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THE  
POSTON III HIGH SCHOOL  
ASSOCIATED STUDENT BODY HISTORY  
1942 - 1943

History-----	Page 1
Teaching Staff -----	Page 17
Class Officers -----	Page 18
Chronological Events -----	Page 19
Poston III High School Constitution	

June 14, 1943

This History has been compiled in accordance with Article IV, Section V, Paragraph C, of the Poston III High School Constitution.

This work is hereby submitted to be filed as the official Associated Student Body History of Poston III High School for the term between October 5, 1942, and June 25, 1943.

Respectfully,

Saburo Uyej i  
A.S.B. Historian

## HISTORY OF POSTON III HIGH SCHOOL

October, 1942 - June, 1943.

### School Opens Under Unfavorable Conditions.

With a student body of approximately five hundred and twenty-three members, and with the barest of necessities on hand, Poston III High School launched into its first year of activity on October 5, 1942 at Block 324.

The opening of school under the conditions then existing presented the teachers and students with a unique situation. In the first place, the evacuee instructors comprising the greater part of the faculty, lacked experience in teaching. Secondly, there was a decided absence of classroom materials with which to work. For the first few weeks most rooms, if not all of them, were only furnished with a desk and a chair for the teacher. No chairs, tables, blackboards, writing utensils, or a bell system, were available. This forced the school to function in an unorganized manner. Students were compelled to furnish their own chairs and other necessities that are required to produce a proper school atmosphere. The lack of a bell system caused added confusion in that each class was dismissed according to the individual teacher's watch. This brought complaints from students who found themselves arriving at their next sessions late.

### Core Studies Classes Present Difficulties.

Another difficulty that confronted the students and teachers alike was the Core Studies curriculum. No one seemed to know the exact meaning of Core Studies, or what the Core Studies were to cover. Many of the teachers were admittedly at a loss as to what actions should be taken to conduct these classes and their uncertainty led to a greater confusion among the students, many of whom had never heard of Core Classes before. Some of the Core Studies instructors, anticipating the fact that they would hardly be able to pursue the quasi-progressive method in education, went to the fundamentals of English grammar. In addition to grammar, they taught some aspects of community life, through committee work, reports, and having community workers in the specialized departments come in to give interesting talks pertaining to their work.

One of the most dissatisfactory element of the Core Studies classes to the pupils, was the unaccustomed teaching methods employed by the instructors. Several days would be devoted entirely to the teaching of history, when suddenly this would be substituted with English. Sometimes both would be forgotten in favor of social studies. This switching from one course to another bewildered the students, and they began to ask for a more uniform system. They felt cheated in their education, due to the seemingly unthorough coverage of these subjects.

Generally speaking, Core Studies might be defined as that branch of a school's educational study which included English and social studies. Community activities and the development of personal character could be included in social studies.

### Student Attitude Hinders Better Teacher-Pupil Relationship

But the one factor that was to prove of almost insurmountable barrier in the development of a pleasant teacher-pupil relationship, was the students' attitude. They were resentful towards the school, the teachers, the administrators, and towards everything in general. Some even resorted to mocking the institution for the apparent failure of the school to obtain equipment after promises had been made of their arrival. However, as time progressed, all these handicaps which had at first seemed hopelessly beyond solution, were solved through the untiring efforts of Principal Chester A. Potts, Vice Principals of George Takaoka and Haruo Tashiro, and the faculty.

Somehow the teachers and the students managed to continue through the bewildering procedures, attempting in the meantime, to find ways and means to make a better school situation possible. The pupils, after passing through the first moments of confusion, caught on with a spirit that won the approval and admiration of the whole school staff. Of course, there were a few problem student cases that required the administration's special attention, but these are to be found in any normal school situation. It has since been stated by members of the administrative staff, that it was surprising that a greater number of adjustment cases did not arise.

### School's Standard Questioned By Pupils.

Among the many questions dominant in the minds of the students, were as follows:

1. Were we under the California Educational system?
2. Were we under the Arizona state department of education?
3. Would the schools on the outside accept the work that we did here? Would Poston III High School credits be accepted by outside institutions?
4. Would the evacuee teachers be able to teach as efficiently as the Caucasian teachers?

With the march of time these perplexities were eventually answered to the full satisfaction of the students.

### Caucasian Teachers Face Problems.

It was interesting to note that at the beginning of the school year the students were hesitant about have evacuee teachers. The pupils showed a preference for Caucasians. This may have been, in some instances, due to the fact that the students did not want to show how little they knew, to the evacuee teachers. The fear of facing embarrassment seemed to be a characteristic of many of the students. Others, however, felt that credits earned in class under an evacuee teacher's leadership, might not be so readily recognized by outside schools then would those obtained under the instruction of more experienced and accredited Caucasian teachers.

But here, too, the students' attitude changed with time, and many of them began to show a definite preference for evacuee teachers. This seemed especially true in the Core Studies classes. One contributing factor on the part of the students to change in their preference of instructors, is the fact that a great disparity in the ages between the older Caucasian teachers and the pupils, existed. The students felt that they were not being understood. Another factor was that the evacuee instructors appeared to be in the same category as the students. The pupils, therefore, felt that their feelings, their thoughts, and their attitudes were better understood and appreciated by their fellow evacuees.

Many of the students used the second of these factors as the reason for their inability to get along with the Caucasian teachers. It might have been that unconsciously, the students were turning their range of resentment with respect to evacuation, and the inconveniences brought on from their forced migration, from all Caucasians in general, to these Caucasian teachers with whom they came in contact daily.

In the face of directed opposition, and almost insufferable conduct on the part of some of these students, the Caucasian teachers heroically carried on. To them will go, in the years to come, the appreciation of the students and their parents. To these teachers is due a word of acknowledgement for what they have done and for what they are doing, in spite of the handicaps which face them. All these things will undoubtedly be felt by the students when the war is over, and they go out and once again begin to think clearly, without bias and without malice.

#### School Group Pick Cotton.

As school began to function more smoothly, and individuals found time for attention to other matters, one of the first thoughts that struck many was the fact that we must somehow maintain touch with the outside world. The realization of the importance of the good will of the American public toward us in the future stimulated in us a desire for outside contacts. An opportunity for the fulfillment of this wish was offered when the cotton farmers of the Parker Valley sent out a call for farm help.

In the latter part of October and in the beginning of November, 1942, through the leadership and guidance of Miss Frances Cushman, Miss Frances Warvarovsky, and Mr. Louis Marpet, the students were permitted to leave the center to pick cotton. This offered the students an opportunity to show their loyalty towards their native land by taking part in directed war effort; namely, the picking of cotton, vital to the armed forces of the United States. This also presented a means whereby student body and class funds could be raised. Money earned by the students were deposited with the respective class treasurers. Enough money was earned by the pupils on one occasion, November 7, 1942, to buy the necessary material for the initiation of a school paper, which later came into being.

### Relationship With Parker Residents Improved.

Before the cotton picking ventures, the farmers of Parker Valley had not been favorably disposed towards the evacuees. After the cotton picking by the students and other groups from Poston, a noticeable change in attitude on the part of these Caucasians came about. The principal point which became evident to us through this experience, was that one of the surest ways to attain the good will of the Caucasians, and of other Americans on the outside, was to keep in touch with them through personal contacts. We have been made aware, through various experiences, born from evacuation, that doubt, distrust, suspicion, and fear between groups of people, develop because of their ignorance of one another. Especially here in the Parker region, where population is extremely sparse and where human relationships between groups are limited, was that fact true. Previous to the arrival of the evacuees in this area, the local residents had not known the Japanese. Their faith in us as citizens and residents of this country, was overshadowed by suspicion and fear. But through the cotton picking ventures, an outstanding achievement in the lowering of the barriers of racial prejudice, was brought about. By working and talking with these people, and by personal contacts, the evacuees of Poston dissolved considerably the prejudice and misunderstanding that existed towards them among the people of Parker.

### School Paper Becomes A Reality.

Even during the early, bewildering period of school, initiative was displayed by the students for the betterment of campus life. Money earned through cotton picking was advantageously employed by the pupils towards the attainment of this goal. With the generous support and assistance of Miss Frances Cushman, Mrs. Cecilia McNulty, and Miss Frances Warvarovsky, a group of journalistic minded students; led by Thomas Tajiri, a junior student, were able to purchase the necessary equipment for the publishing of a school periodical. Volume I, Number I, of the Poston III High School news organ, made its appearance on November 16, 1942; and its succeeding issues have recorded all important occurrences within in the student body.

The inauguration of this school paper marked a great stride in the advancement of school spirit and morale; and the students were highly commended by the school officials.

### Temporary Student Council Formed.

Since their inception, the schools of Poston, under the supervision of Dr. Miles E. Cary, Director of Education, have been operated as community institutions. The motivating force in community schools should be voluntary cooperation. The students should learn to make use of democratic procedures in conducting themselves in school. There was felt by the school administration of a need for a medium through which the student voice could be heard to bring about effectively a clearer, immediate understanding of the problems of the students. A few weeks after the beginning of school, a temporary Student Council, composed of the executive officers of each class, was formed to serve this purpose. This group, with senior class president, Tots Ishida, acting as chairman, met with the teachers and with the administrative staff, to study and to solve the problems confronting the school. The membership

included the following class officers:

Seniors:

President - Tots Ishida  
Vice President - Noboru Nakamura  
Secretary - Shinobu Kodama

Sophomores:

Michiyuki Nakamura  
Terry Nishida  
Mariye Okino

Juniors:

President - Yo Takehara  
Vice President - Minoru Koide  
Secretary - Grace Kushino

Freshmen:

William Fujino  
Kaizo Kubo  
Voilet Takeda

Democratic Procedures Practiced.

The first instance wherein the use of the petition was made, was the time when the School Naming Contest was held. Sponsored by the Student Council, this christening contest was opened on November 16, 1942. As the closing date of the contest neared, the ninth grade Core students, feeling that the names submitted for consideration were inadequate and inappropriate, asked that the contest be extended. They did this through a written petition, which eventually led to a second contest. The result of this was that the student body accepted almost wholeheartedly the high school name as it had stood at the beginning of the school year--Poston III High Schools.

Leadership Class Organized To Train Student Leaders.

Under the guidance and direction of Mr. C. A. Potts able Principal of our school, the Leadership Class of Poston III High School was formed in the latter part of November, 1942. The membership of this new organization consisted of the pupils already in the Student Council and Masato Asakawa, To yoko Hattori, Minoru Koide, Miyoko Mikasa, Sho Miyamoto, and Kazuko Nakamichi, six junior class students who were elected by their classmates as being worthy and best qualified to become future student leaders. The members were to receive for their work in this special class, their Core class Credits. Early after its inception, the Leadership Class, with Mr. Potts acting as advisor, and Miss Yasuko Ishida, school registrar, sitting in as permanent secretary, swung into its program for the year. The purpose of the Leadership Class was to familiarize these students with the various problems involved in leadership, and to train them to become efficient leaders.

The significance of the Leadership Class lay in that even before a unified student body could be formed, democratic procedures, with their accompanying responsibilities, were being shouldered by the students. The student leaders were quick to realize the position of trust in which they had been placed, and busied themselves in fulfilling that trust. Having the burden of this responsible position, brought out clearly the energy, the initiative, and the leadership qualities of the young Nisei.

### Students Receive First Report Cards Doubtfully.

In December, 1942, the initial report cards were issued, and these grades were skeptically received by the students. The value of the grades had lost significance for the students; for they were still in doubt as to whether Poston credits would be accepted on the outside. But this problem, too, like the others heretofore mentioned, was satisfactorily solved. California schools, such as San Diego High School and Grossmont High School, to name two specific examples, issued diploma to their former students based on the pupil's work accomplished here at Poston III High School. This offered sufficient proof to the students, to awaken them to the fact that the Poston schools are definitely being accredited by California schools and many students shed their skepticism, to plunge deeply into classroom work.

### Constitutional Convention Convenes

With the members of the Student Council and elected representatives from the different Core classes attending, the first Constitutional Convention was held on December 9, 1942. Aware of the importance of a speedy completion of the document, the Constitutional Committee convened during the school's Christmas vacation, and terminated their work on December 21, 1942. This final draft of the Constitution proved lengthy in detail and so comprehensive, that it was unanimously accepted and ratified by the student body.

In drawing up the Constitution, the members of the convention earned valuable experience in parliamentary laws, and learned to hold proper respect for the opinions of others. Acquiring experience in thinking and speaking before a group composed of their equals was an experience that could have been extended to all students, with profit. Each of the members present at the Constitutional Convention must have felt the honor and the significance of the part he played in drafting the fundamental document of our high school. As have been stated by faculty members and students before, the Constitution, as it stands, is a document of which the following drafting members need not be ashamed to pass on to posterity:

#### Student Council:

Tots Ishida  
William Fujimoto  
Kazuko Nakamichi  
Terry Nishida  
Yo Takehara

#### Senior Core Students:

Ben Honda  
Kuni Mayeda  
William Nakagawa  
John Nishida

#### Junior Core Students:

Frank Hiratsuka  
Hisashi Matoi  
Kei Ozawa  
James Tajiri

#### Sophomore Core Students:

Michiko Matsumoto  
Tom Segawa

#### Freshman Core Students:

Blanche Ishida  
Katherine Kusumoto  
Franklin Abe

### Physical Education Instituted

While the academic side of our school was rapidly being organized into a more smoothly conducted educational machinery, the physical education department under the management of Mr. Hideo Higashi, and later under the direction of Mr. Nobuo Honda, was also rounding into shape. Through the close co-operation and aid of the community's Recreation Department, Mr. Higashi's staff swiftly converted the grounds adjacent to the campus into a school athletic field.

As the basketball season came on, various games were scheduled with Poston I and II, with the Parker High School teams, and also with an independent team from Parker. These games immensely aided in the building and development of student morale, as well as in increasing the spirit of harmony, good will, and friendship between the teams and the communities. Sports also showed itself as being instrumental in the fostering of friendly relationship between the faculty members and students. A basketball game between a team composed entirely of evacuee faculty members and a group of student cagers, on December 8, 1942 proved this point.

With the passing of the basketball season, softball teams are carrying on the work as ambassadors of good will.

### Coordinating Council Activated

After the ratification of the Constitution and the uplift of school spirit as a result of the various sports contests that had been held, events in the school moved rapidly forward; and more and more democratic co-operation was shown by the students.

An appointive organization, titled the Coordinating Council, under the chairmanship of Principal Potts, was formed on January 4, 1943. Sensing the need for a stronger relationship between the various Core Classes and the administration, Mr. Potts suggested the selection of a boy and girl by the core studies teachers from each Core class to act as members of the Coordinating Council.

This Coordinating Council differed from the Student Council in that the latter group was an elected representative organization, whereas the newly created Council has as its members, appointed students. These appointees were in reality the communication line between the administration and the students in the various Core Studies classes; and as such, they were responsible for the conveyance of any message or change of policy from the administration to their respective Core classes.

When the Coordinating Council was first organized, the members met daily with the Principal, or the Vice Principal, to fulfill their duties properly. Daily meetings of this group, however, became unnecessary, as the school situation improve, and consequently, administrative instructions decreased. Now a meeting of this group is called only when the Principal deems such a meeting necessary.

### School Colors Chosen By Student Body.

On January 18, 1943, following a vote taken in the various Core classes, Blue and White was released by the Student Council (or the Leadership Class) as being the color combination of the school.

Early in January a movement had been started to bring about the selection of our school colors. The Student Council immediately considered and acted upon this measure and presented to the student body a group of color combinations from which they were to select their choice.

### Mr. Haruo Tashiro Re-Relocates.

Poston III High School on January 21, 1943, saw the resignation of Vice Principal Haruo Tashiro, who had ceaselessly sacrificed much of his time in working for the students. He later re-entered the vast stream of American life by taking up the continuation of his studies, at Wheaton College, Wheaton, Illinois. Mr. George Takaoka, former Vice Principal in the elementary and intermediate schools, in replacing Mr. Tashiro, filled a vacancy left behind by one who had won the respect and admiration of the student body for his unselfish devotion to his duties as a member of the administrative staff. Mr. Tashiro's pleasant and friendly attitude left in the minds of the students the many helpful and sincere bits of advice he had offered them.

As assistant administrator of our institution to Mr. C. A. Potts since the inception of school, and until his departure from Poston on January 26, Mr. Tashiro guided the pupils through the uncertain, most trying period of the first several weeks of school. He patiently and understandingly labored to smooth out the difficulties encountered by maladjusted students. With his departure, the school lost one of its most inspiring leaders.

### Associated Student Body Cabinet's Nomination Lack Enthusiasm.

Although the desire for a definite and regulated associated student body was felt, the students seemed rather indifferent with regards to the nominating of officers. When nominations were called for late in January, the response was nil. Perhaps the apathy was due to the contentment of the students with the existing Student Council, which seemed to function satisfactorily in performing its duties; but this contentment may have been due to some other reasons. As the deadline for the handing in of nominations through petitions approached, the students were apparently not eager to take the initiative. Very few petitions were handed in; but after the extension of the deadline for these petitioned nominations, interest began to rise to a moderate degree.

### School on Saturday Prove Humorous.

On January 30, 1943, the very same day that the deadline for the petitioning for nominees for the first Associated Student Body officers of Poston III High School was extended, the schools of Poston III held their first Saturday session.

On January 27, it had rained continuously and the downpour had brought about the cancellation of school for the day. To make up for the lost school hours, the Principal decreed that school be held the Saturday following. With many expressions of disgust, resentment, and reluctance, the students came grudgingly to school. In spite of the unusual situation, the classes were conducted as usual. The "educational" experience of this unique day fixed itself rather positively upon the minds of the students. Several weeks later, Poston had another drenching downpour; and it was noted with significance and humor by the administration, that whereas in Poston I and II much confusion and uncertainty reigned, the students of Poston III came to school without a question in their minds, and conducted themselves in orderly fashion.

#### Beautification of School Grounds Commence.

The forward-looking policy of our Principal was revealed once again when on February 3, 1943, gravel was brought to the school campus, to be strewn over the adobe soil. Immediately, the beneficial and beautifying effect of this work was felt by all. On rainy days, mud was not tracked into the rooms in the quantity it had been before, and walking on the campus was made much more tolerable under the new dustless conditions. Placing gravel on the campus proved to be just a minor step in the plans that Mr. Potts had worked with Mr. Marpet and Mr. Inouye, volunteer gardener and landscape artist from Block 318, towards the transformation of the campus into a more healthful and pleasant studying place.

#### First Group Graduate in February, 1943.

On February 19, 1943, a group of seniors were recognized by the administrative board as having terminated satisfactorily the required amount of units to qualify for diplomas. Although these students had been named February graduates, they are not officially graduated until the commencement exercises in June take place. At that time they are to receive their certificates of graduation from their former schools. Because of this, the students are again assured that the work accomplished in Poston III High School, will be given recognition and credit from California schools.

#### Associated Student Body Officers Named.

Preceded the day before by an assembly for the introduction of the nominated candidates, the election of student body officers was held and smoothly concluded on February 25, 1943. In view of the apathetic attitude of the students that existed during the period of nomination, the balloting was successfully and co-operatively handled in the various Core classes with the following results:

President - Tots Ishida  
Vice President - Ben Honda  
Secretary - Misao Nakamura  
Treasurer - Kikuye Kawamoto  
Historian - Saburo Uyeji

The election of the first Associated Student Body cabinet members of Poston III High School marked the fulfillment of one of the outstanding desires of the faculty members and of the students. Since the beginning of school, the formation of a democratic student government had been strongly advocated by many students and by the administrators. These individuals saw the importance of a unified student body, if/were to realize a successful school situation in Poston III. we

#### School Clubs Organized To Promote Group Activities.

In the third week of March a Club program was initiated at this school. This Club program was introduced by Principal C. A. Potts to promote group and committee activity among the students, which he felt was needed and which he recognized as being an important factor in education. To coincide with this program, and thus enable the various clubs to meet regularly, the school schedule was revised in the following manner:

On Mondays, the first period was set aside for club activities, with no classes meeting at that time. On Tuesdays, the second period was allotted for club doings. On Wednesdays, the third period was devoted to club meetings. On Thursday, the fourth period; and on Fridays, the fifth period were similarly recognized as club periods.

Feeling that the meetings were too frequent and that the much needed educational hours were being wasted, the students were at first reluctant to accept the new program. Although all the clubs are not as wholeheartedly supported as is the case with others, many of the students now feel that the activity is worth while. Among the clubs that came into being through this system were:

Badminton Club	Girls' Athletic Club	Commercial Club
Spanish Club	Ping-Pong Club	Home Economics Club
School Gardening Club	Reading Club	Art Club
Knitting Club	Music Club	Mathematics Club
Bird Club	Dramatic Club	Latin Society
For Better Manners		

Whenever a thing is superimposed from above there is apt to be a lack of enthusiasm on the part of those imposed upon. This year the Club program might not have materialized as successfully as had been hoped, but we have established a foundation for the building of a better program for next year. With the co-operation and the initiative qualities of the students, the administration hopes to create a more improved club activity program this coming year. Having been orientated to the Club program, the pupils should take to the new program with more enthusiasm. The school officials anticipate a greater degree of success next year.

#### Campus Undergoes Metamorphosis.

Under the sponsorship of Mr. Louis M. Marpet, and through the Club program, a group of sophomore boys began working in collaboration with Mr. Inouye, volunteer landscape artist from Block 318, in the creation of a cactus garden.

garden in the latter part of March. Making several trips to the hills, these people returned with multi-colored rocks and many cacti. Among the cacti brought home were two specimens of the famous state flower of Arizona, the Saguaro, or the giant cacti. The taller one stands twenty feet high and is a veritable monarch of all its surveys.

In conjunction with the building of the cactus garden, the construction of small decorative fences around the school barracks, and the planting of lawn between the fences and the barracks, were begun. The gradual improvement of the school grounds resulting from this labor has been such that Block 324 is now one of the finest-appearing block in Unit III. This conversion of the once bare and desolate-looking campus had made for a gradual increase in the pride of the students with respect to the school. Many began to comment upon the fact that the school looked more pleasant and that studying in such an improved surrounding was made pleasant. This endorses the statements expounded by many psychologists and social workers that environment does play an important part in the life of human beings.

#### Series of Assemblies Activated But Lack Support.

Among the many activities launched in March, the series of Friday Programs proved to be the most unsuccessful. These Friday programs, which were to be held every other Friday, beginning with March 19, 1943, were to be conducted by Core classes during the second half of their respective periods. That is, all Core classes meeting during the first and second periods were to conduct a Core Assembly during the second period, and all Core classes meeting during third and fourth periods were to have their assembly during fourth period, etc.

The idea behind the Friday Core program was a worthy one; but here again, because they had been superimposed from above, they were not eagerly accepted by the students. The administration had hoped to foster group activity and student initiative through these programs, and at the same time, provide entertainment for the students. The teachers worked rather hard in trying to induce voluntary democratic co-operation, but their success was small and disheartening. This lack of interest on the part of the pupils eventually led to the cancellation of these programs by the administration in the early part of May, 1943.

#### Educational Exhibit and American Junior Red Cross Bazaar Held.

On April 1 and 2, 1943, there were held on the school block, a Junior Red Cross bazaar and exhibit, and an educational exhibit. The American Junior Red Cross Chapter of the community, under the guidance of Mr. Louis Marpet and Mr. Naojiro Kita, and the leadership of Miyeko Tanaka and Hasuye Miyamoto, worked tirelessly to prepare for the bazaar. That the work these individuals had done was not in vain, was shown by the great interest the public showed in the many art classes. These handmade goods were put on sale for the purpose of raising funds for the Junior Red Cross and the eagerness with which the people bought the articles more than surpassed the expectations of the chapter members. Besides the people mentioned above, credit must also be given to Miss Edith Heron and to her art classes, and to Miss Asako Takusagawa's arts and crafts students, for the successful outcome of the bazaar.

The educational exhibits, with Mrs. Stanley Lambert and Miss Frances Warvarovsky as co-chairmen, showed to the public a variety of effective exhibits representing talents and the industry of which the Poston III students are capable. Many of the parents who came to view the work of their children on display, went away convinced that the pupils were getting a great deal out of their school life.

Considering the interest created in the parents in regards to the Poston III schools, the American Junior Red Cross bazaar and the educational exhibit may be considered two of the most prominent events that have taken place in our school thus far. The administration hopes that next year, through more effective preparation, the school can produce a bazaar and an exhibit that will prove even more interesting to the parents. These exhibits are the most effective means of conveying to the parents, the educational progress being made by the students. The close and harmonious relationship between the parents, and the school brought about in this fashion, will contribute materially to the general welfare and morale of the people of Poston III.

#### Associated Student Body Dance Hailed As Success.

Climaxing a two weeks' preparation by the Student Council, a highly successful Barn Dance, the first Associated Student Body social event of the year, was held on May 15, 1943. Mess Hall 324, bedecked with decorations representing a hay loft, was the scene of much gaiety.

Like other events that have been instituted at our school, the initial response to the announcement of the coming Barn Dance was met with indifference by the student body in general. But, as the following excerpt from an editorial comment in the May 19th edition of THE PETRIFIED NEWS points out, this apathetic attitude was evidenced to be congrary to the high, more dominant and true school spirit found in the students:

"The outlook for the Barn Dance which was held last Saturday seemed gloomy even up to the Friday previous to the affair as the number of tickets sold to the girls was so small ..... Truly, everything looked bad.

"Then lo and behold, came Saturday evening and the response... was terrific. The gals turned out en masse for the Barn Dance and turned, what from pre-dance ticket sales appeared headed for a flop, into a gay and successful affair.

"One can discern from this incident that the school spirit of the students in this school is not deficient but rather that it takes a little persuasion to have the boys and girls display it ....."

#### Mr. George Takaoka Resigns Due To Ill Health.

If over there comes a time to award singular recognitions to those who have most conscientiously labored towards the betterment of our school situation, the name of Mr. George Takaoka will no doubt be given prominent recognition. Since taking over the reins as Assistant Principal of Poston III High School earlier in the year, Mr. Takaoka has strived endlessly to promote the improvement of our school. Responsibilities upon responsibilities were shouldered by Mr. Takaoka, and these additional duties mounted

to such an extent that our Vice Principal labored beyond all expectations. He forfeited much of his evening hours, which he might have used to his own recreational advantage, in conducting classes for students needing special attention and aid. When not engaged in teaching or performing his regular duties as Vice Principal, Mr. Takaoka could be found giving individual or group conferences to the students.

Mr. Takaoka's intimacy with the students was such that the pupils addressed him by his first name. We, because of this intimacy, retained a deep respect for our Assistant Principal and adhered to his many words of advice with the greatest of sincerity.

In mid-May of 1943, Mr. Chester A. Potts regretfully acknowledged the resignation which Mr. Takaoka had presented. The wide and varied exhaustive program, which Mr. Takaoka had been shouldering, proved too strenuous for his health. Acting upon the advice of his doctor, he asked to be released from his high position in the school administration. Students, his fellow faculty members, and many parents of the community, with profound regret, were compelled to accept his resignation. In doing so, the school was deprived of the services of an admirable Vice Principal and a true friend.

#### Outstanding Students Named.

Earlier in the year, the Parent Teacher's Association planned the awarding of honorary recognition to two students, a boy and a girl, from each grade who were outstanding in citizenship during the school year. This plan, called for the selection by the students of two fellow classmates in their Core classes whom they considered most qualified for this honor. The names of these students were then to be submitted to responsible faculty members for the final selection.

As a result of the execution of this plan, the following students will have their names inscribed upon the special plaque to be placed in the school office:

Seniors - Lily Nakagawa and Takeo Shirogawa  
Juniors - Aiko Kubo and Thomas Tajiri  
Sophomores - Molly Ohashi and Michiyuko Nakamura  
Freshmen - Aiko Tashiro and Masaru Harada

#### \*Election of 1943-1944 Student Body Officers.

With the closing of the school near at hand, the election of officers for the term of 1943-1944 will be held. Petitioning forms for the nominating of candidates were made available at the school office on June 14, 1943, by the Student Council. After a week's time in which the petitions are allowed circulation, the election of June 21, 1943, will determine the new Student Body cabinet members of Poston III High School.

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\* See Page 17.

\*School Term To End.

June 25, 1943, will mark the conclusion of the first year of existence for Poston III High School. On that date, the administrators, the faculty members, and the students, will divorce themselves from their academic duties to welcome summer vacation.

When we eliminate the burdens of school life from our minds, we shall enter three months of holidays, --- a quarter of a year in which we might look back upon the achievements made during the two semesters. In reviewing the past several months, we recollect the first few weeks of vexation and disorder, in contrast to the latter part of the school year, when the institution was running smoothly. We remember the many interesting, and at times trying, experiences we encountered during the course of the term. These unusual experiences which we have undergone have taught us many beneficial things, the most outstanding of which is the importance of co-operation. Through the bewildering period just passed, we have emerged a wiser, more experienced group.

\*Commencement Exercises.

Approximately one hundred students will receive diplomas certifying their successful termination of twelve years of academic life on June 26, 1943. Despite the complications that arose concerning credits, and other discouraging facts brought about by evacuation, these seniors have victoriously completed the required units of studies which qualify them to participate in the commencement exercises. Had it not been for evacuation, many of these students would have had received their certificates of graduation earlier than this.

This graduating class is to be uniquely honored as being the first group to ever be awarded diplomas from Poston III High School. Among this group are those who have most actively taken part in the development of Poston III High School; and each member of this Senior Class of 1942-1943, has contributed toward the establishment of the academic foundation of this institution.

POSTON III HIGH SCHOOL  
TEACHING STAFF  
1942--1943

John Anderson  
Minnie E. Atkinson  
Myrtle Barley  
Opal Lee Deen  
Tom Doi  
Nell M. Flynn  
George Fujinaka  
Audrey Fujita  
Ben Fukutomi  
William Hayakawa  
Hideo Higashi  
Suma Himaka  
Nobuo Honda

George Kitahara  
Kei Kitahara  
Akiko Kodama  
Jiro Kodama  
Minoru Kojima  
Louis Marpet  
Ayako Mayeda  
Cecilia McNulty  
George Morishita  
Masami Nakamichi  
Sadao Nakashima  
Ruth Nishi  
Toshi Nishinaka

Edith Rosenberry  
Nobuo Shimbo  
George Suzuki  
George Takaoka  
Chie Takehara  
Asako Takusagawa  
Thomas Tanaka  
Take Taniguchi  
Haruo Tashiro  
Tei Trokey  
Shotaro Tsuruoka  
Edward Urata  
Frances Warvarovsky

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\* See page 17



CHRONOLOGICAL EVENTS  
OF  
POSTON III HIGH SCHOOL

October 5, 1942 ----- School Opens  
October - November, 1942 ----- Cotton Picked by Students  
November 6, 1942 ----- Junior Jubilee  
November 16, 1942 ----- First Edition of the School Paper  
November 16, 1942 ----- School Naming Contest Opens  
November 16, 1942 ----- Physical Education Sign-Up Completed  
November 18, 1942 ----- First General Assembly  
November 23, 1942 ----- Senior Sweater Swing  
November 26, 1942 ----- Thanksgiving Vacation  
November 27, 1942 ----- School Naming Contest Extended  
November 30, 1942 ----- School Paper named THE PETRIFIED NEWS  
December 8, 1942 ----- Faculty - Junior Class Basketball Game  
December 9, 1942 ----- First Constitutional Convention  
December, 1942 ----- Report Cards Issued  
December 21 - 25, 1942 ----- Christmas Vacation  
  
December 21, 1942 ----- Constitutional Committee Terminates Work  
December, 1942 ----- Leadership Members Visit Poston II  
January 4, 1943 ----- Coordinating Council Inaugurated  
January 7, 1943 ----- General Assembly at Block 310  
January 8, 1943 ----- Leadership Class Visit Poston II Schools  
January, 1943 ----- First Basketball Games With Parker Teams  
January 12, 1943 ----- Initial Balloting For School Colors  
January 18, 1943 ----- Blue and White Named School Colors  
January 19, 1943 ----- Fire Drills Discussed  
January 20, 1943 ----- Poston III High School Named  
January 20, 1943 ----- School Ground Breeding Ceremony  
January 21, 1943 ----- Mr. Takaoka Named Successor to Mr. Tashiro  
January, 1943 ----- Constitution Ratified  
January 27, 1943 ----- Sophomore Hop  
January 29, 1943 ----- Annual Advisors Named  
  
January 30, 1943 ----- A.S.B. Nomination Extended  
January 30, 1943 ----- School On Saturday  
January, 1943 ----- Rule Governing School Socials Passed  
February 3, 1943 ----- Gravel Brought to Campus  
February 4, 1943 ----- Basketball Games With Unit I School  
February, 1943 ----- High School Art Exhibit  
February 5, 1943 ----- Poston I Students Conduct Panel  
February 6, 1943 ----- Junior Prom  
February 17, 1943 ----- Senior Trip to Colorado River  
February 19, 1943 ----- End of Semester  
February 19, 1943 ----- February Graduates Named  
February 21, 1943 ----- Varsity Team's Last Game of Season  
February 24, 1943 ----- A.S.B. Candidates Introduced at Assembly  
February 25, 1943 ----- Election of A.S.B. Officers  
March 1, 1943 ----- Grades Issued

March 1, 1943	-----	Teacher-Student Army Enlistees Feted
March 11, 1943	-----	W.R.A. Leave Forms Completed
March 11, 1943	-----	Boys' Decathlon Tourney Begins
March 15, 1943	-----	Girls' Sports Club Organized
March 19, 1943	-----	Friday Programs Initiated
March, 1943	-----	Annau Publishing Cancelled
March 22, 1943	-----	Club Program Begins
March 23, 1943	-----	A.S.B. Installation Assembly
March 25, 1943	-----	Student Body Pictures Taken
April 3, 1943	-----	Junior-Senior Prom
April 7, 1943	-----	Fire Drill
April 22, 1943	-----	School Dismissed For Teachers' Conference
May 1 - 2, 1943	-----	Red Cross Bazaar and Exhibit
May 15, 1943	-----	A.S.B. Barn Dance
May 17, 1943	-----	Varsity Softball Team Defeats Unit I
May 21, 1943	-----	Mr. George Takaoka Resigns
May, 1943	-----	School Hours Changed To Avoid Heat
June 2, 1943	-----	Senior Luggage Day
June, 1943	-----	Registration For 1943-44 Year
June 11, 1943	-----	Election of A.S.B. (Assembly)
June 14, 1943	-----	Nomination Opens for A.S.B. Officers
*June 21, 1943	-----	Election of Student Body Cabinet
*June 21 - 25, 1943	-----	Senior Week
*June 25, 1943	-----	Close of School
*June 26, 1943	-----	Commencement Exercises

\* These events are scheduled on the dates designated. Article IV, Section V, Paragraph C, of the Constitution required the filing of this document before these events had taken place.

POSTON III SCHOOLS  
Poston, Arizona

CONSTITUTIONAL CONVENTION

December 17, 1942

Present at the Constitutional Convention on December 17, 1942, were Tots Ishida, senior class president; Yo Takehara, junior class president; William Fujino, freshmen class president; and all the representatives of each core study class.

Tots Ishida opened the meeting with roll call.

The meeting was opened for discussion on the preamble for the Poston III High School Constitution. It was moved and seconded that the following be accepted in the Constitution:

"We, the students of Poston III High School, in order to become informed and proficient citizens of our country, and to encourage the development of citizenship, leadership, scholarship, comradeship, sportsmanship, and service, do hereby ordain and establish this Constitution for the Associated Student Body."

After the preamble was voted upon, the rest of the Constitution was discussed. They are as follows:

ARTICLE I  
Name.

This organization shall be known as the associated Student Body of Poston III High School.

ARTICLE II  
Purpose.

The purpose of this organization shall be to promote and direct various school activities, to arouse the loyalty of its students, to foster the spirit of Americanism, and to aid in the general welfare of the School and its students in every possible way.

ARTICLE III  
Membership

Section I

All undergraduate students enrolled in Poston III High School shall be considered members of the Associated Student Body.

Section II

Post-graduate students and other special students enrolled in Poston III High school, shall be considered Associate members of the Associated Student Body.

ARTICLE IV  
Executive Department

All executive powers of the Associated Student Body shall be vested in the President of the Associated Student Body subject to the terms of this Constitution, and to the authority of the Principal of Poston III High School. The President, in the performance of his duties, shall have the power to ask for advice and assistance of his cabinet, which shall consist of the following officers: vice-president, secretary, treasurer, and historian.

Section I  
Duties of the Elective Officers

A. The President of the Associated Student Body shall be elected by a popular vote of the qualified voters of Poston III High School. The President shall be elected for a term of one year and shall hold office until his successor is duly elected.

B. To be eligible for the office of President, a student shall be a senior, with the exception that he may be a junior if he succeeds the vacancy created in the office; shall have a satisfactory citizenship standing, and during his most recent semester of work completed, shall have earned not less than a grade of "C" in all subjects, not including gym and study. The candidate shall also pass an examination on the Associated Student Body Constitution, to be administered by the Vice-President or by a faculty member. The President shall hold no other major office nor engage in other extra-curricular activities which shall interfere with the faithful performance of his duties.

C. The duties of the President shall be as follows:

1. He shall preside at all meeting of the Associated Student Body and of the Associated Student Body.
2. He shall, on his own initiative, or on petition of the majority of the members of the cabinet, call special meetings of the Associated Student Body.
3. He shall be ex-officio member of all committees created by the Council or subsidiary to that body.
4. He shall appoint all committess provided for by this Constitution unless otherwise directed by the Council.
5. He shall be ex-officio member of all Associated Student Body boards and commissions which now exist or which may be created.
6. He shall, when prompted by a majority vote of the Associated Student Body, and the Council, initiate (any activity or project) which shall promote the general welfare of the associated students.
7. He shall have the power to appoint the chairman and members of the election board, to conduct all student body elections.

D. The President of the Associated Student Body shall be removed from office for the following reasons:

1. Failure to meet the responsibilities of his office.
2. Failure to maintain the standards of eligibility under which he was elected.

E. On petition of 10 percent of the qualified voters of the Associated Student Body the election board shall, within two weeks, call a special election for the recall of the President. Within a two weeks period, the President may request a public hearing before a general assembly of the Associated Student Body, presided over by the Principal of the School, or by some one designated by him.

## Section II Vice-President

The method of election and the term during which the Vice-president shall hold office, shall correspond to that of the Presidents, as stated in Article IV, Section I Paragraph A, of this Constitution.

B. The eligibility requirement for Vice-president shall be the same as for the President, as stated in Article IV, Section I, Paragraph B, of this Constitution, excepting that the candidate may be either a junior or a senior.

C. The duties of the Vice-president shall be as follows:

1. He shall succeed to the Presidency in the event of a vacancy in that office.
2. He shall in the absence of the president, assume that duties of the President until the president returns.
3. He shall or a cabinet member directed by him, be the official host at all social functions of the Associated Student Body.

D. The method of the recall and the reasons for the recall of the Vice-president, shall correspond to that of President, as stated in Article IV, Section I, Paragraph D, of this constitution.

## Section III Secretary

A. The method of election and the term during which the Secretary shall hold office, shall correspond to that of the President, as stated in Article IV, Section I, Paragraph A of this constitution.

B. The eligibility requirement for Secretary shall be the same as for the President, as stated in Article IV, Section II, Paragraph B, of this Constitution, excepting that the candidate may be either a junior or a senior.

C. The duties of the Secretary shall be as follows:

1. He shall keep a permanent record of the proceedings of the Council and of the Associated Student Body meetings, and shall post a copy of these

records on the main bulletin board and keep a copy of each for the permanent record of the Council and of the Associated Student Body meetings.

2. He shall record all activities and decisions of the cabinet and prepare the notices of each successive student body meeting. He shall post a notice on the main bulletin board of the school day for the student body reading.
3. He shall carry on all official correspondence of the Associated Student Body, unless otherwise directed by the cabinet or Council.
4. He shall be responsible for notifying members of all special meetings.

D. The method of the recall and the reasons for the recall of the Secretary shall correspond to that of President as stated in Article IV, Section I, Paragraph D, of this constitution.

#### Section IV Treasurer

A. The method of election, and the term during which the Treasurer shall hold office, shall correspond to that of the President, as stated in Article IV, Section I, Paragraph A, of this Constitution.

B. The eligibility requirement for a Treasurer shall correspond to that of the President, as stated in Article IV, Section I, Paragraph B, of this Constitution, except in addition, he shall have a working knowledge of bookkeeping and shall have been recommended by the Financial Advisor.

C. The duties of the Treasurer shall be as follows:

1. He shall perform such duties as may be assigned to him by the Financial Advisor of Poston III High School in connection with the collection and disbursement of the funds of the Associated Student Body, and of its subsidiary organizations.
2. He shall present a monthly financial statement at the regular Council meeting, showing the collection and disbursement of the Associated Student Body funds. This report shall be read and filed with the Associated Student Body Secretary.
3. He shall advise the Council concerning the availability of funds for all requests sent to them.
4. He shall be under the direct supervision of the Financial Advisor of Poston III High School
5. He shall assume, in the absence of the President and the Vice-President the duties of the President until the return of either of those officers.

D. The method of the recall, and the reasons for the recall, of the Treasurer, shall correspond to that of the President, as stated in Article IV, Section I, Paragraph D, of this constitution.

Section V  
Historian.

A. The method of election and the term during which the Historian shall hold office, shall correspond to that of the President, as stated in Article IV, Section I, Paragraph A, of this Constitution.

B. The eligibility requirement of the Historian, shall correspond to that of the President, as stated in Article IV, Section I, Paragraph B, of this Constitution except that the candidate may be a junior or a senior.

C. The duties of the Historian shall be as follows:

1. He shall keep a record of all outstanding achievements of the Associated Student Body and of unusual events that happen, concerning Poston III High School, during his term of office.
2. He shall be responsible in the performance of his duties to the library, and shall turn over his compiled work to the librarian at least one week before the close of each semester, unless otherwise directed by the President of the Associated Student Body.
3. He shall be prepared to report to the Council at any time on the activities of his office.
4. He shall be guardian of the Associated Student Body Constitution, and shall record all the amendments and revisions of said Constitution.

D. The method of the recall and the reasons for the recall of the Historian shall correspond to that of the President, as stated in Article IV, Section I, Paragraph D, of this Constitution.

It was moved and seconded that the Constitutional Convention be adjourned until 9:00 o'clock, Monday morning, December 21, 1942.

ARTICLE V

Section I  
"Membership"

The Associated Student Body Council shall be made up of the following officers: The President, Vice-president, Secretary, Treasurer, Historian, Editor-in-Chief of the Petrified Weekly, and the Presidents and the Secretaries of each class.

The number of seats in the Council shall be increased or decreased upon the approval of the Associated Student Body and the Faculty and by a vote of two-thirds of the members of the Council.

Section 2  
Vacancies

Vacancies occurring in the Council, shall be filled by a vote of the remaining members of the Council, unless otherwise provided for in this Constitution, or in the regulations of the subsidiary organizations concerned.

Section 3  
Removal from Office

Any member of the Council shall be re-moved from the Council by a two-thirds vote of all the members.

The reasons for removal from office shall be, failure on the part of an office to perform faithfully the duties of his office, failure to maintain decorum in Council meetings and failure to maintain the standards of eligibility under which he was elected or appointed.

Section 4  
Rules of Procedure

The Council shall determine its own rules of procedure and order of business.

Section 5  
Quorum

"The presence of a majority of the Council, shall constitute a quorum." All motions and resolutions, to be effective, shall be passed by a majority vote of all the members of the Council.

Section 6  
Meetings

The Council shall hold weekly meetings. The time and place shall be determined by the Council and the Faculty Advisors.

Section 7  
Powers and Duties

- a. The Council shall provide for the collection of funds for the purpose of financing worthwhile activities for the Associated Student Body and its subsidiary organization.
- b. Money shall be disbursed from the Associated Student Body Fund only when appropriated by a majority vote of the Council, and approved by the Financial Advisor of Poston III High School, or in an emergency, in a manner designated by the Principal of Poston III High School.
- c. The Council shall adopt a calendar of the Associated Student Body activities not later than one month after the beginning of each semester.
- d. The Council shall affirm the election, by the Senior Class, of the Editor and the Business Manager of the Annual.
- e. The Council shall have power to make all By-Laws which shall be necessary to make effective the provisions of the Constitution. Such laws shall be passed by a majority vote of the Council, or be repealed by a two-thirds vote of that body, at a meeting held not less than one week after the announcement of the proposed law or the proposed repeal.
- f. The Council shall determine the policy to be followed in promoting Associated Student Body Activities.

ARTICLE VI  
Section 1  
Elections

The time for the regular election procedure shall be determined by the Election Board, provided that their decisions shall be overruled by a two-thirds vote of the Associated Student Body Council.

Section 2

An Eligibility Committee composed of three faculty members, appointed by the Principal, and two students, elected annually by the Associated Student Body, shall enforce eligibility requirements for officers.

Section 3

Nominations for Associated Student Body offices shall be by petition. This petition shall be signed by the candidate, and the Vice-principal of Poston III High School, and shall have twenty-five valid signatures of registered students of Poston III High School.

Like signatures found on more than one petition for one office shall not be held valid.

ARTICLE III

Section 1

Finances

All monies raised by whatever means, or for whatever purposes, by the Associated Student Body, or its organizations, shall be deposited with the Financial Advisor within five school days from the date of the activity.

Section 2

All tickets and bids to be sold by any Poston III High School club, or organization shall be audited by the Financial Advisor before being released for sale. The tickets and bids shall be accounted for within five days after the date of the activity.

Section 3

No money shall be paid from the funds of the Poston III High School Student Body, except upon presentation to the Financial Advisor, of a requisition properly completed and approved by the Associated Student Body Council, or in an emergency, in a manner designated by the Principal of the school.

Section 4

Should provide for a Financial Advisor and his duties, or powers.

Section

ARTICLE III

Subsidiary Organizations

Section I

All extra-curricular clubs or organizations (including class organizations) of the Poston III High School Students, shall be subsidiaries to the Associated Student Body, and shall have only such powers as are granted to them through

charters or through specific resolutions approved by the Associated Student Council.

ARTICLE IX

Section 1

Awards

The Associated Student Body shall have the power to give special awards to students for outstanding achievement in any field, or for meritorious service to the school.

Section 2

The procedure in making awards shall be determined by an Award Committee composed of the President of the Associated Student Body, who shall be chairman and the class presidents, the Vice-Principal, and the Faculty Adviser and one student elected by the afore mentioned members.

Section 3

A member of the Award Committee, or a person designated by that committee, shall be responsible, for giving to the Financial Advisor all necessary information in order that the Financial Advisor might have awards at hand when needed.

ARTICLE X

Section 1

Amendments

Amendments to this Constitution shall be proposed by a two-thirds vote of the Associated Student Body Council, or by a petition signed by 10% of the qualified voters of the Associated Student Body.

Section 2

Within a reasonable time, as determined by the Associated Student Body Council, or the Faculty Advisors, an election shall be held at which time the proposed amendments shall be submitted to the vote of Poston III High School.

Section 3

The proposed amendments, when ratified by a two-thirds vote of the qualified voters at a special or regular election, shall become a valid part of this constitution.