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EDUCATION AT AMACHE

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The mass evacuation of about 112,000 persons of Japanese ancestry from the area of the Western Defense Command in March, 1942 marked a unique point in American history. The subsequent establishment of the War Relocation Authority and the development of the relocation centers marked a new venture in government and the control of a minority group.

Colorado residents have been intensely interested in the entire program because of the Granada Relocation Project at Amache near Lamar. Educators are interested because this center provides education for children and adults under a unique agreement between the Colorado State Department of Education, the United States Office of Education, and the War Relocation Authority. This agreement gives to the State the right to approve the appointment of the Superintendent of Education and a Board of Consultants, assurance of the employment of certified teachers; the inclusion of course-of-study requirements, and minimum days of attendance. The Authority assumes full financial responsibility for the provision of physical facilities, supplies, and staff, with the staff members appointed by the United States Civil Service Commission. The United States Office of Education acts in an advisory capacity for the entire educational program.

The Amache school system provides educational opportunity "from the cradle to the grave." Children three and four years old may attend half-day sessions of pre-schools. During 1943-44 these classes, in five units, enrolled <sup>from</sup> 250 to 300 children. English language usage and play opportunities were the core of this program. These units were equipped principally with home-made devices and staffed entirely by evacuee (Japanese-American) workers under the supervision of the elementary school principal.

The elementary school program has been carried on in enlarged barrack-type rooms heated by stoves. Auditorium facilities have been provided by

remodeling a block mess-hall and equipping it with a platform stage and folding chairs. The kindergarten and grades one through six enrolled 845 children for whom 20 teachers were employed. Books, supplies, and library facilities have been very adequate, compensating somewhat for the poor classroom facilities.

In the elementary school, particular emphasis has been placed upon the language arts and social studies. In a sense, these subjects have constituted a "core program" in which close relationships between the two fields have been maintained.

The secondary school, grades seven through twelve, is well housed in a temporary structure containing excellent general classrooms, library, industrial arts and mechanical shops, homemaking rooms, and auditorium-gymnasium facilities.

The outstanding developments at the secondary school level include the core program of English and Social Studies, the courses in homemaking, industrial arts, and agriculture. In all grades, except the twelfth, all pupils are taught in the core program of English and Social Studies for not less than two consecutive hours under the same teacher. Books, supplies, and visual aids were especially selected for this program. The agricultural students in a half-day program, supplemented by Saturday and summer work, farmed 565 acres of varied crops and in addition carried through extensive stock breeding and feeding projects.

Vocational education for high school pupils has provided for extensive job training through part-time employment in a wide variety of project activities. Close relationships between the employees and the school have made this work-experience fruitful to all.

Adult education has been directed toward three principal ends. The first, to provide instruction in the English language for those who were non-English speaking or who were deficient in its use. Second, to provide vocational

skills which might assist adults in securing new jobs in new communities. Third, to provide avocational skills and leisure-time activities in which adults might engage for personal development and satisfaction.

English classes have been designed to give primary emphasis to oral usage. No attempt has been made to develop formal grammatical knowledge. The enrollment level has been quite constant with as many as 300 attending both day and evening classes. Speaking English is a difficult task for most adults because of the many basic differences in pronunciation and construction between Japanese and English.

Vocational skills in sewing and pattern drafting, flower making, commercial subjects, woodworking, electrical installation and maintenance, and other fields have given many evacuees the ability and confidence to go out into new communities where they have established themselves as useful citizens.

In the relocation center, recreational and avocational activities have been absolutely necessary. The entirely new way of life gave both men and women many hours in which time dragged heavily allowing opportunities for gossip, rumor, and discontent. For the first time in their lives many adults have found time to follow their interests. Sewing, knitting, flower making, wood carving, drawing, painting, the study of history and literature provide constant outlets for several hundred. The products of their hands are outstanding proof of artistic and creative ability. In many cases new skills have resulted in new vocations and sources of income.

Quite naturally, everyone is interested in the cost of this extensive program. Before exploring cost figures it is well to explain certain factors which are involved. First, it should be remembered that the educational program is in operation eleven months of the year. Second, the schools started "from scratch" without backlogs of supplies or equipment. Purchases had to be

made at wartime prices. Third, many services have been secured through the employment of evacuees at the low monthly wage of either \$16 or \$19 per month, not including subsistence and clothing allowances. In general, however, no great saving has been effected by this low wage scale for many people have been employed who, because of low ability, poor education, lack of experience and competition for jobs have been far from efficient in their work. There have been many, of course, who through conscientious, intelligent service, have made the program possible.

The following table gives the cost per pupil for the fiscal year, July 1, 1943 to June 30, 1944 based upon the average daily attendance at each level. Included are normal current operating costs for salaries, supplies, heat, light, water, and the depreciated value of equipment. The average daily attendance for the year was adversely effected by two important factors and it is not a true measure of the load which was actually carried. The first factor is the result of an infantile paralysis epidemic which, during three months, reduced school attendance materially. The second is the summer enrollments, <sup>which</sup> especially in the secondary school, were far below those of the regular school year because many pupils were "outside" working in both agriculture and industry while others were employed in full-time project jobs because of local labor needs.

Total Cost and Cost Per Pupil in  
Average Daily Attendance  
Fiscal Year 1943-44

	Total Cost	A.D.A.	Cost Per Pupil
Nursery School	\$ 3,816	172	\$ 22.19
Elementary	44,695	655	68.24
Secondary	94,059	858	109.62
Adult	8,465	277	39.56

Measured against these costs one might well ask if the educational return has justified the expenditure. All schools produce certain intangible results

which can not be measured. Amache's schools are no exception. In fact, there are probably more unmeasurable outcomes in Amache than there are in most school systems because of constant emphasis upon attitude building. Rather complete testing at all levels indicates that, in general academic learning, the schools have done a better than average job with a student group which conforms to the national average of intelligence. In certain fields, the measureable outcomes have been sufficiently above the norm to be notable. In no case have tests shown any marked inferiority.

The intangible outcomes and the unmeasured growth in the development of strong, positive, American attitudes is probably most important. In this respect superior work has been done. The reshaping of the ideas, ideals and convictions of a people rudely segregated from the rest of American society because of their race has been a major achievement. During two years of operation the schools have transferred many pupils to public schools throughout the United States. Several hundred (525) high school graduates have gone to many colleges and universities, into employment in many occupations, and into military service. How well the schools have done their job can be determined only in the success of former pupils. Thus far, former Amache students have adjusted themselves with uniform success to a wide variety of school, college, occupational, and military situations. This adaptability speaks well for the inherent ability of students, for their positive American attitudes, and for the work of the Amache schools.

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"SCHOOLS AT THE GRANADA RELOCATION CENTER"

OR

"ARACHE AMAZES AMERICA"

Talk Presented Before  
THE RETAIL BUSINESSMEN'S DIVISION  
of  
THE LAMAR CHAMBER OF COMMERCE

On

January 21, 1943

6:30 P.M.

at

State Armory

By

Paul J. Terry  
Superintendent of Education  
Asache, Colorado

## SCHOOLS AT THE GRANADA RELOCATION CENTER

### AMACHE AMAZES AMERICA

#### INTRODUCTION

Considerable newspaper and conversational recognition has been directed since December 24th to a proposed expenditure by the WRA of \$308,000 for three school buildings at the Granada Relocation Center.

#### Fundamental viewpoint:

We must distinguish between:

- (1) whether American education should be offered to Japanese American citizens on the one hand; and
- (2) the high cost of construction on the other.

Remarks to be centered around two points:

- (1) Should an educational system be provided for Japanese Americans.
- (2) What factors should be considered in regard to building school buildings at Amache?

I. SHOULD COMPARABLE SCHOOLS BE PROVIDED FOR JAPANESE AMERICANS?

A. Background

1. 120,000 Japanese in U. S.
2. 89% on west coast.
3. 66% American citizens.
4. 1/3 aliens, many through no choice of their own.
5. Pearl Harbor.
6. The President of U. S. asked Army to take any means necessary to protect our interests on the west coast.
7. At the direction of the Army, on patriotic grounds, these people cooperatively, without incident, gave up homes, crops, all they knew and loved and moved into situations similar to that existing at Amache.
8. It should be kept clearly in mind that these people were not evacuated because of any belligerent act--rather because:
  - (a) Pressure, political and otherwise, was exerted by residents on the west coast--caused by fear and confusion;
  - (b) Protection of the Japanese Americans from acts of violence and removal from danger zones in case of actual invasion.

B. Are they entitled to an education?

1. The State Constitution, Article IX, provides for the establishment and maintenance of a "thorough and uniform system of free public schools throughout the State."

The Amache Schools were established in cooperation with the State Department of Education.

2. Our national mores includes it, especially for all citizens.

Virtually all school children of Amache are citizens. Are there alien children being educated in Lamar?

3. Our common sense says so.

Are ideals, beliefs, customs, standards of living, culture, etc. products of nature (heredity) or (nurture) environment? All evidence points to no superiority of races. (Garth, Boas). It is a false loyalty to take pokes at these people. Mein Kamphf - play minorities vs. each other.

Robert Louis Stevenson's poem:

Stevenson's little child expressed perfectly the attitude of all people with limited knowledge or sympathy:

Little Indian, Sioux, or Crow,  
Little frosty Eskimo,  
Little Turk or Japanese,  
Oh, don't you wish that you were ME!

You can forgive that in a child of five; it is tragic to meet it still in men of fifty.

4. Our one hope of assimilation is education.
5. We expect them to pay taxes in California.  
(The responsibilities of citizenship but no privileges.)
6. Democracy assumes that the individual is important.

Holly Hayfield article appearing in

Rocky Mountain News

December 24, 1948

"Yesterday I stepped into a department store elevator and noticed a Japanese girl about 15 years old behind me. Each time the youngster stepped timidly into the elevator some woman would shove --I HEAR SHOVE!--her out with some remark about "Japs."

"Well, the last glimpse I had of the girl she was crying as if her heart was broken. Well, I could have invited the whole car of nitwits out on the next floor and taken them on one at a time. But I'm supposed to be a lady who has control of her primitive instincts. I'd just like to ask a few questions.

"Do these women think our boys are laying down their lives just to get them more bobby pins, rubber girdles, silk hose, coffee, etc., or have they ever heard of democracy? Do they know that democracy means freedom of speech, kindness, tolerance, love of a great country and all of the wonderful privileges they have enjoyed since they were born?--and born free?

"I wish these mentally-arrested females would listen and stop their whining to every grocer, baker and butcher.

"Are they going to throw away our way of living and take it out on a poor, defenseless child?"

7. They have left excellent schools in California.
8. The best hope for morale and lack of trouble is creative endeavor.

C. Are attempts being made now to capitalize on education and training of these people?

1. We have our 5,000 Japanese Americans in armed forces.
2. 19 boys went to the Army Intelligence School, Savage, Minnesota.

There is not a single large task force of U. S. operating but has a Japanese American contingent assigned to it.

3. 31 Instructors at the Navy Language School, Boulder. 35%-40% of total teaching staff.
4. Mary Mueller, Foreign International Service, of F.C.C. had had over 15 applicants for monitor job.
5. British Consul need translators and monitors, free script writers, etc.
6. 1,400 out on farms.
7. 800 are out now on permanent or temporary leave.
8. New requests received daily.
9. War Manpower Commission endorses all types of Japanese American labor.

Conclusion is that these people must be of some real value to our war effort.

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From ideological, theoretical and practical, pragmatic viewpoints, then education for these people is not only desirable but imperative.

II. WHAT ABOUT THE SPENDING OF \$308,498 FOR SCHOOL BUILDINGS?

- 1. Buildings planned are type "E".
- 2. Advertised for bids throughout U. S. - many Colorado firms bid. 9 contractors bid.

There was a range from \$308,498 to \$383,663 or a differential of \$75,165. There was a difference of \$23,000 between low and next low bidder.

Contract let in regular established government procedure.

- 3. Comparisons between proposed cost for three buildings and other situations. Recognition is made of necessity for temporary structures.
  - a. In 12 cities of Colorado - Av. age of bldg. 20 + yrs.  
 Av. appraised value of school bldgs. Child - \$204.00  
 Amache - - - - - 152.00
  - b. 1940 Colorado Statistics.  
 Av. appraised value school property per ADA \$302.00  
 Amache - - - - - 171.00
  - c. Prowers County, 1940.  
 Av. appraised value per ADA - - - - - \$274.00  
 Amache - - - - - 171.00
  - d. Lamar, 1940.  
 Av. appraised value per ADA - - - - - \$234.00  
 Amache - - - - - 171.00
  - e. Troxel: "\$6000 minim. per classroom for E bldg."  
 Amache: High School \$5,520  
           Elementary 4,700

4. Total construction is now reduced to the High School building alone. Contract price = \$136,896.00  
Work is stopped on 2 elementary buildings @ \$96,306 totaling \$172,612.
5. Assumption that a saving of \$172,612 has been effected is erroneous.  
Contractor can claim his profit for total contract signed in good faith regardless of how much is completed.  
+ cost of materials already purchased.

6. Betz Editorial

Lamar Daily News

January 16, 1943

"Statements by some of the senators and representatives in Congress, as reported by the press, indicate that they are in many instances either poorly informed as to the facts, or wish to make bombastic statements, with an appeal to prejudice.

"We have seen so many 'rumors' blown up about this particular project, through the simple medium of investigation and getting the facts, that we are not quick to excite when newspapers and congressmen take for headlines and jockey for political position.

"From a strictly selfish and material standpoint, it happens that to date the relocation center is the largest, and in fact, the only project this community has received out of the war effort. It has meant the expenditure of thousands of dollars in this region, which has meant much to local business in these days of high taxes and vanishing normal business. Its coming has brought also the hope that this section of the Arkansas Valley would at last receive the long-hoped for intensive agricultural development which it has so definitely deserved and needed. One can hardly conceive such a program being carried through if the center is to be returned to the Army.

"It is rather interesting to note that Representative Edgar Chenoweth, who is actively opposing the school construction work, at Amache, was pleased to announce a few days ago an additional million dollar appropriation for the alien concentration camp located at his home city of Trinidad; and that Denver and Pueblo, home cities of large newspapers actively fighting any expenditures at the WRA project in Frowers county, are crowded and jammed with civilian workers and service men connected with war-time establishments located in the Denver and Pueblo areas. It might be well for the senatorial committee, which visits Amache, to stay over a few days and look for waste and extravagance and inefficiency in some other war projects, about which we read no complaint in our indignant Colorado press."

CONCLUSION:

Before dealing with any aspect of the problem of providing schools or school buildings for Japanese Americans, it is imperative that we differentiate between:

- (1) The Oriental Japanese, with whom we are at war, "The slant-eyed backstabbers"; and
- (2) Japanese American, born, raised, schooled in the U. S., citizen, taxpayer, voter, member of a minority group--jive crazy, puzzled American.

Establishing this differentiation, then, we may generalize somewhat as follows:

1. In thinking through the issues involved in the question of whether large amounts of government money should be spent for schools at Amache, we must distinguish between two fundamental concepts:
  - a. the desirability of providing an educational program for citizens of U. S.
  - b. the weighing of evidence as to whether proposed expenditures for school buildings are exorbitant in the light of present war-time conditions and high prices.

2. There is little doubt but that adequate educational facilities and programs should be provided to children in Japanese Relocation Centers for reasons of justice, fair play, assimilation, and democracy itself include such a deal; and further because we have considerable evidence to prove that our present war effort, not to mention the conditions which existed before and will exist following this war, is being valuably assisted by the training and education of these people already gained in American schools.
3. Comparative costs with other situations do not indicate that proposed expenditures for school buildings were excessive for these times.
4. The solution to all worries concerning the treatment of this minority group in our midst is not to return control of the centers to the Army.
5. From statements made by various members of Congress, it seems that they are not cognizant with some of the simple facts presented here tonight. Perhaps it might well to have a better informed congressional delegation in Washington.

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Story of visiting minister putting a quarter in basket and receiving only a quarter at end of service: "If you'd put more into it, you'd gotten more out of it."

If we put more into the programs of Americanization of these people, we all shall profit more out of it.

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Like the polar bear sitting on an ice floe: "My tail is told!"

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III. To the suggestion that the Army should assume control of all Japanese American centers, there are several considerations:

A. Letter to Casey -- January 30, 1943

"I am wondering if you have given consideration to the following problems before reaching the conclusion that the responsibility for administering the Granada Relocation Center should be placed with military authorities:

1. Have you any evidence that the Army is desirous of assuming this responsibility? It is my understanding that the War Relocation Authority was established because the Army admittedly did not wish to assume responsibility for conducting this entire relocation program.
2. Are there not more useful places for the services of our technically trained Army men than in a Japanese Relocation Center?
3. Have you given consideration to the reaction which might occur within the various centers among the evacuees--especially the loyal citizens of the United States? It would be somewhat ambiguous for us to say to a person torn between active loyalty to the United States and frustrated doubt, "You are a citizen of the United States, you are required to pay taxes, but we feel the necessity of having an armed guard around you in order to 'discipline' you."
4. What evidence do you have that, if the Army should assume control of these relocation centers, they would be operated any more efficiently or at any less cost to the people of the United States? All evidence which I have seen would seem to point in the opposite direction."

B. From local standpoint:

1. You can criticize the WRA and help to formulate policies.
2. You can't criticize the Army.

L3,29

YOUTH DEMANDS A CHANGE  
Dr. Samuel J. Mc Laughlin

Youth would like to see the following aspects of effective democratic living become significant features of the program of all students in the secondary school, and be taught vitally and realistically:

1. Contemporary social-civic-economic-political issues and problems
2. The analysis of propoganda and the use of more magazines and newspapers
3. Family relationships; sex education, child development and parenthood; home management.
4. Personal health and hygiene, nutrition, etc.
5. Human behavior; personal relationships and personality improvement; mental health
6. Consumer buying of goods and services
7. Common legal processes
8. The goals of happy, successful living; "basic goal of the good life," religious problems; philosophy of life
9. Factors of effective community life
10. Safety education, first aid
11. Objective consideration of the culture and problems of major countries and peoples as a basis for world cooperation
12. Occupational information and the problems of the work day world
13. Problems of racial understanding and tolerance
14. Features of art and music and other fine arts which contribute to enjoyable living
15. The science of environment expressed in common, everyday terms
16. Recreational pursuits and hobbies; creative activities

A "flow chart" of a complete educational experience  
(or a complete living experience, to be more exact).

Individual with  
past experiences

Faces a new  
situation, novel to  
him resulting in

a disturbance  
disequilibrium

out of which  
emerges a purpose

To Do Something

i.e. Share a thought or  
feeling, acquired object  
or information, express  
a need, etc.

Each type of be-  
havior suggested has  
its own medium of  
expression

constructing, drama-  
tizing, reading,  
question, writing,  
speaking, figuring,  
drawing, etc.

and each medium has  
its own appropriate  
skills, techniques  
facts, attitudes,  
appreciations, etc.

which have to be  
acquired in the  
normal process of  
achieving the  
purpose act

and when these  
skills, facts,  
attitudes are  
thus built into the  
learner in normal  
goal-seeking

they give satisfaction  
in restoring the equil-  
ibrium of the person-  
ality and leave him  
ready to face the next  
novel situation with  
increased power to live  
and learn.

By permission  
of Paul R. Hanna  
Stanford University

## MISSOURI SECONDARY SCHOOL HANDBOOK DISCIPLINE

Following are some suggested principles which may serve as guides to those charged with administering a program of pupil control:

1. Pupils should be helped to learn that more happiness is gained from doing constructive things than from doing harmful and destructive things.
2. Pupils should learn to direct and govern their own conduct and behavior.
3. The securing of the most favorable condition for carrying on the learning process is an important objective of pupil management and control.
4. Pupils are not likely to accept ideals from those whom they do not admire.
5. The attitude and conduct of pupils is indicative of how well the school activities are functioning.
6. Negative reactions from punishment are generally stronger than positive ones, and for this reason punishment should be administered only as a last resort and should be considered as definite indication that the positive appeal has failed.
7. The administration should avoid rigid rules which may be difficult to enforce.
8. The purposes underlying any rule should be understood by pupils.
9. When punishment becomes necessary the pupil should understand its purpose.
10. Punishment should be adjusted to the offense and to the offender.
11. Before any punishment is inflicted its effect, both immediate and remote, upon the punished pupil and upon all other pupils should be considered.

Among undesirable forms of punishment are the following: (1) any punishment inflicted in anger or while the teacher is emotionally upset; (2) enforced apology; (3) punishment of large groups; (4) detention after school; (5) corporal punishment; (6) threats; (7) sarcasm or ridicule; (8) assignment of extra school work; and (9) lowering of marks or deprivation of marks.

THE PROBLEMS OF ADOLESCENCE  
Luella Cole

- I The Establishment of Heterosexual Interests
  - A. Development of interest in the opposite sex
  - B. Transfer of deepest love from older people to one's age-mates of the opposite sex
  - C. Learning to take physical maturity for granted--neither fearing it nor boasting of it
  - D. Selection of a mate and end of experimentation
  
- II Emancipation from Home
  - A. Emergence from parental supervision
  - B. Reliance upon the security one can give himself rather than upon the security provided by parents
  - C. Development of an attitude toward parents as dear friends rather than as protectors and supervisors
  - D. Planning of one's own time and making of one's own decisions without parental control
  
- III Emotional Maturity
  - A. Substitution of harmless for harmful modes of expressing emotion
  - B. Learning to react to emotional situations objectively
  - C. Learning to accept criticism without hurt feelings
  - D. Elimination of childish fears and anxieties
  
- IV Social Maturity
  - A. Development of a sense of security in one's social milieu
  - B. Ability to get along with others in ordinary relationships
  - C. Ability to take part in the work of a group, without trying either to dominate it or to withdraw from it
  - D. Freedom from such extreme dependence upon one's social group that one thinks constantly of what others are going to say about one's behavior, clothes, etc.
  - E. Development of tolerance toward other nationalities, races, or social groups.
  
- V Beginnings of Economic Independence
  - A. Reasonably accurate estimate of one's abilities
  - B. Selection of a field of work in which success is possible
  - C. Completion of enough vocational training to get started on one's career
  - D. Realization of need for work
  
- VI Intellectual Maturity
  - A. General questioning of authority and demand for evidence
  - B. Desire for knowledge, especially for explanations
  - C. Awakening of interests and narrowing of these interests to a relatively small number
  
- VII Use of Leisure
  - A. Development of hobbies that are interesting but do not make severe demands upon vitality
  - B. Learning to play well some common games that do not require much equipment
  - C. Learning to read easily and well
  - D. Membership in a few clubs or other organizations
  
- VIII Philosophy of Life
  - A. Development of some consistent attitude that will give life a meaning
  - B. Acquisition of ideals and general principles of conduct
  - C. Finding of one's place in the world

AMACHE HIGH SCHOOL

A Philosophy of Secondary Education

L3-29

1. The way of life to which American democracy aspires contains certain inherent characteristics which are rooted in our culture. These characteristics are the basic concepts of secondary education:
  - a. Each individual has intrinsic worth and the right to determine his own destiny within a pattern contributing to common welfare, regardless of his color, race or creed.
  - b. Society is a composite of individuals who, through their individual capacities for growth in self-direction, are capable of determining the evolution of the group.
  - c. The state is responsible for the education of its members, for only through this process can the social organism be perpetuated and modified.
  - d. It is the responsibility of the school to assist youth to understand and evaluate these ideals and to be motivated into appropriate ways of thinking and acting.
2. As members of a racial minority the pupils of Amache High School have been subjected to actions which are inconsistent with the ideals of a democratic society. It is, therefore, necessary for this school to emphasize the re-interpretation of democracy through frequent opportunities for evaluation of and participation in democratic processes.
3. Every individual possesses unique capacities, experiences, and interests which must be understood by teachers in selecting experiences for pupils and in securing their participation in them.
4. The activities of the school should be organized in such a way as to contribute to (a) the understanding of those parts of our social heritage which have common worth to all people and, (b) the understanding of one's self as an individual possessing personal needs, opportunities, capacities and responsibilities.
5. The purpose of guidance is the increased self-adjustment of the individual in all life situations. It is, therefore, the responsibility and function of the entire staff to assist pupils in a variety of life situations requiring adjustment.
6. The administration of the school is effective only as the learnings of pupils are facilitated through the provision of adequate, competent leadership and instruction, and the furnishing of physical facilities and tools which are appropriate stimulating, and effective.

## ENGLISH AND SOCIAL STUDIES OBJECTIVES

### I. Development of Communications Skills (English)

- a. To help pupils to acquire ease and fluency in speaking
  - 1. In ordinary conversation needs
  - 2. In group meetings (parliamentary procedure)
  - 3. In discussions or debates
  - 4. In giving reports, book reviews, etc., before a group
- b. To train pupils to use acceptable standard in both oral and written English
  - 1. To recognize and avoid flagrant errors in grammar
  - 2. To spell correctly the words of his own written vocabulary
  - 3. To pronounce correctly and enunciate clearly the words of his speaking vocabulary
  - 4. To use the generally accepted standards of capitalization, punctuation, etc.
- c. To assist pupils to increase their vocabulary through word study

### II. History and Geography (Social Studies) and Civics

- a. To furnish knowledge of the past so that pupils may interpret better the present and plan and adjust for the future
- b. To give pupils knowledge of present-day problems (through study of Current Events, Radio News, etc.) so that they may have a true picture of the world in which we live
- c. To prepare pupils to promote a wiser and better cooperation between individuals, groups, nations, and races
- d. To train pupils to evaluate social, political, and economic forces
- e. To present a true picture of America and its institutions, so that pupils may better understand their rights and privileges and perform their obligations better
- f. To give opportunity to practice the principles of democracy  
To teach the difference between liberty and license

### III. Reading and Literature

- a. To give training in different types of reading according to individual needs (comprehension, speed, etc.)
- b. To provide opportunity for study of our American heritage in folklore and the various types of literature

- c. To present studies of other cultures, past and present, through a knowledge of their literature
- d. To provide opportunities for reading for recreation for appreciation, for aesthetic values

#### IV. Music and Art

- a. To integrate study of American and all other cultures with art, music, architecture
- b. To present programs of artistic nature for cultural or spiritual value

#### V. Guidance

- a. To evaluate pupil's needs in terms of his potentialities, and to assist him in developing them to the highest degree
- b. To increase the pupil's sense of security here
- c. To assist pupils in meeting their needs when they leave the center
- d. To help pupil to achieve personal sense of values in his present environment and to adjust to present situation
- e. To assist pupils in making wise choices
- f. To develop leadership (give opportunities for)

#### VI. Social Activities

- a. To give pupils opportunities for social contacts that will enable them
  - 1. To get along with others
  - 2. To develop responsibilities
  - 3. To learn and practice acceptable behavior procedures
  - 4. To gain a sense of ease and security in social gatherings

AMACHE SECONDARY SCHOOLS  
Specific Objectives

The school experiences of pupils should result in the growth of habits, attitudes, and skills which enable them to:

1. participate constructively in group activities.
2. work and study effectively, using appropriate procedures and tools.
3. become increasingly resourceful and self-dependent.
4. communicate clearly and effectively with individuals and groups.
5. understand and evaluate their personal capacities and ~~to achieve in ways consistent with them~~ *work up to personal capacity*
6. value and protect personal and public property.
7. enjoy the arts and find self-expression through them.
8. buy and sell consumer goods and services intelligently.
9. grow in understanding, sympathy, and interest in all racial and national groups.
10. secure and evaluate occupational information, training, and employment.
11. grow physically and mentally healthful.
12. exercise the rights and assume the responsibilities of local, national, and world citizenship.
13. successfully solve problems which arise in home and family living.
14. constantly increase the dimensions of their interests and activities in socially desirable ways.
15. formulate for themselves philosophies of life and living which are personally satisfying and socially desirable.

① *A desire to render services to school, community — and country*

## OBJECTIVES FOR THE DEPARTMENTS OF ART AND MUSIC

### I. Broad Objectives:

- A. To increase interest, understanding and appreciation of music and art through participation in activities providing aesthetic experiences.
- B. To increase the student's knowledge and understanding of music and art through hearing, observing, and learning to appreciate works of proven merit and of contemporary interest.
- C. To use the universality of art and music to further the development of that spirit.
- D. To provide an opportunity for the outlet of emotion and the expression of the personality.
- E. To stimulate the growth of creativity in the study of music and art.

### II. The following are more specifically the objectives of the instrumental music department.

- A. Developing self-respect and confidence through the power to play acceptably.
- B. Fostering the worthy use of leisure time.
- C. Developing an increasing desire to serve others in school and community.
- D. Forming pleasant relationships and friendships with people of similar tastes and ambitions, both in the center and after relocation.
- E. To realize group action through participation in band and orchestra.
- F. To grow in the ability to read and play music.
- G. To learn note values, interpretation, dynamic markings, musical phrasing, terminology, etc.

### III. The specific objectives of the art department include the following statements.

- A. To develop a sense of relationship in the manipulation of line, mass and color.
- B. To select and arrange various materials, sensing order and beauty in their arrangement and design.

C. To grow in the facility to use the tools of modern art: charcoal, paper, crayon, water color, tempera, linoleum block, plaster, papier mache, clay, brushes, etc., and to learn the care and conservation of materials.

D. To tastefully select clothing, furniture, and household items.

E. To become aware of the beauty in the world in which we live.

F. To develop in individuals harmony, proportion, balance, rhythm, and emphasis, both in observation and in creative work.

G. To stimulate interest in further study, and to discover unusual talent and provide for its development.

IV. The following statements are more specifically applicable to vocal music.

A. To learn to participate in individual and group singing.

B. To learn to read music notation.

C. To learn the vocabulary of music.

D. To learn something of the lives of outstanding musicians.

E. To sing works of outstanding choral composers.

F. To listen to recordings of great artists performing works of great composers.

G. To develop definite vocal techniques.

H. To develop listening techniques.

## English and Social Studies for Tenth Grade

### I. GENERAL OBJECTIVES FOR WORLD HISTORY

- A. To furnish basic knowledge of world civilizations
- B. To provide a better understanding of the physical, economic, social, and political features that have caused the rise and fall of peoples and of nations
- C. To challenge pupils to investigate data, to recognize bias and prejudice, to draw logical conclusions, to study history in a scientific manner
- D. To give pupils a knowledge of historically important persons, events, movements, etc., so that they may understand references which they meet in reading or hear over the radio, and also for purpose of general culture
- E. To help pupils that a knowledge of the past may be of help in the solving of present day problems
- F. To help pupils to realize the heritage we owe to those who have lived before us
- G. To enable pupils to recognize the present-day world interdependence, so that they will strive to help promote a more effective racial, religious, social, and economic world co-operation
- H. To help each pupil to understand more fully the rights, privileges and duties of citizenship, so that he may live a fuller life and be a better citizen of his school, his community, his country, and the world as it is now and as we hope it will become

### II. UNITS OF STUDY IN WORLD HISTORY

- A. Primitive man -- Prehistoric days
  1. Early man's contribution to progress
  2. A concept of the vastness of time passed
- B. Ancient civilization of the Near and Far East  
Egypt, the Tigris-Euphrates Valley--India--China
- C. "The Glory that was Greece"  
The beginnings of democracy  
Greek philosophy, art, literature, etc., which influence us today
- D. "The Grandeur that was Rome"  
The rise and fall of the Roman Republic and the Roman Empire  
Roman contributions to western civilization

### III. GENERAL OBJECTIVES

- A. To develop the pupils' ability to express themselves in clear, concise, correct English--both oral and written
- B. To give opportunity for leadership and participation in group discussion
- C. To develop the habit of reading thoughtfully and understandingly
- D. To introduce to pupils some of the world's great literature
- E. To give practice in the use of reference material--dictionary, world almanac, atlas, magazines, etc.
- F. To furnish opportunities for the practice of parliamentary procedure
- G. To give practice and drill in English skills and techniques as needed

### IV. TEACHING DEVICES -- ENGLISH

- A. Weekly discussion of Current Events
- B. Class meetings
- C. Oral and written reports based on World History units
- D. Study of World Literature--selections correlated with World History units
- E. Vocabulary and word building -- based on World history units and general reading
- F. Oral reading--individual and in unison--choral reading
- G. Drill in Basic Skills--as need arises
  1. Agreement of verb with subject
  2. Plurals
  3. Punctuation, capitalization, use of apostrophe, etc.
  4. Individual spelling lists
  5. Study of words commonly misused
  6. Development of sentence sense

The above are covered in workbook used this term--those listed are some of the needs of these particular groups--needs, which we are trying to emphasize

## EDUCATION FOR A WORLD AT PEACE

By Lloyd A. Garrison

Three months after the Armistice of 1918 the school administrators of the U. S. met in their annual convention. In July 1919 the N.E.A. met in Milwaukee. These conventions exulted in the realization that the war was over and that during the conflict education had become of chief concern to thinking men everywhere. In the optimism of the moment, one speaker cried, "Imperialism as a world force is dead! The funeral was but yesterday." The Commissioner of Education said, "All isolations, splendid or otherwise, are gone forevermore." That was 25 years ago.

Since that time World War II has made that war look like the landing of marines in Nicaragua. So it is with real pessimism that I look forward to the future. Despite resolutions, pleadings, pressures, the politicians and statesmen of this country and the rest of the world wrote a peace treaty which led to today's war. That peace treaty scorned education in favor of reparations, new boundaries, and physical disarmament.

That peace treaty permitted moral and educational rearmament even though leading educators, such as Lotus Coffman, then president of the University of Minnesota, repeatedly said, "It will be futile to establish a League of Nations, unless there is back of the peace terms and of the League of Nations a world citizenry.....Only a peace secured through definitely planned systems of education stands a chance of surviving." Another national speaker said, "The Great War was a cunningly contrived conspiracy carried to its tragic climax through an educational system. Another variety of educational cunning might enable Germany again to become a menace to mankind. Unless the children of all nations are trained for international sympathy and understanding, the safety of civilization cannot be insured."

The Treaty of Versailles permitted Germany to build a generation to wage the present war. Today's Germany is the product of German schools; Italy's Fascisti, patterned upon the German plan, were school products; Japan's army and navy are the result of her educational system. Every aggressor nation was educationally armed for war through the studied and deliberate use of a national system of education. In every one of these nations the education of every boy and girl was characterized by:

1. A centrally controlled philosophy and program.
2. A philosophy making the individual subservient to the state and the individual of no worth.
3. A philosophy of racial superiority and race dominance.
4. A philosophy of authority with the authority residing in the rulers of the state.

Germany, Italy, and Japan are concrete examples of the use of an educational system to achieve pre-determined national ends. They are examples of the power of education.

While these countries operated these systems, we in America operated ours. Let us now examine our own for the purpose of comparison.

Our philosophy of education has been, at least until the present war, swinging toward progressivism and away from the old philosophy of authority and idealism. Even the layman is now familiar with these terms because of the publicity given to the constant arguments between educators, pseudo-investigation, such as the one conducted by the New York Times, criticisms of military officials and the gospel as expounded by Robert Maynard Hutchins.

During the last quarter century our educational philosophy has swung toward pragmatism--the idea that truth is demonstrable because it works. That there is no authority except truth as discovered by every learner. It has been held that every child has, as an inalienable right, the right to discover truth, and that truth is personal--not to be imposed upon him by another.

Such a philosophy has certain corollaries. One of these being a concept of freedom which permits every man to be his own master so long as this freedom does not infringe upon or limit the self-mastery of another. This freedom has been the object of much criticism by those who still cling to the philosophy of authority who contend that child activity, meaning learning, cannot be self-directed.

It must be admitted that "Progressivism" may have gone to seed--that in many instances the result has been random, purposeless motion. This is true when the learner is not self-directive but is merely active.

The German plan of education has prescribed, required and secured the learnings which the Fuhrer desired. Every minute of every day; every deed and every word has been imposed. German youth learned, as did the youth of Japan. The product we know is a trained - not educated - automat capable of executing commands but not capable of self-direction. The German "war machine" is a descriptive phrase. Machines have no minds. Apparently they have no souls.

The pressures and necessities of war have caused strong, oftentimes caustic, criticisms of American philosophy. We have been accused of educating a bunch of lazy, spineless, purposeless, undisciplined young people who could not parse a verb, quote scripture, do cube root, or read the Latin inscriptions in the court room. We have been accused of spending far too much money to provide marble palaces in which nothing was learned but freedom, the ways to escape responsibility, and how to score baskets and make touchdowns.

I agree that this has been true in part. I do not agree that this is the fault of our philosophy for I am convinced that it is the failure of educators and laymen to execute using the techniques which such a philosophy requires. Even at that, we have not done such a bad job. This is attested by our national accomplishments since the world went to war.

With all his years of training, his mastery of tools, his unfailing discipline, his fanatic idealism, the German and Japanese military man is proven the inferior on the battlefield of today's war. On the home front, despite periodic labor strife, we have achieved miracles of production. Despite the politicians our morale has been high. Evidently freedom and football did something for America's youth.

During the present emergency, every national group has recognized the necessity for education. Labor, industry, government all have utilized every educational resource at their command. Hundreds of millions of dollars have been directed into educational channels for the prosecution of the war. Schools and colleges have been swamped with funds and tools to get the job done.

I am not criticizing these actions. They were necessary. I am asking the question, "Will we be as anxious to reconvert education for peace? Will we open our pocket books to pay for education for peace as we have to educate for war? What kind of education shall we buy?"

Let us discuss the last question first. What kind of education shall we buy?

I am convinced that we do not want the German kind. Despite the values of vocational education I am convinced that we should be chary about it. Despite the protests of the disciplinarians, the formalists and the exponents of education through reading 100 classics, I am convinced that we should not be blinded by their reasoning. Finally I am convinced that American education must follow an American philosophy of freedom. That what we should be is more pragmatic, not less, more experimental, not less. Education for world living will require men and women who have the capacity, experience and the desire to be increasingly self-directive. If we believe in political, social and economic democracy, we must be more democratic in our schools. Democracy is not only a creed but a process. It is not fixed and static but changing. It is not only collective for it is also individual. It is not authoritarian, but pragmatic and experimental. In such a society a democratic, pragmatic, ego-centric school must operate.

Tomorrow's school must be served by the most intelligent staff society can find. It must be equipped with the best tools that money can buy for tomorrow's children must be able to do the jobs which thinking men in this generation have only talked about.

It seems to me foolish to think in terms of educational retrenchment following the war. It will be better for the American people and the people of the world to spend at least as much for the preservation of peace as they have spent in preparation for war. There is only one way to preserve peace. That is through the education of individuals for world citizenship.

Post-war planning is now a popular and important world problem. In the United States we must make sure that greater emphasis is given to a constructive program of general education which will insure better teachers and better tools to educate toward national democracy and world democracy. We in America must also think through a national philosophy as a design for national living upon which an educational pattern can be based. I say this because our actions have contradicted our oft-repeated basic principles.

Post-war planning must also include the educational philosophy and its implementation in other nations of the world. This need is closely related to the treaty of peace yet to be written. In the world of today national democracy cannot live surrounded by other national ideologies opposed to it. This must be written into the peace treaty. There can be no education capable of distortion as an instrument of war. The three great powers may internationalize the Ruhr, police the streets, melt the cannon, censor the press but unless the teaching of every child is directed toward the growth of free men in a free world war will come again.

In conclusion, permit me to summarize by re-emphasizing these points:

1. The only education suited to present and future needs must be based upon a philosophy which permits the greatest growth of self-direction in the individual.
2. America must chart her course under a philosophy which permits all individuals to exercise self-direction so long as that self-direction does not infringe upon or restrict another man.
3. The peace treaty written at the conclusion of this war must require all nations concerned to re-direct their educational systems and philosophies so that they, too, educate toward freedom and self-determinism of all men. To omit educational control is to sign, not a peace treaty, but a contract for the next war.
4. The world has spent billions for war and education for war. It must spend billions for education for peace. At the end of war America should not reduce but should expand her educational system. Don't think of post-war plans only in terms of more highways, post offices, airplanes, and automobiles. Think in terms of education for living in a world at peace. We can survive without autogyros or electric dishwashers. We cannot survive without education. That education must cost more if it is to be effective.
5. Finally, let us be pragmatists. Let us experiment with a society which does not proclaim one philosophy and practice another. Let us frame a national philosophy instead of so many party platforms.

## EDUCATION - THE PEOPLE'S BUSINESS

In the past, the progressive march of humanity has been impeded by our lack of confidence in the ability of the people to overcome the problems which beset them. Even here in America, just prior to the Civil war, the right to vote and decide colonial policy was the exclusive privilege of the property owner alone. The common man, as represented by the propertyless, was not considered to be capable of intelligent participation in the country's affairs.

And while we have abandoned this position in favor of a more democratic viewpoint, we have not entirely concentrated on making available to society, the vast unexplored resources of the people.

As one distinct result, we have evidenced the apparent disunity of our leaders and statesmen, on issues of vital concern to our future as a democratic state. While Europe was seething with totalitarian dictatorship--the absolute reverse of Lincoln's "by the people, for the people and of the people" goal of democratic effectiveness, our understanding of the phenomenon of international discord still seemed hopelessly confused.

There may be many explanations advanced in the future designed to throw some light on the reason for the inaccurate views of many well meaning politicians and statesmen. Questions such as "Why were our Statesmen and politicians so unaware of the enemy's intentions?" "Why did we permit Hitler to amass such a huge war machine and why did we not see the hand-writing on the wall?" "Fascism can mean but one thing ...War. Why were we not better prepared?"

Yes, and there will be plenty to puzzle our post-war American, in our prewar history. "What excuse could have existed in a country

such as ours for the unemployment of ten million people?" "How could any government justify the purposeful destruction of food while millions had barely enough on which to live a decent American life?"

There will be questions and many of them. But if we are to be prepared to correct the inequalities so glaring in our economic and social system, we must be able to diagnose correctly the flaws in our social pattern.

If we are able, we shall not blame our leadership. We shall blame ourselves. A leader is seldom any better than those he leads. Unless we motivate our leadership and maintain intelligent contact with it, our leaders are forced to live in their own intellectual caves. And unless the good things of life are appreciated, by the people, they are not going to be created or attained.

It is the job of education to bring us to the point where we can retain the good and reject the false in our every-day lives. True education would provide for necessary social changes before the evils in our society imposed crises on our national or international relations. Real honest education ever works to protect and foster our best interests as individuals and groups.

Means for intelligent investigation by adults must be provided if a democracy for all is to be attained. Organized study groups, forum discussions, radio talks, the multiplication of popular magazines and pamphlets dealing with social and political questions, and literature showing how many alert people of Canada and the United States have been stirred by the critical times in which we live, into a greatly increased interest in all aspects of public affairs, are required.

Schools, colleges and universities are not enough. At best they

only prepare young people for education. Most of them leave off at an age before principles of government or the simple economics of living have become important and practical questions for the student.

When we accept the axiom that the major things of the mind ought to be supplied continuously, the need for a program of Adult Education for social action cannot be ignored. And because education is an organic thing, it can only thrive when there is proportional attention given to the needs of the child, the youth, and the adult. There is no other feasible conception of education.

Very often our young men and women emerge from their respective institutions of learning, determined to dedicate themselves to the task of ridding their country of the social, and economic and political abuses which stand in the way of the best interests of so many of us. In most cases, after three or four years of difficult life "out in the world", little survives but the college 'yell'. There is the story of Texas Pan-Handle rancher who had to drive his fine herd of Pan-Handle nourished cattle across parched desert wastes in order to place them on the market. On arrival he discovered that his fine herd, as a result of the drought, were reduced to skin and bones.

We cannot blame the Pan-Handle grass for this state of affairs. Any more than we can find fault with formal education if our young men and women fail, after leaving school, to weather the storm of cut-throat competition, shady politics and the like. It is only dawning upon us that we are wasting a great deal of our educational resources when we fail to make adequate provision for adult education. There are many approaches to Adult Education and most of them are good...because most of them are vitally important.

But what then is the co-operative function of Adult Education for social action? First of all, the function of co-operative adult education is not merely to conserve our formal school education. It aims at the mobilization of the experience gained during adult life and to make it available for thought and action. It also seeks to supplement this experience gained with material selected and adapted to our needs as adults, for further thought and action of a constructive kind. It seeks to multiply men and women who will be equipped to face the facts of modern life and to create a sound public atmosphere in which the education of youth does not so easily evaporate. Co-operative education usually starts where the shoe pinches the most--with economics.

The fact that modern life is growing steadily more complicated and is making greater and greater demands on our intelligence, is driving home the necessity for an educational system to take up where formal education leaves off. It is becoming increasingly obvious that the latter is not meeting the situation.

And it is the conviction of many thinkers, whose opinions merit our respectful attention, that the efficient education of the young is greatly dependent on the educational attitudes and pursuits of the adult. The home has more influence over the child than the school. If in the home there is little or no respect for education, then only a super-child or protege could surmount such an obstacle.

There are some people who brush aside the utility of Adult Education by simply saying that you cannot teach old dogs new tricks. This has been proved to be a 'vested' illusion or delusion. Professor Thorndyke has shown us that a man of sixty can learn just as easily as a child of fourteen. The difference is to be found in the old man's

assumption that he cannot learn. The child of fourteen has no such illusion. People who are responsible for hampering adult education apparently have forgotten that the really great teachers preferred to teach adults. Christ and Socrates taught bearded men. Pierre Abailard, the noted French teacher also taught grown up men and women.

Speaking on this very topic, a well known Canadian educator once made the remark that our 'Finishing Schools' have probably deprived our great teachers, of the present day material out of which their forebearers had moulded the mature and dynamic intellects of their respective historical periods.

This present world conflict should impress upon us the danger of an unenlightened population. With technical means of destruction making such startling advances it would be simple for a number of dictators to wipe out any chance we might have to build a sound civilization on this earth. An unenlightened people do not know, cannot know, if their leaders are corrupt or not. Those Hitlers are seen early in their public careers as apparent tribunes of the people.

So while recognizing the need and utility of "rule and thumb" in the educational field, we must, at the same time, regard an intelligent people as the only answer to the keeping of the world safe for democracy.

Adult educationalists are not intent, even if it were possible, on converting everyone into 'walking' encyclopedias. There was never a time in the history of the world when a man could know it all. But on the other hand, there never was a time in human history when a well trained mind could not know enough to accelerate progress in the right directions..given freedom from external influences which are

now things of the past. The notion that the mind cannot "grasp it all" arises out of academic convenience rather than the nature of things.

We regard Plato's Philosopher as the desired product of adult education. He plays his part in shaping policy and the environment around him. He is also capable of motivating his leadership and putting the specialist to work. He will come from the lay public because the lay public is more open minded than the critics and experts.

Their numbers can be increased by adult education. They can be, must be, prepared and equipped to play a dominant part in shaping and preserving good government policy. With faith in the common man to work out his own destiny, we can proceed, by adult education to develop the greatest resource known to man, the intelligence of the people.

TRAINING JAPANESE-AMERICANS FOR TOMORROW

Lucille Friedman

L329

Mary Taniguchi; Tomiye Tsujihara; Sharon Hamakawa; Masaye Sugioka; Fumi Amemiya; Sumiko Nakamura---this is part of the roll call in a bookkeeping class in session daily in Room C, Building 5, Block 8, Section H, at the War Relocation Center, Amache, Colorado. The town of Amache rose like some Western Phoenix from cactus and dust to become "home" for about 8,000 Japanese evacuated from their homes on the West Coast in the interest of the war effort. The relocation center, situated in Southeastern Colorado about a mile southwest of Granada in Prowers County, is named for John Prowers' Indian wife, Amache.

Standing neatly row on row for thirty blocks are the sand colored barracks which comprise the comminty's buildings. In a block are 15 barrack buildings, each about 20 feet wide and 120 ft. long. Each barrack is divided into six rooms, with one family occupying one room.

It is a thrilling experience to be given the privilege of aiding in the building of the education section in this project. This school, as indeed this entire undertaking, is one unique in the history of America. Because of the magnitude of this program, as well as because of the haste with which it was necessarily executed, the school buildings have not yet been built, and many teaching aids are not yet available. Blackboards, for example, have not yet been obtained. But both teachers and pupils realize that first things come first, and we compromise

by using large white paper and colored crayon to help us learn our brief forms, and our bookkeeping terms. However, we have the satisfaction which pioneers always feel in creating civilization from sand and sagebrush. We point to a barren spot tangled with weeds and say, with the assurance of the visionary, "this is where our school will be".

At present school is being held in block 8, section H, which has been designated as the school block, and here all three levels of school are housed. The "Commerce Department" can be readily distinguished from the other rooms in the barrack because of the handpainted sign above rooms C and D of building 5 which boldly and bluntly states, "Commerce Department". There are four teachers in this department, two Japanese-Americans and two Caucasians, all fully qualified by the Department of Education of the State of Colorado.

These adjoining classrooms are the same size and shape as the apartments used for living quarters, and in fact were used for that purpose until the school acquired them. Each classroom is about 20' x 20' and accomodates, with a tight squeeze, 40 pupils. The center of attraction in the room is a government issue, coal burning stove. But in the back of our classroom, held to the beavor board wall with gay red thumb tacks, is a striking black and white study of Dr. John Robert Gregg.

The total senior high school enrollment is approximately 546, and about 200 are enrolled for business subjects of one

type or another. The enrollment would have been even larger, had we been able to offer typewriting. Typewriters, however, have been called to the colors, and, like many other schools, we have adjusted our program to the demands of the war.

The commerce department offers courses in beginning and advanced bookkeeping; beginning and advanced shorthand; office practice; commercial law; business English, and business arithmetic. But the aim of the commerce section, like the aim of the entire school system, is not merely to teach subject matter, but to help our students become adjusted to their present environment and to prepare them to take their places in normal communities after the war. Because these projects are "retraining" centers, the business education section is interested in seeing that each person acquires a variety of experience, and learns useful information and skills which he may apply in making himself of more value to the community, as well as in making a happier personal adjustment. In our office practice class, we plan to organize some system of rotation of jobs, whereby each student may work for a few weeks as secretary to a teacher or an administrator, and then may go on to learn other skills by working in the stores or in the mimeographing section of the project.

All of the community services are performed by Japanese. They are the secretaries and the bookkeepers in the offices, and the clerks and cashiers in the project stores. It is the function of the business education to prepare the students to enter into the

life of the community and perform their duties with skill and understanding.

We believe with John Dewey that education is life, not merely preparation for life. One of the activities sponsored by the commerce department which embodies our philosophy is the cooperative store which is about to open its doors to students of the senior high school. This is not merely a "make-believe" project. The capital for starting this business was secured by the students through the sale of shares, each share costing 25¢. Only the idea of a co-operative school store was teaching motivated. Once it was suggested that such an enterprise might be set up, all of the details were planned and executed by the students. Their first action was to elect from each commerce class one member to represent the class at a Ways and Means meeting. The students insisted on democratic methods of selecting their representatives, and we have found them to be sticklers for compliance with parliamentary law. The right of franchise is dear to them, for they, better than most citizens, recognize its priceless value. The members thus chosen to discuss methods of approach divided themselves into smaller committees: some developed slogans to use in a membership campaign which they planned to launch. They enlisted the aid of the art department, and soon each room had a gay sign urging that 25¢ invested in the co-op would bring handsome profits. They made the entire student body co-op conscious. The business English class was put to work composing announcements and speeches which might be given in classrooms to aid the sale of memberships. The students

in the speech class were drafted to make the speeches and announcements. Home-made wooden tables were set out on the sand between barracks, and the sale of tickets progressed at an encouragingly rapid rate. More than 300 memberships have been sold, and every student in the school, and no doubt his parents, has been educated in the principles of cooperative enterprises. The members have recently elected temporary officers for their business. They have elected a personnel director who will deal with any employment problems which might arise in the hiring of student clerks in the store. In the advanced bookkeeping class is vested the responsibility for auditing the books of the store, and keeping straight its transactions. The treasurer of the co-op is an advanced bookkeeping student who will have charge of making formal statements to shareholders, and who will be responsible to the members for all the financial details involved in the store's operation. Students will be responsible for ordering the stock, keeping inventories, and all the myriad tasks incident to this venture. The first meeting of the board of directors is being eagerly anticipated, for it is then that store policies will be formulated. All are awaiting the first declaration of dividends. Thus our students are facing a real situation, for in the community all the stores will be run on a co-operative basis, and their school co-op will give them splendid training and enable them to enrich their community with their experience.

Our students are facing reality, and are doing a fine job of

adjusting their values to conform with their new environment. They recognize that their presence in the project is their "bit"-- their sacrifice for our war effort. We are holding forth to them a hope for improvement and happiness. We and they are attempting to live a democracy of works, not words. This teaching situation gives us an opportunity to give more than lip service to our ideals. We are accepting this challenge and are finding deep satisfaction and inspiration in the patriotism, tolerance, and courage of our Japanese-American students.

LOOKING TOWARDS THE FUTURE

(An article written by Florence Konno)

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Berkeley

What do I expect to get out of my experience at college? First, I should like to acquire the skills which would make me successful in my chosen profession. It is my ambition to become a competent secretary, capable of assuming executive responsibilities. In order to achieve this end, I must master grammar and other language skills.

Secondly, I should like to acquire a cultural background which will aid me in my personal life as well as in my career. I should like to learn about our society, about our commerce, about our literary and artistic heritage. I should like to lay a foundation upon which I can build a life socially worthwhile. I believe that education should result in tolerance, in broader social vision, and in worthwhile service. I wish to be prepared to meet and understand all situations in which I may find myself. I expect through my college experience to learn the ability to adapt myself to any environment. I expect through my college experience to get the tools whereby I may achieve some degree of economic security. I expect through my experience to become a productive member of society, intelligently carrying out my responsibilities to my community and my country.

I look forward to making interesting social contacts and also to sharing with these new found friends my faith in the American ideal that "all men are created equal" and that the American way of life extends its blessings to all its citizens without discrimination because of race, color, or creed.

Florence Konno  
Graduate of February Class, 1943  
April 15, 1943

*Final Rept.*

#### GRANADA EDUCATION

"The school organization has been the result of compromise between the factors of local influence, principally the limitations of plant and staff, and generally recommended educational practice."

"The most serious problems related to lack of emotional control...Frequently children showed a need for more sleep. Parents reported the problems confronting them in getting the children to bed early since the family lived in one room." (kindergarten)

"Teachers' observations and comparisons with the work of the pupils when the center opened revealed the fact that the pupils had lost some of their ability to use correct English through life in the center where the Japanese language was used extensively."

"The Amache Secondary Schools opened on October 12, 1942<sup>m</sup> with 966 pupils enrolled." 413 were JHS and 563 SHS. Fall of 1943, SHS inc. 9th grade moved into new HS bldg.

"Few families had radios or periodicals. Unresponsiveness and lack of self confidence were generally observed. Teachers noted 'an unnatural barrier' between the sexes which inhibited classroom discussion. These were factors in the camp situation which were felt to be contributing to the marked weaknesses in vocabulary, usage, and self-expression."

Community wide forums---in Japanese of current events became very popular but because of too much opportunity for biased presentation had to be curtailed.

#### EVALUATION OF ADULT EDUCATION

...It has been said that more "Japanization" than Americanization went on in the centers. The avocational classes did very little to help the people speak English since more Japanese was used in these classes than English in spite of every effort to the contrary. These classes were, however, very effective outlets for hundreds of adults.

Since Japanese was spoken in the homes many English students admitted that they were reluctant to speak English with their friends and neighbors because they would become objects of criticism and ridicule. As relocation took more of the group from the center the older group, the issei, became stronger in their influence over center activities and thinking. This change made the job of promoting Americanization programs more difficult. There was little cooperation from the older men in building either classes or forums for the purpose of helping the people learn more of American ways. Many adults, esp. women did gain facility and confidence in the use of English which they had never before had an opportunity to learn.

There is some tangible evidence that the adult ed. program did help in relocation. Through the integration of history and geog. with English people were given a better idea of other parts of the US. Those who learned to read and write English were also able to increase their knowledge of this country, the possibilities of relocation in various localities, and thus be in a better position to plan for relocation.

THE PROJECT STAFF was, in large measure, responsible for the dearth of organized training programs. It must be admitted that staff members who argued that training programs were not necessary because of the wide variety of opportunities "outside" had a valid argument. There was little evidence which could be used to show that vocational training accelerated the process of relocation and there were numerous opportunities...in U.S.

The selective process of relocation worked rapidly. Within a few months after the program began many ambitious, adaptable people moved to outside jobs. As this process continued a residue of elderly, unskilled aliens remained. These people were at the same time less educable and more fixed in their vocational patterns. It was difficult to convince a man of 55 or 60 who had been a farmer that he could retrain himself for a new job in a new community. His whole pattern of living and working rebelled at such a suggestion.

Thought report--difficulty of getting programs under way and kept going because of relocation of personnel and turnover of AP staff.

Poor cooperation obtained with health and hospital section; motor pool; engineering. Very good cooperation with welfare and Internal Security.

"Wherever a high degree of interdependence between services exists, it is imperative that basic understanding of policy and procedure be established involving the heads of the services concerned. Without clearcut definitions and basic mutual respect, cooperative working relations cannot be maintained. As a case in point, the failure to operate a comprehensive vocational program was the result of the lack of basic understandings and agreements at all levels from the Washington staff down to the project personnel. The Relocation Division stressed movement to the "outside" and contended that such courses deterred this movement. A visiting area relocation supervisor even went so far as to advocate the discontinuance of the entire vocational & adult program in the winter of 1943. Many heads of operating sections concerned with "production" were not favorable to vocational education because they were interested only in getting work done & not in training workers for outside employment. Foremen & supervisors were often not qualified to carry through any training program.

The common attitudes expressed by the relocation staff and the resistance of foremen and supervisors serve to illustrate the failure to establish uniform policies and procedures through the staff. The Education Section is responsible for a portion of this failure since this section was charged with the operation of the program. At the same time, the constant efforts of the Ed. Sec. were actively opposed by some groups or made ineffective by sheer inaction."

Evacuee school Board: Masa Nakano, Dr. Geo. Nagamoto, Mrs. Alyce Ohama, Dr. Takahashi Terami, & Mrs. Hama Yamasaki. Mrs. Ohama and Dr. Terami remained on Bd through life of Center. Liaison between center and school authorities. "In some respects the work & attitudes of the grp were disappointing...failed to assume any great responsibility...purely advisory...this deficiency is probably the result of the inherent nature of the situation in which they worked. The activities of the Section were well-defined by administrative policies and procedures beyond their control. They were not responsible for financial controls, employment, or general administration. Without responsibility they refused to take a definite position on most issues. The axiom of government that "where rests responsibility there must rest authority" was especially true in this instance."

Those who learned to read the newspapers were in a position to keep abreast of the news. This probably helped to overcome much of the propaganda against reloc. and the progress of the war.

The people who learned to speak E. lost much of their fear of the 'outside.' Several, from time to time, wrote back to tell how much help their Eng. had been to them after relocating. This stimulated those who were still in class to plan for a change in their location.

Home making classes--one of most popular, discontinued, teachers relocated.

The public forum was encouraged, and became quite popular at first, when attended by large numbers of Nisei. The problem of language was discouraging, for when interpreters were used the discussion gave too much opportunity for biased presentation of current events.

Motion pictures...evacuees took the attitude that the pictures were for propaganda purposes and avoided them.

Value to morale, use of leisure time, making a living, letters to boys in service; motivate relocation, help family relationships.  
Many activities didnt get cooperation (not named).

The traditional ways of acting and thinking made it extremely difficult to secure the support of many adults. Usually, success in a new venture could be more nearly secured if requests for new activities could be secured from the residents. It was often nec. to approach the stimulation of interest thru the support of interested residents...At all times it was nec. to avoid any semblance of authority or imposition.

The a. p, was not always in sympathy with the adult program since it was felt that such activities kept the evacuees in the center.

Every effort...to bring about a better kn. of Eng. but thru lack of cooperation from leaders among the evacuees most efforts were fruitless. The co-op leaders were approached time and again to request the use of Eng. of the clerks but they refused. They also refused to put up posters asking the people to use Eng. altho they admitted that it was a good thing.

The better equipped evac. teachers and the more ambitious adults, usually the younger ones, soon availed themselves of the opportunities of relocation. This left the older grp. of adults who were less flexible and more willing to just sit and wait. As a consequence the adult program dwindled down to just a few activities, most of them avocational rather than vocational in nature.

Pre-induction training--boys would not take the work...probably pressure from elders who were embittered because of evacuation.

Some AP opposed adult vocational ed. program on grounds it held people on project and prolonged relocation; other members of supervisory staff unwilling to assume responsibility for training new workers.//////New skills...enabled them to go outside to jobs away from the center and from the influence of older J grps...did much to help scatter..relocatees...and to prove that people of J. ancestry could do something besides grow vegetables. over....

## FINAL REPORT EDUCATION GRANADA

Foreign born peoples from other countries had an incentive for studying English and citizenship since they could become citizens but the Issei had no drive whatever since the privilege of citizenship was denied them. Many of the govt. publications in Eng. and civics for foreign peoples were nothing more than citizenship readers. So far as the Issei were concerned the subject matter was not interesting to them which accounts in part, for the lack of interest that the older J. had for the study of Eng and other subjects relating to civics and geography.

The community use of the library never grew to the extent which had been anticipated.

### GENERAL EVALUATION

Chief M. O. failed to assist in many cases. Engineering Section delays. Difficulty of getting active, no merely, passive support from parents. No financial stake in school. Advisory School Bd failed to assume leadership or responsibility. Language handicaps of students and teachers. Conflicts in junior and senior high school students lives ~~growing apart~~ between approved American customs and those patterns and traditional J. mores. High regard for purely academic learning accompanied by low place of vocational education; barriers by parents circumscribing boy-girl relationships; predominant place of family head in planning the choices and actions of minor children; mixed national loyalties of some parents who, though not actively dis-loyal to this country, were either neutral or sympathetic to mother country. All these attitudes kept boys & girls from forming stable attitudes or strong beliefs.

Final series of problems grew out of "outside" attitudes and actions reflected in relationships with other schools. Officials tried to arrange athletic contests. Only the small schools in Granada, Wiley, Holly consented to cooperate. That these relationships were friendly & conducted without incident, pupils exercised undue restraint & felt themselves to be under constant scrutiny. Broken contracts due to prejudice. Unfavorable press publicity to participation of music groups in annual Music Festival of region; project officials criticized for providing transportation to these meetings and arranged at the personal expense of pupils for proper feeding and housing.....

All these rebuffs & disappointments had their effects upon the morale & attitudes of student groups....extremely difficult to teach the ideas and ideals of democratic society and to urge their relocation when constant reminders confronted boys & girls with evidences & undemocratic procedures.

Excessive turnover of teachers despite national shortage. Supply problems during last two years; reluctance of vendors to sell limited stocks for use in Project Schools. On the project itself there was considerable controversy over the space required for school use. The setting aside of the 8H Block came only after many efforts had been made to secure sufficient space for school use.

Hamada, Tasuki

M

A

66

Santa Barbara

Gardener

In hospital now-rheumatism. Welfare problem for  
resettlement.

## GRANADA EDUCATION FINAL REPORT

"During the first year, the Authority was frequently criticized by the press & the general public for luring teachers from the public schools during a teacher shortage, by offering high salaries to 'teach the Japs'." High level of education & experience; interested in social & education problems involved in an entirely new governmental experience; did hard, creditable work despite the many difficulties...working in crowded, makeshift quarters with poor equipment & often times inadequate supplies, this group did outstanding work. Hard work, restricted hours, inadequate housing & feeding combined with factors of rising salaries in desirable outside jobs caused rapid turnover in the first group. Quality of staff declined during 2d and 3rd years of operation; more & more teachers had to be hired without experience & without degrees....Some classes were taught by 4 different instructors in 1 year. Termination reasons--accept other employment, join husband, transfer to other US employment, military furlough; marriage; ill health, personal reasons usually dissatisfaction; 1 dismissal and 2 resignations prompted by charges.

Criticism of job classification, efficiency ratings, hours of duty, promotion & tenure. Teacher morale and outside professional contacts, were left out of outside and county groups.

Evacuee help: non-teaching workers resisted certain types of management & control. Supervisors wanted to recruit own helpers. Recruitment thru Project Personnel Office was never very successful. Workers recognized authority of only 1 person, their immediate supervisor. Language handicap of most janitors. Conflict with Engineering Section, Supt. of Ed. didn't want janitors to be transferred to Engineering Section. Because H. S. boilermakers worked for Engineering S., school authorities were never able to secure their cooperation in maintaining desirable bldg temperatures or in being on their jobs for special affairs outside the regular school schedule.

Evacuee teachers. "their kn. of J. ideas, customs, and experiences made possible greater understanding of the entire problem by the a. p....also interpretation of schools for the community. Negative aspects: turnover; used old methods, subject matter minded. poor English by themselves and pupils, and "because of past experience and tradition among the J. in America, J teachers were not given the same respect and support accorded to Caucasians.

PTA so short lived, no great benefits noticeable.

### SECONDARY SCHOOL

Conflict between rural children from Merced AC and urban group from S. A. Heterogeneous grouping helped to relieve this tension, and teachers utilized every opportunity to organize classes into groups which made various excursions into the community and the surrounding area....Uninhibited class room discussion was permitted, since many individuals needed to reduce the emotional disturbances caused by evacuation thru this unburdening....They were eager to attend school, & seemed to enjoy the security they gained thru scholastic achievement. The no. of absences was low.

Fewer atypical pupils than average, prob. because California schools made effort to discover & give special help to such children.

OUTSTANDING EVACUEE TEACHERS: Dr. Yamato Ichihashi; Fusao Sakaizawa, trained in J colleges and who taught in J lang. schools; Tokio Ueyama, artist of ability from L. A.; Yutaka Suzuki, wood carving artist.....language difficulties are emphasized throughout report. ....or Nisei group were reluctant to serve as teachers because they would be working with older people. Custom & tradition among J seemed to frown on such a practice.

~~XXXXXXXXXXXX~~

F

A

69

Common-law wife of ~~XXXXXXXXXXXX~~

Has a little money-husbands insurance and restaurant she ran in Santa Barbara.

Had applied for repatriation but cancelled.

Not in good health. Resettlement problem.

GRANADA EDUCATION FINAL REPORT  
Merced Assembly Center Education Dept.

June 10, 1942, to Aug. 21, 1942, 11-week session.

AC and People

4500 Japanese of which about 1600 were school-age children. ..Under their smiles & seemingly good humor, there could be detected a feeling of uneasiness & uncertainty.

The Isseis were concerned over their immediate families in Japan; all were worried about their relatives and friends in other Centers. However, the greatest concern was that of the Nisseis, or the Second Generations. They asked: "Why weren't we, American citizens to the core, not asked to help for the cause of our country?" and "What does the future hold for us after we are released from the Relocation Center?" ...these problems coupled with effect of moving away from businesses, homes, and people they loved, it was easy to see that the education of the children was of least concern.

EDUCATION DEPT

Started to keep leisure time of children & adults occupied in worthwhile manner. Home-training impossible in place like this. Keep children occupied under capable leadership even for a short time of a day; to give to the children some useful knowledge...; keep alive desire to learn.

Handicaps: No definite school house; no equipment; non-compulsory; vacation time; presence of many non-attenders; intense heat made study difficult; Japanese school teachers.

"Because the teachers were Japanese, the children took this advantage to become very attached to them. Since, in normal life, they had been taught by the Caucasian teachers, the younger pupils (just felt" that a J teacher couldn't be a "real teacher" as the following remark from a young student attests: "Teacher, may I call you Miss Stanley 'cause that was the name of my teacher back home. I feel funny to call you by your J. name."

STUDENTS

Shoving, pushing, & fighting among the little students were common. We wondered if the diet of corned-beef, cabbage, and beans put extra vitamins into the bodies of the young ones...every one wanted to be first in or first out; taking back seats was sign of cowardice....children sat on cement floors; gray-haired wrinkled students learned ABCs. Over 100 Issei & Kibei took English lessons; women took knitting & sewing.

TEACHERS

20 full time teachers; more than 1/2 U. grads. Not a single teacher had less than 2 yrs college. 3 ed majors.

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Breakdown of pupils by Age and assembly center. 1200 Mercedians; 1820 Santa Anitaans.

MINUTES OF MEETINGS OF ADVISORY SCHOOL BOARD

Nov. 24, 1942-

Oct. 12, 1944, Juvenile delinquency:- lack of family control-~~gather~~ out on relocation, entire responsibility for discipline on mothers. Parents leave children without supervision in evening hours and go to evening classes themselves. "the present attitudes of children may be a logical result of attitudes expressed by parents in the early days of evac. when they at times encouraged children in their destruction of govt property and a somewhat rebellious attitude toward all authority.

Genevieve W. Carter  
Sup't. of Education

02.06

To: Paul J. Terry, Superintendent of Education,  
WRA Granada Project, Lamar, Colorado

From: William L. Wrinkle, Field Service, Extension Division,  
Colorado State College of Education at Greeley

About: Evaluation of the educational program

Date: November 17, 1942

At the request of James G. Lindley, Project Director of the WRA Granada, Colorado Project, I was sent by the Field Service Department of the Extension Division of Colorado State College of Education at Greeley, to visit the project for the purpose of studying the educational program and making suggestions and recommendations for its improvement. This visit was made on November 13 and 14. During these two days I had conferences with many members of the staff, talked with many of the Japanese people located in the center, met with groups of students, visited classes, checked on school housing facilities and equipment, talked with members of the project administrative staff, and made a preliminary oral report at a joint meeting of the education staff.

This evaluation report is submitted with full recognition of the fact that it is impossible for one person in a limited period of two days to make an adequate comprehensive study of an education program of the size and nature of the program involved in this project. This limitation should be recognized in the consideration of this report. Because of limitations of time my visitations of classes and conferences with teachers were confined largely to the senior high school program; much less time was devoted to a study of the elementary and junior high school units. The chief value of this report will be in the critical re-evaluation of the program by the staff which may be stimulated by the criticisms, suggestions and recommendations included in this report. If this should be the result, I shall feel that I have in part repaid the members of the staff and the students and adults of the community for their many courtesies and time.

In addition to the interest of the college in making my services available to the educational program of the project, I was personally interested in the opportunity to become acquainted with the project as a part of my own education. As a long-time advocate of functional education, I was interested in discovering what a school located in such a unique community setting would do when released from the many restrictions which operate in the typical public school situation.

Morale is the most essential asset of a school staff in a WRA community. High morale is the result of a dominant social service motive, creative imagination, a community and child centered educational philosophy, and a willingness to work and live without many of the conveniences of life to which good teachers have become accustomed. Before I visited the project, I was personally acquainted with many members of the staff. I have a high regard for them both professionally and personally.

With the exception of two or three schools which have highly developed experimental programs of several years' duration, I know of no school system which has a higher powered staff than the Granada project schools.

The last thing which I would want to result from my visitation and this report would be any discouragement or any destruction of the high level of morale which I found. Because the staff is made up of individuals of unusual intelligence and purpose, I shall not sugar-coat my criticisms or recommendations. I will engage in no double-talk. I will pull no punches. I should be recognized that in whatever criticisms I may make, I am not thinking about individuals but impersonally about the program since in a cooperative educational enterprise any weakness may be assumed to be the result of poor judgment on the part of the group and the responsibility of the group.

In the earlier statement of the purpose of my visit I said that I was personally interested in seeing what kind of school would be developed in a situation in which the usual restrictions were removed. What did I find? I found a school operating under restrictions largely of a different type but under some of its own making. I know the philosophy of the community school and functional education to which this school subscribed. Therefore in my visitation I looked for evidence of the application of this philosophy. I asked many times, why do you do this when your philosophy and your statement of purposes say this? As a result I was able to identify the restrictive influences affecting the development and operation of the school. However, instead of organizing this report negatively from the point of view of restrictions, I have translated the restrictive influences into suggestions or recommendations for the improvement of the program. The remainder of this report will follow the pattern of the statement of a recommendation followed by the presentation of evidence and wherever possible specific suggestions for the implementation of the recommendation.

1. Provision should be made for the more effective coordination of the various administrative departments of the project.

A community school grown out of the total life of its community and in turn goes out into its community to be of service in the improvement of community living. A community school is interested, for example, in the appearance of the community, housing, recreational facilities, parks, etc. If responsibility for community beautification is the responsibility of another department of the administration, coordination and cooperation of the departments involved are essential; otherwise, what one department does the other may undo. Since the schools are interested in all areas of living in the community, it would be desirable that the heads of all departments of administration of the project sit down together periodically to plan together and to make sure that each knows what the other wants to do or thinks should be done. The information which I have indicates that there is no such coordination of planning by the heads of the various administrative departments of the project.

In this same connection I was also disturbed by what seemed to me on the basis of early evidence to be a restriction on the educational program resulting from inadequate fiscal and procurement policies and practices. On the basis of my conversation with the chief fiscal officer, I am satisfied that my first impression was wrong. A school budget will be possible early in 1943. The school has been operating without a budget thus far because there were no data at the outset on which to set up a budget. The processing of requisitions for equipment and supplies now requires not more than five days which should reduce the length of time (stated by several teachers as arranging 45 days) between the date of requisition and delivery. Considering the circumstances in which teachers are trying to teach, (classes without books, laboratories without equipment and supplies, volleyball practice without nets, etc.) everything possible should be done to short-cut unnecessary delay. That, I am sure, is also the objective which the chief fiscal officer is making every effort to realize.

2. The staff of the school, particularly of the senior high school unit, should be increased.

The original pupil-teacher ratio used in determining the number of teachers to be employed was in my opinion set much too high. As a result class enrollments are large and in some instances the pupil load of teachers is extremely unsatisfactory. Although the initially determined ratio probably compares favorably with some of the larger city school systems it is greater than the average of all schools.

Especially in the senior high school where the number of staff members allowed have not been employed, the pupil-teacher ratio and pupil load of teachers is very unsatisfactory and in excess of what is recommended by the North Central Association of Colleges and Secondary Schools. Were it not for the supplementing of the regular staff by Japanese teachers from the evacuee population, the situation would be almost impossible unless a greatly curtailed program were offered.

It is unfortunate that the WRA policy permits the payment of only \$16 or \$19 per month to Japanese teachers. The policy of paying for professional service in teaching at a rate of \$16 per month, mess-hall service at \$16, and coal hauling service at \$19 is difficult to understand. The Japanese teachers are in some instances doing a quality of teaching service which even the best Caucasian teachers cannot equal. The B and C classifications of Japanese teachers should be discontinued and all teachers should be placed in the highest classification and an effort made to secure more reasonable compensation for them which will tend to enable the school to retain them on the staff.

3. Increased effort should be made to secure the cooperation and advice of the adult members of the community.

The effectiveness of teachers and the educational program in a community of this type will be largely conditioned by the extent to which they have the sympathetic support of the adult population. As a source of information on the interests and desires of the adult population an advisory council on education such as is now in the process of organization should be extremely valuable. In turn, such a group can assist very effectively in interpreting the schools to the community.

I made many attempts to determine whether there was any collective adult thinking on what is ahead of them and their children and what the schools could and should do. I found no evidence of collective adult thinking. An advisory council on education provides a nucleus for the study by adults of the functions of education in the relocation centers and cooperation in the planning of the educational program.

4. The opportunity of teachers to have contacts with the adults of the community should not be restricted by unnecessary administrative regulations.

One of the real opportunities of members of the school staff to become a part of the community is through eating in the mess halls with the Japanese population instead of eating in a separate mess hall for members of the project staff. It is true that if groups of teachers ate in different block mess halls there would need to be special provision for different meals for them and additional work for the accounting office but such inconveniences should not interfere with good educational practice. The segregation of teachers at meal time until such time as housing facilities make it possible for them to move to the center quite effectively prevents most of them from having contact with the adult population of the community.

5. Increased provision should be made to encourage and assist school age youth to develop an understanding of and a concern about their needs to the end that they will participate in the development of the educational program.

As in the case of the adult population I found as a result of many conversations with older students little evidence of group thinking about what is ahead for Japanese youth after the war and what can be done about it now. Although the consideration of these problems is specifically stated in the stated philosophy of the school as one of the responsibilities of the program, I found little evidence of it taking place in the senior high school where the problem should be most carefully provided for. There was a part of the total school population. Better and perhaps adequate provision is being made in the junior high school. How the school can get at the needs and direct the students in a realization of their needs and do it incidentally is difficult to understand.

Some plan of student participation in school government should be developed. The study of needs and what to do about them might be partially provided for through such organization. Certainly the requiring of two years of history and giving the sociology course elective status is evidence of inadequate curricular provision for the identification and study of community and personal problems.

6. An effective guidance organization and program should be developed.

Every youth in the school should have some teacher who will make it a part of his responsibility to know the student and to whom the student can go for help and advice. This is probably being taken care of adequately in the elementary and junior high school units but it is especially needed in the senior high school where the program is departmentalized and the teacher has only a one-class contact with the student. The devoting of three whole days to advisement in planning student programs at the opening of the school year was commendable but a permanent guidance program should be developed.

The division of the curriculum into (1) vocational and (2) college preparatory is extremely unfortunate and should be discontinued. Although this is common public school practice there is little or no excuse for it in this situation. It is true that such division and the setting up of requirements for each curriculum facilitates guidance of a mechanical and unintelligent type but it is entirely out of place in a school that talks about the needs and purposes of the individual student. The fact that many colleges have removed all course prescriptions for entrance and that most of them have relaxed their requirements below those prescribed by the schools' college preparatory curriculum leaves practically no justification except tradition for the use of this guidance device.

7. The program of study should be expanded to include courses and activities now recognized as extracurricular or for which no provision is now being made.

One of the discouraging evidences of the transplantation of the conventional school program into this situation instead of the development of a new program disregarding conventional patterns and practices is the fact that the program especially of the senior high school is typical of public school programs. Journalism, for example, is extracurricular while the English course is curricular. The program as a whole is predominately academic with the usual pattern of placement of courses very much in evidence and non-academic courses with limited enrollments.

The home-making, vocational agriculture and industrial arts courses in the senior high school are to be commended on their attempt to get at real problems and needs but their enrollments in comparison with the enrollment in academic courses is unfavorable. Music is practically non-existent and arts and crafts opportunities very limited. Provision for

the study of social and personal problems should be increased and more adequate provision for science education should be made. The senior high school might well follow the pattern of the junior high school in its general education program.

8. The pattern of the school organization and the school day should be carefully studied.

Although the regulations affecting the daily living activities of youth in this community result in a situation quite different from that in the public schools, the school day pattern here is the same. At 3:45 the day is over. The school week is five days as in any other school. The fact that the youngsters are there in the Center after four o'clock and on Saturdays with limited opportunities for recreation or other activities warrants a rethinking of this pattern.

For administrative purposes the school is organized into the usual three school units. I am of the opinion that these unit boundaries also mark pretty effective barriers so far as educational function is concerned. If it is reasonable that project administrative departments be coordinated, it is more reasonable and essential that the units of the educational system also be coordinated.

9. More adequate provision should be made for recreational activities.

As has been pointed out before, the school day ends by 4 o'clock and the youngsters are thrown largely on their own resources. I tried to find out what they did. Some are in youth organizations and some work. For the others the general answer seems to be that they sit around and do nothing. This may be one good reason for changing the pattern of the school day and school week. Certainly it necessitates a well-planned work and recreational program. I am not implying that all these things be done by the education staff and handed to the students. In fact, it shouldn't be done that way. The problem warrants careful cooperative study and planning.

10. Educational facilities, books and periodicals for libraries and classrooms, playground equipment, laboratory equipment and supplies, etc., should be increased.

Good teachers are the first essential of a good educational program but good teachers may be seriously handicapped by inadequate facilities. I visited classes where there were only a few books for a roomful of youngsters. Libraries have a very limited number of books. On the playground I saw girls playing volley-ball with no net between the posts. Outdoor playground equipment for younger students is extremely limited. Practically anything that might be named in the classification of equipment is inadequate to meet the needs of the number of youth involved in the program.

11. Provision should be made for the educational interests and needs of youth who have completed the program of the high school.

The age groups with the largest population according to Dr. Terami's data are those 19, 20, 21 and 22 years of age. These youth for the most part have completed the program of the secondary school; large numbers of them are probably interested in college enrollment. Possibility of such educational opportunity for most of them is involved in the development of a program in or near the center. The efforts now being made by the college group council will bring together the evidence. Transportation to the Lamar Junior College will probably be impossible but if possible the tuition charge would probably be prohibitive for many who might want to enroll. With enrollment in the Lamar Junior College on the down-grade, I should think it might be possible that it would be interested in sending teachers to the center at a cost which would equal the salary of the instructors for the proportion of their total instructional load involved in the center plus transportation. This amount would be only a small fraction of the tuition of the student it enrolled at Lamar.

12. More adequate equipment should be provided for the transportation of teachers to and from Lamar.

Until such time as housing facilities are provided for teachers at the center it will be necessary for them to travel daily from Lamar. Under favorable weather conditions the present facilities will get by but with cold weather the daily trips would become a serious health hazard. Better equipment should be provided.

13. The dangers involved in the subordination of the service motive by the evacuees to the pay motive is so serious as to warrant a careful study of the problem by the education group for the purpose of submitting recommendations to the project authority.

In conclusion, so that these criticisms of the educational program will not be taken as implying an inadequate program, I want to make it clear that such is not the case. The school is seriously understaffed by a group of excellent teachers who are living and teaching under difficult conditions because they recognize that there is an important job to be done and they want to be the ones to do it. Adjustment to freedom from conventional educational limitations is not easy. A revolutionizing of educational practices and a 100% community school could not reasonably be expected in two months. The schools are to be commended on being on the right track and making real progress. If I might be permitted to generalize without having complete evidence, I would feel reasonably safe in the conclusion that the Granada Project has an educational staff and an educational program equal to that of any of the WRA projects and superior to most, maybe all, of the others.

SCHOOLS IN SOVIET KEYED TO WAR AIMS

All Moscow Children Attend Classes  
Through Winter in Spite of Deprivation

MARTIAL NOTE STRESSED

Pupils Start in Early Grades to Absorb  
Patriotic Ideals - Literature Major Subject

by Ralph Parker

MOSCOW, April 4 - Despite the difficulties inherent in the war situation, schooling was provided last winter for all of Moscow's children. There has been a striking freedom from epidemics and, as far as it is possible to ascertain, the standards attained by the pupils are at a normal level.

The difficulties that faced the capital's educational authorities at the beginning of the second war-time Winter were not unlike those with which London is familiar. The evacuation of a majority of the children in the preceding year and bomb damage to school buildings made it necessary to combine several schools and house them in the intact buildings.

The call-up of parents for war work placed a new task upon the teachers to attend to the children's needs during the non-school hours. As in other aspects of the city's life, the Moscow authorities can take reasonable pride in the organizational advance made over the Winter of 1941-42.

Differences From the West

Among the differences between Soviet and Western educational methods are the emphasis on different subjects, greater stress on the ideal of service, creation of an attitude of loyalty and vigilance toward State interests and property and the building up of the martial virtues.

Recently, by an increase in the hours devoted to what are called "military studies", and the introduction of drilling and pre-military training, discipline has tended to become more strict and the alertness of the pupils is more marked. Many Russian teachers believe these developments have come to stay and have welcomed them.

Most children attend kindergarten from the age of 4 or 5 to 7 or 8, when they join the first class of the primary schools. Every factory, working organization or collective farm has a kindergarten and this Winter the children were cared for from 9 until 7 o'clock, receiving three meals daily, including certain foods unobtainable generally, at an exceptionally low price.

Song With Martial Note

During these first stages in education the children learn to recite and play games and usually begin to read. Just now a typical game is to line up under

Admission  
Carter  
02.04

a leader carrying a red flag and sing:

We're Red Guards, smart fellows.  
Water doesn't drown us.  
Fire doesn't burn us.  
We'll smash away Hitler.  
The Fascists we shall beat.  
Hey, hey, smart fellows.  
Hey, hey, Red Guards.

It is questionable whether the words impress the singers deeply. The writer has heard 6-year-old children unconsciously transposing the words "fire" and "Water" in this song.

Whatever their parents' means, the children pay nothing for their seven years' compulsory schooling. If the children's parents wish them to pass on to the eighth and ninth grades, a fee of 200 roubles a year is charged. Before the war the average annual income of a Moscow worker was about 400 roubles. Today school fees, which are not charged for the children of the Red Army men, represent a much smaller proportion of income. University fees are 400 roubles a year.

#### Biographies Teach Reading

In the first class of the Russian schools the curriculum consists of reading, including simple short biographies of Voroshiloff, Lenin and Stalin; arithmetic tables, natural science, fairy tales, poetry and song. At this age the children make their first contact with Pushkin, Nekrasoff, Andersen and Grimm.

In the second year the Soviet child starts the forbidding subject of Russian grammar, which he does not leave until the end of the seventh year. His knowledge of natural science is deepened and he reads more poetry. In the next year he studies Russian history up to Peter the Great, learns how the world was created and embarks upon geometry.

Characters in classical Russian literature also are studied. The dangers of superstition are pointed out and the Soviet policy of the defending every inch of the nation's soil is outlined in simple lessons on the Red Army's organization. Now 10 to 11 years old, the children are encouraged to contribute to the school's wall newspaper. They also begin to learn English, French or German.

In the fourth grade no new subjects are introduced, but in history lessons the achievements of Soviet power are studied. During out-of-school hours the children are expected to read "Uncle Tom's Cabin," among other books. On the occasion of every political celebration or anniversary in Soviet life, special lessons are given on the significance of the events.

#### Boys and Girls Separated

Nowadays organized games have largely given way to military training, though until the fifth school year this consists mainly of physical drill. Boys and girls now study apart from the fifth class upward. Examinations begin in the fourth class, but throughout the school short-term tasks are set and each child has a table, which the teacher marks weekly. Parents must read and sign these.

For the children's welfare during the war the main Moscow schools have opened clubs. Until the fourth class the children study only from 9 until 1, but home tasks are set. Because many Moscow homes in winter have been cold and cheerless and most parents are away during the day, the children stay in school after dinner and are helped by the older children with their home work, after which they play games.

No prizes are given in the Soviet schools, though good work or exceptional character are held up as examples. It is held that social approval is its own reward. Stipends are offered for higher education at the university.

Upon leaving school at 14 or 15, the Russian pupil has spent two and a half hours a week on chemistry during the last school year. If he remains in school until the age of 17 or 18, he will go on studying an increasing amount of chemistry until he leaves, and in the last year he will learn something about poison gases.

#### All Study Agriculture

Under a wartime measure introduced at the end of 1941, Soviet school children from the fifth to the ninth grade spend two hours a week during the thirty-three-week school year studying agriculture with practical and laboratory work. The instruction ranges from vegetable growing to tractor driving. Most Soviet children spent part of last summer working in the fields or forests, a fact that may account for their high health standards.

Physics and mechanics begin with two hours weekly in the sixth grade, increasing to four in the tenth grade, when the pupils have reached a fairly advanced study of optics and astronomy. From the fifth to the tenth grade, inclusive, one hour a day is spent on mathematics, algebra coming in the sixth grade and trigonometry in the ninth. No Latin or Greek is studied, but the modern languages are studied fairly intensively.

What prevents the Soviet educational curriculum from being heavily loaded against the humanities is the large amount of time spent on literature and history. At the age of 13 four hours, and from 15 to 18 hours, of literature weekly are assigned to all Russian pupils. A great deal of poetry is learned by heart and one meets few young Russians who cannot reel off Pushkin or Shakespeare by hundreds of lines.

#### An Accent on Literature

The classics of Pushkin, Gorky, Nekrasoff, and Turgenieff, in that order of importance, are studied in the fifth grade. Later Pushkin and Lermontoff head the list, with Gogol, Ostroviky and Tolstoy as newcomers. In the seventh class Pushkin, Gogol and Gorky receive the most attention, with Mayakovsky added.

The Russian child finishing his education after seven grades is expected to have read some of Jules Verne, O. Henry, Dickens, Swift, Washington Irving, Longfellow, H. G. Wells, and Anatole France, among other foreign writers, in translation. He gets them from the school library.

At 15 or 16 Russian boys and girls study early Russian literature. Gradually they get to know Byron's "Childe Harold", Moliere and Schiller in school hours and "Chanson de Roland", "Lope de Vega" and Beaumarchais in home reading. An hour and a half weekly is still spent on Pushkin.

In the next year they especially study nineteenth-century literature, with Tolstoy's "War and Peace", Gogol and Turgenioff predominating among the Russian and Balzac and Heine among the foreign writers. At home they first read Dostoevsky's "Crime and Punishment", Stendhal's "Rouge et Noir" and "Chartreuse de Parme", Flaubert's "Salambo", Zola's "Debauche" and Barbusse's "Le Feu". At 17 the young Russians have a heavy reading year.

#### National Epics Stressed

In the tenth advanced class Russian symbolists and Soviet literature are studied and much of Gorky, Mayakovsky, Chekhov's "Cherry Orchard", Shakespeare's "Hamlet" and Goethe are studied in detail. Ancient Greek dramas, the Iliad and Odyssey, Shakespeare's tragedies, Goethe's "Faust", Rolland's "Jean Christophe", Dreiser's "American Tragedy", Poe and Thackeray are read at home.

Considerable attention is devoted to the national epics of the Persian, Kirghiz, Karelo-Finnish and other peoples, for these, in the words of the teachers' handbook, instill in the reader the desirable qualities of "bravery, fearlessness, straightforwardness, honesty, generosity and sense of humor, love of the oppressed and abhorrence for the oppressor".

There seems to be little doubt that it is in the literature classes, rather than in history, that the Soviet pupil learns his own country's past and of foreign countries' past and present. Russian literature is particularly strong in the portrayal of contemporary conditions and emphasis is placed on those foreign writers who are considered typical of their time and accurate interpreters of several nations' way of life. Emphasis on Western civilization is strong.

#### Viewpoint is Marxist

History, however, is not neglected and about half the time spent on literature is devoted to it. The method of study is characterized by the Marxist interpretation of events. This means much more attention to the structure of governments, class conflict and trade developments than to military campaigns. Thus 14-year-old Russians have a more intimate knowledge of what "divide et impera" meant in Rome than of the conduct of the Punic Wars, and they spend more time studying the causes of the Crusades than in learning how Richard Coeur de Lion was captured.

The war has not seriously changed Soviet educational aims, though it has brought a new atmosphere into the schools. Yet even this atmosphere is not entirely new. The patriotic note and elementary self-defense training were there long before the war. Emphasis on science and mathematics, which provides useful qualifications for Red Army needs, always was strong; the appeal of literature to the young Russian still is fully met.

When the Germans were pounding at Moscow's gates eighteen months ago, many Moscow school boys and girls volunteered for the home guard and went to meet the enemy. Today in a large Moscow school there are two youths of 18. One is without a leg below the knee and the other has lost a hand. They were wounded defending Moscow and are now back at school. There are not many like that, but they are typical of the intimate link between the schools and the front and of young Russia.



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