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WAR RELOCATION AUTHORITY
COLORADO RIVER RELOCATION CENTER
Poston, Arizona

Report on

PROGRAM OF STUDIES

Education Section

1942-1945

Arthur L. Harris
Superintendent of Education

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FINAL REPORT ON PROGRAM OF WORK

POSTON SCHOOLS

PREFACE

Before schools in War Relocation Centers opened, a statement was issued outlining the broad framework in which the schools would operate. Included were the following policies:

1. The schools should be planned and operated as community schools, and a program developed enlisting active student participation of the social and economic development of the relocation centers, organizing these experiences as a basic part of the school curriculum.
2. The schools should meet state requirements for graduation from high school, and provide the courses necessary for entrance to college. They should combine this with their own "core curriculum" and requirements for graduation.
3. School attendance should be compulsory from 6 to 18 years of age, or graduation from high school. High school students above 16 specializing in certain vocation fields might, under the direction of the superintendent of education, spend one half their time in apprentice training or work experience on project enterprises during the regular school year.
4. All instruction would be in English.

During the opening months of schools in Poston, the problems of basic objectives and curricula were studied by education staff members. Out of these studies the superintendent developed two hypotheses which were accepted as the basic objective for the Poston Schools.

1. That social theory is the basic, controlling factor in an education program. In other words, that the kind of society toward which teachers are developing the habits of pupils is the most important factor or aspect of an educational program. This is true whether the social aim of the teacher is implicit or explicit.

2. That the basic, pervasive, unifying aim of our American (and Poston) public schools should be that of promoting democratic voluntary cooperation among pupils, teachers, and others affected by the schools. In other words, our public schools ought to be organized and managed as community schools.

As a corollary of the foregoing, it is proposed that in a voluntary cooperative social process are found optimal conditions for conserving and developing such democratic ends as individuality, critical thinking, equality of opportunity, respect for personality, social sensitivity.

Following the statement of the underlying objective, a study was made of the implications of the objective for,

1. administrative arrangements
2. qualities of educational experience
3. the program of each teacher
4. the selection of subject matter
5. attitudes, skills, abilities, and dispositions to be developed and how they should be developed
6. the evaluation of teaching
7. reports of progress to parents

In spite of the uncertainty regarding the future status of the evacuees in the relocation centers, a prior assumption has been made that these people would take their places in normal American communities following the end of the war. This assumption was expressed and maintained throughout the period of operation of the schools, in the face of intense skepticism from within the center and organized opposition on the part of "super-patriots" outside the center. It was difficult, in the beginning, to use the terms "democracy" and "democratic". All the school experience in the lives of these students had emphasized the rights and privileges of citizens in a democracy, had extolled the virtues of a democratic form of government, the equality of all individuals before the law of the land regardless of race, color, or creed. There is little wonder that the terms were sometimes used with heavy sarcasm, sometimes met with forthright jeering on the part of older students. Three years have established the validity of that prior assumption,

have restored to the youth of the center their faith in a future for themselves under democracy.

For Poston youth Poston Schools could not take the place of schools in normal communities in an atmosphere of common sacrifice for a great cause, among lifelong friends and associates, trusted and respected, victories their victories and defeats their defeats. In some respects the center schools could not equal long established schools in quality of personnel, adequacy of physical equipment, and variety of educational experiences. In other respects Poston schools were more effective than schools in normal communities, for the major problems faced by students were common to all, and all children of school age were in school where attention could be given to the solution of those problems.

The "community" emphasis in the schools was carried out effectively in the elementary grades. At the secondary level obstacles were encountered in the form of the objections of teachers bound by the traditions of essential subject matter, the frequent changes in staff, the desire of students for a program "just like it was back home", and the objections of state accrediting officials to any departure from the traditional organization and content of high school subject matter. The original two-hour course in "core studies" required for all secondary students had back of it a complete new educational philosophy with which most of our Poston teachers were unfamiliar. Through this course the school and the community were to have constituted a social laboratory in which the concepts of democracy were to become operative. English was to become functional as the tool for communication in social situations and in dealing with social and individual problems, instead of a body of subject matter compartmentalized and segregated from all other bodies of special subject matter. History, literature, art, government, music, special skills, vocations, personality and character development, current events and problems local, national, and international, relocation problems, minority group problems, all were to be integrated in the social scene which students were experiencing. The "core studies" teacher was to have been a counselor for the students in her class.

Under some teachers much of this was accomplished. Under others the "core studies" continued to be the traditional courses in English composition, grammar, and literature and in history and social problems with little relationship between the various parts. So far as subject matter learning was concerned the progress of students was very satisfactory under both types of teaching. Counseling was effective because teachers were living so close to the problems which students faced that they were socially conscious of

them even though those problems were not an integral part of their classroom program.

For the purposes of this program report the outline for the "core studies" follows the English and social studies pattern familiar to all school officials. In fact, the Poston III High School separated the two-period course the last three semesters, providing specialized English courses aimed at meeting the problems of a dual language student group. This was due also, in part, to State requirements for teachers in the two fields of subject matter.

Poston parents, and students who have entered public schools outside the center or enrolled in colleges and universities, have written back in pleased surprise that the Poston schools have fully prepared students for easy adjustment in the new school situation. All schools have been fully accredited by state agencies, and the accreditation is being justified in the success with which former students are meeting the requirements in school systems throughout the country.

I. FINAL REPORT ON PROGRAM OF WORK

Poston Elementary Schools

I. FINAL REPORT ON PROGRAM OF WORK Poston Elementary Schools

A. PREFACE

We have attempted to make the report that follows represent the combined efforts of the entire elementary school teaching staff. Shortly after the request for the report was received, a meeting of the whole staff was held. In this meeting, each of the six divisions of the outline accompanying the request was discussed and common understandings agreed upon with reference to just what would be included under each heading. With these basic understandings, each grade group of teachers met separately and formulated its own plan for writing the report on that grade level. These plans were uniform to the extent that each group decided what should be said under each heading. Each member of the group made some contribution. Plans varied slightly in the actual writing of the report. In some groups, one teacher (usually the coordinating committee representative of the grade group) wrote the entire report for that grade. In other groups, each of the teachers wrote one or more of the sections - the number written by each depending upon the number of teachers on that level. Regardless of which plan was followed, after the reports were written the grade group as a whole met again, reviewed and revised the report before submitting it to the coordinating committee. This committee reviewed all eight reports making such changes as were necessary in order to secure uniformity.

The Poston school program had its inception in the ideals of democracy as applied to educational procedures. The first Director of Education of the Poston schools stimulated his staff with a philosophy of education embodying such ideals. It was his firm conviction that the KIND of society toward which teachers are directing pupil growth is the most important aspect of the school program. Integration into a democratic society achieved through a program which promoted voluntary cooperation among all concerned became the major aim of the schools. The succeeding Superintendent of Education endorsed the philosophy around which the school program began its building and offered all the support possible in making the schools laboratories of democracy.

Through the influence of these leaders, the program which in its early stages seemed to have very little form, symmetry, or individuality began to take shape and gradually

a pattern evolved. It must be admitted that this pattern is still very sketchy and actual practices have lagged far behind the ideals set up. In retrospect it appears that the Poston school program was still in its initial stages of development when plans for closing the schools took precedence.

A major problem of the school has been to provide a normal learning environment in a very sub-normal community. The program had to be planned on the assumption that practically all Poston pupils would continue their education in some other school - not in any one school, but in various schools widely scattered over the country. A glance through the "curriculum guides" and "courses of study" of various cities and states reveals the fact that there is a very marked lack of any uniformity with reference to what is taught on each grade level. No one "course of study" was accepted as a standard but ideas were borrowed from many sources and such learnings were stressed as seemed most fundamental in realizing the areas. These learnings covered not only the area of the three R's but the sum total of all learning experiences involved in the education of the WHOLE child. These include opportunity for active participation in the democratic way of living in the schoolroom and on the playground; development of desirable character and personality traits; formation of good health habits; development of creative ability; cultivation of the pupil's aesthetic tastes; provision for stabilizing emotions. These objectives are desirable in any school program but especially so in the Poston situation. In a normal community it could be expected that the environment outside the school would make some positive contribution in most cases; in the Poston community, however, such environmental influences were for the most part negative. Sooner or later each pupil would have to make for himself a place in an entirely new and strange environment or else return to his former habits and so adjust and conduct himself as to contradict any existing prejudices against his race. The obligation of the Poston schools in preparing the pupils to make such adjustments has been one of not little concern to the school staff.

It is believed that a school curriculum is lived, not written; it is the sum total of all experiences that effect the many-sided growth of the pupil. It is also believed that much long-range planning must take place if desirable experiences are to be provided and in orderly sequence.

This necessitated some form of a guide or outline that would designate desirable goals or objectives to be attained; provide suggestions with reference to desirable learning activities; furnish lists of source or reference materials available. The Poston schools had no past upon which to build. No two teachers with teaching experiences had come from the same school system; some had taught in ultra "progressive" schools; other, in extremely "formal" schools; the remainder, in schools of the conservatively progressive type. Some had had many years of teaching experience; others were entirely inexperienced and without professional training except for a very short summer session held during the weeks previous to the opening of the Poston schools. The several teachers teaching on each grade level represented practically this entire range of background. The Elementary School Supervisor assumed responsibility for guiding the curricular developments of these groups during the first year of the schools' operation and attempted to unify the program insofar as was desirable and possible.

During the first year and a half of the school's operation a tentative curriculum "guide" slowly evolved. This guide had its beginning in a series of supervisory bulletins issued by the Supervisor of the Elementary Education who supervised the elementary school program in the three camps of Poston. The bulletins were supplemented by frequent meetings of the teachers on the various grade levels with the supervisor at which times curricular problems and procedures were discussed. During the spring of 1943 Saturday morning classes for all Poston teachers were held in Camp II for a period of sixteen weeks. Further work was done on assembling curricular materials in some of these classes. A summer session for Poston teachers was held in Camp I during the month of August 1943. Each elementary teacher spent two hours daily in a curriculum work shop. Committees worked on various phases of a curriculum guide, but at the end of the session the materials were far from the assembling stage. Shortly after the close of this session, the Elementary Supervisor resigned and her position was abolished. Several of the teachers who were working on important committees also left Poston in the early fall. Those who remained, however, continued on the curriculum guide work along with their other school duties until it was ready to be assembled and duplicated in the late fall.

While this guide was far from a finished piece of work, it

did provide a working basis for further curricular planning and some tangible information for incoming teachers with reference to the school program. During the Easter recess of 1944 each grade group revised the basic attainments as set up for that grade in the curriculum guide. Other slight revisions have been made since. Additions have been made to the bibliographies. A few changes have been made in the sequence of the social studies areas of learning. Each year the various teachers' reports on the more important "units" of study have been covered in each classroom have been made available for the use of other teachers.

This report attempts to cover some of the more tangible phases of the elementary school program and its accomplishments. It is hoped, however, that the most important outcomes will be those that can only be expressed through the lives of the pupil participants in the program.

Retha E. Breeze
Elementary School Principal
Camp I
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B. NURSERY SCHOOL

1. Aims

One of the major aims of the nursery school has been to teach the young children the use of the English language so they may live a normal life upon relocating. The children have been helped to learn to do things for themselves, such as washing their hands, toileting, and other health habits. An effort has been made to help each child learn to get along well with others, to provide for good physical development, and to give opportunity for simple art and music experiences. The staff has attempted to provide for the children a place of happiness and security.

2. Offering

Emphasis has been placed on taking turns, respecting rights of others, standing up for one's own rights, helping others and cooperating in all group activities. The children have been taken on excursions, books have been read, conversation encouraged and different things brought to the classroom for discussion. Pictures, poems, and stories have been offered. The children have been encouraged to participate in group and informal conversations and to join in games and to do simple dramatizations. Improvised climbing equipment has been used and a large space provided for play. The children have been taught to blow their own noses, to wash hands after latrine and before eating, and to drink water without sucking on the faucet. They have been given free use of such things as clay, crayons, paint and colored paper. For music they have had songs, rhythms and rhythm band instructions. Supervised latrine periods, rest, and a mid-session lunch of cereal and milk have been included in the program.

3. Plan of Work

The nursery schools of Poston have been located in recreation halls which were divided to provide space for resting and indoor games. The children use the block latrines for toileting and washing. The three-year-old group attended during the morning and the four-year-olds in the afternoon. Each session was 2½ hours. The average enrollment has been twenty children

with two teachers per group. Each child has been free to take and use any toy, book, or material whenever he chooses without misuse of property. The children have been encouraged and taught how to use different materials. The teachers have tried to stimulate interest in the activities by joining in and acting as one of them.

4. Time Allotment

The distribution of time has varied in different centers according to the age and needs of the group. The approximate schedule allowed is as follows: free play, 1 hour; physical routine, 3/4 hour; art, music, and literary experiences, 3/4 hour; the three-year-olds required a longer period of free play.

5. Standards

We have expected three-year-olds to stay at school without their mothers, to learn to play with other children, and to use toys, books and other school equipment. They have begun to learn to share, to take turns and to have happy relationships with others. Each child was expected to know where his personal possessions were placed and where toys and books were supposed to be put away. He also knew where paper tissues were kept and where to place waste paper. The children were expected to take reasonable care of school equipment. Almost every child understood routine directions in English and could speak a little. They were beginning to listen to stories in small groups. The three-year-olds have been getting acquainted with art materials, such as crayons and the use of paste, scissors, clay and paint.

The four-year-olds understood simple explanations in English, were expected to carry on conversations in English and have keen interest in stories. By the end of the year each child was able to help himself at the latrine, needed little assistance during milk period and was expected to rest quietly. During art period, four-year-olds drew pictures that could be recognized. They participated in music with interest.

6. Accomplishments

The combined efforts of the staff and the parents have

greatly increased the attractiveness, comfort, and equipment of the centers. The enrollment in the nursery schools has been high and the percentage of attendance equally so. High health records have been maintained and the children have shown good gain in weight. They have become much happier in their play and crying has become less frequent. They have learned to enjoy music and art experiences, have increased in independence, and above all, have shown marked increase in their use of English from one age to another. The children have learned to participate more in the whole program of the school.

Yes, we feel that these children have been well prepared to go to schools outside of the centers and mingle with other children of different races and adjust themselves easily to the new surroundings.

C. KINDERGARTEN

1. Aims

As each new class enrolled in kindergarten, the teachers had many aims which they have tried to accomplish by the end of the school year so that the class might enroll in first grade and progress without difficulty. One of the most important aims has been to help the children get acquainted with the teachers and the other children, and to learn to cooperate. By getting adjusted to group play, the children were helped to feel that each was as important as the other. The teachers tried to help the shy child to overcome his timidity so he might enjoy school life and so that it would mean something to him. An effort was made to help the children become adjusted to the schoolroom and equipment, and learn to use school materials. The teachers aimed to provide specific guidance where it was needed, and tried to help them acquire information and interests of value in learning to read. Since this was a bilingual community the aim has been to have the children use the English language correctly. The teachers have aimed to provide an environment that would promote good physical development and health, and provide security and happiness in school.

2. Offering

For both social and physical development, emphasis has

been put upon the free play period. Experiences in coloring, painting, cutting, clay modeling, pasting, weaving, playing with the large balls, toys, blocks, jump ropes, climbing apparatus, and the sand pile, have been provided. They have had supervised lavatory period, a rest period on cots and a mid-morning lunch, as well as experiences in rhythm activities as part of the daily program.

For mental development, they have had pictures, books, planting of seeds, excursions to different sections of the center as well as materials of interest brought in by the teachers in order to stimulate group and informal individual conversations in English and to provide a source of information. Songs too have served as a means by which the use of the English language was developed.

3. Plan of Work

The kindergartens of Poston have been on half day sessions (150 minutes) until December 1944 at which time the schedule was changed to a full day session (135 minutes in the morning and 85 minutes in the afternoon) to conform to the regulations of the War Relocation Authority and to give a longer daily training period to the children. This full day session continued until the weather became too warm for classes in the afternoon. In the summers of 1943 and 1944 classes were in session for approximately two hours daily for most of the summer. The classes were concluded in the recreation halls in December 1944 when they were transferred to the adobe buildings, except for one class in the extreme south end of camp which continued to operate in a recreation hall.

The children, in a democratic school environment, have been free to do their own thinking, to choose play activities, to look at books, and to play with toys. The materials which they used were always within their own reach and they were always welcome to use them during free activity periods.

In the second half of each kindergarten year, the classes have been given reading readiness work. This work has varied from year to year.

4. Time Allotments

Time allotments on a daily basis have been approximately the following: games, free play and art, 110 minutes; physical routines, 55 minutes; group discussions and stories, 35 minutes; music, 20 minutes.

5. Standards

The children have been expected to adjust their voices to the classroom situation and to find their own play activities without depending upon the teachers excessively. They have been expected to share the classroom equipment with one another, using reasonable care in handling it and putting it away after they used it. They have been expected to wash their hands thoroughly with soap, go to the toilet without help, eat their lunch quietly and orderly, clean up after they were through, and rest quietly. When having group discussion or story time, they have been expected to tell their simple experiences in English, to take part in group discussions and to listen to the other children. They have been expected to listen for instructions in games so that they would know how to participate.

6. Accomplishments

The kindergarten of Poston opened with very few toys and very little materials with which to work. Good equipment and adequate supplies were gradually added and the centers increased in attractiveness and comfort. The children improved greatly in their use of English, for in the beginning most of the children had been using Japanese or had been mixing the two languages, and by the end of the year, except for a few, these children were using English fluently. Almost 100 percent of the children of kindergarten age were enrolled in school. These children were all happy, have learned to play in a group, listen to stories for a longer period, and enjoy art and music experiences. The reading readiness work which the kindergarten children had in the first two years of Poston has helped their progress in the primary grades.

D. GRADE ONE

1. Aims

The teachers have endeavored to give the children the

beginnings in common understandings of the world in which they live, the attitudes essential to the democratic way of life in a group, and the skills necessary to personal and social existence. They have stressed the education of the whole child rather than merely teaching the three R's. At the beginning of the first school year, they spend a great deal of time in helping children make a satisfactory adjustment to different ways of living in a new and strange environment. In the latter part of 1943 and 1944, more time was spent in guiding the experiences of the child in preparation for future living in any community of the United States. The teachers have worked for good physical development and the formation of good health habits. They have tried to help the children form good habits of work and play.

2. Offering

Although the school in Poston had to be operated under many handicaps, the children have been offered a variety of actual experiences through the use of a large selection of books and various art materials. The children have been offered training in health habits in order that they may develop sound healthy bodies. They have been given an opportunity to develop their understandings in the social studies through the study and dramatization of the home and family life in Poston, and through excursions to study their new surroundings. They were also given an opportunity to participate in active games and rhythms. Since relocation has been emphasized, they were given opportunity to study the home and family life outside of Poston through stories, pictures, group discussions and dramatization.

3. Plan of Work

The work of the first grade has been divided into units of interest closely related to the life of a six-year-old child with emphasis on his life here at Poston and on the outside when he relocates. Through these units the children have been helped to develop social and emotional maturity and a readiness for systematic instruction in the essential tools learning. To meet the needs of the retarded children, a special work period has been provided at the end of the morning session. As a diet supplement, a mid-morning lunch is prepared

by the children and teacher. This activity furnishes an excellent opportunity for the teaching of correct health habits and proper social graces in our American way of life. Variations in the activities of the program for the day have been taken into consideration to prevent fatigue. Rest periods have followed strenuous activity while relief drills have followed the more concentrated work assignments.

4. Time Allotment

In the first grade the emphasis is placed upon language arts. The approximate percentage of time allotted in each area is: language arts, 60 percent; social studies and science, 13 percent; music, 5 percent; art, 7 percent; physical education, 15 percent.

5. Standards

In guiding children in their relationship with each other and within their groups the teachers have constantly emphasized the practice of the individual taking his place in the group and shouldering his own share of responsibility in all grade and school activities. The play principles of taking turn, playing fair, being good losers, and mixing freely and in a friendly way with other members of the grade have been the standards of carrying out both playground and classroom projects. Training in American etiquette has been given by means of instruction in proper table manners during the lunch periods. The greatest aid to the teachers in measuring each child's scholastic progress according to his own ability has been the annual use of the Gates Primary Test.

6. Accomplishments

The children have shown much interest and keen enjoyment in all activities. They have developed a spirit of good relationship and cooperation with other children. This has extended into the homes and resulted in a wholesome parent-teacher-pupil relationship. The median reading grade on the Gates Primary Reading Test is 1.92. The health record of the children has been good.

E. GRADE TWO

1. Aims

The aim in second grade has been twofold: to help the

children to be good citizens now in their own little world at Peston and to enable them to acquire the personal equipment needed for living in a democratic society. Therefore, an effort has been made to teach each child to live happily with other children and with adults, taking his rightful share of work and responsibility for care of property, to give him a feeling of security and importance in his own environment, to help him learn self reliance and self control, to keep his mind free from prejudices, to help him acquire skill in tool subjects, and a ready use of good oral language, and to help him learn and practice good health habits. To estimate each child's attainments and ability, and to offer him those things which provide opportunity for constant growth in every phase of his life has been a major goal.

2. Offering

The community has provided a rich and rare background in carrying out the school program. Since the theme of the second grade is the study of the community, it has been possible to choose from a large field of potential units of work. In carrying out a health program much has been given by the Health Guidance Counselor in meeting the needs of the pupils in instruction and corrective work. A mid-morning lunch has been served during the past year to improve the nutrition of the children. In the way of books and supplies much has been provided since those first days of school. Four basic reading series as well as many supplementary books have been made accessible to the children. "My Weekly Reader" has been used to promote the use of good language and to provide a wide variety of information. The facilities of the auditorium have been helpful in providing work in rhythms and in other fields of self-expression. There has been very limited playground equipment but the children have participated in games not requiring equipment. The children have had an opportunity to serve the community through an operetta in 1944, Junior Red Cross projects, a Christmas program, with music and choral reading and other forms of expression. During more than half of the time a special teacher was designated to teach music. Much of the art work was done as part of the units of work. Some of the most frequently used media were crayola, paint, colored chalk, colored paper and clay. Even under the most adverse conditions, everything obtainable has been utilized

to the utmost in order to offer the children an opportunity to acquire a well balanced education.

3. Plan of Work

The work has been planned so as to give each child as rich a program as possible to meet all his individual needs. Teacher-guided democratic procedure has been used and committees were elected by the group to perform all special duties such as helping with the mid-morning lunch, making the room more attractive and various other duties. The "unit" has been the center of interest in each room. Reading, numbers, art, and music have been correlated with the unit of work as much as possible. Within each classroom ability grouping for work in the skill subjects was used. For a half hour each day a special work period for finishing work and for giving special help to any pupils who needed it was provided.

4. Time Allotments

Our school year of thirty-six weeks has provided an average of 1500 minutes per week with the children. The program has been flexible with special emphasis on reading, language arts and social studies. Time has been allotted approximately as follows: language arts, 58 percent; numbers, 7 percent; music, 5 percent; social and natural sciences and art and unit planning, 13 percent; art, 7 percent; physical education, 10 percent.

5. Standards

The pupil has been expected to understand what he reads, to read clearly in a natural voice without finger pointing, to make use of available reading material and attempt new words phonetically. He has been expected to form manuscript letters correctly and compose original stories. Speaking in thought units so that others may hear and understanding and taking part in group discussion using correct English forms was emphasized. Ability to count, read and write numbers to one hundred, to understand a number vocabulary for his grade, and to give automatic responses for addition and subtraction facts to sums of ten was expected. The child has been expected to be satisfied only when his work represented his best efforts, to learn to assume responsibility and

to have an attitude of solving his own problems with a minimum of help from the teacher.

6. Accomplishments

Before the schools were opened, the people of Poston were in a very depressed mood and they did not have any ambition, purpose or hope. When the schools were started it brought new hopes and desires for improving existing conditions.

Children of the second grade have learned the correct use of English through reading, spelling, written composition and oral language. Through singing they have learned rhythm and appreciation of music and they have had the enjoyment of it. They have improved greatly in work habits and ability to get along well with other children. The median reading grade on the Gates Primary Reading Test for this class was 3.2 on the April 1945 test.

P. GRADE THREE

1. Aims

The aim has been to understand present day living in communities. Shift of emphasis from community life in Poston to that outside Poston came with the relocation program. In language arts an attempt was made to establish an adequate foundation for independent reading, to create greater interest in extensive reading for both pleasure and information, and to encourage satisfactory expression-emphasizing oral expression. Parallel with this was interest in the child's health and social adjustment. This aim has been to provide an environment in which the child could achieve maximum social, mental, and physical growth.

2. Offering

Except in the beginning when there were very few books, if any, for classroom use, the children have had access to a wealth of source materials. In addition to an abundance of basic and supplementary text books, a good library available every day has been used extensively and enjoyed. Also, a wood shop has been at the disposal of the third grade teachers. Service for others has been rendered through Junior Red Cross and through club work

of various kinds. Supervised playground activities have contributed to physical development and to social adjustment. The assembly hall was used extensively for music, programs, and assemblies since its completion, and music was also offered in the classrooms.

3. Plan of Work

When school was being held in outlying barracks, the grouping of the children was contingent upon area, but with the assembling of the children in a central plant the grouping in each room became heterogeneous. Teachers' work shops and frequent conferences for planning have helped to unify the work of the grade level. Because of the heterogeneous grouping, work on first, second, and various third grade levels had to be carried on in each third grade room. Each child worked on his own level of ability. Work was organized in broad units in which the language arts dominated. Arithmetic was taught as its need arose in activities. A half hour period of the day was set aside specifically for the purpose of giving special help to the children who needed it.

4. Time Allotment

In the third grade emphasis was placed on reading, with approximately 70 percent of the day given to the language arts.

5. Standards

Standards of outside schools were adjusted to meet the needs of Poston pupils. These children were not taught as "Japanese" despite the disadvantage of many non-English speaking homes. Wholesome living habits and normal physical growth were emphasized.

6. Accomplishments

In the duration of the Poston schools the attitude of the children improved much. "Gangs" among those of this grade level disappeared. Boys and girls worked and played together. Property was used with much greater care. Willingness to cooperate, on the part of the parents, grew steadily. Through the influence of the school the correction of physical defects of many

children was effected. The extent of reading in both the classroom and the library broadened, and there was much improvement in the quality of reading. The difficulties to be overcome decreased. The percentage of children using third grade reading material on that level rose satisfactorily. Both reading and penmanship of the present third grade children are gratifying evidences of three years of Poston school. However, position affecting eye-movement and oral study practiced in Japanese schools here had a tendency to retard progress, particularly in silent reading. Each child became interested in competing against his own record rather than that of others. Many original poems, stories, and songs have been produced. Choral reading was helpful. Pupils corresponded with friends who left. Reports from those who relocated in Chicago, Sioux City, Denver, and other places indicated that they were happy in their adjustments to school life outside the relocation center.

G. GRADE FOUR

1. Aims

Aims of the fourth grade have been: to foster normal living in an abnormal situation by giving the child every possible opportunity for normal development mentally, physically and emotionally; to relate the child's life to the larger life of the community by acquainting him with essential activities through excursions and field trips; to develop social consciousness and constant awareness of being one of a group; to lead the child to acquire skill in the tool subjects so that he may easily gain knowledge therewith; to stimulate intellectual curiosity; and to help all pupils to progress at a rate consistent with their abilities.

2. Offering

The most important phases of the offering were the language arts and social studies. Major emphasis was placed on the language arts because the children were bilingual. Units of study were built around the social studies. Special efforts were made to encourage good citizenship, and an opportunity was given to develop creative abilities. Visual aids, including maps, globes, and movies were used. Group activities included

supervised games, field trips, programs in the auditorium, inter-class programs, and seasonal parties. The well equipped elementary school library was used extensively. The text books offered were: (1) in language arts: Gates and Ayer, Let's Look Around; O'Donnell, Singing Wheels; Baker and Baker, The Earth We Live On; McKee, Gaining Skill With Words; Cage, First Drills in Oral Language; My Progress Book in English (American Education Press, Inc.); The Winston Dictionary For Schools (Shorter edition). (2) in social studies: Rugg and Kroger, The First Book of the Earth; Sauer, Man in Nature; Barker, Our Nation Begins and Our Nation Grows Up; Heard and King, Stories of American Pioneers and Stories of American Explorers and Settlers. (3) in other fields: Knight, Study Arithmetic, Book IV, and Self-Help Arithmetic Work Book. (4) Craig, Our Earth and Sky; Beauchamp, Discovering Our World; Turner, Keeping Safe and Well; Andress, Safety Every Day; and Glenn, Songs of Many Lands.

3. Plan of Work

The pupils of the fourth grade have been grouped heterogeneously into classrooms. Each of these has been divided into working groups based on each pupil's achievement, ability, and maturity. All groups were planned to present an opportunity for the pupil's greatest individual progress, especially in the language arts. Committees have been planned according to the children's interests. A special work period daily has been set aside for remedial work and individual instructions.

4. Time Allotment

About 45% of the time has been allotted to the language arts with social studies second in emphasis.

5. Standards

In setting up the standards and a tentative curriculum guide, a progressive approach was maintained. Self-competition was stressed in attaining skills in the tool subjects and in developing the entire personality.

6. Accomplishments

Poston schools have kept the children happy and busy

with many worthwhile activities. Uprooted from their homes and evacuated, the pupils were upset and disturbed. They had difficulty in adjusting to camp life and in trying to study in cold barrack schoolrooms. With the new adobe school plant and with adequate supplies and equipment, the pupils gained confidence in the school and the teachers. Gangs prevalent in the barrack schools have been broken up. The school environment is now more normal.

Specific emphasis has been placed on preparing the pupils for participation in the democratic society of any normal community into which they might relocate. Therefore, activities were planned which fostered self-control, cooperation, initiative, regard for others, and responsibility. There has been much cooperation in and among classrooms. Pupils have learned to share books and supplies not only with class members, but with other classes. Classes cooperated in putting on a culminating activity at the close of school. All grades cooperated in presenting an elementary school operetta. Cooperation has extended to the community also, especially with the health, fire and police departments.

Classroom procedures have been carried democratically. Some of the rooms are organized with officers and helpers assuming definite responsibilities. The pupils have learned the value of discussion and group decisions. Besides teaching skills and imparting information necessary, the teachers have developed understandings through experiences that will build desirable attitudes, interests and ideals. The school has provided as normal a childhood as possible in an abnormal community.

H. GRADE FIVE

1. Aims

The aims of the fifth grade are to develop individual and group cooperation within the class; among classes; between teacher and class; among teachers; among class, teacher, home and community; to develop an understanding of man's interdependence for the fundamentals of life; food, shelter and clothing; other wants and satisfactions; and to show that the Japanese race does not stand alone, but shares with the other races of the world these same basic needs; to develop skill in the

use of the tools of learning found in reading, writing, arithmetic, language, spelling, science, health, music, arts and crafts, physical education and social studies including history and geography of the United States past and present.

2. Offering

Certain basic textbooks have been used in the accomplishment of the above aims. These are, reading: Gates and Ayer, Let's Travel on; O'Donnell, Engine Whistles; Baker and Baker, Making America. Language: McKee, Sharing Experiences; Spelling and vocabulary: Newton Hanna, Speller V; Dolch, Spelling; Durrell Sullivan, Graded Word List. Arithmetic: Knight, Studebaker, Ruch, Study Arithmetic 5, Self-Help Workbook 5; social studies: Aker and Aker, America Today and Yesterday; McQuire, Adventuring in America, America Then and Now, A Brave Young Land, The Building of America, A Full Grown Nation; Rugg and Krueger, Communities of Men, Building of America; Stull and Hatch, Journeys Through North America. Science: Craig, The Earth and Life Upon It. Health: Andress, Doing your Best for Health; Charters, Healthful Ways; Turner, Gaining Health; Music: Glenn, Blending Voices. In addition to these basic books we have had access to many supplementary text books.

3. Plan of Work

The fifth grade students were divided heterogeneously at the beginning of this year into classrooms. Within each room there have been from three to five reading groups based on reading achievement. This grouping also is used in social studies and language to some extent. Each room also has from three to five groups in arithmetic. The groups were arranged with reference to achievement in arithmetic. Social studies, art and handicrafts are largely carried on through committees. These committees vary in that sometimes they were teacher appointed and at other times the pupil chose the committee upon which he preferred to work. Each day a thirty-minute remedial or special help period was provided. During this period each teacher worked with those retarded pupils who were one or more years below their grade placement. Special stress was placed upon the language arts which include reading, vocabulary, and oral and written language. Each of the four rooms

had its own class organizations which included president, vice-president, secretary and treasurer. These officers conducted their own class meetings which took care of such things as organizing and planning parties, field trips, programs, and electing various members for special duties. A combined game period was held each day. Each section had its own captains. Inter-room groups participated in various organized games. Once a week the four fifth grade rooms met together for group singing in the assembly hall.

4. Time Allotment

The language arts and integrated social studies areas of learning received approximately 50 percent of the school day.

5. Standards

The various groupings in each classroom were obtained from achievement test results plus individual ability as shown in classroom situations. We have evaluated progress during the year upon the development of the whole child. In addition to realizing basic attainments in tool subjects, we expected that the child would grow physically and socially, thus contributing to the development of the whole child. The child has been urged to improve his own record rather than to compete with other individuals.

6. Accomplishments

The boys and girls have learned to work and play together within the room and with the other rooms. On the whole the children were very happy in their school environment. An adequate health program has been carried out. Parents have shown their willingness to cooperate by assisting with special problems having to do with home and school. There has been built up in the child a desire to learn rather than to secure a grade. Those pupils who have been doing fifth grade work all year have finished the basic requirements. Thus far fifteen have relocated from grade five to schools in Chicago, Denver, Los Angeles, Kansas City, Salt Lake City, and Glendale, Arizona. Reports coming back from these children show that they have been placed in the same grade or on a higher grade level than in Boston.

I. GRADE SIX

1. Aims

The general aims of the sixth grade have been as follows: to develop individual and group responsibility and cooperation; to promote the social adjustment of the child; to develop an understanding of man's interdependence for the fundamentals of life; to develop an appreciation for the cultural contributions of other peoples; and to increase skill in such tool subjects as reading, writing, and arithmetic; and to encourage each child to work to his capacity.

2. Offering

The program has been social studies centered. The general theme has been, "The Effects of Discoveries, Inventions, and Developments of Machinery on Our Living in the World at Large". The scope of study has included: human relations; protecting conserving, and using our resources; producing, distributing and using food; and manpower and producing for sale and use; consuming goods; planning and governing; and communicating. A variety of units has been developed, based on countries which best illustrate man's economic interdependence and cultural contributions to the world. Books by: Aker, Nelson and Aker; McGuire; Rugg and Krueger; Baker, Grimm and Hughes, and Stull and Hatch, have been used. Wide explorations in the fields of science and health, music and art have been pursued. Adequate drill in the tools of learning has been provided. My Weekly Reader, edition numbers four and five, and a good library have supplemented our text book material. Excellent textbooks have offered both basic and enrichment material. The Gates and Ayer series of readers (1940) have been used as basic study readers for all reading levels. Four supplementary readers on the sixth grade level have been used. The basic language book has been Communicating Ideas by McKee. Knight, Studebaker and Ruch's, Study Arithmetic - 6 has been the basic text. It has been supplemented by the Self-Help Work Book. Four elementary science books by Craig, Beauchamp, Williamson, and Patch and Howe have been used. The health program has been closely integrated with the science work. Four sixth grade health books by Malden, Turner, Charters, and Andress have been available. Democratic principles

and procedures have been taught through classroom organization, club groups, and committee work.

3. Plan of Work

Within each room sixth grade students have been grouped according to achievement or interest. Three to five groupings, based on achievement, exist for maximum progress in reading and arithmetic. In social studies, science, arts and crafts groupings are flexible to allow for differences in interests. A half-hour special work period at the end of each morning session provides opportunity for the teacher to give individual attention to needy cases.

4. Time Allotments

Due to the fact that the children are bilingual, the major portion of the school day has been devoted to the language arts. Approximately 33 percent of the day has been used for the language arts.

5. Standards

The program is so organized as to develop the whole child. The child's progress is measured against his own previous attainment. Grouping provides each child with opportunities as to share in the responsibilities and successes of his group. Promotion is based, not only upon the academic achievement, but also on physical, social, and emotional growth.

6. Accomplishments

The pupil's sense of security in school life has steadily increased. As a result of the stabilization of the school staff, centralization of the plant and improvement in equipment and supplies, the parents and community have gained confidence in and respect for the school. Among the eleven and twelve year olds vicious gangs began to develop in the first year of camp life. As the children's happiness in school has increased, their energies have found more wholesome outlets. The social relationships between boys and girls have improved greatly. This has resulted in closer cooperation in the classroom.

Eyes and teeth have received the needed attention due

to the cooperation of parents and teachers with the medical department.

Standard Achievement tests indicate above normal academic growth. From February 1944 to February 1945 the present sixth grade has shown a total average growth from 4.6 (grade placement) to 6.3 (grade placement) which is a gain of one school year and seven months. This gain was much higher in certain areas of learning but due to the language handicap a few areas such as literature were low. This brought down the total average.

J. ADDENDA (applicable to Grades I through VI)

The regular session of the elementary school during its three years of operation has included 180 days of actual classroom instruction.

While the distribution has not been adhered to rigidly, the table on the following page indicates the time allotted to each of the areas of learning. This has been computed upon a weekly basis. It has served as a guide for the teachers in grades one through six in their program planning.

A longer school day has been operated during the past year than during the first two years. When the mid-morning lunch program was extended last fall to the primary grades as well as the pre-school and when the need for a "Special work" or "Help period" became more and more acute, the staff felt justified in lengthening the school day in order to meet these needs.

TIME DISTRIBUTION - WEEKLY BASIS

<u>Areas of Learning</u>	<u>Grade</u>					
	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>
<u>Language Arts</u>						
Reading: Developing correct habits and skills in both silent and oral reading; reading for information; reading for pleasure.	525	525	500	400	300	275
Language Usage: Oral, conversation reports, dramatics, etc.	125	125	175	175	175	100
Language Usage: Written, including penmanship.	100	50	100	125	150	150
Spelling and vocabulary building	---	100	100	100	100	75
Arithmetic	---	100	150	200	200	200
Social Sciences: including health practices, citizenship, geography and history	50	50	100	125	150	200
Natural and physical sciences	50	50	100	100	125	125
Music	75	75	75	75	75	75
Arts: industrial and fine	100	100	100	100	100	175
Physical Education games, recesses and mid-morning lunch	225	225	150	150	150	150
Opening exercises, attendance checking and announcements	50	50	50	50	50	50
"Unit" planning and evaluation	50	50	50	50	50	50
"Special Work" period, remedial,	150	150	150	150	150	150
Total Minutes per week	1500	1650	1800	1800	1800	1800
Total Minutes per day	300	330	360	360	360	360

II. FINAL REPORT IN PROGRAM OF WORK

Poston Secondary Schools

II. FINAL REPORT ON PROGRAM OF WORK Poston Secondary Schools

A. REQUIREMENTS FOR GRADUATION Poston High Schools

1. 16 units of credit (not including Physical Education)
2. 4 years of regular attendance (this requirement may be waived in special cases. Each case is considered on its merits with particular attention given to facilitating relocation and obtaining a diploma before induction into the armed forces).
3. 4 units in English and 4 units in social studies above eighth grade.
4. Satisfactory completion of the following courses:
 - a. 1 unit of mathematics
 - b. 1 unit of science
 - (1) These subjects must be taken in the ninth grade or higher.
 - (2) The course in United States History and civics is included in the social studies in the eleventh grade.
 - (3) In grades seven, eight, and nine, all students are required to take, in addition to core studies, English and social studies, 1 unit of arithmetic, 1 unit of shop, music or art for the boys, and home economics, music or art for the girls. (Students may not take the same subjects in both grades seven and eight and, thus, eventually get all of them.
 - c. 6 units of electives, three of which should be in the same major field, or two in each of two such fields.
5. Satisfactory social and civic behavior.
6. Physical education each year in which adequate instruction can be offered.

B. COUNSELING AND GUIDANCE

The ideal in the counseling program of the Poston Schools was that every teacher should be a counselor. This was not fully attained since some teachers were not temperamentally or psychologically suited to the task. However, as the attention of students was directed more and more toward relocation and problems of readjustment in outside communi-

ties, almost all teachers were approached voluntarily by students to discuss their plans, their anxieties, and their needs. Most of the teachers discussed the educational progress and problems of their students with parents in home visits, in parent conferences at school, or at open house programs. The various phases of the counseling program were as follows:

1. Educational guidance: by classroom teachers, principals, student relocation counselors. Basis: educational record of student, objective test records, both mental and achievement, health of student, personal objectives of student, resources of student and family. At the secondary level students were guided in the selection of electives on the basis of total knowledge of student. Little could be done at opening of first year since insufficient information was provided by schools which students attended previously.
2. Health guidance: by guidance counselor and classroom teachers. Basis: physical examinations, hearing tests, vision tests, dental examinations, weighing and measuring. Most remediable defects were corrected, some of them of long standing. Program recognition of health problems of individuals worked out by teacher in conference with guidance counselor.
3. Vocational guidance: by teachers of upper classes in high school with assistance of supervisor of vocational training, vocational teachers, and specialists from various fields of project operation. Methods: studies of published monographs on various vocations, personal inventories of abilities, interests, special talents, personality, resources for special training, and studies of probable opportunity, working conditions, economic return, etc. Part time work opportunities on the project and vocational courses in the high schools served to acquaint students directly with a number of vocations, and assisted them in determining their interest and fitness for work in those fields.
4. Relocation counseling: by teachers, student relocation counselors, and relocation counselors. A major emphasis in the total program of the schools was on returning to normal communities. Direct individual counseling was attempted only when the student made the first approach, because parents felt teachers were driving a wedge between

them and their children if the latter were advised to plan for relocation when their parents were resisting relocation. All cases in which the student and the parents seemed ready for definite planning were referred to the proper relocation counselor for a direct family visit.

A special report has been submitted on the work of the student relocation counselors in Poston.

5. Youth Counseling Board: a community agency for dealing with juvenile delinquents and pre-delinquents. Organized by the parents in Poston I and later in Poston III, with the superintendent of Education as consultant. Cases of truancy (very few), juvenile gang fights or gang assaults, petty stealing, burglary, malicious defacing of property, and infractions of motor vehicle regulations by minors, were referred to the board by the schools, the police department or judicial commission. The purpose of the board was remedial rather than penalizing. Parents supported the board strongly, and by community acceptance it was able to bring to bear in all cases the power of organized public opinion. This organization deserves a great deal of credit for the low degree of delinquency in the center.

Poston II did not organize a counseling board. There was not a single case of juvenile delinquency in the Poston II unit during the operation of the project.

6. Personal guidance: by classroom teachers, guidance counselor, student relocation counselor, principals, superintendent, family welfare counselors, and others from evacuee residents and appointed personnel. Dealt with personal problems involving family relationships, personality conflicts, personal behavior, repatriation and expatriation, selective service, and personal anxieties with other origins such as health, racial attitudes on the outside, family dependency. If the problem was apparent to observers in the school, the teacher made the first approach to determine the nature of the problem. If help was needed, the case was referred to another individual or individuals in a position to give that help most effectively. Often students would take their problems to a teacher in whom they had considerable confidence, either evacuee or appointed.

The superintendent was frequently requested by evacuee leaders in the community to talk with out of school youth regarding problems which had been brought to their attention. Many evacuee teachers also sought the aid of the superintendent in making decisions on personal problems.

C. PART TIME WORK PROGRAM

Although wage standards in the relocation centers were extremely low for evacuee workers (8¢ to 10¢ per hour), high school students showed a normal desire to earn pocket money. The average amount earned was about four dollars per month during the school year. The original plan in the War Relocation Authority was that the education program would be coordinated closely with the work of project operations, and work experience would be an integral part of the program and a requirement for graduation.

From the outset the low wage standard, and the lack of real necessity for the individual to be employed affected the work habits and attitudes of evacuee employees in the great majority of cases. In May 1943, the head of the industrial arts department of the Poston schools made the following observation: "While there are many trades and occupations here in Poston that could serve as training ground for apprentices, there are very few that I would recommend. In those I would not recommend I find but one fault, the attitude of the workmen toward their jobs. I will not put a boy in as an apprentice on a job where, while they are receiving pay for eight hours, they are on the job only five hours and actually work three hours or less. That condition is very common. It is possible that a boy would learn a trade under those conditions but the attitude toward a job that would be implanted in his mind would be decidedly undesirable. I would not like to see any boy or girl have their first work experience in Poston. The only jobs I would recommend as a training ground for students in vocational lines are: machine shop, office work, shoe shop, scraper and tractor operator".

It was suggested that the schools should attempt to improve the standards of the work program rather than deny to students the opportunity to participate.

There was little that could be done in most cases except to regulate the hours of work so that the student's educational

program would not be adversely affected, and to recommend that certain types of employment be sought so work experience would be coordinated with educational and vocational interests. During the first year more than 1000 work permits were issued to students, and more than one third were for work in mess halls. The balance were distributed over about fifty activities, the more common of which included administrative offices, agriculture, community activities, education, hospital, construction and engineering, project newspaper, and warehousing. Students were employed also in libraries, postoffices, fire department, police department, motor transport, census, community analysis and social research, housing, and many others.

Each year part time employment kept pace with the secondary school enrollment, and the variety of work experiences was reduced only as activities were discontinued. As relocation increased, the shortage of workers created demands which determined the type of work experience which a student received. However, definite learnership activities under supervision were set up to include part time trainees in auto mechanics, machine shop, secretarial training, library training, and nurse aid training.

Another area of supervised work experience was provided for a special group. High school students were required to spend four full years in school attendance from grades nine through twelve. If all requirements for graduation aside from length of attendance were met prior to that time, the balance of the four year period could be spent in full time employment under specified conditions. The type of employment would be agreed upon in consultation with the student's counselor. The employer must agree to provide regular work under constructive supervision, and to report on the progress of the student each month. The student must have a satisfactory recommendation from his supervisor at the end of the agreed work period in order to be eligible to receive his high school diploma. All mid-year graduates who remained on the project during the balance of the school year worked under this plan unless excused because of health condition. Only one student's diploma was withheld, and it was later awarded after a satisfactory work experience outside the center.

The location of Poston prohibited group participation in crop harvesting off of the project with the exception of cotton picking in the Parker Valley, in the fall of 1942.

In response to please for cotton pickers, a group of secondary school students from Poston went each day to the cotton fields. After each class in each of the schools had had the experience, Army authorities suddenly ruled that evacuees would not be permitted to leave the project area for such work. During the short time allowed, the students picked about 36,000 pounds of long and short staple cotton, earning slightly less than \$1500.00 which they voted to deposit in their various class treasuries.

D. Secondary School Subjects Offered

Department and Subject	Units offered in Department and subject	Units per Course	Offered in Grades	Periods per week	Required or Elective
Core Studies	12		7-12		R
English	6	1	7-12	5	R
Social Studies	6	1	7-12	5	R
Agriculture	2-4(a)	1-2(a)	9-12	5-10(a)	E
Arts and Crafts	4				
Art	2	$\frac{1}{2}$	7-8	2 $\frac{1}{2}$	
		1	9-12	5	E
Crafts	2	1	7-12	5	E
Commercial	9				
Bookkeeping	2	1	10-12	5	E
Business Arithmetic	1	1	9-12	5	E
General Business Training	1	1	9-12	5	E
Advanced Secretarial Practice	1	1	12	5(b)	E
Shorthand	2	1	10-12	5	E
Typing	2	1	9-12	5	E
English Electives(c)	9				
Creative Writing	1	1	11-12		E
Advanced English Comp.	1	1	12	5	E
Public Speaking	1	1	10-12	5	E
Dramatics	1	1	10-12	5	E
Remedial Reading	1	1	7-8	5	RE(d)
Newsriting, Junior	2	1	7-9	5	E
Newsriting and Journalism	2	1	10-12	5	E
Homemaking					
Homemaking Junior High	2	1	7-8	5	E
Homemaking High School	3	1-1 $\frac{1}{2}$	9-12	5-10	E
Clothing	2	1	10-12	5	E
Food and Cooking	1	1	10-12	5-10	E
Pattern Drafting	1	1	10-12	10	E
Sewing	2	1	7-8	5	E
Child Development	1	1	12	5	E

a. Additional credit earned for supervised work on center farm or school project. b. In addition students worked part time in the administrative offices. c. Some electives could be substituted for the basic required English upon recommendation of teacher. d. Required for students seriously retarded.

Industrial Arts	9				
Auto Shop	2	1-2(e)	10-12	5-10(e)	E
General Shop	2	1	7-9	5	E
Wood Shop	3	1	9-12	5	E
Mechanical Drawing	2	1	9-12	5	E
Language (f)	6				
German	$\frac{1}{2}$		9-12	5	E
Latin	3	1	9-12	5	E
Spanish	3	1	9-12	5	E
Mathematics					
General Mathematics					
Junior High	2	1	7-8	5	R
General Mathematics, Advanced	1	1	9-12	5	RE(d)
Remedial Mathematics	1	1	7-8	5	E
Vocational Mathematics	1	1	9-12	5	E
Algebra	2	1	9-12	5	E
Plane Geometry	1	1	10-12	5	E
Solid Geometry	$\frac{1}{2}$	$\frac{1}{2}$	12	5	E
Trigonometry	$\frac{1}{2}$	$\frac{1}{2}$	12	5	E
Music					
Junior High Chorus (and Music Appreciation)	1	$\frac{1}{2}$	7-8	2 $\frac{1}{2}$	E
Advanced Chorus	1	1	9-12	5	E
Orchestra	2	1	7-12	5	E
Science	7 $\frac{1}{2}$				
General Science	2	1	7-8	5	R
General Science	1	1	9-10	5	E
Biology	1	1	9-12	5	E
Chemistry	1	1	11-12	5	E
Physics	1	1	11-12	5	E
Physiology	1	1	10-12	5	E
Physiology	$\frac{1}{2}$	$\frac{1}{2}$	11-12	5	E

e. Additional credit earned for supervised work in center garage and machine shop. f. German offered only 2nd semester 1942-1943. Insufficient enrollment thereafter. Third year courses in Latin and Spanish offered only in 1943-1944 for select college preparatory group.

NOTE. The unit is the equivalent of 10 semester hours of work, i.e. five periods per week for 36 weeks.

E. SUMMARIES OF SECONDARY SCHOOL SUBJECTS

1. English

The aim of English classes has been twofold: to develop facility and effectiveness in communication, the habit and ability to secure information as a basis for thought and action. Japanese students were discovered to be very timid individuals, speaking in low, almost inaudible tones, and with poor enunciation due, perhaps, to lack of confidence. As American citizens, teachers felt they must be taught the use of skills to promote democratic ideas while in camp and later on the outside, and an appreciation not only for what is practical but for the cultural.

a. Literature

(1) General Objectives

- (a) To develop in the student an appreciation for that which is well written, whether it be an imaginative expression of an idea or a realistic account of an experience.
- (b) To increase the student's ability to understand many types of people and the people of many lands, including his own.
- (c) To give him a broader view of life experiences and to introduce him to great pieces of thoughtful literature which will help him develop a sane and sustaining philosophy of life.
- (d) To extend his interests into new fields.
- (e) To develop in the student proper reading skills.

b. Written and Oral Composition

In social studies both written and oral composition were used continuously; therefore, the classes in which English is combined with social studies offer ideal opportunities for making English functional.

In the ninth grade emphasis is placed on letter writing, reports on subject matter topics, and expository writing. Students begin the use of the paraphrase and the precis. They are given ample opportunity to express their personal reactions in techniques; well chosen words, clear enunciation, correct pronunciation, sparing use of notes, effective opening sentences, and looking squarely at the audience. On the tenth grade level, both written and oral composition carry on at a higher level of accomplishment. Emphasis is placed on the well rounded paragraph and greater variety in sentence structure. In the eleventh grade, students give special attention to the organization of longer compositions. Emphasis is placed on organization (skill in the use of the outline) and taking notes and developing written compositions or speeches from them. All principles of effective oral composition are presented to students in this grade. In the twelfth grade the student is given frequent opportunity to use all essential principles of composition and language usage presented in previous years. Special emphasis is given to the selection of material for oral reports and on developing the ability to be independent of notes. During the last two years of high school, students engage in forums, round table discussions, and informal debates.

c. Grammar

Grammar is not mastered until it is transferred to writing and speech; therefore, the teaching of grammar is not separated from the teaching of composition. On every grade level there is purposeful drill to eradicate deep seated errors and fix new forms in the minds of the students. There are continual opportunities to acquire new skills in sentence structure and in correct grammatical expressions.

(1) Word Study

Objectives for the ninth grade:

- (a) To increase the ability to pronounce words correctly.
- (b) To become familiar with dictionary markings and abbreviations.

- (c) To realize the importance of accuracy in spelling.
- (d) To enrich the vocabulary.
- (e) To advance toward the mastery of syllabication.

Objectives for the tenth grade

- (a) To gain further mastery of pronunciation, syllabication, enunciation, and meaning of new words.
- (b) To eliminate errors in spelling.
- (c) To learn the use of the simple figures of speech.
- (d) To learn the simple poetic devices of rhyme and alliteration.
- (e) To improve diction by avoiding trite expressions, colloquialisms, and slang.

Objectives of the eleventh and twelfth grades

- (a) To appreciate the effective use of words in literature.
- (b) To use with skill the ability to make individual progress in vocabulary enrichment, spelling, and pronunciation.

d. Research Techniques

(1) General Objective

To give to the student a practical knowledge of the use of books and libraries in order that he may obtain a better understanding of his daily assignments and may develop an inquiring attitude.

(2) Ninth Grade Objectives

- (a) Learning the parts of a book, if this has not already been mastered.
- (b) Increasing skill in the use of the dictionary.
- (c) Learning the divisions of the Dewey Decimal Classification.
- (d) Learning to use the encyclopedia.

(3) Tenth Grade Objectives

- (a) Understanding how to locate books through the card catalog.
- (b) Learning to use an unabridged dictionary.
- (c) Learning to find biographical material about living people.
- (d) Learning to use Readers' Guide and best known reference books.

(4) Eleventh and Twelfth Grade Objectives

- (a) Learning to make bibliographies.
- (b) Acquiring more skill in the use of reference material.
- (c) Learning standards for long papers.

e. Journalism

The class in Journalism is tied up with the publication of school papers. These papers are published weekly and the publication provides the practical adaptation of the theory which is derived from an assortment of texts.

The student body owns its own mimeograph and even the mechanical work, the cutting of the stencils, the operation of the machine, and the illustrating are done by the students.

While the emphasis on composition is secondary, this course is a laboratory course in the use of English.

Exchanges with many public high schools and other relocation center schools added to the interest and value of the course.

f. Advanced English Composition

Advanced English Composition is a second semester senior course designed to prepare, in a special way, the prospective college student for freshman college English and to give the talented student an opportunity to increase his skill in self-expression.

Methods have been carefully devised and materials selected for the attainment of the following objectives:

- (1) To interpret technical grammar as an aid in the formation of logical thought processes.
 - (2) To furnish the student with standards of technical usage so that he may improve his may improve his own style.
 - (3) To familiarize the student thoroughly with the nomenclature of grammar and composition.
 - (4) To give the student an increased appreciation of the power of words in the expression of ideas and experiences.
 - (5) To allow the student ample opportunity, in both writing and speech, to experiment with the principles of sentence structure and paragraph building.
 - (6) To develop in the student the ability to make a correct outline for any well organized written article.
 - (7) To introduce the student to the various types of composition-argumentation, exposition, description, narration, and to encourage the talented student to do creative writing.
- (a) Workbook: Smith and McAulty, Essentials in English
 - (b) Handbook: Smart, English Review Grammar Book II
 - (c) Grammar: Tressler, English in Action
 - (d) References: Dod and Seabury, Our Speech; Jensen and Others, Modern Composition and Rhetoric; Opdycke, Say What You Mean; Perrin, An Index to English; Ramey, Art and Principles of Writing

g. General English Accomplishments

Due to the delay in procurement, the tests for a general retesting program in 1945 for comparison with the 1943 data did not arrive in time to be administered. Only the results of "spot testing" are available, but they indicate that satisfactory progress was made by students in English.

In January 1943, tests indicated that Poston students were retarded approximately one year at each grade level in the secondary schools in reading, language, and literature. Tenth grade core classes in 1943 and 1944 used Smith and McAulty's Essentials in English, Book I, the diagnostic and final tests which accompany the book were administered to 175 students in the classes at the beginning of the year and again the following year. The results of these tests showed that an average of more than one year's progress was made by the classes in learning the essentials of English. These students were proud of their attainment and exceeded the standard for their particular grade level at the end of the period. O'Rourke's Survey Tests of English Usage, Form B were used at the close of the 1943-1944 school term by one senior core teacher. The seventy students who took the test made an average score three points above the average for high school graduates. In a one-semester course in advanced English composition Essentials in English, Book II was used. For this class of seniors, scores on the diagnostic test ranged from 47 to 86, with an average of 62.8. The final test scores ranged from 73 to 96, with an average of 84. At the end of the term, Lee's College Preparatory Test in English was administered to the same group. Only one student made a score lower than 50, which is the average for high school graduates. The Student Relocation Counselor, whose check on the progress of Poston graduates in college has been extensive, although informal, estimates that 98 percent of these students proved to be adequately prepared for college English.

Significant accomplishments in the field of English were:

- (1) Acquisition of English skills commensurate with established standards for the various grade levels.
- (2) Reduction to a minimum of the use of idioms peculiar to an isolated and bilingual community.
- (3) Establishment of a genuine interest in and understanding of world events through the consistent use of the Junior Review and the American Observer.

- (4) Improvement in verbal expression as shown in class debates, panels, and discussions and in assembly programs.
- (5) Achievement of ease in the use of standard research methods.
- (6) Realization of the importance of truth and accuracy in printed matter which purports to be factual.
- (7) Increased appreciation for literature.

2. SOCIAL STUDIES

a. Aims

The general aims in the social science work of Poston High School have been those common to all modern progressive social science work. However, emphasis has been placed on certain phases of the general order to keep the students informed in world affairs, the unusual isolation of the community has made a general study of current events necessary. Language handicap has caused close coordination with English. Great care has been taken to help the students to understand that democracy as a way of life is a growing practice in order that the pupil may become more hopeful of democratic treatment for himself in the future and less critical of any feigned or actual undemocratic treatment toward himself.

Great effort was exerted during the first year of school in Poston to help the pupil come to an understanding and appreciation of his new community. Every grade from the seventh to twelfth made a study of the resources and institutions of the community with the chief purpose of creating a greater sense of security. Also during that year, a general effort was made to train the students in parliamentary procedure and to give directed practice in student body government so that they would be able to carry on their school affairs and become useful members of democracy.

Two of the aims that have been peculiar to the

Poston community have been connected with evacuation and relocation. The whole evacuation program was studied and discussed frankly for the sake of the mental health of the pupil. Race problems were included with evacuation. The aim of relocation became a part of the social science program with the beginning of 1943 and has remained an important part of every year's work. This has produced a study of administrative arrangements, travel problems, relocation areas, and personal economic and social adjustments. Development of outside contrasts through such organizations as Junior Red Cross and some social and athletic activities has been a definite part of this aim.

b. Offerings

The offerings in social science other than those which meet the peculiar needs of the community are very similar to those of the ordinary community school.

- (1) Seventh and eighth grades, Development of Western Civilization.
- (2) Ninth grade, World Backgrounds.
- (3) Tenth grade, Civics.
- (4) Eleventh grade, American History.
- (5) Twelfth grade, Current World and American Social Problems.

c. Plan of Work

The unit plan has been followed almost entirely with chronological and/or topical treatment.

d. Time Allotment

One fourth of the pupil required load has been social studies from the seventh through the twelfth grades.

e. Standards

Satisfactory growth toward social maturity, the development of desirable social habits and skills.

The satisfactory completion of a course of study adapted to the abilities of the individual student, and meeting the requirements of the State Department of Public Instruction.

f. Accomplishments

In those grades where ordinarily a specific study is covered in one school year, such as U.S. history, it has been found (by the use of standard tests) that the same accomplishments have been realized as in the better schools. (Approximately 60 percent scored above median in American History).

In the more specific fields of personal and social adjustment made necessary by the exigencies of the evacuation and relocation programs there has been notable progress. The marked improvement in the comprehension and practice of such democratic processes as class and student body organization and control by representative procedures is very evident.

Petition, secret ballot, and committees have come to be used with facility. Such student activities as the school papers, assembly programs, school and class parties, elections, and special drives as Junior Red Cross and March of Dimes are now almost entirely the responsibility and work of the students.

The decline in morale resulting from the change in composition of the population, the lengthening of the period of isolation, and the growing tension caused by the war have not resulted in any noticeable decline in student body morale. The work done in the social studies classes has contributed largely toward this stability.

g. AGRICULTURE

The development of agriculture in Poston has been a task for engineers and scientists. The desert land had to be cleared and graded, irrigation canals and laterals constructed, soils tested and treated, and experimental plantings made. Heavy machinery, surveying instruments, and the science laboratories were the equipment used. In this work, carried on under the urgency for vital food production, the high school agriculture class had

little place. The interest of students was low because of limited opportunities for actual participation. Water was not available to land which was available in some cases, and high alkali content of the soil brought discouraging results in other cases.

Courses were completed in Unit I the first two years, and in Units II and III all three years. Theory was supplemented by work in the center hog farm and in the unit poultry farms. Projects in truck crops were undertaken in Units II and III. All participated in irrigating, straw baling, soil testing, harvesting, grading and packing, stock immunizing, and hog slaughtering. Excursions were made to valley farms to observe and judge dairy cattle, observe rice planting and harvesting, and cotton growing. Only two unit courses in agriculture were offered, further credit being earned in some cases by part time work on the project farms (under the supervision of the agriculture instructor).

A small farm shop was operated during the year 1944-45. Feeders, coops, nests, and brooders were constructed. Tools were repaired and cutting tools sharpened. Forge work was taught, and light tractor operation in plowing and cultivating was experienced.

The work in the classroom, from books, periodicals and bulletins, covered soils, erosion, fertilizers, farm animals, poultry, farm implements, and farm accounting. A study was made of rural life, emphasizing rural education, rural electrification, cooperative organizations, roads, marketing, and other phases.

Most of the boys who enrolled in agriculture intend to make it their life vocation. For this reason they made the best of the facilities and opportunities available, applied themselves diligently, and exceeded reasonable standards of accomplishment under the circumstances. Although they were ruled ineligible to join the national organization, they organized unofficial chapters of the Future Farmers of America, conducted regular meetings, and carried on club social activities supplementary to their school program.

4. ARTS AND CRAFTS

a. Aims

Seventh and eighth grade arts and crafts courses are offered for the double purpose of finding and encouraging those with talent to continue study of art and to develop in all students a better sense of proportion, size, shape, color, etc.

b. Plan of Work

Work built around daily problems in lives of class and community as a means to secure desired ends set up in aims.

Example; plans for a party. All art required worked out by class as a class project. Lend all aid possible, but only as aid. Class takes lead and has desire for the project.

c. Time Allotments (9 months)

Each course five hours per week for thirty six weeks. Whatever time is needed on any phase of the work to make improvement desired. About six weeks on each particular project or individual section, as block printing design, etc.

d. Standards

Must be based on the condition one finds the class. When the aim has been met and the individual in the class can perform in a satisfactory manner, they are happy and free in their work because they have mastered the thing required. In general, course outlines follow those commonly set up in Arizona high schools.

e. Accomplishments

A happier atmosphere, with better use of leisure time. Greater harmony in dress and home surroundings. A number of the more talented students are attending art classes or majoring in art in schools and colleges outside the center. Enrichment of the program of activities in school and community through the use of posters, decorations, programs, place cards.

f. Crafts

The objective of this course is to introduce the student to as many crafts as possible, thus creating an appreciation of raw materials. Beginning with general design and color harmony other art principles are included early in the course. This is chiefly paper work but is followed by clay modeling both low relief and round. Using this background, the various crafts are introduced either as group projects or individual work. The following crafts are among those studied: ceramics, box construction, bookbinding, flatwork, simple weaving, block printing and textile painting. All designs are the original work of the students.

g. Design and Art

This course is planned in an attempt to introduce to the student as many phases of art as possible. Regular weekly periods are set aside for study of the principal schools of art, and various approaches to design. Movies are used when available. The mechanics of actual drawing and painting are introduced by flower and still life studies. Later formal composition and figure drawing are used as an introduction to illustration and landscape work. The various mediums worked with are: pencil, charcoal, watercolor, and pen and ink. Our design work is applied to posters and crafts like block printing.

h. Related Art

Appreciation, design, and execution of crafts as they are used in interior decoration.

- (1) Study of contemporary and historic periods of architecture and furniture.
- (2) A scrap book is compiled and additions are regularly made from current periodicals.
- (3) Three different articles are designed and executed in different media by individual class members during the semester.

1. Art

Painting and drawing with emphasis on draftsmanship.

- (1) Linear and aerial perspective, value, composition, and theory and application are studied.
- (2) Students have experience with several media such as: pencil, charcoal, watercolor (transparent and opaque), pastel, and oils.
- (3) Picture appreciation as it is related to the types of drawing on which the students are currently working, such as figure, landscape, floral, and still life.

5. COMMERCIAL SUBJECTS

a. Objectives

The primary objective of all Poston High School advanced commercial courses is occupational competency. A secondary objective so far as typing is concerned, is the attainment of sufficient typing speed and accuracy to assist prospective college students in preparing their notes, term papers, and other college assignments. The objective in junior business training is to familiarize all students with those common business practices which are needed in making budgets, keeping accounts, auditing personal bank balances, making income tax returns.

Beginning courses serve as vocational exploratory courses, and develop skills which have practical application in home life and small business.

b. Offerings

The offering in the commercial department consists of two years of Gregg Functional Shorthand, two years of typing, two years of bookkeeping, one-half to one year of junior business training, and one year of business mathematics. In addition, a small group of students take secretarial training. The theoretical side of this course is supplemented by work in project offices which is done under the supervision of project employers and supplemented by frequent

checks from the head of the commercial department.

c. Accomplishments

Students in the commercial courses have been, and are, in great demand in the project offices. They have provided the most important source of supply for secretarial and clerical vacancies that have occurred through relocation of many trained secretaries and clerks who came to the centers at the time of evacuation.

Graduates who have specialized in commerce have compared favorably with graduates of high school commercial departments and graduates of business colleges throughout the country. They have scored well above the median in standardized tests, and many have received Gregg awards.

Fifty-nine of sixty project clerk-typists and stenographers who took Civil Service examinations on April 21, 1945 passed these tests. The larger percentage of these candidates are products of Poston schools.

6. HOMEMAKING

a. Aims

- (1) To develop a fundamental knowledge of nutrition and its relation to health.
- (2) To develop a fundamental knowledge of food preparation and a practical knowledge of various methods of serving food.
- (3) To develop skill in the preparation and serving of foods.
- (4) To understand fundamental principles concerning child care and training.
- (5) To develop an understanding of the well-managed and well-furnished home.
- (6) To develop an understanding of home nursing.

- (7) To develop an understanding of human relationships.

b. Offering

Junior high school, two years; high school, three years.

The basic text books used were; Harris and Henderson, Foods; Green, Foods and Homemaking; Rathbone and Tarpley, Fabrics and Dress. These books are supplemented by numerous reference books and a wide selection of periodicals.

The standard course of study developed in the state has undergone some changes in order to meet the needs of the students. The course of study for the junior high school includes fundamental clothing processes, principles of good grooming, and preparation of breakfast and luncheon dishes. The high school course of study offers progressively more advanced courses in food preparation and serving, clothing construction and courses in related subjects such as home nursing, personality development, home management, human relationships, and child care.

c. Time Allotment

Thirty six weeks per course, 300 minutes per week.

About one third of the time was devoted to clothing construction, clothing design, and a study of fabrics. About one third of the time was devoted to a study of food preparation and serving and nutrition. The rest of the time was devoted to the related subjects mentioned previously.

d. Plan of Work

The homemaking courses were offered as unit courses. In food classes an attempt was made to compensate for the lack of home practice by allowing students to prepare meals after school or on Saturdays. At some of these meals the students entertained faculty members, thus gaining social poise as well as gaining more knowledge of proper table service.

In clothing classes students selected their projects according to their needs and abilities and were given individual instruction as well as demonstrations.

e. Standards

As nearly as possible the standards set by text books, current professional magazines, and by State demonstrations were attained. The standards for clothing constructions were unusually high. Some of the work done by advanced students was quite professional.

f. Accomplishments

- (1) A greater interest in proper preparation and serving of food.
- (2) More poise in social situations.
- (3) Acceptance of responsibility.
- (4) Better understanding of food values.
- (5) Development of judgement in regard to clothing and grooming.
- (6) Greater understanding of accepted customs in regard to food habits, selecting and serving foods, in entertaining and in personal relationships.
- (7) Development of skills in clothing construction and food preparation.

The physical facilities of the departments improved steadily, thus increasing their services to the students, and bringing about the development of higher standards in the departments.

7. INDUSTRIAL ARTS

a. Wood Shop

(1) Aims

The wood shop classes and activities are meant

to provide students with a creative interest in making things, plus the skills and work habits appropriate to a craftsman.

(2) offering

Seventh grade wood shop starts the term with a series of lectures and demonstrations of elementary tool processes after which students practice the use of the tools. After the first quarter of the school year, nearly all instruction is done individually or in small groups, allowing a maximum of time for the student to increase his skill through practice in making things.

Eighth grade wood shop begins with a review of the elementary tool processes and class instruction in the use of all the common hand tools. Students are taught the use of the jig saw, band saw, lathe, and circular saw after they have learned to use hand tools carefully. They are also taught the common wood joints and wood finishes.

After the first quarter of the school year, most of the instruction is done individually or in small groups to conserve the student's time and enthusiasm.

Advanced wood shop assumes previous instruction in wood shop, and almost all instruction is done individually or in small groups. The emphasis is on quality of workmanship, and challenges the student's resourcefulness and skill to a very high degree. Projects are limited chiefly by the materials available.

General wood shop is a class of students who are interested in wood shop and unable to take it at their regular class period. Being a small class it is possible to meet the needs of beginners as well as advanced students without class lectures. Projects challenging to the student, yet not beyond his ability are encouraged. Even with relatively poor materials, projects as difficult as tables and desks are constructed.

(3) Plan of Work

The wood shop instruction progresses from elementary tool processes in the seventh grade to creditable pieces of furniture in advanced wood shop. Beginners need class lectures and demonstrations to help them get started. Then as interest increases, they need a maximum of time to work. Their work is interrupted long enough to give instruction when it is needed. Class instruction is given at the first of the year and at any time that the whole class needs the same kind of instruction. The shop atmosphere is one of work and informality.

(4) Time Allotment

The beginning of the school year requires two or even three days a week in a classroom so the students will know what to do when they go to shop. Classroom time is gradually reduced as students grasp the fundamentals and begin to need more time for the projects in which they are interested. By giving instruction to groups and individuals it is possible to conserve the students' time and enthusiasm. Work and informal instruction take up the class period except for rare instances when general importance indicates the use of class time for class lectures, reviews, demonstrations, or tests. (Five periods per week).

(5) Standards

In setting standards for a wood shop class in Poston it is necessary to take into account a lack of suitable lumber and the inadequacy of power equipment. Most of our lumber has been Douglas Fir of a rather poor quality. Only a little Redwood was available, and the native Mesquite and Ironwood, which are available only in small pieces, out of trees or logs, are very hard to work up into a usable form.

Each student is expected to use initiative, resourcefulness, and skill to the best of his ability. It is intended that each student shall attain at least to his grade level in the normal public school.

(6) Interest is perhaps the most important factor in the shop's contribution to a student's well being. The students in these classes not only work with enthusiasm during the class period, but they spend a great deal of spare time in the shop at work, and some of them have begun to do handicraft at home in the evenings

(7) Minimum Skills and Knowledge After One Year

(a) Know Tools, care, name, proper use, keeping in working condition.

(b) Know materials: lumber, adhesives, fasteners.

(c) Drawing and reading drawing of project. Definition and abbreviation.

(d) Bill of Materials

(e) Joints: know name and use of all; know how to make the simple ones.

(f) Simple bracing.

(8) Minimum Skills and Knowledge After Two Years

(a) Power tools: operation, care and safety.

(b) Cabinet making.

(c) Carpentry.

b. Auto Shop

(1) Aims

The aims of the auto shop classes are to enable the students to become intelligent car owners and operators, to provide a sound basis for further training for those who wish to enter vocations in the field of automotive service, and to provide students with interests, skills, and work habits which will permit them to find jobs which they can perform successfully under supervision.

(2) Time Allotment

The fifty-five minute periods are supplemented by leisure time which students spend working in the shop. Thirty minutes a day, the first year students spend in the classroom studying the theory necessary to understanding an automobile. The remainder of the period is spent at work in the shop. Second year students receive their instructions on the job, and very rarely go to the classroom.

(3) Offering

First year auto shop consists of a study of the theory of the automobile and a beginning in maintenance and repair. The entire course is practical for a car owner who does not choose automotive service as a vocation.

Second year auto shop consists of actual automotive service. Instruction is given in connection with actual jobs the students are doing. Classroom instruction is given only when the whole class feels a need for it. Good reference literature is always available.

(4) Plan of Work

First year auto shop begins with a series of lectures and demonstrations designed to acquaint the students with the theory of the internal combustion engine. Several engines are dismantled and re-assembled by the students. The study then proceeds through the clutch, transmission, universal joints, final drive, differential, axles, frame, front suspension, wheels, tires, brakes, and alignment. Following this, attention is given to a detailed study of the fuel system, lubrication system, cooling system, and ignition system. The study of electricity continues with the battery, generator, voltage regulator, starter, and lights.

Considerable emphasis is placed on a driver's responsibility to his passengers, other motorists,

pedestrians, and his machine. The mechanic shares this responsibility to such an extent that his work often saves lives or endangers lives.

Second year auto shop begins with a short review of the theory of the automobile. After this, nearly all class time is spent on actual mechanical work and instruction incidental to that work. Within the limitations of the equipment, a wide variety of jobs are accomplished.

(5) Standards

In First year auto shop, students are expected to thoroughly understand the normal action of all parts of a modern car, and to be reasonably adept at the use of the common mechanical tools.

Second year auto shop requires disassembly and assembly of all major units of a modern car. Repairing of special units has not been possible because of a lack of equipment, which has also prevented specialized training in the popular fields of diagnosis, lubrication, tire repair, etc.

(6) Accomplishment

Every student who receives credit in auto shop will be more "car wise" than the average owner. They are ready to enter shop classes in other schools with an ability equal to their new classmates, except in those areas where lack of equipment has been a handicap.

Second year students are ready for apprenticeship or supervised employment.

As an "activity", auto shop has constructively channelled the interests of the students to such an extent that auto shop was a good place to spend leisure time.

c. Mechanical Drawing

(1) Objectives

The Poston High School offering in mechanical drawing has departed from the old objective which attempted to make mechanical draftsmen of all students who entered the course.

The ideal of the Poston offering could more nearly be stated as an attempt to teach the necessity for accuracy and a coordination of eye, hand, and brain. To this end, students are required to draw from the object itself, whether it be a block of wood, a pulley, a valve, or a complicated machine.

It is further stressed that the student must be able to see the part upon which he works as a functioning part of the larger machine or operation. He must learn to read blue prints, to make accurate measurements with scale and micrometer, and he must master the mathematics connected with the particular operation with which he is concerned.

He must learn the necessity for neatness and yet he must keep his eye on the vocational idea of adding speed to his accuracy and neatness.

In the case of those who are pointed toward college mechanical drawing, it is taught with full consideration of what it will contribute to descriptive geometry and the more advanced phases of physics and mechanics.

(2) Offering, Mechanical Drawing, First Year

- (a) Use of draftsman's tools: paper, pencils, "T" square, triangle, compass, etc.
- (b) Layout (planning), drawing to scale, and types of lines with pencils.
- (c) Lettering: upper and lower case vertical type letters with pencils.
- (d) Sketching of simple working drawings including dimensions with pencils.

- (e) Sectional drawings including symbols for materials with pencils
- (f) Full scale drawings of malleable iron pipe fittings with pencils.
- (g) Elementary detail drawings of brackets, pulleys, and castings with pencils.
- (h) Practice drawings with ink compass and ruling pens, i.e., geometrical designs.
- (i) Detail drawings of simple machine parts with ink compass and ruling pens.

(3) Offering, Mechanical Drawing, Second Year

- (a) Theory of projection drawing and perspective drawing with pencils.
- (b) Orthographic projections and auxiliary projections with pencils.
- (c) Detail drawings of fastenings, i.e., bolts, nuts, screws, etc.
- (d) Elementary designing practice plaques and furniture.
- (e) Pencil and ink tracings of machines for reproduction as blue prints.
- (f) Lettering with ink, use of speed ball pens for machine drawings.
- (g) Detail drawings of machine parts, camshafts, auto water pumps, etc. with pencil.
- (h) Drawings of gears, spur gears and details of gear teeth with pencil.
- (i) Drawings of airplane parts with pencil.

(4) Offering, Mechanical Drawing, Third Year

- (a) Elements of architectural and civil engineering drawing.
- (b) Drawings of floor plans and elevations of residences.
- (c) Architectural detail drawings of window frames, doors, etc.
- (d) Structural drawings of woods, steel, and masonry.
- (e) Schedules of materials, finish, etc. for architectural drawings.
- (f) Elements of cartography, map symbols, and lettering of maps.
- (g) Map drawings by metes and bounds and city subdivisions drawn to scale.

- (h) Contour map drawings with accompanying profile drawings.
- (i) Elementary structural designs, retaining walls, culverts, etc.

(5) Accomplishments

The accomplishments appear to be satisfactory in light of the facts at present available. The students like the course and enroll in it in large numbers and put in extra time of their own volition. They take great pride in their finished plates, and there is considerable wholesome rivalry between individual students.

8. FOREIGN LANGUAGE

a. Latin

(1) Aims

In Latin I, and subsequently in Latin II, the teaching is directed toward the attainment of these objectives:

- (a) To increase the student's ability to understand meanings of words derived from Latin and to give him greater accuracy in their use.
- (b) To give the student a clearer conception of the principles of English grammar, thus increasing his ability to speak and write English correctly.
- (c) To develop in the student the ability to understand Latin words, phrases, abbreviations, and quotations found in books and magazines.
- (d) To broaden the student's appreciation for references to the mythology, traditions, institutions, and history of the Greek and Romans.

(2) Plan of Work

In teaching Latin the instructor employs, for the most part, the functional method, but deviates from it when it is evident that an

immediate objective may be obtained more easily and more effectively by the grammar method. The subject matter presented in Latin I includes material recommended by the "Report of the Classical Investigation."

The Latin textbooks have been supplemented with readings on Roman life, culture, history, etc., and mythology.

All Latin grammatical principles are presented in intimate association with corresponding principles in English. Students are trained to get at the meaning of new words in English through the study of Latin roots. Notebook work on derivatives has been encouraged. Throughout the course, in view of the nature of the community, an attempt has been made to give the students a functional knowledge of Latin, so that they may apply it in their everyday use of English.

Comment by teacher: "These students have accomplished as much as any class I have ever had in Latin."

b. Spanish

(1) Aims

To present, in the most useful form those principles which are essential to effectiveness in reading, speaking, and writing the Spanish language. To aid the student in developing self-assurance and confidence through success in learning the language. To equip the students with the fundamental principles of Spanish grammar by developing their power and ability to pronounce Spanish words, to read, write and spell correctly. To present Spanish geography and history and current news pertaining to Spanish, correlated with the language study. To present the simple principles of the language in a manner that will arouse and hold the beginners interest, to leave with them at the end of the course a body of cultural information that will stand them in good stead even if the study

of Spanish is pursued no further. In advanced Spanish the aim is to present practical dialogue and conversational drills designed to develop facility in the use of the language.

(2) Offering

The offering in the two courses does not consist of a large variety of materials, but the material that we do have and use is sufficient. El Mundo Español, Volume I and II are the standard tests that we use daily with the exception of a few minor cases, when working on history, geography, or current events. Other text books used are the Beginners Spanish, Literature and Life, Our Latin America Neighbors, Latin America, and The Industrial Age. Latin America and The Industrial Age are the texts used mainly in connection with geography and history. This collection plus the weekly Spanish newspaper has proved to be quite effective as an offering.

(3) Plan of Work

The work is planned for the study of reading, understanding, speaking and writing Spanish with a strong stress on the reading objective. Its main features are as follows:

(a) Pronunciation;

In pronunciation the work is planned to be treated by means of practice. It is not abandoned in the introduction but is graded and systematically distributed and planned for the first twenty lessons, of which it forms an integral part. The lessons are planned purely for oral practice, and are developed without use of books. Each of the regular lessons, which are uniform in arrangement, may require two or three days. Pronunciation, reading, and the inductive study of grammar usually occupies the first day; the remainder of the lesson is spread over one or two days, according to the ability of the pupils. The exercises are selected to meet the local situation. The

reviews serve as periodic tests for factual learning. Extra curricular projects are given for the purpose of letting the pupils express themselves, and are part of the regular assignment.

The vocabularies of the various lessons have been made small in order to promote effective assimilation. The existing standard word lists have been consulted, and because of lack of uniformity, utilized only with modification. In general, words and idioms have been selected in accordance with the practical needs of beginners. The motivating projects and tests are the only features that are not used daily.

(4) Standards

The standards of the State approved test.

(5) Accomplishment

By having ample time, and by giving the students ample opportunity to express themselves, student participation in socialized recitation has been one of the greatest accomplishments. Beginners have achieved satisfactory skill in pronunciation, reading, and grammar. Conversation as a whole is a little below average. The advanced class has a good knowledge of reading, pronunciation and grammar, conversation as a whole affair.

Both classes seem to be somewhat deficient in conversation but socialized recitation improved it greatly.

Through geography, history and current news, the students have gained a knowledge of Spanish Government, countries, art, literature, customs, and education.

9. MATHEMATICS

Taking into consideration the facts that Japanese-American students exhibit a special interest in the subject of mathematics and that many who go to college enroll

in courses requiring the maximum of high school credits in this subject, it has been the purpose of the mathematics departments of the Boston secondary schools to offer a curriculum and maintain a standard of achievement in keeping with the needs and interests of the Nisei student.

a. Aims

- (1) Utilitarian: to develop the ability to handle the computations necessary to the solution of ordinary quantitative problems common to everyday life. To develop the ability to apply the correct processes of computation and to apply them with accuracy of result and with some degree of facility and self-confidence. This objective is stressed in the seventh, eighth and ninth year of mathematics more than in the higher courses because of the utilitarian nature of the content of the courses.
- (2) Functional thinking: to develop the ability to recognize the interdependence of related numbers and the way they change together. Logic, recognition, and appreciation of the "if-then" relationship as applied not only to a geometric proof but also to the decisions made in everyday life. Development of a willingness to accept responsibility for one's actions and the results they inevitably bring. Application of logic where applicable to political, social, and economic situations.
- (3) College preparatory: foundations in theory as preparation for advanced work in mathematics on the college level.

b. Offerings

- (1) Seventh and eighth grades: arithmetic, covering the standard computational content of these years with applications, and a unit each of intuitive geometry and simple equations.
- (2) Ninth year: general mathematics, for students not yet ready for algebra and for those who will profit more from further study in arithmetic method than from a course in algebra.

Algebra I. A beginning course with the usual content. The solution of problems by the algebraic method is stressed the the computational skills subordinated to this aim.

- (3) Tenth Year: Plane geometry. The propositions listed by the College Entrance Board, and others as time allows. Logical reasoning step by step rather than memorization of proofs has been stressed. A large number of originals from the text and reference books. Some history of the origin of the subject and biographical material on famous mathematicians who contributed to its development and organizations, e.g. Euclid, Pythagoras, etc. Preview of non-Euclidian geometry to give understanding that the present study is not the final word.
- (4) Eleventh Year: Advanced Algebra. Predominantly a course in theory.
- (5) Twelfth Year: Solid geometry, one semester, trigonometry, one semester.

c. Time Allotment

Five period a week of from forty five to fifty five minutes.

d. Plan of Work

Combination of recitation and supervised study has been the general plan of procedure, particularly in the junior high. In the advanced courses in some cases Student Guide sheets covering the work by units have been used with good results. Motivation of work has been necessary only in individual cases.

e. Standards and Accomplishments

Frequent teacher-testing for accomplishment and for need of reteaching has been the rule. There has been no uniform program of testing with standard achievement tests, but in isolated cases where such have been used, the results have been good. For example, in Miles E. Cary High School where the Cooperative Algebra Test, Form T, was given to all Algebra I students at

the end of the school year 1943-1944, 68.8 were above the standard mean.

Among the Japanese-American students mathematics affords no major problem. These students like the subject, and they have a real capacity for it. Not only is this fact demonstrated by the results of standard tests, but it is substantiated by the statements of mathematics instructors who have come to the school from other schools outside.

A further testimony to the capacity of the students and the effectiveness of the Poston High School mathematics program is the fact that the students who have entered college from here have made excellent records in this field of academic endeavor.

10. MUSIC

a. Orchestra

Although handicapped immensely by the fact that the students enrolled in this class differ extremely in both experience and natural ability, progress has been made since the beginning. This handicap has been felt keenly also in the selection of arrangements and music, especially in view of the fact that the musical library of the school is very limited and latest orders for music were cancelled.

The principal aim of this class has been to offer an opportunity for all instrumentalists to assemble as a unit and enjoy the satisfaction of participating in and being an integral part of a unified musical organization. At the same time the students are trained in the fundamental technicalities of orchestral playing. Individual instructions for the building of the foundation for this work are given outside of regular class periods whenever requested by students or deemed necessary by the instructor.

b. Glee Club

This class was organized mainly to meet the demands of pupils who are musically inclined but do not play any instruments. The main objective has been threefold; namely, to teach the technical fundamentals of

music, to offer the basic instructions on the technique of voice, not last to allow enjoyable fellowship in class through group singing.

Much care and consideration has been given to the selection of music for this group, two factors being considered; to make selection of suitable technical grade and those of a variety that would stimulate and maintain the attention and interest of all pupils.

(1) Accomplishments

Many students have come under the influence of a group activity that requires mental effort and absolute teamwork. The accomplishments from the standpoint of the school has been the knitting together of a group much interested in a common purpose. The accomplishment from the standpoint of the student has been the growth in his appreciation of one of the fine arts for the development of his social acceptability. The schools in general has been able to enjoy a high type of musical performance, and the entire community has made use of these musicians in public meetings.

Seventh and eighth grade music is required three days a week. The ratio in the plan allows approximately three-fourths of the time to part singing and one-fourth to unison singing.

11. SCIENCE

a. Aims

- (1) To develop interest in and understanding of the students' environment, interests which lead to spontaneous hobbies, and effective daily living.
- (2) To lay a groundwork of useful scientific knowledge and familiarity with the sources where additional information is available.
- (3) To substitute facts for superstition.
- (4) To cultivate the practice of the scientific approach to the solution of all problems.

b. Chemistry

(1) Aims

To give a standard course in chemistry including information, vocabulary, skills and techniques of handling equipment, preparation for further study, and how chemistry is related to community life.

(2) Methods

Studying, checking work, discussing, demonstrating, experimenting, testing with pupil and teacher-made tests and with standard tests, reteaching all those who do not make a passing score.

(3) Visual Aids

Demonstrations by pupil and teacher; showing of about twelve sound films.

(4) Laboratory

A new, modern laboratory with standard equipment.

(5) Time and Content

Classes meet five hours a week for thirty-six weeks and cover the material of the texts, tests, and laboratory experiments. Additional laboratory hours are provided outside of regular school day.

c. Physics

(1) Aims

To add interest to life in camp, develop scientific attitude, increase the choice of vocations and college courses, and develop an appreciation of the contributions of physical science to social progress.

(2) Methods

Textbooks, recitations, demonstrations, experi-

ments, study, discussion, checking, testing, retesting, and reteaching.

(3) Time and Content

Classes meet five hours a week for thirty-six weeks and cover all of the text, textbook, and most of the experiments in the laboratory manual. Pupils take the responsibility for planning experiments and executing them in an interesting, educational, and scientific manner.

(4) Equipment

Laboratory with standard equipment.

d. Biology

(1) Aims

To have each student learn a scientific attitude toward life. To know what life is. To present a course comparable to any of the best high schools. To be sure each student is equipped to keep up with those who come from other places, using biology as a prerequisite. To learn practical, everyday information they will always use. To add many interests to life and leisure time activities. To find and develop unexpected talents. To increase the possibilities of vocational choices. To learn so much about themselves that they will always take better care of themselves and lead happier, more useful lives because of habits formed and knowledge gained.

(2) Methods

Unit methods are followed; heavy notebook work is required. Dissections, with accurate drawings, are made. Where dissections are impossible, drawings are made from good models preserved for the purpose. Discussions and reports are frequent. Experiments are stressed.

(3) Tests

National Standard Tests in Biology are used in

each unit.

(4) Time Element

Five hours per week for thirty-six weeks.
Laboratory open after school and Saturdays.

(5) Equipment

Laboratory is supplied with standard supplies, chemicals, microscopes, hand lenses, charts, and models used repeatedly. Collections are identifications made of local materials. Microscope slides, Explaino-mounts, Dancyer-Geppert Mounts of many animals of all phyla, Petre dishes, dissecting sets and dissecting pans for each student, all add to a rich course.

c. General Science - Grades Seven and Eight

(1) Objectives

- (a) Direction of attention to the actual surroundings of the pupil.
- (b) Awakening him to the realization that the world is dominated by science from the utter most nebulae to the commonest aspect of his everyday environment.
- (c) Establishing the method of science in his thought.
- (d) Building a scientific vocabulary.

The same texts were used both years, "Understanding Our World", by Carroll. Book One formed the basis of the seventh grade offering and Book Two the eighth supplemental books and a variety of scientific magazines on library shelves afforded opportunity for reports. The program included some elementary experiments with a minimum of laboratory apparatus.

Class teaching from the text was the standard procedure. Individual reports were introduced occasionally. Frequent tests on vocabulary

were necessary because the pupils' ability in English was below normal. Field trips, aquaren, and special speakers provided additional course content.

A science guessing game adapted to use as a pretest, arousing interest in many fields of science. Units included astronomy and the weather. Elementary study of botany proved especially interesting to these children, so many of whom came from farm homes. Entomology was merely introduced. Health was presented more thoroughly.

Two one hour periods per week were offered.

f. General Science - Ninth Grade Introductory Course to Specialized Science

(1) Methods

Unit method of the basic standard text, with attention to resources of community for observation and experience.

Reports, discussion, notebooks, experiments.

(2) Tests

National Standard Tests for the text are used.

(3) Use of Equipment

The facilities of the laboratory and demonstrations by older physics and chemistry students, add to the enrichment of the course. When touching biological phases of the work, all the equipment of the biology room and the help of some of the students give incentive, and help to teach laboratory methods.

g. Physiology and Applied Practical Psychology

A study of the essential facts of the human body and, more important, the explanation of how the different human organs and their parts perform in the human organism. Distinct emphasis is upon appli-

cation of the science in everyday life. The fundamental factors of physiology are as follows:

- (1) The cell (unit structure) tissues and organs.
- (2) Muscular system - the different kinds of muscles and the special work they do.
- (3) The skeleton system - comprising the bones and bone structures.
- (4) The digestive system - stomach, intestines, and other abdominal organs.
- (5) The respiratory system - the trachea, the lungs, and the diaphragm.
- (6) the circulatory system - the blood, the heart and the blood vessels.
- (7) The nervous system - the brain, the spinal cord and the nerves.
- (8) The excretory system - the kidneys and others.
- (9) The endocrine system - the ductless glands.
- (10) The reproductive system - the male and female organs and the work they perform.

The following psychological aspects are treated:

- (1) Mental health and attitudes.
- (2) Habits and personality development.
- (3) Self control and self direction.
- (4) Emotional adjustments and achievements.
- (5) Social living and the common integrating habits of human relationships.

In all classes, laboratory work accompanied recitation and supervised study as material involving experimentation was presented. There were no definite days of the week set aside for laboratory work. For the

most part, the atmosphere during experimentation was very informal, the students working in groups of from two to four members, depending on the nature of the work. There were some demonstrations, usually performed by members of the class. Panel discussions, outside speakers, special reports, and field trips were all used on occasion. The time spent on each unit was determined largely by available material and interest of the students. For example, because of the availability of specimens, the accessibility of mountains and other geological formations, together with the interest of many residents in rock collecting and agate hunting, the unit on geology and mineralogy was more extensive than some.

(1) General Standards

Students were expected to complete, according to their ability, both the work assigned and projects selected by themselves. Courses offered were standard courses in the State public high schools.

(2) General Accomplishments

- (a) For some students, particularly in the physics class, interests were developed such that they decided upon additional work in college toward vocations in science.
- (b) The growth of habits of reaching decisions by logical thought processes, and of habits of accuracy and neatness was evident.
- (c) Hobbies, rock collections, for example, became leisure time activities.
- (d) Interest in scientific literature developed, as evidenced by the number of magazines and books concerning scientific material that were checked from the classroom and library. This was done by going through several weeks after the close of major units for which library material was available in sufficient quantity to be used widely, and noting the names of students who had checked out books and

other material. Classroom materials were checked out through the teacher, who was thus able to note growth in outside reading. Some students also found increasingly often in scientific literature sources of material for term papers and composition in core and English classes, thus evidencing a growing interest.

- (e) A satisfactory amount of information was gained, as shown by the achievement tests given seniors at the close of each year.

12. PHYSICAL EDUCATION

During the period of operation of the Poston schools it was possible to secure only two qualified instructors in the field of physical education. The first of the teachers stayed throughout the year 1942-1943. The second arrived in September 1943 and was asked to resign in March 1944 because of unsatisfactory work. Both acted in a supervisory capacity for evacuee assistants in all three secondary schools.

The work during 1942-1943 was confined largely to the junior high grades. The program consisted of organized sports in season, remedial physical exercises for posture, body building exercises, and games for the development of muscular coordination, general physical and mental alertness. Swimming instruction was given in the Unit I irrigation canal pools. The senior high students participated extensively in the community sports program. Physical education classes met two hours and three hours weekly on alternating weeks.

During the year 1943-1944 the program was extended to the senior high school and an inter-school athletic program in football and basketball was carried out. Classes met on alternate days. Health and personal hygiene and first aid instruction were given. After the basketball season the quality of the work deteriorated with the departure of a number of evacuee assistants, and the classes were discontinued the last quarter.

Students were encouraged to enter the various community sports leagues during the year 1944-1945. Swimming was taught in all three camps under the Poston Red Cross.

School sports were organized at some seasons when an evacuee instructor could be found. However, physical education as an accredited course was not entered on the school records. This situation was not uncommon in Arizona high schools during the war period, and was recognized as inevitable by State school officials.

III. ADULT EDUCATION

III. ADULT EDUCATION

A. AIMS

The program of adult education in Poston has developed from the desire in the community for leisure time activities, for instruction in individual skills and handicrafts, and to a limited degree, for a more adequate knowledge of the English language. The growth of the program has been in response to these community wishes.

B. ACTIVITIES

The major community interests have been directed to the sewing schools and to the arts and crafts. Approximately ninety percent of the adult education enrollment, somewhat over 3,600 participants at the peak of activity, has been in these departments. The study of English and American life, which might well be designated as the primary objective from the standpoint of the administration, has met with only a limited degree of interest from the evacuees. The extent and nature of the adult vocational courses have been discussed in the report on Vocational Education.

In addition to the factor of community interest, the matter of teacher availability has been very important in shaping the adult program. The teaching staff, with the exception of a few volunteers from the appointed staff who were able to give a small amount of time each week to the program, consisted entirely of evacuees. Since most of the people who had been trained to teach had been recruited for service in the elementary and high schools, there were left for the adult program only those individuals whose interests and skills were directed, not to the conventional pattern of American education, but to the activities and cultures of the older Japanese. In this group were the teachers of the California sewing schools, the flower arrangement schools, and the Japanese language schools. It was around these teachers and others gifted with the genius for handicraft, that the adult education program was permitted to develop.

The early program of adult education in Poston was under the direction of Dr. John Powell and Dr. Walter Balderston of Community Activities. From 1942, when the project was organized, to April 1, 1944, this section sponsored the development of many adult activities. In Camp I, five

sewing schools were in operation. They were, Block 2, with Mrs. Chieno Kuroda in charge; Block 21, under Miss Sumiko Umeda; Block 12, with Mrs. Kazuye Asatani; Block 35, with Mrs. Chiye Fujikawa, and the tailoring school in Block 42 under the experienced leadership of Kesajiro Urata. There was one sewing school in Camp II with Miss Suyeko Yagura in charge. In Camp III the sewing program was unorganized, private sewing was done in the blocks with the machines in charge of the block managers, while production was carried on by Community Industries. Mrs. Kayomi Yamanaka conducted a class in pattern drafting for a small group of women. Approximately 800 to 900 women attended the sewing schools in Camp I and 250 in Camp II. Practically all of the teachers were trained in the Japanese sewing schools of California.

A large flower arrangement school had developed in Camp I under the experienced leadership of Mrs. Seiyo Kawaguchi. Approximately 375 women attended her classes, many of which were held in the school in Block 5. In Camp II, about 200 women attended the classes taught by Mrs. Shijo Yamano. In Camp III, Mrs. Takeda had over 100 students.

In Japanese language classes, known as translation classes, were held in Camps I and II. The 300 students enrolled in these classes were Nisei, required, according to Project regulations, to be eighteen or over and able to speak English. In Camp III, the classes had been discontinued because of the objections of Miss Frances Cushman, Principal of the High School.

The teaching material in the translation classes was prepared by the instructors. Considerable time was taken in the preparation of this material and in mimeographing it in the unit adult education offices. Later the Naganuma texts were used and this reduced the amount of work spent on this activity. Mrs. Shizuko Takeda was the instructor in Camp I, Mrs. Kin Kadaika was the instructor in Camp II, and Mr. Naojiro Kita the instructor in Camp III. The last named was used as an English teacher after his Japanese classes had been discontinued. The teaching of Japanese to the Nisei was justified on the basis of preparation of translators for war needs, and in order to establish a better understanding between the Nisei and their parents by removing language barriers. These classes were finally discontinued during the post-exclusion period upon the recommendation of Mr. John Province, Chief of WRA Community Management.

Arts and crafts classes had been organized and developed in Camps I and II. Mr. Roy Takahashi had promoted a flourishing school in Block 80 where about 200 older people were learning to make block prints and to carve and paint birds for lapel pins. Mrs. Kimi Ooka had about 175 women in her classes in Camp I where artificial flowers and other novelties were made. Mrs. Mutsa Takai conducted classes in artificial flower making in Camp II. This type of work was carried on by Community Industries in Camp III, and the products sold in the Mojave Room.

A number of English classes had been organized in the three camps. Four teachers were employed in Camp I, two in Camp II, and three in Camp III. With one exception the teachers were Issei whose ability to speak English was relatively limited. None of them had any experience or training in teaching. The method used by them was predominately the translation method. Reading was done from a second or third grade reader, the material translated by the teacher into Japanese and then discussed in the same language. Great emphasis was laid on grammar.

Assistance was being given in the English program by volunteer teachers from the appointed personnel. Miss Mary Jesse, Miss Alice Cheney, Miss Laura Patton, and Miss Bertha Starkey, formerly teachers in Japan and conversant in the language, spent one or two hours a week either with a class of their own or in one of the classes taught by an evacuee. Miss Naomi Wood taught conversation one hour per week and Miss Mary Wiseman, English grammar one hour per week, both in Camp I. Mrs. Mary Courage assisted one of the evacuee teachers in Camp II. Altogether, there were about 375 people in the three camps enrolled in the English program.

The adult education program also included a program of individual instrumental music instruction. Lessons were given to school children by evacuee piano and violin teachers at convenient hours. Use was made of church pianos for instruction and practice.

On April 1, 1944, the adult education program was transferred from Community Activities to the Education Section. David A. Conlin, newly appointed Assistant Junior-Senior High School Principal was put in charge of the program, and later appointed supervisor.

There were two very important needs of the program which required immediate attention. One was an improved English and Americanization program, the other was the necessity for adult vocational classes, especially shorthand, typewriting, and bookkeeping. The work done in this latter field has been described in the Vocational Education report.

The requirements of the English program were threefold. There was the need for better trained teachers, more and more of them; for a wider selection of teaching material on the adult interest level; and for the extension of the program so that more of evacuees would take part in the English and Americanization work.

Requests for teachers from the appointed personnel staff to teach English to the Issei on a full time basis could not be met. Apparently budget provisions and other administrative restrictions prevented the selection or appointment of qualified teachers for adult education in English and Americanization. Dr. N. E. Viles, Education Advisor, during his visit to the project in May, approved the use of appointed full time teachers for this work. Miss Golda Van Buskirk, English Consultant, recommended the assignment of high school teachers for English classes in the adult program. Dr. Lester K. Ade, WRA Director of Education, after his visit in October, stated in his report letter of October 17, 1944, addressed to Mr. John H. Province, "Relative to personnel, it is suggested that the allocation of high school teachers for Poston be increased by one in order to have one person devote practically full time to language instruction and be assigned as an assistant to Mr. Conlin, the Supervisor of adult education. This is in line with Dr. Van Buskirk's original recommendation".

Although there was no disagreement as to the need for trained teachers to carry out the objectives of adult education so that it might contribute to successful relocation, none were assigned to the program. The existing shortage of appointed high school teachers and the reluctance or inability to establish new positions prevented the assistance being given.

The need for better teaching material for the English Classes was met by a budgetary allowance for the purchase of books and teaching aids. A careful survey of needs in all three camps was made. As a result of this, procurement of material was effected and adequate supplies of

books and other reading matter were made available for all English classes. A bibliography of the material used for these classes is appended.

The expansion of the program was difficult without trained people. However, two of the appointed staff volunteered their services and made an important contribution to the work. They were Mrs. Lillian Taylor, a high school English teacher, and Miss Eleanor Daugherty, Supervisor of Teacher Training. Mrs. Taylor organized an intermediate class in English, where for the first time a functional method of teaching was used. She had from 25 to 30 students in this class, and was able to continue her work with considerable success from June 1944 to Christmas. Miss Daugherty assisted in teaching in Camp II. She, too, used the direct method of teaching English which proved to be very helpful in improving the language skills of her students. Later Miss Daugherty was assigned, in addition to her other duties as supervisor of the nursery schools in Camps II and III, to assist in the training of the adult English teachers.

During the summer vacation of 1944, two of the high school teachers in Camp I, Mrs. Lillian Taylor and Miss Edna Mae Thompson, were assigned to adult education for English teaching. They both organized and taught classes of their own, numbering from 25 to 30 students each. They also substituted for volunteer teachers who were on vacations. In addition, Mrs. Taylor was asked to assist the Issei teachers with their classes. She planned to use the functional method in their classes and to have them observe her and then try to improve their own teaching by this experience. Unfortunately, although the idea seemed to be a good one, the evacuee teachers did not like the plan. They resisted her efforts very strongly and made emphatic representation to have this work discontinued. It had to be abandoned in the face of this lack of cooperation.

When Miss Daugherty was assigned to the training of the evacuee teachers, she tried to do this by means of conferences and group meetings. Several meetings were held and many questions were raised and discussed. However, there was great reluctance on the part of the Issei teachers to follow the suggestions made by Miss Daugherty. The whole plan had to be given up when it was realized that the teachers were unwilling to change their methods, and did not welcome the constructive suggestions that were being made.

After schools had reopened in September, conferences were held with each principal to determine the availability of teacher assistance for the adult program. Since all of the teachers were required for full time assignments in their own schools, assistance for the adult program could only be had on a volunteer basis.

In Camp I, Miss Naomi Wood, Miss Mary Wiseman, Mrs. Lillian Taylor, Miss Manila Smith, and Mrs. Vera Whitecomb volunteered to teach English one or two hours per week. Miss Alice Cheney of family welfare agreed to continue her assistance in this work. Since all of the teachers except Miss Smith had been helping with the work, her class was the only new group organized. A beginning class of thirty students was formed. Basic English material was used with considerable interest, due partly to her skill as a teacher. Her class was held together well, she still has 25 students, and their progress has been excellent. Her aim has been to help the individual to develop a limited vocabulary and to use it effectively in real situations. Mrs. Theus Koltoff and Miss Louise Ness volunteered for commercial work in Unit I. Mrs. Koltoff left the project soon after this, however, Miss Ness has taught her typewriting class for the full school year.

In Camp II, Mrs. Mary Courage and Miss Eleanor Daugherty agreed to help the evacuee teachers in their English classes. In this camp, the cooperation of the evacuee teachers was excellent. Mrs. Kazuo Kozeni, who has been the Assistant Adult Education Supervisor in Unit II and has taught English in the program since 1942, and Mr. Mitsuhiro Endo, a Nisei, welcomed the assistance of the Caucasian teachers. The enrollment of their classes grew from 90 to 110 students. The effectiveness of the English instruction increased. On the whole, a good job has been done in Camp II in the English field, as far as public interest and teacher availability would permit.

In Camp III, Miss Heanetta Linfield of the high school staff volunteered to teach an intermediate group in English. She could only continue for one month, however, as her daily work was very heavy. Miss Bertha Starkey of the Relocation Section volunteered for a beginners class again, and has taught her group all of the year.

Mention should be made of the other activities carried on by volunteer appointed teachers. Besides the work done in the commercial field, two other efforts deserve comment.

One was the excellent work done by Miss Martha Jaquette, head teacher of Home Economics. In Camp I, during 1944, she addressed weekly meetings of the women in different quads on table etiquette. She also gave talks to departing groups of evacuees at dinners arranged by the Women's Club on good manners. In Camp III, she organized and taught two evening courses in home making for a full term. The attendance at these classes was very large.

In Camp I, Miss Anne Peavy of Family Welfare, organized and taught a group of women on the subject of Child Development. This was arranged with the cooperation of the Women's club. It had been hoped that a short course could be arranged for each quad, but pressure of daily work prevented Miss Peavy from continuing her teaching.

A course in farming was arranged, and highly publicized. Mr. Ralph Shapley, head teacher of Agriculture in Camp I high school volunteered for the work. However, in spite of active promotion methods only eight enrolled for the course, and after two or three meetings, the work was given up. There seemed to be a definite lack of interest in the community in the study of farming in spite of the large agricultural population.

C. ACCOMPLISHMENTS

The arts and crafts work of the Japanese people in Poston has been highly developed. Many exhibits of this work have been held from time to time. Wood carving included vases and bases of ironwood and mesquite, plaques, trays, carved animals, Buddhas, chess men, canes, and miniature figures. The carving of birds from soft wood for lapel pins has become a very extensive hobby. Many types of birds are carved and painted to simulate real life, and then lacquered for gloss and preservation. Roy Takahashi and Kinichi Itaya started the work in a small way in separate shops in Camp I. Now, literally thousands of lapel pins are being made in the three camps. Highly developed skill is displayed in some of the carvings.

Flower making from crepe paper has been done very extensively. This skill has also been very highly developed. All funeral and wedding flowers have been made in this way. Students in the flower making classes have also made hairpin containers, vases, tie racks, and other novelties from twisted paper and cardboard. Miniature dogs, cats, roosters, etc.,

were made from twisted wire and chenille. Corsages for Easter were made from the same material. Mrs. Kimi Ooka in Camp I has instructed hundreds of ladies in these skills.

Besides woodcarving and paper handicraft, the evacuees have cut and polished stones which they have found in the desert. Agates, quartzes, petrified wood, and turquoise have been used for ornaments, book ends, pendants, rings, earrings, and bracelets. The silver settings have been wrought by hand.

Embroidery and knitting have also been widely practiced. Mrs. Yoshino Miwa has conducted an embroidery school in Camp I where some very skillful work has been turned out. The ladies have made bureau scarves, table cloths, luncheon sets, and bed spreads. Mrs. Shizue Sakurai in Camp II and Mrs. Mai Watanabe in Camp III have conducted knitting classes. Suits, sweaters, skirts, and baby clothes have been made.

Drawing and painting has been done in the three camps. Water colors, and sketches of camp life and desert scenes have been frequently displayed in the libraries and mess halls. Samples of this art have been sent to the Yale University Library and also to Leland Stanford.

The toy shop in Camp I, operated by Mr. Jitsui Kurishima has made its contribution to the play life of the children. Scooters, kiddy cars, toy trains, animals, airplanes, and countless other wooden toys have been made here. Besides, repairs to broken toys have been made for the children who would bring them to the shop. The toy shop has always cooperated with the nursery schools in supplying and repairing play material.

The sewing schools and the tailoring school have made an important contribution to the life of Poston. They have provided an opportunity for the women to learn how to make clothing for the members of their families economically and efficiently. They have instructed the ladies in pattern drafting which has helped them to fit their clothing better than with standard patterns. They have provided a social medium and meeting place for the women of the community which has developed better understanding among them and has helped in building morale. They have helped to provide a leisure time activity that has served to prevent boredom and neurosis. The newcomer to Poston has seldom failed to

comment on the attractive personal appearance of the women, both young and old. This is due in no small measure to the care and skill with which their clothing has been made.

The English program has been effective as far as it was able to go. The Issei teachers, working very conscientiously, although using a very slow and painful method, have taught some vocabulary, a certain amount of grammar, and have improved the reading ability of their students. Above all they have done a kind of missionary work in the community, promoting the study of English, preparing the field for more adequate instruction by the volunteer teachers of the appointed personnel.

The volunteer teachers have done a heroic job. Working on a full time forty-eight hours in their own jobs, they have willingly contributed some of their free time in meeting the great need for English teaching. They have helped hundreds of people in the three camps improve their language habits. They have taught them to read books and newspapers, and how to write letters to their sons in service. They have taught American History and have tried to interpret American idealism to the Japanese people.

It is probably true that a great opportunity has been missed in Poston and possibly in the other centers. In this community of 17,000 people of Japanese birth or ancestry, where life moved slowly and time was of no great consequence, there existed a rare opportunity for an educational program to help these people understand America and to use its language more skillfully. That not one trained American teacher was appointed to do this for the Issei who needed this help so badly is evidence that this opportunity was neglected. The major part of the adult English program had to be conducted by people born in Japan.

The need for full time English and Americanization teachers was repeatedly expressed by the Supervisor. It was recognized by the Superintendent of Education. Recommendations to partially meet this need were made by the Education Advisor, Dr. N. E. Viles, by the English Consultant, Dr. Golda Van Buskirk, and by the WRA Director of Education, Dr. Lester K. Ade. But not one appointment was ever made.

The WRA Superintendents of Education in the Washington Conference, March 20-25, 1944, listed as the major aim of the adult program, the preparation for relocation. Quoting

from their report, "This involves the training for relocation, Americanization, or adaptation to living conditions in outside communities. Courses for training in the use of English, study of community habits and possibilities, and preparation for the life of the evacuee in the new community are of this type." The accomplishment of this aim required the work of a skilled and trained staff of teachers, and could not be done by evacuees with a background of training in sewing schools, flower arrangement schools, arts and crafts, and Japanese language schools, with the limited assistance of a few Caucasian volunteers.

The adult education program in Poston had to develop in accordance with the interests of the people of the community and with the availability of teachers. It could not expand in conformance with the expressed objectives of WRA, except to a very limited degree.

The contribution, however, of the arts and crafts, of the sewing schools, of the flower arrangement schools to the morale and well being of the community was important. These activities provided the community with interests and leisure time activities which greatly relieved the monotony which the extreme isolation and the nature of the relocation center created. The development and expansion of these activities, their importance in the community bear witness to this fact. Thousands of men and women have enjoyed participation in them. Many of the skills developed here will be of value in the later life of these people.

ASSISTANT TEACHERS
CAMP I

<u>Name</u>	<u>Activity</u>
Amano, Sachiko	Music
Asatani, Kazuye	Sewing
Etow, Eizo	English
Fujiwara, Helen	Sewing
Fujikawa, Chiye	Sewing
Hamigawa, Johnny	English
Hayashi, Masataro	Toy Shop
Itaya, Kinichi	Arts and Crafts
Ito, Onoye	Flower Arrangement
Kamiya, Tazu	Sewing
Kawaguchi, Seiyo	Flower Arrangement
Kurishima, Jitsuo	Toy Shop
Kuroda, Chieno	Sewing
Kuroda, Fred	Toy Shop
Matsumoto, Bunso	Utai
Matsumoto, Kimiko	Sewing
Miwa, Yoshino	Handicrafts
Niino, Tsumeko	Sewing
Nishimoto, Haruye	Sewing
Ooka, Kimi	Flower Making
Sumioka, Shuichi	English
Suzuki, Key	Music
Takahashi, Nobuko	Arts and Crafts
Takahashi, Roy	Arts and Crafts
Takeda, Shizuko	Japanese Language
Tanaka, Alice	Music
Tanaka, Mitsuko	Clerk Stenographer
Tanaka, Tsuneko	English
Tanesaki, Shigeo	Sewing
Umeda, Sumiko	Sewing
Urata, Kesajiro	Sewing
Yamada, Albert	Arts and Crafts
Okamoto, Minoru	Japanese Language

ASSISTANT TEACHERS

CAMP II

<u>Name</u>	<u>Activity</u>
Endo, Mitsuhiro	English
Hamamoto, Betty	Typing
Ichikawa, Toshiye	Music
Iida, Frances	Music
Kadoike, Kin	Japanese Language
Kozeni, Kazue	English
Machida, Kamoko	Flower Making
Matsunaga, Shima	Knitting
Nakagawa, Gus	Art
Osumi, Fumiko	Sewing
Sakurari, Shizue	Knitting
Shigemoto, Toshiko	Clerk Stenographer
Takeda, Yoshiye	Music
Takeshita, Masamoto	Sewing
Watari, Kazue	Knitting
Yagura, Suyeko	Sewing
Yamano, Shijo	Flower Arrangement
Yokoyama, Tatsuichi	Arts and Crafts
Yoshizumi, Harry	Art

Camp III

Hibi, Mabel	Music
Kita, Naojiro	English
Kitahata, Kintaro	Arts and Crafts
Shiosaki, Hisaye	Sewing
Takahashi, Rosie	Music
Takeda, Fukuko	Music
Takeda, Toyono	Flower Arrangement
Tashiro, Yasuko	Clerk Stenographer
Watanabe, Mai	Knitting
Watari, Hisaye	English
Yamanaka, Kayomi	English

VOLUNTEER TEACHERS

CAMP I

<u>Name</u>	<u>Activity</u>
Cheney, Alice	English
Hess, Virginia	Cosmetology
Jesse, Mary	English
Ness, Louise	Typewriting
Patton, Laura	English
Smith, Manila	English
Taylor, Lillian	English
Whitcomb, Vera	English
Wiseman, Mary	English
Wood, Naomi	English

CAMP II

Courage, Mary	English
Daugherty, Eleanor	English
Kerber, Viola	Arts and Crafts

CAMP III

Grube, Alice	English
Jacquette, Martha	Home Making
Montgomery, Robert	Auto Maintenance
Starkey, Bertha	English

Summary, Adult Education Program, November 1944:
A. English and Americanization Program

1. Number of Classes - 27

2. Enrollment

a. Unit I	228	
b. Unit II	109	
c. Unit III	<u>72</u>	
Total		409

3. Teachers

a. Evacuee	9	
b. Caucasian	<u>11</u>	
Total		20

B. Vocational and Retraining Program

1. Number of Classes

a. Shorthand	5	
b. Typewriting	3	
c. Auto Maint.	<u>1</u>	
Total		9

2. Enrollment

a. Shorthand	90	
b. Typewriting	73	
c. Auto Maint.	<u>20</u>	
Total		183

3. Teachers

a. Evacuee	1	
b. " vol.	1	
c. Caucasian vol.	<u>4</u>	
Total		6

C. Personal Skills and Leisure Time Activities

1. Enrollment

a. Sewing Schools	1040	
b. Flower Arrangement	676	
c. Arts and Crafts	405	
d. Flower Making	267	
e. Knitting	<u>179</u>	
Total		2567

2. Teachers		
a. Evacuee	21	
b. Caucasian (vol.)	<u>1</u>	
Total		22

D. Music Instruction

1. Individual Students		
a. Unit I	90	
b. Unit II	59	
c. Unit III	<u>61</u>	
Total		210

2. Teachers		
a. Evacuee	8	
b. Evacuee (vol.)	<u>1</u>	
Total		9

E. Miscellaneous

1. Enrollment		
a. Japanese Language	270	
b. Utaf	<u>56</u>	
Total		326

2. Teachers		
a. Evacuee	5	

F. Summary

1. Enrollment		
a. Unit I	1956	
b. Unit II	1286	
c. Unit III	<u>453</u>	
Total		3695

2. Teachers		
a. Evacuee, employed	44	
b. Evacuee, volunteer	2	
c. Caucasian, volunteer	<u>16</u>	
Total		62

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IV. VOCATIONAL TRAINING

IV. VOCATIONAL TRAINING

A. AIMS

The vocational training program in Poston developed in response to the recognized need of the evacuees for assistance in the acquisition of occupational skills and techniques which would be helpful to them in finding employment after relocation. The necessity for trained workers to maintain the essential services of the project also contributed to the active promotion of the program. The unique opportunities for such training in the relocation center served to stimulate the formulation of plans for this vocational education.

B. ACTIVITIES

The laboratories for the vocational training program in Poston have been the garage, the machine shop, the print shop, the offices, the utility maintenance section, the shoe repair shops, the dressmaking and tailoring schools, the beauty shops, the hospital, the farms, the radio repair shop, and to a limited degree, the classrooms. Practical training in many occupations has been given to those who availed themselves of the opportunity, by evacuee and Caucasian instructors in trade courses and learnership programs.

In this report, the activities discussed will be those which might be called out-of-school activities. That part of the vocational program included in the high school curriculum will be discussed in the section dealing with the high school program.

The first efforts in Poston in the organization of a planned training program were made by Mr. Eugene C. Paine who was appointed vocational training supervisor in September 1943. Through his efforts, an apprenticeship training program was initiated and approved, and the cooperation of the various division and section heads in its administration was pledged.

The training program was started in the machine shop where experience was offered in the use of lathes, the drill press, shaper, milling machine, in arc and acetylene welding, cutting and brazing. Instruction in blacksmithing was also given. The motor pool sponsored the training of drivers of busses, trucks, and lighter vehicles in the operation and maintenance of equipment, as well as in project rules

and regulations for driving. Apprentice training was next begun in the shoe repair shops operated by Community Enterprises. The beginner was instructed in the basic operations in heel work, stitching, sole work, welts, nailing, patching, and the complete repair job. Experience was acquired on the Landis #36 McKay Stitcher, Singer sewing machine, Durkopp sewing machine, Super Cyclone finisher No. 256, Straight Stitcher, Landis Stitcher, Landis Line Finisher, Landis Leather Cutter, American Leather Cutter, and the American Edger.

Besides the apprenticeship training program, a beginning was made in the organization of adult vocational classes. Commercial classes were organized in the three camps with 325 students enrolled. The offerings included elementary, intermediate, and advanced typewriting, elementary, intermediate, and advanced shorthand, and elementary and advanced bookkeeping.

A class in basic elementary electricity as related to electrical refrigeration was started in Camp I. The course was designed particularly for workers in the maintenance section to give them a theoretical knowledge of electricity applicable to their everyday practical work. A radio code class was organized in Camp III where keys and oscillators were available for this purpose. Mr. John Burdick, Camp III steward, instructed a group at the slaughter house in butchering and meat cutting. This training had proved very useful as the hog farm developed.

At this time efforts were made to secure state aid for O.S.Y.A. courses and war production training. These efforts were not successful.

Arrangements were completed to secure the transfer of surplus radio equipment of the N.Y.A. at the warehouse in Tempe, Arizona to Poston. Auto Mechanics hand tools and wood working hand tools were also secured from this source.

Upon the resignation of Mr. Paine in January 1944, Mr. George M. Chi supervised the vocational program until he relocated at the end of March. During this time, the apprenticeship training program was extended. Instruction into auto repair was begun in the garage. This included all of the regular service, maintenance, and overhaul operations, as well as body repair. A group of twenty high school boys from Camp II were organized as an apprentice group on the hog ranch working

four hours a day under the supervision of the agriculture section. This activity continued less than a month, however due to difficulties of administration. An office training program was initiated and girls from the Secretarial Training course of the Poston I high school worked on a half time basis in various offices for practical experience. This experience included dictation and transcription of letters and memoranda, typewriting, filing, clerical work, and some bookkeeping. The girls were rotated on a definite schedule from office to office to get diversified experience. A rating sheet was maintained by each employer and given to the high school teacher at the end of each month.

It was at this time that difficulty was first met in securing teachers for vocational classes. "Our greatest concern is the problem of teacher replacement", wrote Mr. Chi in his January report. "Our turnover is quite great. Teachers also relocate. We believe that the teacher replacement problem will be greatly simplified if they are given compensation for some sort, possibly compensatory time off during the day for the hours devoted by them to night teaching, or change in status of the \$16 employees to a \$19 basis." Again in the February report, "Vocational teacher shortage situation is becoming very acute due to relocation and the change of policy by the Selective Service Board regarding the drafting of persons of Japanese ancestry."

There was a drop in attendance in the evening classes in the commercial classes at this time. This was attributed partly to the teacher problem and also to the fact that many young people were relocating.

From April 1 to August 31, 1944, the vocational training program was included in the work of the adult education supervisor, David A. Conlin, in the absence of a regularly appointed supervisor.

An effort was made to renew the interest and activity in the evening program. Courses in shorthand and typewriting were organized in Camps II and III where teachers for this purpose were available. Most of the students in these courses had had some experience in these studies in high school and wanted to review and complete their work. Much beneficial training was obtained by them in the next few months. A course in elementary drafting was also begun in Camp III.

Apprenticeship training was also expanded. Experience was offered in the Engineering Section to young men in the calculation of land areas and volumes, in drafting, and in field work in surveying. In May, a training program in cosmetology was begun in the beauty shops of Camps I, II and III. The standards and rules set by the California State Board of Cosmetology were used as a basis for the practice here. The Public Health Section agreed to provide monthly lectures for the trainees in sanitation, sterilization, and skin and scalp disease. These lectures have been given since the course started and have been very valuable to the learners. The Sanitation Section has cooperated in providing periodic inspections for the maintenance of sanitary standards in the beauty shops. The learners have been given experience in the various types of shampoos, rinses, permanent waves, curling, wet waving, bleaches, cutting, dyeing, scalp treatment, facials, make-up, arches, colorings, manicures. Miss Virginia Hess, a licensed operator and a teacher in the elementary school here, has given weekly lectures to the girls on the theory pertaining to their work in order to help them prepare for later State examinations.

The growth of the apprentice training program was steady and in June 1944, 83 persons were taking part in the various phases of the work. A twelve week course in library training was offered at this time, and fourteen girls availed themselves of the opportunity. The course included two hours instruction per day in library clerical work, cataloging, reference duties. It was under the direction of Miss Ethel Manning, Project Librarian. Besides, the learners spent four hours a day doing practical work in the school and public libraries of the three camps.

The visit of Mr. Richard B. Johnson, National Supervisor of Vocational Training, to Poston in August greatly helped project interest in the vocational training program. During the time he spent in Poston, August 1 - 7, he visited all of the training centers in the three camps. He explored new possibilities in learnerships. He conferred with leaders and administrators of the center on the problems involved in the promotion of an active vocational training program. He met with the Vocational Training Committee. He addressed the staff meeting. His visit was altogether dynamic and stimulating. His recommendations were extremely helpful in improving and expanding the program.

At this time the Public Health section invited the cooperation of the Vocational Training section in the recruitment of nurses aides for the hospital. An intensive publicity program was worked out. Dramatizations of the work of the Poston General Hospital and its benefit to the community were given in all three units. Public interest in nurse aide service was stimulated. A new class in nurse aid training was organized.

Mr. Alfred T. Floesser was appointed full time Vocational Training Supervisor and assumed his duties on September 1. He served in this capacity until January 15, 1945. His efforts were directed to a careful and constructive supervision of the high school shops, to an improved documentation of the program, and to an expansion of learnership opportunities.

A system of weekly record report cards for learners was inaugurated. Progression charts have been kept showing the detailed accomplishments of the learners, the machines and special tools used, and the hours of experience accumulated. Certificates were now given to students completing their apprenticeship training. Job analyses were detailed for the various learnership programs.

The new courses begun at this time included radio repair, electrical maintenance, printing, dressmaking and tailoring. The radio repair course included experience in the identification and construction of radio parts, study of color codes, preparing and splicing wires, soldering, tube testing, testing circuits, and general servicing defective radios. The course was given in the radio repair shop of Community Enterprises, located in Camp II. Electrical maintenance included work in installation, maintenance, and repair of line equipment, and overhaul work in the shop. In the print shop, practical experience was obtained in work on the make-up and printing of the project newspaper and in job printing. The dressmaking and tailoring courses were organized in schools already in operation in the adult education program. Learners were recruited from experienced students. They have been instructed in the various skills in dressmaking and tailoring, they have assisted in the production program, and have helped in the work of instruction in the sewing program of adult education.

In Camp III, a program of practical agricultural training was organized in cooperation with the Agriculture Section

and the high school. The work was supervised by Mr. F. J. Ketchum, the Agriculture teacher. Difficulties were encountered from the beginning. There was insufficient transportation facilities for the students to the fields. There were inadequacies of supervision because the teacher had so much ground to cover. There was a lack of farm equipment for school use. There was lack of interest on the part of the students. Finally, the project was given up on December 1.

The learnership program in the garage and the machine shop were promoted actively. Mr. Arthur Fisher, vocational teacher in the auto shop in the Camp I high school helped in the supervision of the learners working in the two shops.

Early in January, Mr. Ploeser was notified verbally by the shop foreman that the learnership program in the garage was to be terminated immediately. The reason given was, that the Army required specific job specialization rather than diversified experience on the part of the worker. Apparently, this policy was inconsistent with prevailing educational practice. However, no written explanation of the termination was ever given to the vocational training supervisor. The training in auto repair was, therefore, interrupted and was not resumed until February, when the auto shop in the new Camp I high school was opened. Approximately half the boys resumed their training in the regular high school program.

After the departure of Mr. Ploeser in January, the vocational training and adult education programs were combined under one supervisor, David A. Conlin, in accordance with suggestions for the post-exclusion program. Emphasis had been redirected toward preparation for occupational efficiency consistent with the aims of the relocation program. Approximately 140 learners are now being trained in the program. Certificates and letters of recommendation are given to the students as they leave the project.

Since February, learners in the tailoring course have given their assistance in meeting certain project needs. Patients' gowns, hot water bottle covers, ice bag covers have been made for the hospital; heavy canvas seat covers have been made for the newly acquired project bus. In the sewing school, the dressmaking learners have assisted in making clothing for families recommended by Family Welfare on the basis of need, or where in large families, mothers

are too busy or lack the skill to do their own sewing.

C. ACCOMPLISHMENTS

It is difficult to appraise the results of the Poston vocational program. An attempt has been made to follow up the activities of former students who have gone out, but with little return. A few letters have come back telling of the work now being done by some of these people in libraries, garages, and in beauty shops. Time alone will determine for each individual how well his Poston vocational experiences have helped him in readjustment to normal community life and economic security.

The assistance which has been given to project operation as a result of the vocational program is more readily observable. Many of the workers in the machine and auto repair shops have been trained in the program. Much of the ordinary repair work on project equipment has been done by learners. Beauty shops and shoe repair shops have been kept in operation as a result of the training program. The nurse aide training has made a considerable contribution to the operation of the Poston General Hospital. Libraries have recruited their employees from the group of trainees. Dressmaking and tailoring learners have worked on projects of considerable community importance. Former trainees now occupy positions of responsibility in all of our administrative offices as secretaries, stenographers, typists, clerks, etc. Justification of the vocational training program on the basis of its contribution to project operation is probably valid.

Improvement in the program could have been made by an earlier recognition of its importance and the consequent recruitment of a permanent supervisor with an adequate staff of instructors trained for the work. Much of the work of instruction has been done by volunteers who were willing enough but untrained in teaching skills and who were besides, occupied with a full time position of their own. A great deal more could have been done in the commercial field for post high school boys and girls if trained teachers had been available for the work. The lack of success in agricultural training has been a surprising fact. The chief reason for it is the lack of interest in it on the part of the younger men, and the unwillingness on the part of the older men to branch out into new unknown types of agriculture alien to the practices of California.

Appended to this report are two tables, one showing a summary of the activities of the program during the periods of operation, and the other showing the enrollments in the learnership courses and the adult vocational courses each month. A list of teachers who have worked in the program is also given.

SUMMARY OF COURSES

September to December, 1943

<u>Apprentice Training</u>	<u>Enrollment</u>	<u>Adult Vocational</u>	<u>Enrollment</u>
Machine Shop	15	Shorthand	125
Driver Training	20	Typing	100
Shoe Repairing	10	Bookkeeping	25
Butchering and Meat cutting	8	Electricity	10

January to December, 1944

Machine Shop	Shorthand
Auto Repair	Typewriting
Shoe Repair	Bookkeeping
Farming	Mechanical Drawing
Hog Raising	Auto Maintenance
Library Training	Cosmetology
Office Practice	Agriculture
Printing	
Electrical Maintenance	
Radio Repair	
Dressmaking and Tailoring	
Beauty Shop	

January to May, 1945

Machine Shop	Shorthand
Auto Repair	Typewriting
Shoe Repair	Cosmetology
Library Training	
Office Practice	
Beauty Shop	
Printing	
Electrical Maintenance	
Radio Repair	
Dressmaking and Tailoring	

	1944	MONTHLY ENROLLMENTS, LEARNERSHIP PROGRAMS												1945			
	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	
Machine Shop	8	6	5	8	8	15	22	21	13	10	10	9	7	8	7	7	
Auto Repair			2	3	4	20	12	7	10	20	21	20					
Shoe Repair	3	3	3	5	8	13	12	12	14	14	15	14	11	9	9	1	
Farming										24	22						
Hog Raising	20																
Library Train-																	
ing						14	15	13	3				3	11	11	3	
Office		19	18	19	14	7	5	2	7	13	17	22	25	25	34	32	
Bookkeepers					2	2	3	3	3								
Beauty Shop					9	9	10	10	13	14	17	17	14	14	14	11	
Printing										2	2	4	6	7	9	7	
Electrical																	
Maintenance										2	4	4	4	4	4	4	
Radio Repair									2	2	2	2	2	2	2	2	
Nurse Aides								48	40	40	46	41	49	40	35	35	
Dressmaking and																	
Tailoring												25	25	29	26	27	

	MONTHLY ENROLLMENTS, ADULT VOCATIONAL COURSES																
Shorthand	74	45	22	100	60	115	58	58	162	105	66	51	10	10			
Typewriting	41	22	17	15	15	24	34	34	15	60	70	15	15	15	20	15	
Bookkeeping	15	10	9	4	4												
Mechanical																	
Drawing				15	10	10											
Cosmetology										14	17	17	15	14	14	11	
Agriculture						8											

VOCATIONAL INSTRUCTORS

Machine Shop:	Jacob Ottem	Volunteer
	Shigeru Yamaguchi	Volunteer
Auto Shop:	George Nakanishi	Volunteer
	A. W. Beller	Volunteer
	G. L. Stewart	Volunteer
	Arthur Fisher	Paid
Shoe Repair:	Robert Montgomery	Paid
	Gunjiro Mitsuhashi	Paid
	Roy Taguchi	Paid
	Michi Endo	Paid
Printing:	Koryo Shindo	Paid
Electrical Maintenance:	T. Matsuda	Volunteer
Radio Repair:	Kazu Oshima	Volunteer
Beauty Shop:	Blanche Nakamoto	Volunteer
	Kikumi Oda	Volunteer
	Ruth Watanabe	Volunteer
Dressmaking & Tailoring:	Sumiko Umeda	Paid
	Kesajiro Urata	Paid
Office Work:	Eugenia Snelson	Paid
	Dorris Leanhard	Volunteer
Stenography:	Eugenia Snelson	Paid
	Haruye Nishita	Volunteer
	Sachiko Gyotoku	Volunteer
	Frances Cushman	Volunteer
	Donald Conlin	Volunteer
Typewriting:	Eugenia Snelson	Paid
	Haruye Nishita	Volunteer
	Betty Hamamoto	Paid
	Asa Ikeda	Paid
	Louise Hess	Volunteer
Bookkeeping:	Hideo Tsuchiyama	Paid
Drafting:	H. Yada	Volunteer
Homemaking:	M. Jacquette	Volunteer
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