEM OF COMPULSORY ATTENDANCE
IN THE POSTON SCHOOLS
June, 1943

1. STATEMENT OF THE PROBLEM:

Letter from Director Cary to Mr. Taisinger, dated May 25, 1943.

"Dear Mr. Taisinger:

Within the past few days the problem of "compulsory school attendance" has arisen here. Now in view of that fact that Poston is the only center that is operating under the partial direction of the Office of Indian Affairs, it appears that the arrangements that have been worked out for Indian schools in Arizona might be interpreted as applying to Poston. Accordingly, I am requesting information from your office bearing on this matter.

In order that you may have the background of this situation your attention is called to the following:

(1) When the memorandum of understanding concerning the operation of schools at the Gila War Relocation Center was drafted, March 18, 1943, the officials who prepared that draft apparently agreed to the following statement: 'The Colorado River War Relocation Center will be administered by the Office of Indian Affairs under agreement with the War Relocation Authority which includes provision for the operation of schools by the Office of Indian Affairs.' Unless there is some other ruling to the contrary, it appears that the regulations governing Indian Schools in Arizona may be interpreted as applying to Poston. I would be understood, of course, that such regulations must be germane to the situation here.

(2) The Manual for the Indian Service, dated July 1, 1941, carries the following regulations in respect to compulsory attendance:

'THE STATE SCHOOL LAW may be applied to Indian children. All Indian who have become citizens of the state wherein they reside under existing provisions of law are thereby amendable to the school laws of such state. Superintendents will cooperate with the state truancy officers in the enforcement of compulsory attendance laws and may permit state officers to enter upon land owned or held in trust by the United States for the purpose of enforcing the state school laws:

"The Secretary of the Interior shall permit the agents and employees of any state to enter upon Indian tribal lands, reservations, or allotments therein for the purpose of making inspection of health and educational conditions and enforcing sanitation and quarantine regulations or to enforce compulsory school attendance of Indian pupils, as provided by the law of the State, under such rules, regulations, and conditions as the Secretary of Interior may prescribe." Act of February 14, 1929 (45 Stat. 1168); (Title 25, C.F.R., Ch. I, Part 47 Sec. 47.6)" If Poston is bound by certain rules governing Indian Schools, then certain of the specific regulations governing Indian Schools, those in Arizona might be interpreted as applying to Poston.

(3) The foregoing statements relative to compulsory attendance appear to be in conflict with the statement of policy put in the hands of evacuation center directors of education at their conference in San Francisco, the 27th of July, 1942, by Mrs. Lucy Adams, who, at that time, was Director of Education for the WRA.

'School Attendance will be compulsory from 6 to 18 years of age, or graduation from High School. High school students above 16 specializing in certain vocational fields may, under the direction of the superintendent of education, spend one half their time in apprentice training of work experience on project enterprises during the regular school year.'

(4) WRA Administrative Instruction N. 25, Supplement No. 2, August 24, 1942, which deals with the subject 'Schools in Relocation Centers,' Paragraph 3, states: Requirements for School Attendance shall conform to the laws of the state in which the project is located.'

In spite of the fact that Poston occupies a unique position among the centers (in that it is operating under the joint control of WRA and Indian Service) it appears that the WRA regulations concerning compulsory attendance and the Indian Service regulation covering the same subject actually come out at the same point: That, in respect to compulsory school attendance, the regulations of the state in which a particular school is located (WRA or Indian) ought to be adhered to.

I will appreciate your reaction to this situation.

Very sincerely yours,
/s/ Miles E. Gary

Miles E. Gary
Director of Education

II. Mr. Taisinger's reply, dated June 3, 1943:

"Dear Dr. Cary:

This is in reply to your letter of May 25, 1943, concerning compulsory attendance of school children.

I am inclined to agree on the general conclusion that you have apparently reached, namely: 'That, in respect to compulsory school attendance, the regulations of the state in which a particular school is located (WRA or Indian) ought to be adhered to'.

The Indian Service has for years followed the policy of accepting the state compulsory attendance laws in so far as compulsory attendance has been enforced. The Service, however, has not been in a position to enforce attendance throughout the state of Arizona for several reasons, one of which is the fact that school facilities have been inadequate to accommodate all of the Indian children on such reservations as the Navajo. The Service has approached the problem in general by attempting to improve the school program and by the education of the community to its responsibility in this phase of the program.

Compulsory attendance places the responsibility on the government rather than on the individual and community. The attitude of our Indian groups towards attendance has gradually improved to the point where there is now a demand for educational facilities as contrasted with the situation a number of years ago where it was almost necessary to kidnap the children to get them in school. In time this program will reach its limit and there will be a few cases upon which the law will have to be used. Under present regulations it will be in the state law in Arizona.

The Arizona law leaves compulsory attendance in the hands of the local district. A district may or may not enforce the law as it sees fit. The age limit is from 6 to 15. Under the Arizona law it is impossible to enforce attendance beyond the age of 15.

If you accept the Indian Service regulations on compulsory attendance, thereby tying up directly to the state of Arizona attendance laws, it would appear that the statement relative to compulsory attendance prepared by Mrs. Adams in July, 1942, requiring attendance between the ages of 6 to 18 years would not be applicable within the bounds of the Boston Project.

While in theory the Indian Service has accepted the state attendance laws, the state attendance officers have not been used to enforce attendance in the federal schools on the reservations. Indian children living

off the reservations and attending public schools have "have been subject to the same treatment that all other citizens of the community receive.

I am enclosing a copy of the latest edition (1942) of the School Laws of Arizona.

Very Sincerely,"

III. Dr. Beatty's comments, dated June 5, 1943:

"Dear Mr. Cary:

Just a comment on the questions which you raised with Mr. Faisinger about compulsory attendance at Pooton. I am inclined to suggest that you approach the compulsory education question somewhat in the same manner that we do on most of our Indian reservations--by putting it up to you community councils and making it a matter of local regulation. As a matter of fact, while compulsory education laws are usually state statutes, their enforcement is usually a local matter and depends largely upon the public opinion of the local community. You know as well as I do that public opinion governs Pooton much more effectively than the W.N.A. Therefore, the only way I can see of achieving compulsory education will be through the interest of your community councils and the parents.

Any difficulties which you are having with the enforcement of compulsory education unquestionably grow out of the insecurity and instability of your population group, for the American-born Japanese are noted for their enthusiastic response to educational opportunities. In fact, their disappearance from the California schools has resulted in a drop in average daily attendance larger than their subtraction from the school population would have normally justified. Under such circumstances one cannot assume simply that by rules and regulations we can correct a difficulty which is the result of emotional insecurity. That fact alone, however, more than any other indicated the necessity for approaching it through the local community group.

Sincerely yours,"

/s/ Willard W. Beatty

Willard W. Beatty

Director of Education

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Boston
Education

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EDUCATION
By Naomi Wood

Japanese Relocation Papers
Bancroft Library

Perhaps a teacher should never try to evaluate a semester's work nor to compare one school year with another because so rarely--if--ever can she disengage herself from a subjective point of view. But since Mrs. Sugino of the Community Analysis Section has asked me for a statement concerning two school years at Poston, I shall try to be as honest, and as objective, as I can.* I shall begin by describing the first school year (1942--43) at Poston, then the changes the second year ('43--'44) has brought, and finally, the implications of those changes to our students and our community.

Imagine if you can a hot, bright, desert-October morning. It is school time. From every barrack apartment children of all ages pour out ready for the First Day of school in a relocation camp. They go to all parts of the center to previously assigned barrack "rec" halls. Although the camp has been established since late May no provision has been made for school rooms in Poston I. My eighth grade class is to meet in the east end of a hundred foot barrack. In the center a seventh grade teacher steps nervously to a window^{and}/at the far

* It must be understood I speak only from the point of view of the Junior High School. I know practically nothing of the problems of the elementary level and very little of the senior High although I believe those of the latter are very similar to our own.

Education

end a very young Japanese girl awaits her first nursery school.

We have no tables, no chairs, no books--nothing except a sheet of paper with our students' names upon it. The youngsters begin to arrive. Shyly yet eagerly they edge in and stand about uncertainly. Many have brought pencils and notebooks. The visual proximity of two other classes makes no disturbance at all. (Nor did it for the almost three week period before partitions were put in the barrack.) It has been a long time since school (from May until October) and the children are pathetically eager for work. I learned later that many were disappointed because we did not keep school all day that First Day and because we gave no homework. The ice was broken, however, and the days and weeks that followed were happy and busy and somewhat hazy in my mind.

The second day the youngsters brought their own "seatage"--camp stools, small boxes, rough homemade stools, two benches, and a pair of beautifully joined, carved chairs with the names of the children (brother and sister) engraved on the back. I think one of the most touching memories of Poston is the remembering of early morning school time--seeing each child on his way to school carrying a chair or stool of some kind.

The more sophisticated high school students disdained to carry chairs and for some time seating in the high school class rooms was a great problem. It was augmented by the fact that the class rooms were so far apart.

The third--perhaps fourth--day brought the rough-lumber tables we still use. The tops are covered with masonite--a satisfactory writing surface. The tables are two feet by four feet. Two students may sit at each one.

With tables and chairs and scratch paper, school began in earnest. We made up our own arithmetic problems, had much practice in oral English, studied our science from the desert sky above us. Dr. John Powell has said some thing to the effect that Boston teachers probably did the best teaching of their lives in those first months. I know that is true of me. Each day was a joy to look forward to and there was a constant, vital urgency: You can't let these kids down.

I wish every educator could have seen (and I wish our youngsters could remember) the pleasure and excitement of our first books. They were old, outmoded arithmetics--enough for every two people to share one. I was near tears as we passed them out for the youngsters reached so hungrily for them. All morning was spent in doing problems "out of the book" and at noon-time the cry went up, "No homework?" So homework it was on a two-night basis so every person could have the book. But to my great surprise the next morning every single person had his work done. Perhaps something is to be said for the un-abundant life. At least we make demands upon it then.

The greatest wish of our children was to "have things like at home." That is the only reason that, in most cases, Caucasian teachers were preferred to Japanese. It is just

one more point to note about the wonderful job these young evacuee teachers--many still undergraduates--have done that the students no longer differentiate between hakugin or nihongin teacher (unless it is to the hakugin's deserved detriment!)

Self-government, a con-comitant of "things like at home", was instituted before the Junior High school students knew they wanted it. The form and substance of this governing organization was not of the pupils and hardly by them and so this second year finds itself with a dead-weight burden that only a few are interested enough to carry. I will speak further of this later.

It is always so easy to fall into organized lines of activity. Poston schools had the chance to develop and experiment in all sorts of ways but because of this wish for "things like at home" on the part of our students and because we teachers came from too varied backgrounds to agree on a new departure we all fell into the common pattern. I regret this--not for the students because they "git edjicated" despite help or hindrance from us teachers--but for myself. The evacuees however were having enough New Departures and Dr. Miles Cary and Dr. Arthur Harris and our other principals were wise in putting aside their dreams to meet the wish of our students for things-as-they-were. So we have five-grade report cards, intricate attendance checking, compulsory study halls, teacher domination (supposedly) in all situations, etc. ad commonum.

The greatest difficulty of the first year was to convince our students that Poston, camp as it was, could have a good school. Some were convinced--most, I believe, because kids are easily adaptable but many of the high school students were not. Credits worried them. They feared that the work they did here would not count outside and would have to be done again. Our second year has brought some satisfaction in answering these fears because students who have relocated have been accepted on Poston credits in the majority of cases. But I get ahead of myself.

The polite courtesy of the Japanese is legendary as is their quiet, shy studiousness. Having always doubted that anyone nationality has a corner on brains or heart--or wickedness for that matter--I was constantly astonished at the excellent, too excellent, behavior of my students those first weeks. It was like pulling teeth to get any response more than Yes or No from them. Never a whisper nor a note passed (tut-tut)! I shall never forget the first day of rebellion. It was in the second month of school and a tall, husky lad spoke up and demanded to know of a quite heave assignment, "What do you think we are--geniuses?" Right out loud in class! I was delighted but, poor boy, he did not know it. From that day until now I have found our kids to be just like kids anywhere. I think it took just about all summer and six weeks of school before these youngsters realized for the first time that they were the majority. I

know that parents worry greatly about the minor delinquencies of their children and certainly the breakdown of home life in camp is a cause for distress, but a great deal of the so-called rebellion will disappear in the repressions of minority.

It is an interesting fact that the youngsters of Junior High age very soon confessed to liking it at Poston. "No chores to do," "Don't have to help with the tomatoes," "I've made so many new swell friends", "Free shows" (!) "It's nice living in the country." "I think young people of this age are happy almost anywhere. The Weltschermerz of adolescence is not upon them yet, nor the consideration of practical plans for future work. The high school age was no so amenable because it recognized some of the implication of internment.

I think the main thing about Poston I's first school year that stand out in my mind are these:

Eager, eager kids

Non-existent school facilities for a good part of the year.

The need, and the fun, of learning to use everything around you for teaching materials.

Poston's second year opened with an attractive central plant of school-rooms. Barracks are still used but all are quite close to "the Adobe." In specific subjects like shop, chemistry, and home economics we are still sadly lacking in materials and equipment, but for the most physically we are quite like any school. Our material changes are all toward

betterment.

But other changes which approach tragic proportions have made themselves apparent. Poston is very isolated and its first year's faculty was made up largely of two kinds of teachers: a, those who were deeply interested in whatever was going on here and wanted to be of service to the Japanese people if they could. b, those--several beyond retirement age--who could not get jobs elsewhere. (Please do not think I am holding a brief for youth. Youth holds its own--and many of those older teachers I admire with all my heart. There were physical hardships here and it wasn't the "old ladies" who did most of the complaining. But the young evacuee faculty and the kids were disheartened by the preponderance of age of the personnel faculty.)

Perhaps an ab class should be cited as a third type.

Poston's second year crop looked much more encouraging to the students at least. Several new young teachers just out of college arrived filled with enthusiasm and ideas. Without them this would be a sad school indeed, for Relocation makes constant claims, as it should, on our evacuee teachers.

To be very frank about the teacher situation--and it must be noted because our students are certainly aware of it--there is a lack of integrity in some of us teachers. There are a few who, because of the extreme manpower shortage everywhere, are slipping through each day with an absolute minimum of work.

of work. Such advantage-taking is perfectly apparent to our students and while cheating them of their scholastic rights also adds much to our discipline problems which otherwise are those usual to any school.

A specific difficulty this year in the Junior High and High school arose because a new principal came who did not fit in. The initial fault was his but I think it is fair to say that neither the evacuee nor personnel teachers met him half way. It may be he could not be met. He could not see the Japanese students or teachers as people at first and later, when he tried, it was too late. Anything he had to suggest, whether of value or not, met a wall of resistance. The students took an active interest in this situation, aligned themselves against the principal, and we found ourselves in an unhappy mess. The principal came here with pre-conceived ideas and he returned with those ideas unchanged which is too bad for he will be considered an authority on the camp.

Our new principal is ideal for the job, I believe. Soft spoke yet definite, never flurried in the face of any urgency, serene and unruffled, he has great liking and respect from all of us. Yet an ointment-fly flutters even here. Relocation has priority over all else and Mr. Girdler often has to attend to business there leaving the school to limp along as best it can.

Relocation lies at the base of our problem and I fear it is "insoluble." This rightfully is a dying community and instead of getting bigger and better (whatever that means)

will become littler and worse. Our problem is to resolve the conflict of "moving on" with the desire to settle oneself. Our children are learning that "change is the only constant" and there are several teacherless classes. Aside from the problem of what to do to keep these children busy the question of credit comes in again. For senior and junior students especially this is a grave problem and, so far, is unsolved. We are just too short handed--and yet we cannot keep the evacuee teachers here--at \$16.00 or \$19.00 a month.

I wanted to speak further of specific student problems. In the Junior High the burden of student organization is carried by a small minority--and right at present they are almost stifling with its weight. I think if they go on stifling vocally enough others will rush to their aid. Part of this trouble comes out of a fact which I find hard to accept. I do not know whether it comes from home training or sex-shyness (I thought it that entirely at first) or something else but it cannot be denied that the great majority of high school and junior high school boys will go to almost any lengths to get out of doing work connected with outside activities such as plays, parties, or other entertainment. It has been suggested that this attitude comes from a preference of Japanese parents for boys and if that is true, I would like to shout from the house tops against it for it makes arrogant puppies and spineless drudges out of those who should be working together for the Brotherhood of Men.

Please know I speak of this because it seems to be flagrant here, not mild as in most schools.

People have always joked about "govement" property. I am beginning to realize the joke is not a funny one when our kids lose respect for property and use material and equipment as if they were never to be used again. Being wards of the government has tragic implications, I fear. Teachers can do a little (maybe much, although we haven't so far) to combat this attitude but it isn't just a school attitude. It is Boston-wide. This second year with its advantages has also brought a greater disregard for the caring of things. Books which were rare last year were reverently treated. This year almost all books are treated like discards. One might say it's "in the air."