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1. COOPERATIVE MOVEMENT:

With leadership and assistance of four Cooperative experts sent by the American Cooperative League of New York, this program was started on August 21 with its first Lecture and Discussion meeting. After series of seven educational meetings, the circulation of petition was started on September 17. The total signatures collected was 1409 which was the majority (over age 16). Upon receipt of the authorization of organization from the Administration, the Temporary Organization Committee of six was formed on September 22, and on October 15, the Temporary Cooperative Delegates was elected from each block who carried on with the actual organization campaign.

2. ENGLISH TEACHING CLASSES:

The first class of Adult English Teaching was held on September 7 with 9 students. Through tireless efforts of the teachers staff, the number of students has now increased to approximately 275, which is divided into four divisions, viz., Advanced, Intermediate, Beginners and Preparatory. The classes are held in Mess Halls 305, 308, 317, 318 and 322.

3. EVENING SCHOOL FOR ADULT TRAINING:

With the cooperation of the Public School, the program was started in late October With Shorthand Classes for beginners and advanced students. At present, the classes held are Shorthand, Commercial Law, Algebra, Public Speaking, Literature and Composition and Philosophy Seminar.

4. POSTON III EXHIBIT:

The Exhibit of all types of products in Poston 3, such as wood-carvings, Inlay works, Knitting and Sewing Works, Drawing, Foods, Agricultural products, Furnitures, etc., was held on October 31, November 1 and 2, at Rec. Halls 316, 317 and 318. Assisting this Department were the Industry (Co-sponsor), Agriculture, Red-Cross and various departments of Community Activities. It had been originally scheduled for two days, however due to the overwhelming popularity it was necessary to extend it over to November 2. The daily total attendances were 6,715, 9,817 and 7,095, or a grand total of 23,627. This is considered to be the largest undertaking ever held in this camp to this date.

Respectfully submitted

Executive Secretary

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ORGANIZATION: Cooperative Education

SUBJECT: Cooperatives

8-26-42 5

FILED UNDER:

PLACE: Block 35, Dining Hall

PRINCIPAL ACTORS: Mr. & Mrs. Linson
Chairman

The meeting of the Cooperative Education was held last night 8-26-42 at Block 35, Dining Hall. There were about thirty people in attendance. The tables were arranged so that people sat in a circle on benches that were attached to tables. Those present were all Niseis and the meeting which began about 8:50 o'clock was conducted informally with no one standing up to speak. The chairman, who was a young woman, introduced Mr. Linson as the speaker and discussion leader for that evening.

Mr. Linson is rather a large man and he smoked continuously as he spoke very informally while sitting down. He first spoke about the protection of any cooperative system and he suggested that the cooperative might be incorporated into the state or federal laws. He outlined some of the requirements of incorporating any cooperative system with respect to the laws of the District of Columbia. Mr. Linson that explained some technical features of the cooperative which may be incorporated in the rules and by-laws of the cooperative system. He suggested various ways in which the administration of the cooperative could be established. He suggested a plan whereby the people may elect delegates or representatives, who in turn may appoint an executive body to administer the cooperative. The executive committee could represent the wishes of the people or the people themselves could vote directly on policies and on administrative matters.

Mr. Linson explained that the capital of the cooperative should be raised by the people themselves and the rate on capital should not exceed 6%. He outlined three different ways whereby people may gain membership into the cooperative:

- (1) Outright purchase of official share or shares
- (2) Purchase of a share may be extended over a period of time
- (3) Through regular patronage at the cooperative store one may automatically become the owner of a share over a period of time.

Mr. Linson pointed out the danger of allowing the purchase of shares to people outside the community. He said that if this is allowed, the controlling interest of the cooperative may become established outside the community. However, he stated that the directors of the cooperative may approve some transfer of shares outside the community.

He explained further that the books of the cooperative are always kept open and members are encouraged to examine them at any time. Also full reports of the activities of the administration are given from time to time. This solution of cooperatives requires 2/3 vote of the entire membership.

He spoke about reserves and declaring of dividends. He said dividends, if and when they are declared, should be on the basis of patronage and not on ownership of the amount of shares. Regarding its savings, he stated that in all typical cooperatives funds are set aside for educational, community welfare, and other useful purposes.

He said that the cooperative should be very careful in defining the specific duties and responsibilities of the members, directors, and officers. The final controlling interest of the cooperative should be

the members themselves, but the directors should be given some definite administrative powers. This concluded the talk by Mr. Linson and a general discussion followed.

In answer to a question Mr. Linson explained that the cooperative movement in the United States has a national league and Roachdale Institute is only a school for a training cooperative leaders and experts. A question was asked as to how much capital was necessary to start a cooperative here. Mr. and Mrs. Linson stated that they did not know for sure, but guessed that probably about \$30,000 would be the approximate amount. A long discussion followed about the Community Enterprise status and its past activities. Several of the people present, severely criticized the manner in which the Community Enterprise has carried on its activities. It appeared that the people felt the Community Enterprise was being carried on by the administration heads and a temporary Board of Trustees and the people were being kept in the dark as to the exact nature and set-up of the Community Enterprise. They felt that the people should know about the activities being carried on for after all it's the people themselves who are doing all the purchasing here in the community. One person said that he was almost chased out of the office when he asked whether or not he could examine the books of the canteen. Another person said that Mr. Fister and the others directly connected with the Community Enterprise would not clearly explain to the people the exact status of the Community Enterprise. The question of membership was raised and Mr. Linson stated that only those who have purchased or secured a share or shares in the cooperative become official members.

A Miss Sugita raised an interesting problem when she told of how she was trying to set up a dress factory here in Poston. It would provide the

people, especially the women folks, with low-priced clothes or low cost clothes. She said she has asked the Community Enterprise to extend her about \$150 cash so that she may begin this project immediately. This \$150 is for the purchase of accessories necessary to make the clothes, such as buttons, pins, buckles, etc. She said that besides providing minimum priced clothes to the people it would provide employment for many men and women. She asked if this project could be run on the cooperative basis. Mrs. Linson answered that it would be considered a consumer cooperative and could be established as such. She requested Miss Sugita to see her the next day to talk over further details of the plans outlined.

Miss Sugita asked what a cooperative was and this brought some laughter from the audience. Mr. Linson defined cooperative simply as a group of people who have organized themselves in a unit and who conduct their economic system on a non-profit and co-operative basis. Few announcements were made about postponing the scheduled meetings for at least a week and until further notice is given. The meeting adjourned about 10:30 p.m.

(TY)

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51 ADULT EDUCATION
FILE # ADULT EDUCATION
ENGLISH CLASS

(1943)

Beginners - 308 Rec.

May 3 -- 18
5 -- 18
7 -- 18
10 -- 16
12 -- 15
14 -- 14
17 -- 17
19 -- 18
21 -- 18
24 -- 19
26 -- 18
28 -- 19
31 -- 17

Beginners - 324

March 18 -- 11
20 -- 10
23 -- 9
25 -- 10
27 -- 10
30 -- 8
April 1 -- 10
3 -- 9
6 -- 10
8 -- 10
10 -- 9
13 -- 8
15 -- 9
17 -- 8
20 -- 10
22 -- 8
24 -- 5
27 -- 7
29 -- 8
May 1 -- 7
4 -- 8
6 -- 6
8 -- 8
11 -- 7
13 -- 8
15 -- 8
17 -- 8
20 -- 7
22 -- 7
24 -- 6
27 -- 8
29 -- 8
June 1 -- 7

Intermediate

March 29 -- 30
April 2 -- 29
5 -- 23
7 -- 24
9 -- 27
11 -- 23
14 -- 24
17 -- 26
19 -- 23
21 -- 22
23 -- 10
26 -- 19
28 -- 24
30 -- 23
May 3 -- 22
5 -- 22
7 -- 24
12 -- 22
14 -- 22
17 -- 18
19 -- 15
21 -- 13

Advance

March 30 -- 12
April 1 -- 11
3 -- 11
6 -- 11
8 -- 10
10 -- 11
15 -- 8
22 -- 12
24 -- 11
26 -- 12
29 -- 12
May 4 -- 11
6 -- 12
8 -- 9
11 -- 9
13 -- 9
18 -- 11
20 -- 8
22 -- 10
25 -- 10
27 -- 9
29 -- 9

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BL. Study

Soc. Jrn.
4/3-43
CTS

FU: ADULT ED.
X BLOCK FORUM 8:20 P.M. - 9:30 P.M. (4/2-43)

NEWS REVIEW: CURRENT EVENTS (NEW YORK TIMES) in Japanese
by Rev. Mitani.

Attendance: Over 100 were present, including about dozen women.

The Utai class adjourned at 8:30 and the members (12)
from Bl. 6, 5, 11 all came in.

Interest: Keen interest in world events and appreciation of
opportunity is shown by the increasing number atten-
ding and the presence of men from the adjoining blocks
of thequad. ~~xxxxxxxthought~~ The question of invit-
ting ~~xxxx~~ people of another block is to be brought
up at the block council meeting ; but the question of
which block of the quad to invite is difficult; the
interest shown is so great that ^{probably} our mess would not be
large enough to accommodate the whole quad.

Subject
covered

- Progress of the war.
- Eden's mission to US.
- Russia's relation to US, to Britian.
- Russia and Germany;-- Am. & Japan
- Life M ag. devotes whole issue to Russia.

April 1, 1943
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Adult Education Reports

ATTENDANCE REPORT FOR THE MONTH OF

JANUARY

Blocks	<u>ADVANCED SHORTHAND CLASS</u>					
	Jan. 4	7	11	14	18	21
26	1	1	2	3	3	3
37	1	1			1	1
38	2	2	5	4	3	4
39			1	1	1	1
42	1	1	1	1	2	3
43	1	1	1	1	1	1
45	1	1				1
46	3	3	2	3	1	1
53	1	1	1	1	1	1
59	1	2	1		3	1
Hos. Dorn.	1	1	1	1	1	1

Number of Classes: 8

Average Attendance for the month: 18

Reasons for absences: Movie at Block 59 on Tuesdays
Movie at Block 35 on Thursdays
Girls' Basketball Schedule: Thurs. & Sundays.
With the beginning of a beginners' and intermediate classes; however, with classes being held every night (week night) in the week, girls from advanced class are going to intermediate classes when other activities don't interfere so they get shorhand on the average on twice a week.

(May Nakagawa)

ADVANCED SHORTHAND

Tuesday & Thursday 7:30 P.M.

REPORT ON JANUARY

The Advanced Shorthand class was organized on Dec. 29th at Block 14. Later, the class was divided into two groups. At the present the classes are being held twice weekly at Blk. 14 and 42.

The instructors are Miss May Nakagawa at Blk. 42 and Miss Mary Okamoto at Blk. 14.

See attachment for membership as of Dec. 29th, 1942. Students enrollment has increased since December.

Adult Ed. Dep't.

COLLEGE ENGLISH

Tuesday & Thursday 7:30 P.M.

OUTLINES FOR JANUARY

Average attendance-----15

Fifteen minutes of each class is devoted to spelling.

For the past month we have devoted our meeting to the study of grammar and words.

Words---connotations, denotations, use of dictionary, methods of building our vocabulary, choice of words, idioms, figures of speech.

Grammar:--double negatives, case, conjunctions, verbs, and pronoun agreement, sentence structure.

Occasional assignments---themes.

Adult Ed. Dep't.

AGRICULTURAL DISCUSSION COURSE.

Tuesday and Thursday 7:30 P.M.

OUTLINES FOR JANUARY

Carbon Cycle, Nitrogen Cycle, Photosynthesis, Respiration, Essential plant foods and Fertilizer, Green manuring, fertilizer minerals, mixing home fertilizer Soil reaction, and Soil Fertility.

The attendance has been inconsistent and interest varying.

RADIO and ELECTRICITY

Tuesday & Saturday 7:30 P.M.

OUTLINES FOR JANUARY

Ohm's law, Kirchnoff's law, Direct Current, Batteries and generators.

Attendance is about 25 to 30 Pupils.

Adult Ed. Dept.

ORGANIC CHEMISTRY

Wednesday & Saturdays 7:30 P.M.

OUTLINES FOR JANUARY

1. Valence and Atomic Structure.
2. Unsaturated Compounds.
 - a. Olefins.
 - b. Acetylene.
 - c. Diolefins.
 - d. Unsaturated Halides.
3. Alcohols
 - a. Monohydroxy compounds.

Adult Ed. Dept.

GENERAL CHEMISTRY

Fridays 7:30 P.M.

OUTLINES FOR JANUARY

1. Basic Calculations:
 - A. Calculating percent of an element in compounds.
 - B. Finding formula from percentages.
 - C. Balancing equations.
2. Fundamental Laws:
 - A. Law of Conservation of matter.
 - B. Law of Definite proportion.
 - C. Law of Multiple proportions.
 - D. Law of Combining weights.
3. Oxygen
 - A. Preparation.
 - B. Reaction.
 - C. Properties.
 - D. Use.

Adult Ed. Dept.

SELECTED TOPICS in SCIENCE

Tuesdays 7:30 P.M.

OUTLINES FOR JANUARY

1. Communicable Diseases.
2. Evaporation.
3. Vitamins.

Adult Ed. Dep't.

BUSINESS AND GOV'TAL LAW

REPORT FOR JANUARY

Instructors-----Mr. Masuda
Mr. Haas

Location-----Blk. 18-C

These classes meet once weekly on Tuesday and Friday. The class attendance is very regular.

The class has thus far covered contracts, the principles of Contractor Corporations.

Adult Ed. Dep't.

January 28, 1943

MEMO TO: Dr. Balderston
FROM: Adult Education Dep't, Unit I
RE: Beginners Shorthand Classes

In a consultation with Mrs. Nelson, who is the faculty member of the high school, we concluded that the organization of the beginners shorthand classes should be postponed until the advanced shorthand is completely formulated.

With the advanced shorthand classes well under way now, I am intending to announce the first meeting of the beginners shorthand soon, probably in the first part of February. The personnel who will have full charge of the classes will probably be Mrs. Nelson and Mrs. Johnson. Plans are being made for the dispersment of these classes over the entire camp, and if there are any indications that more instructors are needed, then such further provisions will be made by the administrative staff of the Adult Education Dep't. The first meeting will be an organizational meeting at which time there will be a discussion with reference to the text materials and meeting places.

EXECUTIVE SEC'Y

REPORT OF ADVANCED SHORTHAND CLASS

Block 14

The advanced shorthand class at Block 14, began in January, under the instructor, Mrs. Margaret Nelson. The roll at that time was about thirty, which was too large to conduct. Consequently, the class was divided into two groups; one to meet at Block 43 and the other to remain at Block 14. Miss May Nakagawa assumed the instructorship at Block 43 and Miss Mary Okamoto took over Block 14.

Since about the first of February, we have had an average of about 12 students at each session, however, the total attendance is about 20. At present, there are three teachers who take turn instructing. Namely, Mary Ochiyo, Hisako Fujii, and Mary Okamoto.

The class begins at 7:30 p.m. each Tuesday and Thursday evenings, and closes about 9 p.m.

The "Gregg Speed Building", College edition, is being used for our text, with occasional dictation from other Gregg publications and few outside materials. The dictation rate has been between 60 words to about 130 words per minute.

Submitted by Mary Okamoto
Date: March 3, 1943

Advanced Shorthand Class

DATE: Dec. 29, 1942
TIME: 7:30 P.M.

Enrollments

Blocks

4

3

1

6

1

14

4

15

2

17

3

19

1

30

1

39

2

45

2

46

1

54

Elementary Organic Chemistry-----Instructor-----Mr. David Fukushima

Enrollment-----16

General Chemistry-----Instructor-----Mr. David Fukushima

Enrollment-----14

Selected Topics in Science-----Instructors-----Mr. David Fukushima

Mr. Mas Toyotome

No Enrollment in this class.
Total attendance is about 52.

College English-----Instructor-----Mr. Chihiro Sugi

Enrollment-----27.

MARCH 8, 1943

5

The meeting was called to order by Chairman Harley Mimura. The minutes of the last meeting was read and approved.

At this time, the Librarian, Miss Ishida gave us the week's report on the library. Hereafter she will take care of all library correspondence.

It was suggested that the custodian wash the windows tomorrow and if time is left he will go get the blackboard at Mess Hall 317 and 318.

It was decided that we write a thank you letter to the Chronicle for sending us the paper regularly and a thank you letter to Mess Hall 308, 317, 318 and 322 for letting us use their Mess Hall for Adult English Classes.

It was also decided upon to send a memo to Miss Konatsu, Pre-school teacher at 308 Rec. Hall and Miss Hemingway, Pre-school supervisor asking her to quiet down her 308 class.

Mr. Murata suggested that we subscribe for magazines that are of value to our department. No action was taken upon the subject.

Also at this time Paul Satow passed out books to the teachers.

Since there was no other business the meeting was adjourned.

Respectfully submitted,
Mitsue Shimizu, Secretary

March 15, 1943 S

The meeting was called to order by Chairman Harley Mimura. The minutes of the last meeting was read and approved.

The treasurer reported that \$72.09 is our total balance up-to-date.

At this time each members of the staff was told to bring some kind of suggestion on "How to Make this Office a more Lively One" in order to make this department a better one.

The Chairman quoted the price on the following books

Gregg's Shorthand Book	\$1.40
20th Century Bookkeeping Work Manual	\$1.28 plus .10 postage .75

Due to the shortage of instructor it was decided upon that Mrs. Mimura take over Paul Satow's Intermediate class and promote some of her advanced students to this class. Miss Watari will promote all of her Preparatory students to the Beginners class and also teach the remaining of Mrs. Mimura's students at the same time as one class.

It was suggested that we give Miss Yoshino Tajiri a farewell party, but due to the large amount of work in the office it was decided upon that the staff members chip in \$.50 and give her \$5.00 as a wedding gift.

Since there were no other business the meeting was adjourned.

Respectfully submitted

Mitsue Shimizu, Secretary

EDUCATION 51 K
RECORDS, ADULT EDUCATION
REPORT FOR MONTH ENDING FEBRUARY 28, 1943

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- February
- 1 Adult Education staff meeting.
 - 2 Harley Mimura joined the staff as Chairman replacing Mr. S. Shirasawa.
 - 3 Adult Education staff party. 8:00 p.m.
 - 5 Discussed the discontinuance of the Translation technique classes with Dr. Powell and Dr. Bolderstein.
 - 8 Weekly Adult Education staff meeting.
Presiding chairman: Harley Mimura
 - I. Reorganization of the department
 - A. Daily report from teachers
 - B. Requisition for additional office tables and chairs.
 - II. Inter-camp correspondence for the purpose of exchanging information concerning the Adult Education program.
 - III. Frequency of meetings
 - A. Mondays
 1. General staff business meeting
 2. Teachers' staff meeting
 - B. Special meetings
 1. Teachers' seminar
 2. Special speakers
 - IV. Coordination of Issei activities
 - A. Have direct supervision over various Issei activities.
 - V. Reports on the Evening classes
 - A. Semester to end February 18.
 - B. Reorganizing of Night class schedule.
 - C. New Courses to be added.
 - 9 Announced the ordering of English-Japanese, Japanese-English dictionaries and Elementary Japanese Texts through the Adult Education Dept. A notice in regards to this has been placed in the Poston Chronicle.
 - 10 Proposed plans to coordinate the Issei Activities were submitted to Dr. Powell and Mr. Burge.
 - 10 Placed an order for additional English language textbooks.
 - 11 Received various texts from the School Dept. for use in our English (Issei) classes.

EDUCATION
RECORDS, ADULT EDUCATION
REPORT FOR MONTH ENDING FEBRUARY 28, 1943

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- 12 Wrote to the Utah Nippo, Colorado Times and the Rocky Nippo for contributions of newspapers and magazines for the Issei Library.
- 15 Weekly A. Ed. staff meeting. Discussed the plan of establishing an Issei Information and Aid Bureau within the department.

Plans for an Issei library, which is already under way, were also brought up and discussed in this meeting.

- 17 Coordination meeting held at 2:00 p.m.
- 18 Teachers' staff seminar--all day.
- Called a meeting of all night class instructors--poor attendance. The date for the next meeting was set for February 23.
- 19 Teachers's staff seminar--all day.
- 22 Placed the first order of Japanese dictionaries and texts to the Harvard University.

Adult Education staff meeting

- 23 Meeting of the Night-class instructors held at 310-13-A, 7:30 p.m. to discuss the new evening class schedule and the starting of new additional courses as follows:
- | | |
|-----------------|-------------------------|
| Spanish | Bookkeeping |
| Psychology | Business Math |
| Kibei English | Business Correspondence |
| Issei Geography | |

Suggestion for circulars announcing the complete night courses, Issei information and Aid Bureau, and Issei library, to be distributed within the camp was unanimously approved; also an article in the Chronicle and in the circular, stressing the importance of the Adult Education program and urging all high school graduates and adults to take advantage of the courses offered, was suggested and approved.

- 24 Received 50 copies of the Reader's Digest to be sold at the special student's rate of 15¢ a copy.
- 25 Received free subscriptions to the Utah Nippo and the Colorado Times as the result of the correspondence of February 12.
- 26 Copies of the Granada Pioneer, Gila News-Courier, and the

EDUCATION
RECORDS, ADULT EDUCATION
REPORT FOR MONTH ENDING FEBRUARY 28, 1943

3

Jerome Communiqués were added to the Adult Education Library.

- 27 Received memo requesting the aid of the Adult Teaching staff for the Leave Clearance Registration to be started March 1.

Respectfully submitted

February 22, 1943

S

The meeting was called to order by Chairman Harley
Mimura. The minutes of the last meeting was read and approved.

The weekly reports from each teacher were given.

At this time it was suggested that the students from
each class come to this office to check out their books.

Dr. Powell gave us word that the translation class
may be continued after 22 of February.

Since there was no other business the meeting was ad-
journed.

Respectfully submitted
Mitsue Shisizu, Secretary

February 15, 1943

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The meeting was called to order by Chairman Harley Mimura. The minutes of the previous meeting was read and approved.

The teachers gave their weeks report on their respective classes.

At this time the Chairman told us about the books loaned to us for our library. Many Japanese books were loaned to us for the Japanese library, from the public library.

For any translation materials it was decided upon that a memorandum will be sent to Mr. Burge to be distributed to all the department heads and another one will be sent to the block supervisor for distribution to all Block Managers Office.

A one week semester vacation will begin on February 17 and end on the 24th. The teachers are to report everyday to the office for a meeting.

The following meetings will be held this week.

February 17, 1943, at 2:00 p.m.
Coordination Meeting

February 18, 1943 at 2:00 p.m.
Issei Library
Issei English Class
Issei Aid Bureau

February 19, 1943 at 2:00 p.m.
Night Class Teachers

All of these meeting are to be held at 310-13-A.

Respectfully submitted

Mitsue Shimizu, Secretary

The regular Monday meeting was called to order by Chairman Harley Mimura. At this time a treasure report of \$76.62 was given.

Check-in System:

It has been moved and seconded that the staff members check-in this office at 2:00 p.m. daily. The motion was carried.

Inter-relocation Center's Correspondence:

Included in the letters to be written to the other relocation center will be the following items:

1. Evening School
2. Adult Classes
3. Office Business
4. Number of students attending each classes
5. Staff members name
6. Subscribing to the centers paper.

Weekly Meeting:

Date: Monday afternoon

Special Meetings: Whenever possible.

Staff Seminar:

Purpose: To get different teaching methods

Speaker: Some competent Caucasian teachers, or other capable people.

Federation of Three Units.

The federation of the three unit was discussed, but it was decided upon to continue on our own initiative. In case we needed to discuss any problems among the three camps we can get together in some way.

Coordination of Issei Activity:

1. Direct supervision of the following activities.
 - a. knitting
 - b. piano
 - c. embroidery
 - d. artificial flower making

Classes:

Issei classes holding a social was suggested. The purpose was to get the Issei folks to get acquainted with the American way of holding socials.

At this time Harley Mimura was told to write to the Adult Education Dept. and Paul Satow was to write for the

February 8, 1943

subscription to the other relocation center's paper.

A letter was sent requesting for a \$19.00 wages for the teachers.

Suggestion was made about getting reference books for this department from public library, other department, and teachers.

Office hours: 9:00--12:00
 2:00-- 5:00

Respectfully submitted
Mitsue Shimizu Secretary

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FU: ADULT ED.

Sec Jm
4/21-43
~~XXX~~ CTS
4/22.

x: Pers. Interview 4/21-43 10:00AM.--1:30PM.
KN, head of Adult English who is leaving.

This interview carried on walking from 42 to Ad bldg, talking while waiting for photographer, between walks to various department, leave office, pay clerk, hospital, Adult Ed. dpet. and then walking back to 42 and being invited to lunch ^{with Mrs. N. & child} there and following the couple to their apartment for an interview with Mrs. N. from 12:30 to 1:30 PM
Mrs. N. was teacher in nursery school.

Poston satisfactions: "Mr. N. you mentioned day before yesterday at that party ^{in a way} you hated to leave Poston. Could you tell me some of those satisfactions?"

outlook broadened "Well it was the keen enjoyment of my work here. I had my views greatly broadened by contact with wide range of peoples I was never able to have before. I taught me not to be dogmatic about some theory of my own.

"Then I had opportunity to introduce to our women some of the Democratic principles underlying Americanism through the English classes which I believed they needed, which they had not been exposed heretofore due to their preoccupation with livelihood.

music participation. "Then I enjoyed the opportunity for music (orchestra) participation. He plays the cello. While I played before I had never had opportunity to play in such a big orchestra.

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FU: City Gov.

X: Labor Relations Bd.

X: Moral

Adult Education

via Mitani on Replacing Caucasians

Anyone worth getting would be willing to work for the

same \$19.00 as others in camp. EG Such a person would be motivated by the service motive. Assurance of cooperation from community is of more worth than dollars.

Soc. Jrn.

5/3-43

Interviewed by recorded CTS

at his apt. 5/1-43

Mrs. M. present in rear.

METHOD of drawing talent from Community.

- 1 Get some kind of community consent. Utilize existing bodies: Organize nominating committee and list able people.
2. Set forth qualifications.
3. Give community opportunity for nominating by petition.
4. Election should be held by \neq 21 yrs or over only not 16.

On improving camp life.

- 1 Most important thing in camp is to Boost Moral.

The Isseis are the most frustrated. The best way to improve this condition is to improve Japanese section of the paper/
b,

2. Inaugurate orientation program again to make people feel something is worth building up here so long as we are here.
a0 to make best of the situation.

b, instill the idea that each has responsibility in camp welfare.

Get Block Council together and let them sponsor block quad meeting.

- 3 . Remember the average man. AVERAGE POINT OF VIEW

Never neglect suggestions from the mass, do not lose the average point of view.

4. Make Administration policy simple and plain enough so people know what Administration is trying to do.

EXPLAIN OBJECTIVES even on temporary basis

Mitani int.(cont.) page 2

Int'd & recorded ---CTS

Education process:

Japanese people's mental habit is very individualistic, so they must be educated on "How to live together, emphasizing the need for sense of responsibilities, that life must be built on a new basis of cooperation with respect for others.

Mitani is now pastor taking place of Rev. Okamoto who left for Glendale, Ariz which became a free zone. "My original plan was to take up Nisei ~~church~~ parish and withdraw from politics in April but circumstances forced me to withdraw before I was ready. My reason for withdrawing from politics is that while I was willing to help out in an emergency I wanted to be free from entangling in politics after the necessity was over."

Labor Relations Bd: FUNCTION

conditions bet.
"LRB acts as liason group to smooth out unsatisfactory personal and Administration and among evacuees. For instance very often we have the wrong kind of American personnel leadership who are too dominating. We effect changes in hours. We try to smooth out where clothing promised is not given.

"Since taking up the church work I act merely as consultant and as public relations man to the LRB, It meets with the Executive bod ~~xxxxxx~~ every Monday and Wed and makes weekly report. It meets with Block Mgrs also.

Mrs. Pujina

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✓

FU: ADULT ED.

Sec Jm
4/21-43
~~XX~~ CTS
4/22.

Pers. Interview 4/21-43 10:00AM.--1:30PM.
KN. head of Adult English who is leaving.

This interview carried on walking from 42 to Ad bldg, talking while waiting for photographer, between walks to various department, leave office, pay clerk, hospital, Adult Ed. dept. and then walking back to 42 and being invited to lunch there and following the couple to their apartment for an interview with Mrs. N. from 12:30 to 1:30 PM
Mrs. N. was teacher in nursery school.

Poston

satisfactions: "Mr. N. you mentioned day before yesterday at that party in a way you hated to leave Poston. Could you tell me some of those satisfactions?"

outlook
broadened

"Well it was the keen enjoyment of my work here. I had my views greatly broadened by contact with wide range of peoples I was never able to have before. I taught me not to be dogmatic about some theory of my own.

"Then I had opportunity to introduce to our women some of the Democratic principles underlying Americanism through the English classes which I believed they needed, which they had not been exposed heretofore due to their preoccupation with livelihood.

music
participation.

"Then I enjoyed the opportunity for music (orchestra) participation. He plays the cello. While I played before I had never had opportunity to play in such a big orchestra.

41
41
July 11, 1942

The Cooperative Group of the Adult Education Department held a party at Block 11 Recreation Hall. About sixty people attended the social affair. Masatani Mitani acted as chairman for the evening. Dr. Murakami performed some card tricks, while the Hawaiian Namaaina Club orchestra-troupe furnished the musical entertainment. Refreshment, games, and dancing followed.

(TY)

6-3-43

I had arrived for a talk with John Powell on his department in connection with project management. Dr. Lerner also wanted to see Powell so I determined to combine the introduction of Lerner and my interview and took Lerner over to Powell's office. It turned out that Powell was at home suffering from a bad case of sunburn. We encountered Mrs. Powell in the garden and she led us through a group of pre-school age kids of Block 3⁴ saying that they always seem to collect around her house in the mornings and we found Dr. Powell sitting in the living room of their house with Mike _____. We had been informed that Dr. Powell had been unable to put any clothes on because of his sunburn, but found him in full dress and absorbed in animated conversation with Mike. I introduced Dr. Lerner to Dr. Powell and Dr. Powell started to go on with the conversation neglecting to introduce Mike whose last name I didn't know. I asked for Mike's last name and introduced him. I had the embarrassed feeling that Dr. Powell was brushing Mike aside.

We all sat down and Powell immediately began to talk.

POWELL: Well, I am glad you dropped in. Maybe you are familiar with this book that I've just been telling Mike about. It is on Delinquency and the Cultural Pattern by Plant. I am sure you must be familiar with it. We have just been discussing a couple of high school boys who are not exactly delinquent, but are moving that way. It seems to me that Plant has the idea how one might deal with them. I would say according to his interpretation they have gotten off the "cultural beam" and the thing is to get them on the beam.

(Lerner explained that he had worked with Plant and had been very

much interested in the Plant approach to problems of delinquency. Powell warned immediately and asked Lerner what he was doing in Poston. Powell seemed to have forgotten Mike's presence entirely and Mike disappeared from the conversation. About this time Baulderston came in and Powell introduced him as "my double". We sat down again and Powell said:

POWELL: Now, we can talk. I hope you will give us your ideas, Dr. Lerner, on some of our problems. Of course, Ned Here, never says what he thinks anyway.

(Lerner launched into a rather involved discussion of his connection with Lois Barkley Murphy to which Powell listened attentively.)

POWELL: I can only say that I am thinking of ways and means for keeping you here longer. We would like to have you around. I am sure you would find things interesting. I think I have learned a great deal during the past year. I think we all have. It is very interesting to consider the phase of learning into which we are now going. I recall that last year I wrote an article which I called "Education Through Relocation". In that article I was full of the most naive hopes. I thought that there was a great job to be done in the relocation centers. Then I recall that in January, that was after the strike, I wrote another report in which I was quite clear that there was nothing to be done in the relocation community. I developed the theme that "out of nothing, nothing comes". It was utterly hopeless. It seems to me that now since my trip to the middle west that I am swinging back again closer to the original position. It is clear that the whole evacuation and relocation has been of great and enriching experience. It has been an experience of great therapudic value. ^{Wouldn't} you say

that's true, Mike? (Mike nods his head.) WE've all had to make decisions, rather momentous ones, and we have found out as a result of this experience where we stand on so many things.

(I suggested that perhaps the evacuees/^{have} had more of this learning experience than had the Caucasians. Powell launched into quite a quantitative evaluation of learning and Balderston interposed, "Well all those who have learned anything have gone out.")

POWELL: The important thing seems to me that all this lies in the plans that the character of the results doesn't have anything to do with the character of the cause. That is not necessary. The effect of this has been good and yet one could not have predicted that from the conditions which gave rise to it and I don't think that America being what it is will repeat this by way of experiment. We don't usually learn in America from experience. The tendency will be to say, "What a mess relocation was. We should not repeat that sort of situation.

(Lerner asked the question about what Powell is doing.)

POWELL: I am doing practically everything for which I had no background and for which I was not fitted. For example, I have been in charge of housing which I knew nothing about and of recreation on which I had formerly looked down from a great height and then religion. Being a preacher's son I had never felt that I had any responsibility in regard to religion that that had been taken care of for me. Of course, I had one brief and casual excursion into Adult Education which was actually my field in San Francisco. I find that in my department that everything goes very well when I stay out of it. If I get into it, then things go wrong. I let my coordinator do

everything by themselves and my function leads to acting as a mediator between the coordinators and the administration. All division heads find themselves in exactly that position. They simply stand around and let themselves be appealed to and have people burn a few candles to them when they get into the trouble with the administration. I have accepted that position and realize that it makes a mess if I actually get into the work of my department.

(I asked what was going on in connection with boys work.)

POWELL: In Camp 2 it is all centered around scouting and I have just been told by a Washington representative that the scouting in Camp 2 is the best in any of the relocation centers. In Camp 3 on the other hand, usually, the work with the boys groups has been through the young religious leader, Paul Hagano, very active and very interested. In Camp 1 we have had a very different situation from either of the other places. Now up in Block 11 Kobayashi, who happened to be the general coordinator, put over his young man's group which was fairly effective. Last year in Camp 1 young men's groups hasn't been of much importance. They usually seem to have been usually worked out on the basis of blocks and past residence. There has been only a minor influence through religion and of course there have been minor gang influences. Some of the fellows prefer to play poker and some prefer to go to prayer meeting, but it is an interesting fact that this has worked out on such different basis in each of the camps.

The significant thing about this whole place is that you have a community which must gear itself not to its own development, but to an outside development. We are training people for outside adjustment not for adjustment within the community. Training

for adjustment for within the community is of no value. Now, one of the characteristics is that we have had very little counselling of the younger men by the older men. The little that we have had is of a bad, that is, conflict producing type and I think to a large extent we have eliminated that.

Another important thing about this community is that we have spent nothing in their development of their technical skills on the part of the young men. Although most of their parents are farmers, the young men are not concerned with going into farming, but to go out into more technical fields. We are not, of course, equipped to give them training for that sort of adjustment, but we have tried to find ways and means of preparing them for getting a way into technical fields after they leave the centers. Of course, the breakdown of the NYA which was announced on Monday has destroyed that group of opportunities.

I was interested in what the chairman of our Council did a few days ago. He went out to work in the mines. I said to Mr. Sugiyama, "You could do better than that, Franklyn, why don't you wait for something better." He replied to me, "Not me. I am a working stiff." So he went out and took a job in the mines.

(Throughout the discussion I was impressed with Dr. Powell's tendency to a sort of intellectual toying with ideas, his anxiety to produce phrases and to present conclusions. I had somewhat the feeling during the talk that a brilliant analysis of Poston was being made, but when I sat down to write up the notes I felt that most of what had been said had slipped away from me; that few facts had been presented and that I had a feeling that we would

not be actually dealing with reality of Poston at all. I also had the impression, although it was difficult to document from that one interview that John Balderston and Powell, when they said "community" they really meant the best educated Niseis only. Powell seemed to ignore Mike and he seemed also to ignore the main mass of the community in this thinking.

9-16-42

51 dupl.
ORGANIZATION: Committee on Adult Education

SUBJECT: Discussion of College Level Education

Filed under: _____

PLACE: Miss Findley's office
8:30

PRINCIPAL ACTORS: W.C. Blaisdell, Ward Sheppard, John Powell,
T.H. Haas.

List of persons present:

Nell Findley - Chairman (Came late when meeting was almost over)
John Powell - Vice-Chairman
Ward Sheppard
Miles Carey - Committee Member
T. H. Haas - Committee Member
Dr. Leighton - Committee Member
John Evans - Committee Member
E. H. Spicer - Committee Member
Mr. Taylor - Observer
Mrs. Spicer - Observer

The meeting had been called by Mr. Blaisdell just arrived from Gila Relocation Center for the purpose of discussing the nature of college level courses which would be instituted in Poston and particularly to consider what accredited educational institutions that these courses should be connected with. Blaisdell had just come from Tuscon and Phoenix where he had discussed the accrediting of Poston courses with officials at the University of Arizona, Tempe Teachers College, and the Phoenix Junior College. At the University of Arizona he had found interest and readiness to cooperate on the part of Dr. Haury of the Anthropology department and Vosskohler of the extension department, but had encountered positive opposition on the part of President Atkinson of the university. He had found Grady Gammage Of Tempe ready to listen, but made no arrangements with him. There was a similar situation with Montgomery of Phoenix Junior College. Blaisdell's point

was that the Relocation Centers should tie up if possible with local institutions. That they shouldn't cross state borders in their affiliations unless forced to by refusals on the part of the local institutions. He held out for the position that Poston should not approach the University of California or other universities for undergraduate credit until the Arizona institutions had been asked for their cooperation. His position was that for graduate or higher credits that other affiliations should be sought wherever most desirable by the particular staff members concerned. Ward Sheppard took the leadership in the discussion. He made it clear that Poston was already well along in its development of college level and higher work. He also emphasized that the University of California had already been approached in regard to extension and undergraduate work. No one expressed any interest in affiliations with Arizona institutions. My impression was that the idea had not occurred to anyone particularly for the reason that none had had any contact with Arizona and particularly as the result of the fact that they all think of the evacuee students California residents who would naturally desire college credit through California institutions. The idea was finally admitted, however, by Miss Findley that a local tie up would be helpful from the point of view of public relations very probably.

(EHS)

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EXHIBIT C

Adult Education

Second Supplementary Report
January 15, 1943

Voluntary educational programs may enlighten, implement, or strengthen existing motivations. They cannot supply motivations to persons, or in situations, where no affirmative motivation exists. Nor can an affirmative motivating program be built in a situation whose dominant motivations are negative.

People can be educated only as agents, never as "patients". They learn only in relation to something that they are trying to do, or trying to become. This thesis, developed in my "School for Americans" (A.A.A.E., 1942), finds complete negative confirmation in the historical vacuum of Relocation) specifically, in the arbitrary negation known as Poston. Here are things to be done, but no good reason why any person should do them. Nor is there, here, any faith that the country will let a person Be what he might try to BECOME.

This is not the familiar pioneer or emigrant situation. There, a group of people has settled, somewhere in order to serve a purpose of their own. Their location, their vocation, are purposive. Here, a group of persons has been settled because other persons do not want them somewhere else. The purpose of their coming is someone else's purpose; and even that is expressed rather in terms of "not-being somewhere" than in those of being somewhere. Poston is the New Erewhon.

In the biographies of the residents, Poston again means negation. It is an interruption, a hiatus, a not-being. For the older people, it means the loss of the past, and of what they had striven to do, to make, to become. For the young, it means the loss of the future, and of what they might have done, made, become. Nothing so bitterly sums up the status of the young men as their draft classification: 40, "neutral aliens". If they have been alienated, it was not by their act or will. If they are neutral, it is because they have been neutralized.

The pioneer community required self-government and self-responsibility. Here, the community is administered. What the people must have, must be given to them. What they lack, they must ask for. The Project, in turn must ask two Federal agencies for the right to give it to them. These agencies must

look to the people of America. It is from these people that the evacuees were singled out, and divorced. And the court which granted the divorce failed to award the custody of the privileges and immunities that had formerly been shared.

In this situation, there is only one lesson to learn; and the evacuees have learned it well. That is the lesson of attitude. A year ago, the Japanese minority was one of the most independent and self-reliant of all such groups. Its relief load was almost nil. Its delinquency was taken care of at home. Its work record was high, its educational record unequalled. Today, in Poston, its foremost attitude, its greatest skill is that of demanding. It has learned to sit and wait, to grumble--or to take, in defiance of "due process". The wherewithal of community life has become something that is given or withheld; even self-government itself, which is given in words and withheld in fact. The people have been warned not to regard the Project as their home; it has been explained that whatever permanent improvements they put in will belong to other people; improvements intended for their own benefit have been frowned upon, self-supporting enterprises forbidden. And an overpopulated and overcomplicated Administration has arbitrarily given and withheld the same boons to different groups, or on different occasions, pleading administrative necessity.

The attitude that has been learned, therefore, is a negative one, one proper to a patient. It has been learned in relation to what these people have had to become: wards, dependents. The most that can be said is that they have become persistent agents of this passivity. They are, at least, active beggars. But such a product is not usually included among the aims of education.

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There are, however, positive elements in this picture. The understanding of our educational problem depends on the articulating of the framework of positive elements, and on our measurement of their educational potential.

First, we can count upon the persistence of motivations that were well developed at the time of Relocation. People who were then well on their way to becoming something, or well adjusted to doing something, are by and large still interested in these processes. For the most part, however, reinstating them means getting out of the Project; so that any

education we build on those motivations is of an interim nature, preparatory to resettlement beyond Poston. We can maintain nature, preparatory to resettlement beyond Poston. We can maintain habits, inform interests, increase knowledge, and refresh skills.

Second, we can offer opportunities that shape the activities of those, formerly stultified by drudgery, who are here released into energetic activity. We cannot, usually, guide this activity; we must hurry to lay tracks under its wheels but those tracks will run in directions established by prior conditioning.

Third, we can try to set up machinery to harness the momentum of escape. But we can do this only for those energies that are escaping in the direction in which our education is willing to go. Specifically, I mean that the Project is being exploded into two streams of endeavor; that which leads back to Japan, and that which leads on into America. Only the second is appropriate, or even eligible, for our program.

The first of these three factors points chiefly to the college students and recent graduates. The second, to the older women, the Third to a few of the first generation and some of the second.

-3-

We shall consider only Unit One, which comprises half of the nearly 19,000 people in Poston. And we shall eliminate for present purposes, the perhaps 2,500 children under 16. The remainder fall into two quite distinct, and nearly equal groups: the American born, from 17 to about 38, and the Japan born, whose median age is almost 60. Within each of these groups, there are sections of different aim and interest. The ruling division at present, is between those who accept America as their country and the country of their children's future, and those who resist the American identification and--to say the least--doubt the American future.

Less than 500 in this Unit were college students, or graduates within the last three years, at the time of Relocation. There were however others, perhaps two hundred, who had professional training or interests. Of the first generation group, almost wholly without American schooling but some of them with Japanese college training, the vast majority were farmers.

The college group is marked by three characteristics. (a) They were individuals in full flight from the Japanese family stranglehold, into American technical competence and status. They did not so much want to be educated as to be American, and independent of the feudal family ties. (b) They show a marked detachment and objectivity, an emphasis on analyzing situations rather than acting on them, which suggests that their educational motivation was that of the child in a divided family, protecting himself by detaching himself from emotional identification with the irreconcilable forces that threatened to engulf him. Thus, internally torn between loyalty to themselves and loyalty to their group, and --in the student sense of the word--opportunistic, looking for the best chance to escape the Project into schools or jobs with some chance of status and acceptance. Politically, they are detached, inexperienced. The first Community Council, when everyone still thought in terms of cooperation and fellowship was made up largely of such students. The Adult Education Department had many Council members in its staff and Seminars. At the strike, that Council resigned; the students either went out to school or took other departmental jobs. The new council, formed under the high political pressures of the power era following the strike, averages far less both in education and in active interest in education; none of its members are in the Department or its courses, so far as I know.

The educated Nisei, on the whole, are interested chiefly in getting out--getting out, as they put it, "while we're still American! But the getting out is slow. And, for all the essentially exclusive and personal basis of their motivation, I believe we owe them all we can give to sustain their refusal to be overwhelmed by either passion or panic. It is at them that the Seminars are chiefly aimed; and, numbering as they do most of the finest minds and motives of all the evacuees, I believe that our most immediately important work has to be done with this group. They are importantly American, and must be helped to make positive capital out of their Relocation experiences. At the same time, we expect to lose nearly all of them in the near future, and we are encouraging them to go.

Probably destined to remain on the Project until some time after the war closes, and potentially a power group among their people, are the older women. Released from the slavery of field work and canning factories, released from slavery to their children and, to some extent, to their husbands, these women have flocked into women's clubs, into flower making and flower arranging classes, into English classes. We estimate that over a thousand women are in these courses, in Unit one--and having the time of their lives. Further, their emancipation has revealed them as eager, questioning,

earnest, and intelligent. They are concerned about their children, about the schools, about health and morals. Tested with talks on modern youth and sex education, they have shown themselves realistic and less dogmatic than we had expected. We have not yet seen any way to offer them a positive educational content. But, through their English classes and club activities, a great deal of valuable and American-oriented material is finding its way to them. I believe that the opening of classes about current and American social trends, in Japanese, will attract an increasing number of them into active participation.

The third great group to be considered is the Issei, the first generation. Excluded from political responsibility, except as "advisers" to the young who held office, they were also deprived of the economic basis of their authority by the Project economics of food, clothing, shelter, and health securities offered to every individual. There is, on the Project, no reason why the young have to obey the old; and many instances of young people choosing residences at a distance from them. The dominant mood of the older men on coming into the Project was negative. By now, the older men who emphasize the negative mood have become dominant. They are anti-administration, at the least; and their leaders, reported still hidden from administration eyes, are determinedly anti-American. They hope not only for a Japanese victory, but for careers for their sons under the Japanese mandate. They have passive and active support from parents who oppose the American emancipation of their children from the old forms of authority, from families whose fathers are in internment centers, and from Kibeis among the younger men who have spent most of their lives in Japan, and who plan to invest the remainder in Japanese rather than American careers. The influence of this disaffected group is evidenced in the fear of the loyal Nisei for themselves and their families; in the growth of Japanese language and cultural pressures on the younger men; in the resistance to re-relocation among a growing number of young people and their parents; and in the skilful sabotage of the American school program at many points.

The power-drive of this group culminated in the Poston One general strike in November, when all the forces of discontent and resentment crystallized into a malleable mood of defiance. From the out-set, the strike was political rather than economic. The leadership represented a few people who wanted self-government for the Project, and many more who wanted to establish a Japanese cultural and political dictatorship over the people within the Project. Unable to discriminate between the two demands, and feeling considerable guilt toward the first one, the Project Administration concluded an ambiguous settlement with the strike committee which left the entire Project, including the Administration itself, wide open

for a power struggle which is still in progress. The terms of settlement were not put in writing, and it was left to each side to announce its complete victory to its own people. Since the strike, the Administration has issued written statements of one nature and oral commitments of another, a procedure which has enabled the Intransigents to maintain their assertion of power and has confused and discouraged the loyal group. A further effect has been to widen the distance between Unit One and the other two units.

This anti-American section, while it is led by people with a very positive motivation, can play within the Project only a negative role. As the educational program is necessarily American and administrative, it cannot reach that section at all. What those men are trying to do, what they are trying to have the young people become, in nothing that an education, in our terms, can be made out of. A majority of the older men, therefore, and a growing number of the non-college young men, are ineligible for adult education within the present program.

There are, however, an unknown number of individuals--not yet a faction, certainly--in the older generation, who stayed clear of the strike, disapproved and sometimes defied the strike leadership, and who are coming out in the open in opposition to the Japanese orientation. They intend that they and their children shall remain American. One man, typical of these, told us that he "lived 25 years in California thinking he was a Japanese, only to go back to Japan and discover that he was an American!" He has recently accepted an important administrative position. Other Issei are coming into similar positions, in small numbers; and in various blocks, they are expressing their opposition to the sabotaging of the educational program. On the whole, these men act as single individuals, resisting organization by either side, and keeping their own counsel. They are, however, appearing in the advanced English seminar, and are interested in courses in current science, social trends, American history and institutions, and in ideas and discussion. One of the younger Issei is in fact chairman of the Adult Education section on English and Academic courses, and one other has recently joined him in the Department. Such men have, and want to develop further, a positive motivation toward American ideas and humane culture. How many more will follow and work with them we do not know; but every possible emphasis will be placed on furthering their efforts.

Finally there is the large group of discouraged and disaffected young people between 18 and about 25, who did not go to college and have not held jobs long enough to have developed any special skills. They resent the college group bitterly; they see no future for themselves in this country, and do not understand Japan. They lend themselves to the leadership of the Kibei and the older Opposition; they form restless and rootless gangs, impervious to club and school leadership. They attract a considerable high school following, and school it chiefly in Fascist talk and destructive action against the club, college, and Administration leaders and their families. Cynical and discouraged, their work record and morale are the lowest on the Project. Our only hope of reaching them would have been through recreation, for which the WRA denied us funds and the lack of school buildings has denied us space. Their whole experience is negative; and education has no hope of reaching them until the Project has found ways of motivating them to accept, through hope, the discipline of work. It may be that the Camouflage Net Factory, with its relatively high cash wages, will draw them into regular work, and thereby into a more compact and self-disciplined body of workers ready for more organized forms of education.

-4-

The role and function of the Adult Education program on the Project is therefore to be understood in psychological, more than intellectual, terms. One statement of fact will indicate clearly what this means:

During the general strike, when essential activities were continued only at the direction of the strike committees, all adult Education groups met without interruption, organizing meetings for new courses were held, and English classes increased their enrollment. Since the strike, several new courses have been started, and a whole body of new students and teachers has come forward. The old Department members became actively identified with one or another political activity in the strike itself, and withdraw permanently from the Department. The present students and teachers show a marked personal detachment from politics, and are all hoping to get out this spring.

This means that the college-level studies, seminars, and forums are accepted--by both partes--as an identification with American life outside the Project, and as a signal that these individuals are going out to be Americans and are, even now inside the Project, separating themselves from Project concerns by concentrating on intellectual and technical matters related to outside concerns. The study groups, even though they frequently analyze Project problems in a very objective manner,

signify that the student proposes to ignore Poston as his center of gravity, and has separated himself from those whose center of gravity is still the increasingly Japanese-oriented community. Even for the Americanized Issei who may remain here, membership in the educational program is a declaration of individual independence.

We on our side, who are responsible for the program, have no choice. Against the whole tide of Relocation we have to assert that these students are Americans, and democratic. The very fact of Relocation was an assertion by our Government that there are not two classes of people of Japanese extraction, but only one, and its members are all Japanese. The American people, similarly, have not made the ideological distinction between "fascist" and "democratic" Japanese, as it has with Italians and Germans, but has made a single racial judgment. (See S.F. Miyamoto in The Annals, September, 1942) The Project Administration itself has worked on a sociological hypothesis that, as in an Indian village all the members are Indians, so Poston should be regarded as a rural village in Japan, and the residents as merely older or younger Japanese. Finally, the Japan-oriented Opposition has adopted the slogan "We are all Japanese here", and has sold that slogan to many of the young people. It is inevitable, therefore, that the American-oriented education program should create a sharp cleavage between its students and the other residents. And so it is also inevitable that our program can be carried only on the already going motivation of those whose habit and determination it is to go out and be Americans. We cannot create that determination de novo in those who do not yet have it, against the forces that urge them in upon their group. Adult Education in Poston is a centrifugal force in a centripetal situation.

-5-

The content of the Adult Education Program, as shown in the accompanying "catalogue" of courses, revolves around two foci. One is the individual competence of the student in academic or vocational skills, as with mathematics, shorthand, public speaking, soil science. The other is socially oriented and is aimed both at an analytical acquaintance with the American institutional process and at an ethical analysis of the methods of making value judgments about individual or social behavior. Significantly, in both Unit One and Unit Three the Seminar attendance and activity has been greater with the Plato material, construed as dealing with "virtue", than it has with Rousseau or Veblen construed as dealing with social organization. This is, I think, further evidence of the individualistic

emphasis of these students, and an intelligible reflex of their personal flight from their own society.

We are assuming that the chief goals of the social education of these students are (1) to help them identify their group situation with the struggles of all minority and identify their group situation with the struggles of all minority and immigrant groups against the inertia of our recalcitrant democracy, (2) to help them identify their personal hopes and efforts with the effort of this nation to survive the war as an effective democratic society, and (3) to help them identify themselves with the human race as it faces the rebuilding of a world. Into these patterns should fit the particular skill and knowledge courses; and therefore the instructors in those courses are expected to be members of staff seminars and study groups dealing with the broader problems.

Mere flight from the past will not serve as material for education. Only the unsolved problems of the personal and collective future can so serve; and even then only for those who are willing to say "This future is my future too".

The number who can be reached by this program will vary with the actions of WRA and the Project--and of the Selective Service Board. Rejected by the country, unwanted by the Army, exploited by the branches of Government that look to them for labor, the American Japanese are --in the words of Dr. Arthur Harris, Poston One high school Principal--"like the classic mules; without pride of ancestry or hope of posterity!" Through books, through discussion, through lectures, and through an attempt to turn at least some Project jobs into training courses, we shall try to keep alive the faith of those who still have faith. Beyond this hope, our limits are drawn by the two maxims of the Athenian philosophers:

"Men say that only the free man can be educated; whereas the truth is that only the educated man can be free"; and,

"Out of non-Being nothing cometh!"

John Powell

Poston, Arizona
January 15, 1943

Dr. Powell

File 51

Exhibit C

Adult Education
Second Supplementary Report
January 15, 1943

Voluntary educational programs may enlighten, implement, or strengthen existing motivations. They cannot supply motivations to persons, or in situations, where no affirmative motivation exists. Nor can an affirmative motivating program be built in a situation whose dominant motivations are negative.

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This is not the familiar pioneer or emigrant situation. There, a group of people has settled somewhere in order to serve a purpose of their own. Their location, their vocation, are purposive. Here, a group of persons has been settled because other persons do not want them somewhere else. The purpose of their coming is someone else's purpose; and even that is expressed rather in terms of "not-being somewhere" than in those of being somewhere. Poston is the New Erewhon.

In the biographies of the residents, Poston again means negation. It is an interruption, a hiatus, a not-being. For the older people, it means the loss of the past, and of what they had striven to do, to make, to become. For the young, it means the loss of the future, and of what they might have done, made, become. Nothing so bitterly sums up the status of the young men as their draft classification: 4C, "neutral aliens." If they have been alienated, it was not by their act or will. If they are neutral, it is because they have been neutralized.

The pioneer community required self-government and self-responsibility. Here, the community is administered. What the people must have, must be given to them. What they lack, they must ask for. The Project, in turn, must ask two Federal agencies for the right to give it to them. These agencies must look to Congress, which must look to the people of America. It is from these people that the evacuees were singled out, and divorced. And the court which granted the divorce failed to award the custody of the privileges and immunities that had formerly been shared.

In this situation, there is only one lesson to learn; and the evacuees have learned it well. That is the lesson of attitude. A year ago, the Japanese minority was one of the most independent and self-reliant of all such groups. Its relief load was almost nil. Its delinquency was taken care of at home. Its work record was high, its educational record unequalled. Today, in Poston, its foremost attitude, its greatest skill is that of demanding. It has learned to sit and wait, to grumble -- or to take, in defiance of "due process!"

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The wherewithal of community life has become something that is given or withheld: even self-government itself, which is given in words and withheld in fact. The people have been warned not to regard the Project as their home; it has been explained that whatever permanent improvements they put in will belong to other people; improvements intended for their own benefit have been frowned upon, self-supporting enterprises forbidden. And an overpopulated and overcomplicated Administration has arbitrarily given and withheld the same boons to different groups, or on different occasions, pleading administrative necessity.

The attitude that has been learned, therefore, is a negative one, one proper to a patient. It has been learned in relation to what these people have had to become: wards, dependents. The most that can be said is that they have become persistent agents of this passivity. They are, at least, active beggars. But such a product is not usually included among the aims of education.

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There are, however, positive elements in this picture. The understanding of our educational problem depends on the articulating of the framework of positive elements, and on our measurement of their educational potential.

First, we can count upon the persistence of motivations that were well developed at the time of Relocation. People who were then well on their way to becoming something, or well adjusted to doing something, are by and large still interested in those processes. For the most part, however, reinstating them means getting out of the Project; so that any education we build on those motivations is of an interim nature, preparatory to resettlement beyond Poston. We can maintain habits, inform interests, increase knowledge, and refresh skills.

Second, we can offer opportunities that shape the activities of those, formerly stultified by drudgery, who are here released into energetic activity. We cannot, usually, guide this activity; we must hurry to lay tracks under its wheels, but those tracks will run in directions established by prior conditioning.

Third, we can try to set up machinery to harness the momentum of escape. But we can do this only for those energies that are escaping in the direction in which our education is willing to go. Specifically, I mean that the Project is being exploded into two streams of endeavor: that which leads back to Japan, and that which leads on into America. Only the second is appropriate, or even eligible, for our program.

The first of these three factors points chiefly to the college students and recent graduates. The second, to the older women. The third, to a few of the first generation and some of the second.

We shall consider only Unit One, which comprises half of the nearly 19,000 people in Poston. And we shall eliminate, for present purposes, the perhaps 2,500 children under 16. The remainder fall into two quite distinct, and nearly equal, groups: the American born, from 17 to about 38, and the Japan born, whose median age is almost 60. Within each of these groups, there are sections of different aim and interest. The ruling division, at present, is between those who accept America as their country and the country of their children's future, and those who resist the American identification and -- to say the least -- doubt the American future.

Less than 500 in this Unit were college students, or graduates within the last three years, at the time of Relocation. There were however others, perhaps two hundred, who had professional training or interests. Of the first generation group, almost wholly without American schooling but some of them with Japanese college training, the vast majority were farmers.

The college group is marked by three characteristics. (a) They were individuals in full flight from the Japanese family stranglehold, into American technical competence and status. They did not so much want to be educated as to be American, and independent of the feudal family ties. (b) They show a marked detachment and objectivity, an emphasis on analyzing situations rather than acting on them, which suggests that their educational motivation was that of the child in a divided family, protecting himself by detaching himself from emotional identification with the irreconcilable forces that threatened to engulf him. Thus, they are characteristically individualistic, resistant to organization, internally torn between loyalty to themselves and loyalty to their group, and -- in the student sense of the word -- opportunistic, looking for the best chance to escape the Project into schools or jobs with some chance of status and acceptance. Politically, they are detached, inexperienced. The first Community Council, when everyone still thought in terms of cooperation and fellowship, was made up largely of such students. The Adult Education Department had many Council members in its staff and Seminars. At the strike, that Council resigned; the students either went out to school or took other departmental jobs. The new Council, formed under the high political pressures of the power era following the strike, averages far less both in education and in active interest in education; none of its members are in the Department or its courses, so far as I know.

The educated Nisei, on the whole, are interested chiefly in getting out: getting out, as they put it, "while we're still American." But the getting out is slow. And, for all the essentially exclusive and personal basis of their motivation, I believe we owe them all we can give to sustain their refusal to be overwhelmed by either passion or panic. It is at them that the Seminars are chiefly aimed; and, numbering as they do most of the finest minds and motives of all the evacuees, I believe that our most immediately important work has to be done with this group. They are importantly American, and must be helped to make positive capital out of their Relocation experience. At the same time, we expect to lose nearly all of them in the near future, and we are encouraging them to go.

Probably destined to remain on the Project until some time after the war closes, and potentially a power group among their people, are the older women. Released from the slavery of field work and canning factories, released from slavery to their children and, to some extent, to their husbands, these women have flocked into women's clubs, into flower making and flower arranging classes, into English classes. We estimate that over a thousand women are in these courses, in Unit One -- and having the time of their lives. Further, their emancipation has revealed them as eager, questioning, earnest, and intelligent. They are concerned about their children, about the schools, about health and morals. Tested with talks on modern youth and sex education, they have shown themselves realistic and less dogmatic than we had expected. We have not yet seen any way to offer them a positive educational content. But, through their English classes and club activities, a great deal of valuable and American-oriented material is finding its way to them. I believe that the opening of classes about current and American social trends, in Japanese, will attract an increasing number of them into active participation.

The third great group to be considered is the Issei, the first generation. Excluded from political responsibility, except as "advisers" to the young who held office, they were also deprived of the economic basis of their authority by the Project economics of food, clothing, shelter, and health securities offered to every individual. There is, on the Project, no reason why the young have to obey the old; and many instances of young people choosing residences at a distance from them. The dominant mood of the older men on coming into the Project was negative. By now, the older men who emphasize the negative mood have become dominant. They are anti-administration, at the least; and their leaders, reported still hidden from administration eyes, are determinedly anti-American. They hope not only for a Japanese victory, but for careers for their sons under the Japanese mandate. They have passive and active support from parents who oppose the American emancipation of their children from the old forms of authority, from families whose fathers are in internment centers, and from Kibei among the younger men who have spent most of their lives in Japan, and who plan to invest the remainder in Japanese rather than American careers. The influence of this disaffected group is evidenced in the fear of the loyal Nisei for themselves and their families; in the growth of Japanese language and cultural pressures on the younger men; in the resistance to re-relocation among a growing number of young people and their parents; and in the skilful sabotage of the American school program at many points.

The power-drive of this group culminated in the Poston One general strike in November, when all the forces of discontent and resentment crystallized into a malleable mood of defiance. From the outset, the strike was political rather than economic. The leadership represented a few people who wanted self-government for the Project, and many more who wanted to establish a Japanese cultural and political dictatorship over the people within the Project. Unable to discriminate between the two demands, and feeling considerable guilt toward the first one, the Project Administration concluded an ambiguous settlement with the strike committee which left the entire Project, including the Administration itself, wide open for a power struggle which is still in progress. The terms of settlement

were not put in writing, and it was left to each side to announce its complete victory to its own people. Since the strike, the Administration has issued written statements of one nature and oral commitments of another, a procedure which has enabled the Intransigents to maintain their assertion of power and has confused and discouraged the loyal group. A further effect has been to widen the distance between Unit One and the other two units.

This anti-American section, while it is led by people with a very positive motivation, can play within the Project only a negative role. As the educational program is necessarily American and administrative, it cannot reach that section at all. What these men are trying to do, what they are trying to have the young people become, in nothing that an education, in our terms, can be made out of. A majority of the older men, therefore, and a growing number of the non-college young men, are ineligible for adult education within the present program.

There are, however, an unknown number of individuals -- not yet a faction, certainly -- in the older generation, who stayed clear of the strike, disapproved and sometimes defied the strike leadership, and who are coming out in the open in opposition to the Japanese orientation. They intend that they and their children shall remain American. One man, typical of these, told us that he "lived 25 years in California thinking he was a Japanese, only to go back to Japan and discover that he was an American!" He has recently accepted an important administrative position. Other Issei are coming into similar positions, in small numbers; and in various blocks, they are expressing their opposition to the sabotaging of the educational program. On the whole, these men act as single individuals, resisting organization by either side, and keeping their own counsel. They are, however, appearing in the Advanced English seminar, and are interested in courses in current science, social trends, American history and institutions, and in ideas and discussion. One of the younger Issei is in fact chairman of the Adult Education section on English and Academic courses, and one other has recently joined him in the Department. Such men have, and want to develop further, a positive motivation toward American ideas and humane culture. How many more will follow and work with them we do not know; but every possible emphasis will be placed on furthering their efforts.

Finally, there is the large group of discouraged and disaffected young people between 18 and about 25, who did not go to college and have not held jobs long enough to have developed any special skills. They resent the college group bitterly; they see no future for themselves in this country, and do not understand Japan. They lend themselves to the leadership of the Kibei and the older Opposition; they form restless and rootless gangs, impervious to club and school leadership. They attract a considerable high school following, and school it chiefly in Fascist talk and destructive action against the club, college, and Administration leaders and their families. Cynical and discouraged, their work record and morale are the lowest on the Project. Our only hope of reaching them would have been through recreation, for which the WRA denied us funds and the lack of school buildings has denied us space. Their whole experience is negative; and education has no hope of reaching them until the Project has found ways of motivating them to accept, through hope, the discipline of work. It may be that the Camouflage Net factory, with its relatively high cash wages, will draw them into regular work, and thereby into

a more compact and self-disciplined body of workers ready for more organized forms of education.

The role and function of the Adult Education program on the Project is therefore to be understood in psychological, more than intellectual, terms. One statement of fact will indicate clearly what this means:

During the general strike, when essential activities were continued only at the direction of the strike committees, all Adult Education groups met without interruption, organizing meetings for new courses were held, and English classes increased their enrollment. Since the strike, several new courses have been started, and a whole body of new students and teachers has come forward. The old Department members became actively identified with one or another political activity in the strike itself, and withdrew permanently from the Department. The present students and teachers show a marked personal detachment from politics, and are all hoping to get out this Spring.

This means that the college-level studies, seminars, and forums are accepted -- by both parties -- as an identification with American life outside the Project, and as a signal that these individuals are going out to be Americans and are, even now inside the Project, separating themselves from Project concerns by concentrating on intellectual and technical matters related to outside concerns. The study groups, even though they frequently analyze Project problems in a very objective manner, signify that the student proposes to ignore Poston as his center of gravity, and has separated himself from those whose center of gravity is still the increasingly Japanese-oriented community. Even for the Americanized Issei who may remain here, membership in the educational program is a declaration of individual independence.

We on our side, who are responsible for the program, have no choice. Against the whole tide of Relocation we have to assert that these students are Americans, and democratic. The very fact of Relocation was an assertion by our Government that there are not two classes of people of Japanese extraction, but only one, and its members are all Japanese. The American people, similarly, have not made the ideological distinction between "fascist" and "democratic" Japanese, as it has with Italians and Germans, but has made a single racial judgment. (See S. F. Miyamoto in The Annals, September, 1942). The Project Administration itself has worked on a sociological hypothesis that, as in an Indian village all the members are Indians, so Poston should be regarded as a rural village in Japan, and the residents as merely older or younger Japanese. Finally, the Japan-oriented Opposition has adopted the slogan "We are all Japanese here," and has sold that slogan to many of the young people. It is inevitable, therefore, that the American-oriented education program should create a sharp cleavage between its students and the other residents. And so it is also inevitable that our program can be carried only on the already going motivation of those whose habit and determination it is to go out and be Americans. We cannot create that determination de novo in those who do not yet have it, against the forces that urge them in upon their group. Adult Education in Poston is a centrifugal force in a centripetal situation.

