

H 3.19

67/14  
C

*Summary -*  
COMMUNITY WELFARE SECTION

I. FAMILY SERVICE UNIT

FAMILY DIVISION

This Division is all-inclusive, dealing with the over-all problems of family units. Looking after the daily needs by constant contact and consultations with the families are the particular responsibilities of the family workers. To this Division also falls the important task of interpreting the policies and of fully exploiting the services of the entire Community Welfare Section to and for the residents, and reversely, by a familiarity with their problems, advising as to adjustments, additions, or deletions to the Department's plan of work as may seem necessary for its fullest effectiveness. Referrals and collaboration with the appropriate departments within the Division, as well as to and with those "outside" agencies, such as recreation, and education, will be another essential function of family workers. Briefly, then, the Family Division is in reality a family counselling division, responsible for the welfare of the family and its members, and thus, of the community at large. To this Section, three categories of responsibilities may be delegated.

I. Family Case Work. (Assistance in economic, social, and health problems):

A. Economics

1. To help in securing employment for employables.
  - a. If necessary, arranging certain types, hours of employment, according to circumstances
  - b. To help those families which are without means of resources due to incapacitated members, or which are without employable heads, or whose income is inadequate to meet their needs by
    - (1) Public Assistance Grants
    - (2) Special clothing grants
2. Assist in planning future welfare
  - a. Within Center
  - b. Relocation outside of Center

B. Social, cultural

1. To assist in adjustment of
  - a. Delinquency problems by working with youth counselor and the home background.
  - b. 1st, 2nd generation and Kibei problems.
    - (1) Attempt to aid in adjustment of differences that are existent or may arise.
  - c. Housing problems--to work in conjunction with Housing Division when special problems arise involving
    - (1) children
    - (2) invalids
    - (3) socially undesirable housing arrangements
    - (4) receive their recommendation before approving special transfers to and from other relocation centers
  - d. Difficulties in family relations

2. To be aware of latent or future maladjustments that may occur and plan towards its elimination.
  3. Transfers to another relocation center to join relatives for economic or social reasons.
    - a. Assistance in making out requests.
  4. Attempt in working towards general emotional stability of family, realistically keeping up spirits, encouraging good morale, etc.
  5. Funeral arrangements
  6. Repatriation
  7. Broken homes due to
    - a. Divorce
    - b. Problem of internee
    - c. Death
  8. Any minor services that are needed and requested
- C. Health
1. To be cognizant of any ill health difficulties existent and refer all such cases to Block Nurses, and in extreme or particular cases, to Topaz Hospital Medical Social Worker through liaison officer of the Community Welfare Section (Social Service Supervisor of Family Division), and to the Child Welfare Department in regard to all relevant children's problems.
    - a. Diet problems.
    - b. Contagion.
    - c. Pre- and post-natal care.
    - d. Children's food and baby formulae.
    - e. Education concerning social diseases.
    - f. Dental and eye trouble.
  2. Watch general upkeep of home during period of disability and make proper referrals if needed.
    - a. Housekeeper's service, if vitally necessary.
  3. To work towards the prevention of health problems by alert observation as to general conditions of family and physical surroundings.
  4. Encourage the reading of health bulletins, listening to health lectures, etc., and suggesting the importance of good health to self, to community.
  5. Blood donors - education
  6. Rehabilitation of physically handicapped.
  7. Keep up with all public health information and education--health movies, lectures, forums, study classes, bulletins, Topaz Times announcements.

## II. Interpretation

### A. Community Welfare Section policies, regulations, services.

1. To family, to residents as whole
  - a. By being thoroughly familiar with rules, regulations, circular letters, staff meeting results, WRA Administrative bulletins, Army policies.

Family workers will clarify, discuss with residents any confusion or ignorance that may exist regarding them, and thus aid in maintaining sound, intelligent relationship between residents and administration.

2. Fully acquainting public with services not only in our Division but also other agencies.

- B. Reporting reactions, conditions, suggestions of residents with view of providing good working basis for all the policies, etc., causing adjustments, changes as deemed necessary for the fullest benefit of community and administration.
  - 1. For assistance in betterment and improvement of WRA set-up.
  - 2. By our direct contact with residents, we should be in a position to determine general "climate" of morale, reactions, and work towards their improvement.
  - 3. With bulk of material we should have on hand, we would be "source" for any factual information desired by any other department.
- C. Through intelligent practice and administration, it should be our responsibility to acquaint residents with good community relations, the individual and the family units, responsibility towards making our community a cohesive, cooperative, and a democratically functioning one.
  - 1. Includes new approach towards social, economic dependents and our responsibility to them.
  - 2. Develop "objectivity" among residents as well as for individual worker--that is, to see problem in relation to whole picture within Center as well as world outside.
  - 3. Allow resident to assume responsibility of making his own decisions with the counseling, but not the interference, of the worker.

### III. Referrals and collaborations

#### A. Inter-departmental

- 1. To Special Service if problem calls for intensive and long-time case work.
  - a. of family relations
  - b. if relative to general welfare
  - c. involvement of very delicate situations
- 2. To Adult Probation if situation calls for assistance to those referred from Judiciary Board, Internal Security, etc.
  - a. If case brought to attention of worker regarding resident having committed unlawful act.
  - b. If resident charged with such act having difficulty trying to re-adjust into normalcy.
- 3. To Clothing Department when any matter pertaining to clothing allowance requested.
  - a. Information
  - b. Clarification
- 4. To Youth Department if children's, young people's problems
  - a. emotionally, physically, or mentally
  - b. assistance in educational matters
  - c. if assistance needed in developing, encouraging particular child's talents, skill
  - d. special counseling in future plans, hopes
  - e. part-time work for students
- 5. To Housing Section when adjustments or arrangements necessary
  - a. Suggestions for improvements of physical comforts

#### B. Inter-City

- 1. Education Department through Youth Division
  - a. Maladjustment at school
  - b. Consultation pertaining to complaints, discontent of children, if any, with teachers, administration.

2. To Employment
  - a. Employment difficulties or special arrangements
  - b. Relocation outside of Center
3. Leave Office
  - a. If recommendation requested for short-term leave
  - b. If recommendation requested for indefinite leave
  - c. If any information needed regarding leaves.
4. To Community Activities
  - a. If need for adult recreation
  - b. In maladjusted children
  - c. Improvement of social difficulties
5. Nursery
  - a. Parents unable to cope with proper children supervision
  - b. Encouragement of educational aspects of nurseries for youngsters as well as for parents.
6. Internal Security
  - a. Collaboration regarding clarification of certain violations of Center, WRA, or Army rulings by residents, and penalty thereof.
  - b. Suggestions towards progressive handling of violators and carrying out of policies.
  - c. Any information regarding 24 hour leaves, visitor's passes, etc.
7. Hospital and Clinic through Block Nurses and Medical Social Worker at Hospital (through liaison officer).
  - a. Private cases.
  - b. General social welfare cases.

#### ADULT PROBATION

Concentration on special cases referred by the Judiciary Board, Internal Security, or other departments affected with adult probation will be undertaken by this Division. Assistance in rehabilitation, normal re-absorption into the community, and the prevention of recurrence in the future will be attempted. The work will mainly consist of:

##### I. Analysis

- A. After referral, worker will consider and analyze causes, effect of the charge made.
  1. Background
  2. Present health
  3. Present social situation
  4. Present economic status

##### II. Correction

- A. Develop best methods for correction, re-adjustment of individual
  1. Home environment
    - a. See that there are no immediate problems existent
  2. Health
    - a. Individual's health is definite factor in correction
  3. Employment
    - a. Secure work that the individual desires or which best exploits his talents

- b. Congeniality of co-workers
- c. Employment beneficial to community and individual
- 4. Social life
  - a. Rounding out of activities into a healthy normal one.
  - b. Assistance in selection of associates
- 5. Referrals to appropriate departments

### III. Future welfare

- A. In terms of developing individual during corrective period, the future welfare of the individual will be included.
  - 1. Training or development in certain skills.
  - 2. Assistance in possible future relocation plans of individual
  - 3. Re-orientating life to beneficial positive activity.
  - 4. Housing

### SPECIAL SERVICE

This Division concerns itself primarily with delicate situations involving family relationship or those that are relative to the general welfare of the community. The same principles that are applied for the Adult Probation Division can be employed here in this Division.

- I. Analysis of problem
  - A. Factors leading to present situation
    - 1. Background
    - 2. Health
    - 3. Social and economic situation
- II. Development of best methods for correction, re-adjustment.
  - A. In terms of
    - 1. Home environment
      - a. Conducive to correction?
    - 2. Employment
      - a. Is economic difficulty basis for problem?
      - b. Suitable employment
    - 3. Health
      - a. Is health factor involved?
    - 4. Appropriate referrals to other departments.

## II. YOUTH UNIT

### CHILD WELFARE

The welfare of children with all its various implications will be the particular responsibility of this Section. Primarily, the concern will center around their home life, environment, health, education, recreation, and the general rounding out of youngsters' development in order to provide as normal a life as possible under the circumstances. Maximum development of the individual child as well as the general needs of children within the center will be the particular function of this Section. From the particular case referred by Family Division, Education Department, pre-nursery school, Community Activities, Public Health, Internal Security, and other related departments,

evident general child welfare needs may be developed for study and appropriate action. Referrals to and consultations, collaborations with those departments will certainly be an outstanding activity of Child Welfare workers.

#### I. Home background

- A. Emotional security of child
  - 1. Relationship within family
    - a. Cultural, social differences
    - b. Lack of understanding
    - c. Analysis and cause of behavior problems
      - (1) Sibling relationships
  - 2. Broken home--divorce, death, foster home
    - a. Referred from or to and collaboration with Special Service Division.

#### II. Health

- A. Referrals
  - 1. To Block Nurses and hospital (through liaison in Community Welfare Section) on cases of children's illnesses
    - a. Those referred from Block Workers
    - b. Those uncovered by Child Welfare worker
  - 2. To Public Health Nurse
    - a. Home conditions conducive to health of children
      - (1) Parents' neglect or ignorance
- B. Crippled, blind, handicapped children
  - 1. State Social Security laws regarding handicapped children
    - a. Assistance in accruing whatever benefits are due them
  - 2. Consultations with family, Block Workers, and Block Nurses, for best possible development and growth of child
    - a. Analysis, study of particular difficulty to discover cause
    - b. Attitude of family members
    - c. Block Worker's responsibility in relation to particular family
    - d. Block Nurse's medical advice and assistance
  - 3. Collaboration with Education and Community Activities Sections
    - a. For continuance of their education
      - (1) under appropriate conditions
        - (a) special classes
        - (b) individual tutoring
        - (c) regular-class attitudes
        - (d) development and encouragement of special skills
    - b. For providing healthy recreational outlets:
      - (1) arts and crafts
      - (2) toy-lending library
      - (3) organized games in which they could participate (primarily, mental activities)
      - (4) home, indoor recreation

#### III. Education

- A. Conferences with Family Division and Education Department towards retaining well-rounded picture of child in the school or at home.
  - 1. Assistance in child's adjustment to particular and peculiar situation of Topaz--"unnatural" educational set-up, school surroundings, environment, etc.

2. Whatever aid requested by Education Department, parents and students themselves, regarding maladjusted youngsters--good working relationship with teachers, students, and home.

#### IV. Recreation

- A. Assist Community Activities Section in stabilizing young people's out-of-school activities, if necessary or requested, and in developing cooperation of parents in this important program.
  1. Referrals by Block Workers if children not assigned to particular rec halls and playing constantly in or around home.
  2. If needs seen for indoor recreation, referral to Community Activities Section.
  3. Assist Block Workers or Community Activities Section in convincing parents of the necessity for healthy recreation with other children, organized recreation, when necessary or requested.

#### V. Foster homes and child placement.

- A. Assistance in securing responsible guardians, interested persons in cases necessitating same.
- B. Housekeepers, when parents are away, ill, or other circumstances warranting such.
- C. Knowledge of channels for legal adoptions, guardians.
  1. Child placement homes
  2. Institutionalized care if necessary.

Workers in this Section should be constantly "up" on bulletins, laws, any reading matter affecting child welfare.

#### YOUTH GUIDANCE

Here the fullest interpretation possible of the Youth Division is implied. The problems of youth--education, future hopes, employment, relationship with the adult world--will be centered and coped with in this Division. The counseling of youth is naturally an extremely important one. We divide up the work thus:

##### I. Education

- A. Close relationship should be maintained with the Education Department and the Community Welfare Family Division in order to retain a constant contemporary picture of the general "climate" of youth activity and thinking.
  1. Referrals to Student Relocation Division whenever possible
  2. Assistance in securing part-time work for students, if needed, by collaboration with Employment Division.
  3. Referrals to school counselors of particular students worker feels would benefit by their assistance.

##### II. Emotional, mental, physical welfare

- A. Through contacts with the Family Division and Education Department, assisting in balancing out good home background economically, socially, for circumventing, correcting of emotional instability.
- B. By encouraging development, extension of interests, skills, abilities, talents, of young people under their advice, Youth Counselors can

help in boosting their confidence in themselves and thus prevent maladjustments.

1. By reference to Youth's part and responsibilities in building up community, counselors can encourage and develop leadership.
2. Attempts towards encouraging contact with "outside" world of young adults.

### III. Youth Probation

#### A. Misdemeanors committed by youth

1. Through intelligent probing, serious consideration, analysis of cause, effects of each case.
2. Probe best possible method for correction and prevention of occurrence through intensive case work.
  - a. Consultation with other appropriate departments within Division and other center departments.

### STUDENT RELOCATION

The very important task of relocating students, of encouraging those to continue their education wherever possible, of orientating student to world outside, and of maintaining a good relationship, liaison activity, between this Section and the National Student Relocation Council are the particular functions of this Division.

#### I. Student counseling

- A. Help in plans for future--working with young people as well as with parents and Family workers.
  1. Counseling, assisting in mapping out vocational problems of and with graduating students--particularly in relation to realistic picture of society outside of City.
- B. Assistance in securing lucrative employment or scholarship for students without adequate funds.
  1. Probing possibilities of scholarships from this City.
- C. Relocation of college students to universities or high school students and universities.
  1. Exploiting of necessary data secured regarding available list of universities open to students.
  2. Drawing up requests for permits and leaves.
  3. Constant communication with Student Relocation Council, colleges, similar contacts.
- D. Continuing and sponsoring discussions which will help students to approach their relocation with sound attitudes, realistic picture of society, their responsibilities to self, to community, and to their family, and the significance of their situation.
  1. Close work and touch with Student Association in the City.
- E. Maintaining relationship with students who have left and are already relocated at various universities and schools.

### III. HOUSING UNIT

The main function of this Department is to assign all available living quarters in the most satisfactory and efficient manner so that maximum people can be housed to the satisfaction of all residents. Besides this concern for the physical well-being of the residents in housing arrangements, the need for careful consideration of the emotional and mental aspects is evident in view of the social problems that arise from undesirable housing arrangements.

A complete and accurate file and directory must also be maintained in order that we may be of the greatest assistance to all the departments within Topaz. This is also extremely important in determining Housing assignments.

Every effort must be made to meet not only the very basic needs but also to initiate long-range programs for housing improvements such as partitioning and unique and utilitarian housing arrangements. Analysis of the work would be as follows:

#### I. Assignment

- A. Family picture
  - 1. Number in family.
  - 2. Relatives other than immediate family.
  - 3. Health of family.
- B. Homogeneity in group and surroundings.
  - 1. Near friends
  - 2. Near relatives
    - a. Care in considering social relationship existing between relatives.
- C. Wherever possible, location near place of work.
  - 1. Dependent on housing conditions within center.
- D. Transfers
  - 1. Family worker will consult with Housing regarding availability of housing space for those requesting to transfer to this center from other centers.
    - a. Urgency of situation must be taken into consideration.
- E. Accuracy of check on every apartment availability and occupancy at all times.
  - 1. Coordination between Adjustment Unit and Directory and Charts Unit.

#### II. Adjustment:

- A. Nature of request or complaint.
  - 1. Urgency
    - a. Couples wanting to separate from their parents, in-laws, or relatives.
    - b. Chronic illness cases, isolation cases, etc., are assigned as close to hospital as possible.
    - c. Single persons wanting to live with their friends.
    - d. Married couples desiring small rooms
    - e. Moving families in instances where one or more members of the family are out on indefinite leave which does not qualify the rest of the family to their present apartment.
    - f. Exchanges from one block to another without loss of space.
  - 2. In the event of a denial, resident should be so notified and reason given for the action.

B. Referral and collaboration

1. Family Division

- a. Referral to Special Service Division concerning those cases requiring long-time case work.

(1) Consultation with Special Service regarding advisability of adjustment.

- b. Referral to collaboration with Field Workers.

(1) Review of past background and in those cases wherein there may be difficulty in determining urgency or validity of request.

2. Referrals from any department in the Community Welfare Section or within the center.

- a. Consideration as to space allocation, availability, and nature of request.

III. Directory, file, and chart

A. Importance of accuracy

1. For use of residents and all departments in center.

- a. If any changes made, key departments (Central, Statistical, Hospital, Block Managers, etc.) must be so notified.

2. Contemporary chart must be maintained of the name, identification number of family in each apartment, and number of persons in that apartment, cross-checked with

- a. The Block Managers' census, induction notices, and changes of address from the Adjustments Unit.

- b. Hospital report which consists of births, deaths, those sent to outside hospitals.

- c. Placement's report consisting of

(1) Indefinite leaves  
(2) Outside employment and education  
(3) Short-term visits and personal business

3. Complete directory of all persons out on employment or educational leaves is necessary.

IV. Home improvement

A. Partitions

1. Recommendations as to need and urgency from Family workers

- a. Study of family composition

(1) Sex  
(2) Age  
(3) Number in family  
(4) Convalescent  
(5) Any other pertinent information

- b. Application of appropriate partition plan

B. Assistance in arranging interior to best advantage of limited material and in terms of long-range viewpoint.

1. Compile or draft several plans for appropriate application.

- a. Consultation with, advice from architects and all other available sources.

- b. Discussion with residents.

Increasingly, the Housing Department's functions assume significant proportions. Greatest of care in determining adjustments and assignments must be employed and the accuracy of the files in order to be of invaluable aid to all the departments within Topaz must be borne in mind.

#### IV. CLOTHING UNIT

Inasmuch as clothing is of such basic concern to the residents, the necessity for workers within this department to be thoroughly familiar with all pertinent policies and procedures, to be of utmost efficiency and accuracy, is strikingly apparent. Primarily, this department is an operating agency, (although there are certain items of social import) and, therefore, the preparation and ordering for distribution of clothing allowances is the main function of the department. In addition, the important work of issuing certificates for the purchase of needed shoes to the residents and also to enable those persons leaving the Center to secure ration books is being undertaken.

There are many instances wherein it will be necessary for the Clothing staff to explain and clarify actions taken. In regard to this, representative workers must also familiarize themselves with policies of other departments that may relate to clothing allowances (such as unemployment compensation and public assistance). Time and time again, the Clothing Department will be on the "firing line" because of the importance of clothing to the residents. In view of this, it is vitally essential that the allowance distribution meet deadlines as close as possible. Accuracy should be paramount.

Similarly, a thorough clarification must be made regarding issuance of shoe ration certificates, and the worker interviewing the applicants must be able to answer correctly all questions pertaining to them.

##### I. Clothing allowances

##### A. Determination of eligibility classification for clothing allowances.

##### 1. Employment

a. Payroll check from Fiscal Department

##### 2. Unemployment Compensation

a. Applications from Placement office and paid vouchers from Fiscal Department.

##### 3. Dependency

- a. Head of family--collaboration with Family Division, if needed.
- b. Interviews with family, when necessary.
- c. Check with the schools for over-age students.

##### B. Need for accuracy and efficiency.

##### 1. Posting and accuracy of records must be exact. They should be checked with

- a. Housing to verify addresses.
- b. Marriage Statistics Bureau for change of names
- c. Hospital for birth and death records
- d. Placement and Fiscal for unemployment compensation information and findings.
- e. Fiscal Department for employment records.
  - (1) Paid or to-be-paid documents are the only basis on which the Clothing Department can work.
- f. Property Control warehouse for surplus clothing deductions.
- g. Housing and Statistics for I.D. number information and verification, for correct spelling and inconsistent use of Japanese and American names.

... (1) This may necessitate interview with the resident.

2. Result of inaccuracy, inefficiency within the Department
    - a. Complete confusion of records
      - (1) Difficulty in spotting errors as many other departments' records involved.
    - b. Inefficiency is a direct cause of inaccuracy
    - c. There is a delay in residents' receiving allowances
      - (1) Subsequent results
    - d. Difficulty in "catching up" to date.
  3. Spotting of errors in records of other departments.

The work of this department is based on records of other departments within the City--Fiscal, Employment, Placement, Leave Office, Housing, Welfare, and Hospital--which must be checked for complete accuracy.

    - a. If records are incorrect, they shall be referred back to the originating department.
- C. Social vision involved.
1. In reviewing and posting of Basic Family Cards, it should be noted that
    - a. Those families seeming to need public assistance be referred to Field Worker in the Family Division of the Community Welfare Section.
    - b. Housing maladjustments be referred to Housing.
    - c. Duplication of income (such as public assistance and unemployment compensation) be referred to the respective Field Worker and Fiscal Department.
  2. Keep in mind residents' basic need for clothes and importance of accuracy, efficiency in relation to this.
  3. In ordering, vouchering of public assistance grants, assist Field Worker in maintaining accurate records, discourage "relief" attitudes, etc.
  4. Narrative reports should enable other departments to realize importance, progress, and problems of the Clothing Department.
  5. Answer complaints by referring residents to proper department if the Clothing Department is not directly responsible--unemployment compensation, employment, etc.
  6. Statistical analysis
    - a. Statistics showing employment and non-employment records of individual residents and of total population
    - b. Analysis of 3 groups of classifications (employment, unemployment compensation, and dependency) in relation to clothing allowances.
- D. Clarification and Interpretation
1. All workers need to know all policies, regulations, of Clothing Department as well as those pertaining to
    - a. Unemployment compensation
    - b. Public assistance
    - c. Issuance of surplus clothing
    - d. Payment of Consumer Enterprise employees
    - e. Familiarity with pertinent General Accounting Office and Fiscal policies
    - f. In answering questions among residents, necessary to interpret and define policies to fully clarify them.

2. Meetings with Council, Block Managers, other departments requesting clarification.
    - a. Representative of Section must be thoroughly familiar with the above and able to explain them well.
    - b. Includes explanation to the Family Division of the Community Welfare Section regarding policies or revisions of policies.
  3. Adjustment of complaints.
    - a. Consistency of policy and with viewpoint of best interests of residents.
- E. Importance of files and supporting documents.
1. Complete correspondence file involving policy.
  2. Complete file of documents which support the Clothing orders.
    - a. Must be complete and filed in order to be accessible to General Accounting Office Audit (Department of United States Treasury Office).

## II. Ration certificates

- A. Issuance of shoe certificates in lieu of Ration Book No. 1 and in accordance with regulations of Office of Price Administration (OPA)
1. Assistance in filling out applications and explaining correctly, policies and procedures.
    - a. Federal penalty attached to misuse of those certificates, further stresses the importance of accurate and thorough interpretations.
  2. If special need arises necessitating issuance of certificates before the end of the ration period, all applications and relative information must be referred to the Ration Board through the Head of the Clothing Department.
- B. Issuance of letters enabling persons leaving the Center to secure ration books from local ration boards.
1. Determination as to whether resident previously was given Ration Book No. 1.
    - a. Explanation to resident as to penalty involved regarding falsification of statement as to ownership of book.
  2. Correct posting of issuance of letters--individual records made.
  3. Any explanations or answers requested relevant to same.
- C. Accuracy and efficiency.
- Inasmuch as this is a Federal operation (OPA) complete accuracy is necessary for the best interest of the residents, the Department, and the OPA.
1. Posting of records as to number of certificates issued, frequency, time limit, document registry which goes to OPA, file registry, etc., must be complete and wholly accurate.

*Shore 224  
W. Bell members  
impaired report*

MEETING OF THE COMMITTEE ON FAMILY LIFE

Friday, December 4, 1942  
7:30 P.M.

*Project -  
Language handicap*

Representatives of the Education Department, Community Activities, and Community Welfare attended this meeting which was called to order by Mr. Bell. Introductions were made to acquaint members of this committee with one another.

Mr. Ernie Takahashi presented a report on the experiences of the Tanforan Parent-Teachers Association. Among the significant results gained were:

1. Parents' education as to the activities of their children and teachers in school through demonstrations of an ordinary class routine, exhibits, projects, programs, etc.
2. Participation of parents in their children's activities and thus creating understanding; closer ties, encouragement.
3. A monetary drive indicating that the support of the parents behind the school was 100% in spirit and 90% in actual monetary results.

Generally it was felt that the value and importance of the PTA at Tanforan was unquestionable and greatly assisted in maintaining good relationships between students-teachers-parents, and in arousing the best interests of all concerned.

Discussion then followed as to the purpose of the PTA in a normal community. Among the opinions expressed were the following:

Mrs. Bane: that parents and teachers develop an acquaintanceship with each other through their mutual interest in the child. If the group is too large, therefore, it has been found to be not too successful.

Mrs. Lyle believes that the language handicap is always the greatest problem in arousing the interest of the minority groups.

It was Mr. Thurgood's opinion that parents always attend demonstrations and exhibits but unfortunately seldom stayed for the meetings.

Miss Minton stated that in her experience, PTA gatherings and relationships were always successful when the impetus came from the students themselves and the activities were participated in mutually by students, teachers, and parents.

In discussing what the PTA's could do in this City, suggestions included:

1. The PTA could serve as a disciplinarian function--with frequent visits by parents, those children who are unusually undisciplined can be held in check.

2. Open houses and teas for get-acquainted purposes and to encourage parents to "look over" school, particularly during the informality of a regular school routine.
  - a. Interest can be aroused through block meetings or organized by wards with a team of faculty members attending those meetings.
  - b. Formation of a PTA Board of so-called "key" people in the Center.
3. Necessary interpretation of the school system to the children themselves and convince them that this is a real school, through proper textbooks, homework, lab work, adequately prepared and trained, supervised teachers, a normal school environment; and similarly, to convince the parents.
4. Active participation of the parents in activities of the children and teachers, such as organizing and maintaining cafeteria service, winterizing, giving of helpful, sound advice or suggestions to teachers.
5. "Education" of parents for necessity of exerting influence in maintaining good morale for the best interests of the children and community.

"What could be done in PTA meetings" was the next subject under discussion. Expressions thrown in were:

1. Preparations, plans for Christmas party and making of Christmas stockings in order to bring parents, teachers, children closer together through common activity.
2. Explanation of the school program.
3. Convincing parents, and hence their children, that Topaz City schools are of accredited standing and thus maintain confidence in its functions.

The general consensus of opinion was that the immediate organization of a PTA here in Topaz was vital and necessary. It was felt, too, that taking into consideration the "starting-from-scratch" nature of the City, the many, many handicaps involved, the war conditions prevailing creating scarcity, lacks, priority, etc., the schools' progress is commendable and to be lauded and constructively criticized rather than negatively lambasted. Other miscellaneous opinions contributed were: grade meetings should be held rather than the meetings of the entire school; teas are most suitable and successful for acquaintanceship purposes; necessity for parents to realize the handicaps under which schools are operating and thus assisting in maintaining good morale.

Announcement of pre-schools' open houses was made and as there was no further business at this time, the meeting was adjourned.

SPECIAL COMMITTEE OF FAMILY COUNCILING

Saturday--Dec. 12, 1942 9:00 A.M.

Members present were:

Faith Terasawa  
Mrs LaVerne Bane  
Mary McMillan  
Iiyo Yamashita  
Tomi Takahashi  
George Suzuki  
Mr. H. Fujita  
Mr. C. Numajiri  
Amy Kajiwara

The meeting was called to order by chairman, Miss Terasawa, which was held at the apartment of Miss MacMillan.

Future meetings will be held on Wednesday afternoons, 4:00 P.M. to 5:30 P.M.

A general discussion was held on how can this committee function in the organization of the P.T.A.

The pre-school had their open house in their respective schools, and it proved to be very successful. They have the daily contact of parent-teachers as the children is brought and called for at the school.

Mrs. Bane also invited her student's parents to meet with her. Fourteen parents of which two were fathers came, and they spent an evening of discussing their child's problems which was quite successful.

Suggestions were made that an open letter invitation to the parents be sent in order that the teachers and the parent get better acquainted. In connection with this, an open house of each class was brought up. Dr. Carlisle is to be approached to have the high school have their open house on Wednesday evening, Dec. 16, 1942 and the elementary school Thursday Dec. 17, 1942. The group recommended that this meeting be only for the parents and not to include any children. An invitation will be written in Japanese as well as in English.

George Suzuki's Boy Scouts will act as guides during the two evenings, so the parents will not have to wander from room to room.

By working in these small groups, a larger one may be formed at a later date. State P.T.A. affiliation could also be stressed as ~~the~~ an organization progresses. This would keep the interest of the residents at all times.

The Community Activities project at present is very full.  
A Christmas program is being planned and they will have the responsibility of distributing gifts to each child in the Center.

At the next meeting, further discussion on the progress of the open house will be discussed.

The meeting adjourned at 11:00 A.M.

Respectfully submitted,

Amy Kajiwara  
Secretary

CENTRAL UTAH PROJECT

COMMITTEE MEETING  
FAMILY LIFE

Wednesday - December 16, 1942 - 4:00 P.M.

AGENDA

1. Finish plans for school open house.
2. What are the chief problems confronting the residents of Topaz. *opening of Rec Halls for children - 12 - n.s. games*
3. What would they like us to do to help them.
4. Distribution of Christmas boxes. *(compare Community Activities)*
5. Photographer  
Movie Projector *(Free movies) children*
6. Report of the Special Division  
Mrs. Kazu Iijima

23 + 9 as rec. free

Free movie for children  
co-op.

co-op policy clarified

8 - 41 - Rec.

old { single  
men  
women }  
needy family

Haramaka 36-6-E  
Mrs. Bane

15 transfer  
13-8 - Build 10  
kind 1. 65-10-10

SPECIAL COMMITTEE OF FAMILY COUNSELING

Wednesday, December 16, 1942

Those present:

Mr. Numajiri	Mrs. Bane	Miss Kajiwara
Mr. Fujita	Mrs. Iijima	
Rev. Fujii	Miss Terasawa	

The meeting was called to order by Miss Terasawa, chairman, at Mrs. Bane's residence.

A report was given by Mrs. Bane in regard to the Open House, and the following was stated:

- (1) The High School is having their Open House, Wednesday evening, 7:30 - 9:00 p.m. Tea and cookies to be served in the dining hall.
- (2) The Elementary Schools are having their Open House Thursday evening. Teachers will stay in their respective rooms in order to meet their pupils' parents. Tea and cookies will be served at the Recreation Hall.

A discussion was held on whether this group could be of any help to make it cozier for the parents to talk to the teachers, etc. at the Open House. It was decided to use as many people needed where necessary upon Mr. Nuttall's reply.

Two representatives from the Community Activities Section will be at Rec's. 8 and 41, Thursday evening, to encourage the Holiday program to the parents.

The Community Activities Department also would like to have a probable list of the aged, alone, or needy from the Welfare Section in order to carry out their Christmas program more fully. The chief problem confronting the residents here is that more recreational halls must be opened at an early date. The age group of 12 - 25 years old must be properly guided.

The Committee would like to make a suggestion to the proper division, asking the Community Enterprise to give a free movie for the children occasionally.

A suggestion was also made that a clarification of the Co-op be given in an open meeting or in a way of a public forum once every month or so wherein residents can bring their grievances. Many of the parents of growing children have requested again for pictures of their children and the general consensus of opinion of the group was that an official photographer be allowed to come in before the holiday season and take snap shots in front of their homes, etc., because waiting for a

fixed studio may take too long.

Mrs. Iijima reported on the special cases in this center:

- (1) We should have a good understanding of the problems and try to help them wherever possible.
- (2) Her committee would like to have even one or two names of women who would be able to help these young girls.
- (3) We were asked to have our eyes open for people in need. The parents and teachers could spread the word that this assistance would not be a disgrace.
- (4) Parents and teachers discuss discipline whenever possible.

The meeting ended at 5:45 p.m.

Respectfully submitted,

A. Kajiwara

file

SPRING INSTITUTEREPORT OF THE FAMILY LIFE GROUP

It has long been recognized that the strength and success of communities and nations can be attributed, in a large measure, to the stability of the home.

The very nature of the physical set-up of home life in Topaz, the change from private to communal living, has produced serious family conflicts and lessening of parental responsibility here. Problems arising from inability of families to eat together, lack of space and home comforts for normal family gatherings, lack of privacy, have contributed to the disintegration of the home.

While the Committee was fully cognizant of problems stemming from the physical set-up, it was also aware of the fact that a regular Family Life Committee, which has functioned since the inception of the Project, has been dealing with problems pertaining to various aspects of these problems. A list of their recommendations to the Community Services Director is attached to this report.

In addition to problems created by the physical set-up, members of the Family Life Group plus parents and administrators have felt an increasing breakdown in recent weeks, particularly since registration which produced wide rifts of serious import in family groups. This, it was felt, was an even more serious aspect of the breakdown, and seems to be caused by the acceptance or rejection of widely divergent cultural patterns and social mores by family members of different ages and experiences.

Some of the factors listed as being responsible in this respect for many home conflicts are as follows:

1. Loss of Parent Control (Discipline)

a. Lack of manners and respect due parents and teachers. In analyzing this problem the Committee felt that some of the reasons might be:

1. Failure on the part of many parents to have a thorough understanding of the true meaning of discipline in a Democratic society.

a. Place of a concept of authoritarianism versus controlled freedom in which children and adults are taught to decide issues on their merits after wise consideration of problems has been given, rather than blind subservience to adult requests or demands.

b. Failure on the part of parents to know what to expect of children.

- c. Failure on the part of children to know what kind of consistent behavior they might expect of parents.
  - d. Importance of parents and teachers to understand that their everyday actions might or might not be conducive to the development of the most desirable kinds of relationships in the home and school.
  - e. Inclination of some parents to become too overwhelmed at their failure to cope with the situation.
2. Desire on the part of many parents to cling to cultural patterns common to their childhood or the childhood of their parents.
- a. Result of concentration of the Japanese people in large groups on the West Coast.
  - b. Failure to assimilate with other people.
  - c. Tendency to idealize the Japan of yesterday without adequate knowledge and understanding of conditions as they actually exist in the Japan of today. (Many people who claim strong loyalty to Japan do not of necessity accept the Fascist ideology.)
  - d. Refusal of many nisei young people to accept the beliefs and patterns of living of their parents.
3. Failure of many parents to keep abreast of the Americanization program necessary for assimilation and acceptance outside the Project for relocation.
4. Lack of understanding as to which phases of the Japanese culture can justifiably make a contribution to our society.
- a. What parts of this culture must of war time necessity be abolished. What might well be accepted.
  - b. How will the acceptance or rejection of phases of the culture affect the stability of home life.
5. Unfamiliarity on the part of parents as to the kinds of programs the schools and other social organizations are trying to promote. This is vital since

these institutions have assumed a large part of the responsibility of the home.

6. Lack of understanding on the part of the schools and other organizations as to the feelings of parents.
7. Failure to coordinate home and community programs more adequately.

The Committee, therefore, feels that the breakdown in family life is due to the lack of understanding, in a large part, between parents, children, and organizations within the community. To develop better relationships with these groups, the following proposals are recommended:

1. That the Family Life Council continue to function, not only along the lines which it has achieved results, but to assume a good deal of responsibility putting into effect recommendations pertaining to family life problems as suggested by the various committees of this institute. It is further recommended that representatives from the following groups be added to the present council: Adult Education, Parent Teacher Association, and the Committee of Committees which is working with the City Council.
2. That more people be encouraged to enroll in Adult Education Basic English Courses to improve and refine their English; that encouragement be given to the speaking of more English wherever feasible in Adult Education Classes; that conversational periods in blocks be encouraged for people to come together to converse in English. The latter to be under the direction of block representatives.
3. That parents should be urged to participate more actively in such organizations with which their children are affiliated. Such organizations include: Red Cross, Boy Scouts, Girl Scouts, YMCA and YWCA, Churches, Recreation clubs, Block organizations, P.T.A., etc.
4. That attempts be made to develop contacts and provide deeper understandings between the home and school. Suggestions for improved home-school relationships offer the following possibilities:
  - a. Inviting parents to participate in school excursions.
  - b. Working directly in schools, as in the present pre-school program.
  - c. Parents being utilized more completely when they have contributions to offer to discussions, or can act as experts in other ways. Gardeners - visitors to different parts of the country, having knowledge of an industry with which the group is unfamiliar.

- d. Schools sponsor more open house programs and more classroom entertainments of various kinds for parents and friends.
  - e. Schools and teachers encourage wider understanding of child development problems with parents by sponsoring more individual and group conferences.
  - f. That home visitations be carried on when there is a legitimate reason, such as visiting the sick, going on an errand, visiting on invitation from parents, but never as a routinized thing done just for the sake of saying that so many homes have been visited.
  - g. Capable mothers be encouraged to join the library staffs in developing more early evening story hours.
  - h. Parents participate in summer program, help direct special interest groups where qualified, such as music, science, crafts, gardening, etc. Fathers join a wood-work club to make dining hall high chairs.
5. That, if possible, Saturday matinees for children should be sponsored so that younger children would spend more evenings at home. In this connection, it is felt that parents and teachers, working through the P.T.A. might constitute a committee for the selection of afternoon films to be shown at the schools.
6. That study groups of various kinds should be sponsored to give healthier attitudes and better understanding between children and parents:
- a. Clinics for mothers, concerned with health, sex education, and general development of young children. This is to be worked out between the hospital staff and Family Life Council, with the latter organization assuming the initiative.
  - b. That more people be encouraged to participate in the Americanization programs already being conducted in the community by the Adult Education program to reconcile patterns of thinking.
  - c. That regular meetings be sponsored by the Block organizations and the P.T.A. representatives concerning problems of youth. It is suggested that the Education Department survey the leadership available to assist in such discussions when such leadership is requested by the block organization (which might mean that two or more block groups could be organized together)
  - d. That weekly or bi-monthly town forums be organized in which community members, parents and children, teachers, administrators of all kinds, and even experts from the outside discuss pertinent problems of the day, such as:
    - 1. Problems of youth
    - 2. Problems of Relocation

3. Attitudes towards registration, repatriation, etc.
4. Acquainting people with what is being done in the community.
5. What is going on outside.

The above is to be sponsored by Forum Committee under Dr. Bane's department.

7. Developing more congenial living within blocks through increased recreation programs. This would be organized on a block basis.

REGULAR FAMILY LIFE COMMITTEE

Recommendations and suggestions made during  
the time Nov. 1942 - May 1943

1. Japanese literature and books-records confiscated at Tanforan to be returned to rightful owners. 7% only was contraband.
2. Official photographer for camp - finally got the photographer, but due to lack of films, only funerals being photographed.
3. Goh-, Shogi, and other recreational games for older folks should be given facilities and spaces.
4. Moving pictures should be more educational, at least some free. Also matinees.
5. Need of language classes -- Adult education. Also organize P.T.A.
6. Partitions recommended - definite need from moral standpoint. Need of privacy for all concerned.
7. Artificial flower making classes suggested.
8. Preparations and plans - Christmas Party - Community Celebrations.
9. Planning and organizing P.T.A.
10. School open house - Boy Scout guides - Welfare Workers helped.
11. Clarification of Coop be given residents.
12. Supervised study periods.
13. Wash stands, high chairs in washrooms and dining halls for small children.
14. Stove guards in laundries - lavatories.
15. School doors to have them changed to swing outwardly instead of inwardly.
16. Fire drills recommended for all.
17. Ash pits should be made to protect children.
18. Lending of toys and games to children suggested.
19. Family dinner recommended.

20. Negotiations to have small children eat at nearby dining halls made.
21. Educate children in schools for clogged toilets.
22. Soaps in every washrooms recommended.
23. Transportation of crippled children to schools.
24. Soaps in school washrooms - hot water.
25. Roads be improved - gravel be laid.
26. Traffic hazard - high speed - especially near schools should be controlled.
27. Soil for gardening.
28. Lighting be improved in school buildings - ends lit up for adult students.
29. Keep trucks off school grounds except for necessities.
30. Shelves - book cases made for school supplies.
31. Repairs for school tables and benches recommended.
32. Suggestions made for centralized school ground.
33. Recommendation made to have proper department study health and plague control and educate residents in prevention of plague by discouraging pets.
34. Defacing public property and tampering of mails be warned as Federal offense - should educate residents as grave offense.
35. Mail protection - sturdy boxes should be installed in all Block Managers offices - (Mr. Hughes - being attended)
36. Signs should be made - boys over 6 prohibited from ladies latrines.
37. Tubs should be installed in men's shower rooms.
38. Dogs should be licensed - something should be done about stray dogs - Rabies protection.
39. Care of mental cases - what about sex maniacs - protection from communicable diseases.

40. Mothers' clinic should be recommended - sex education - pre-natal and post natal care - first aid treatments at home - sanitation within the home.
41. Benches requisitioned for churches.
42. Shoe ration card issuance.
43. Fly situation - mosquitos - prevention method before too late.
44. Screen requested.
45. Baby Formula to be kept in special refrigerator in Dining Halls during hot season.

Submitted by,

(signed)  
Faith Terasawa