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WHITCOMB HOTEL, SAN FRANCISCO
CONFERENCE ON ADULT EDUCATION, RECREATION AND
LEISURE TIME ACTIVITIES AT WAR RELOCATION CENTERS

October 26, 27 and 28, 1942.

Monday morning

Panel Discussion: Leisure time in War Relocation
Projects. How can it be most
profitably employed?

Chairman - Mrs. Lucy W. Adams

PRESENT:

Mr. Morton Gaba, Gila River Relocation Project
Mr. Mendel Leiberman, Gila River Relocation Project
Mrs. Mendel Leiberman, Gila River Relocation Project
Miss Emily Minton, Utah Relocation Project
Mr. Jerry Fogarty, Minidoka Relocation Project
Mr. Fred Ross, Minidoka Relocation Project
Mr. Axel Nielson, Manzanar Relocation Project
Mr. Charles Ferguson, Manzanar Relocation Project
Mr. Laverne Bane, Utah Relocation Project
Dr. Jessie Francis, Tule Lake Relocation Project
Dr. John W. Powell, Colorado River Relocation Project
Mr. Allen Blaisdell, War Relocation Authority
Mr. Robert Gibson, War Relocation Authority
Mrs. Lucy W. Adams, War Relocation Authority
Mr. Harry Kingman, Berkeley
Mrs. Harry Kingman, Berkeley
Miss Bobby Steelquist, San Francisco Community Chest
Miss Betty Lyle, Y.W.C.A.
Dr. Dorothy Thomas, University of California
Mrs. Carola Blume, Mills College

Mrs. Adams stated that the conference of leaders of adult education, recreation and group activities on the War Relocation projects had been called to consider ways in which their programs could help in meeting some of the human needs which are appearing on the projects, in assisting residents to adjust themselves to new environments, and to take advantage of opportunities on the projects and the possibilities of employment and resettlement away from the projects. Representatives of a number of groups such as churches, Y.M.C.A. and Y.W.C.A., Boy and Girl Scouts, Red Cross, and federal and state agencies interested in assisting, and in some cases already participating in, the development of social and group activities, had also been

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invited to participate. She regretted that it had not been possible to include some of the evacuees who were doing such fine work to help organize and operate the programs.

The first meeting would be a panel discussion devoted to enumeration and examination of some of the problems on the projects which adult education, recreation and group activities should consider in planning their programs. Members of the panel were:

Dr. Dorothy Thomas, University of California
Miss Nell Findley, Colorado River Relocation Project
Dr. John W. Powell, Colorado River Relocation Project
Mr. Morton Gaba, Gila River Relocation Project

Mrs. Adams opened the discussion by presenting one aspect of project life which had seemed to her on successive visits to be increasingly evident, namely, the apparent ebbing of American influence and the resurgence of Japanese culture. It was obvious in such surface manifestations as the number of young girls who were beginning to do their hair Japanese fashion, in the popularity of judo and sumo at their most ceremonial, in the increasingly Japanese flavor in the entertainments, the popularity of songs like those sung by Japanese soldiers in China, the increasing use of the Japanese language. This was troubling many of the younger people on the projects as evidenced by their letters, and was noted by visitors who commented on the cultural "back-to-Japan" trend. Mrs. Adams said she would like to have the opinion of the panel on the validity of these observations. Mr. Powell said though there was a great deal of truth in the statements, they were not exclusively true. At Poston one of the most popular attractions had been sumo which was even more ceremonial in character than judo. There were eight outdoor greens, and ceremonial rings. He had not noticed it much on the musical side. The latest jazz records and music were holding their own. He felt that this emphasis on Japanese culture was not welcomed by many groups on the projects. The younger people, even though they had no traditions of their own, often resented the parental culture. Unfortunately, they had nothing to substitute for it. They had rarely been an integral part of American community life and had not been able to absorb its traditions or identify themselves with American culture. Mr. Gaba said he had not noticed at Gila any undue emphasis on Japanese culture, and mentioned the popularity of baseball and American dances and music, of comic books and American slang among the young.

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Dr. Thomas said her opinion was based chiefly on records and observations from Tule Lake. There, there had been a conflict going on, particularly in the recreation department, between the Issei and Nisei. The first noticeable manifestation occurred, she thought, in August when a group of Issei put on quite a show, with monologues and clowning, which had included joking about democracy and America. She had not felt it was subversive, but it had precipitated a conflict between the two groups, and it was evident that the Issei were determined to defend their own pattern of culture. She thought this was a normal reaction arising from the acute sense of frustration, and the feeling brought over from the assembly centers that everything Japanese was going to be forbidden. She thought that among the groups on the projects the Nisei had the greatest sense of frustration and those who had suffered least were the Issei women. To a very large extent activities were concerned with women's affairs - making of artificial flowers, sewing, costume designing, and so on. Issei women had had to work very hard all their lives, and now for the first time were enjoying leisure and security. The Issei men, on the other hand, were feeling very much frustrated. In their former life their leisure time was pretty much tied in with organizational work in connection with their business. They had enjoyed the traditional forms of Japanese entertainment and there had been very little participation in American culture. Their enormous energy had no outlet when they went into the projects. The perfectly natural reaction was to take refuge in the familiar forms of Japanese culture.

At the present time the activity of the Issei was in politics, and this was of absorbing concern. They were able to make themselves felt by organizing in small groups and could often block council action. The Nisei were apathetic about block meetings, which were wholly controlled by the Issei. Dr. Thomas quoted from a letter from one former student in which he said, "There is nothing but emptiness within me." She felt that this sense of frustration was a very serious factor, and that as regards the Nisei it could only be helped by getting out of the projects.

In the general discussion on group conflicts in the projects, and the extent to which the Issei were assuming leadership or control, which followed, Dr. Francis mentioned the vote of the Issei at Tule Lake against having a movie theater. Dr. Powell contrasted the activities of two drama groups, one a group of 6 or 8 young people formerly associated with the movies in Hollywood, and the other a very active group of older people who were putting on big entertainments. The young people were devoting their

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time to writing a musical comedy but were working entirely by themselves. The Issei went ahead and put on a shebi, built a stage, made costumes and scenery and their show drew a crowd of 5,000 people. Their activity was inclusive rather than exclusive.

Mr. Blaisdell said that the emphasis on Japanese culture was a hangover. In colleges, churches and other groups we had tended for one reason or another to emphasize their cultural background. At International House, for instance, they had frequently called on young Japanese to present Japanese dances or music or drama until they realized this was often resented. In many of our contacts we tended to emphasize the cultural influences of the land from which they came, rather than trying to give them a sense of membership in our culture. We had not helped them to develop any roots.

Mrs. Adams said we were apparently faced with a dilemma. We were saying that the younger people had no cultural roots except those associated with Japan. At the same time we were saying that it was essential that their loyalties toward this country should be strengthened and extended. The question then was what kind of programs could be developed on the projects which would give a knowledge and understanding of our society and build up a sense of belonging and membership.

A question was raised as to the values in the Japanese culture and the extent to which it should be permitted to find expression on the projects. The general opinion was that there were dangerous elements in the older Japanese culture and that positive measures were needed to counteract them, but that where it was largely esthetic or recreational in character it should not be discouraged.

It was agreed that the impetus toward any dynamic program for maintaining contacts with American life and activities must be made by American groups. Many of the younger Japanese felt that evacuation slammed the door in their faces and they would hesitate about trying to reopen that door. It would have to be up to us. Mr. Gaba mentioned the university group at Gila as a good one to work with in strengthening the American influences. It had developed quite spontaneously and was meeting to discuss project and other affairs, and consciously trying to maintain the identity of the group as young Japanese-Americans and their interests in the outside world. Dr. Francis mentioned that Tule Lake had a similar university group. Mr. Blaisdell spoke of the big meeting of university students at Topaz, and it appeared that on all projects this group had made some beginnings toward organization.

Mrs. Adams introduced the subject of work opportunities outside the projects, and the possibilities of permanent resettlement of those who could find jobs. At first when the projects were organized, it was feared there would be

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little opportunity for leaving the projects until after the war. Now resettlement and work off the project was an increasingly important aspect of the War Relocation program. Perhaps the hope of immediate re-absorption in American life would do more to combat the strengthening of Japanese cultural influences than any specific programs.

Mr. Powell said that the opportunities for work off the projects were creating a number of emotional problems which had to be faced. A very rough sketch of Poston would be that it consisted of 18,500 people who had been put on relief, or on WPA one might say, and who were expecting to be permanently on relief and were treated like people on relief. The taking of young men to the beet fields introduced another pattern. The project remains undeveloped, the work on roads, for instance, at Poston had stopped. Work on the War Department's net project was hampered by many factors, including the loss of workers. The growing feeling was to regard the project as semi-vacation. The beet fields had taken off the leaders - the head of the housing department, three of the electrical engineering department, the watermaster of the irrigation department, etc. None of the people who went to the beet fields were farmers, mostly they were city boys with the urge to get away from the project. He felt in spite of definite loss to the project there was justification in their leaving.

Activities on the projects had to rely for leadership on two groups; the people who had a cultural urge of their own, and those who could only maintain their WPA jobs by getting up a class. They got started, then ran into stone walls. There were conflicts and jealousies among the suppressed groups. Most of the conflicts had been about whether so-and-so was the right person to have authority over so-and-so. He felt that, on the whole, American activities were handicapped because they were expensive, - baseball for instance cost \$1.50 a game to maintain. The younger people interested in American activities were not the ones with money or funds. The older group had no difficulty in collecting funds to support their activities, but the younger ones had no resources to draw on. If project leaders suggested types of games they were not used to playing, or which were not being played when they left home, they felt this was an attempt to isolate them.

A question was asked on the extent to which groups on the projects were accepting responsibility for supplying their own materials for recreation and education programs; and a number of instances were cited where this was being done.

An unwholesome type of group activity developing on the projects was the appearance of "gangs" who, in some instances, were terrorizing groups and generally annoying people, and this was disturbing the older people, particularly parents, on the projects. Mr. Powell said he believed that came under

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leisure time activities, and underlying it was the emotional problem of frustration. In the discussion of these "gangs," and of labor agitation and strikes on the projects, the point was expressed that some of this arose from legitimate grievances which had not found any other way to express themselves, and from a confusion as to the stake of the residents in project enterprises.

Mrs. Adams said the discussion so far had emphasized some of the more critical areas in project life and asked for some of the more encouraging aspects. Miss Minton mentioned the number of people on the Delta project who might have taken the opportunity of getting good positions outside the project, but were remaining because of a sense of responsibility toward their own people, and in recognition of the need of leadership. Also mentioned was the energy which had gone into the improvement of living conditions and surroundings on the projects, the extent to which activities were springing up spontaneously and providing against idleness.

The real problem would continue to be that of leadership, with so many of the younger people going off to college, and to beet fields, or expecting permanent jobs and therefore unwilling to start something which they might have no opportunity to continue. Mr. Blaisdell wondered whether it would be possible to shift some of the leaders in professional activities such as education, recreation, and social work, from project to project as needed. Mr. Powell said that at present five per cent of the people at Poston were out of work and he doubted if the percentage would go much higher. The old people were getting their old age pension, it was the leadership group who offered to go out. A few people had built themselves a stake in the project, most had nothing. At the end of the war a large group would have been on what amounted to a dole for some years. They would not want to move back into a free community. Some would have jobs which they would try to hold on to when the soldiers came back. Many were saying, "Even if we can get jobs now what about after the war when the soldiers come back? We'll be the first to be laid off."

Mrs. Adams said that moving to the projects was only one of the steps toward relocation. She felt that the next step, moving out from the project, was enormously important, but that we had to be pretty realistic about preparing people for it. That included outside American communities as well as the projects.

Mr. Powell asked to what extent friendly outside organizations could be relied upon to help create an atmosphere favorable to the reception of evacuees. Mrs. Adams said she didn't think anyone could say. At the present time only a few groups were interested, but fortunately they were ones which could exert a great deal of influence

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throughout the country. She knew that various members of the staff in Washington were working with representatives of these groups. One of the first efforts had been the opening up of colleges to students of Japanese ancestry; the second was opening the way for indefinite leave to individuals and families who could find employment. Some church and other groups had made a small beginning toward finding opportunities.

Mr. Blaisdell thought that more satisfactory cooperation between agencies interested in assisting in the War Relocation program would be facilitated if more effective machinery could be set up to enable their representatives to visit projects and handle the contacts on the projects. He thought the failure to clarify procedure had a tendency to discourage visitors. Mr. Chapman said he had always had an excellent reception, and had taken care to give ample notice of his visits. His experiences had been very pleasant, and he had visited eight projects.

Members of the group emphasized the appreciation of evacuees of visits of representatives from organizations with which they had formerly been connected, or of which they knew something; but said they resented casual visitors whom they suspected of sight-seeing curiosity, or of 'snooping.'

Mrs. Adams asked for further suggestions as to ways in which the interest of the colonists could be enlisted in combating some of the influences that had been mentioned. Dr. Thomas said that the emptiness and frustration which several of her observers had mentioned, and on which almost all commentators agreed, was one of the factors which had brought about the whole political situation tied up with Issei ascendancy. The reason that the Issei had got control on a block basis was due to lack of interest of the Nisei, to apathy. It might be overcome to some extent by developing of special interests in definite local units and problems among the Nisei, so that they could be given a chance for individual expression. Dr. Francis thought that these special interest groups were the best way of awakening the interest of the younger people. One way would be through the creation of committees. At Tule Lake an adult education advisory committee was getting under way successfully. It contained a representative from each block. In general these were around 30 in age, and preferably Niseis. They were beginning to get response from a number of blocks and suggestions as to program and teaching methods.

Mr. Gaba felt that at Gila the adult education and recreation program was regarded by the people as a Nisei program. The committees were developing a sense of responsibility. For the first time a number of Nisei were beginning to talk constructively about the program.

Dr. Powell thought that the best educational material we had was the frustration of the Nisei. If it could be made intelligently articulate, it might be directed into creative efforts and have a real educational value.

Mrs. Adams suggested that the report on "Prevalent Fears in the Centers" circulated by Dr. Provinse should be read by all the conference members, and thought it would make excellent material for discussion groups on the projects. We should be frank in our discussion of the problems of frustration. Perhaps we had not paid sufficient attention to them, nor ourselves appreciated the difficulties the Japanese-Americans were facing, and sometimes at least had expressed a false optimism. Some of the students who had gone away to college were writing back about some of the problems they were meeting; fear of ostracism, that people would not talk in front of them, that they were not welcome in groups, that they were suspect. No student, and probably no one else, should be sent away from the project without opportunity for counselling. It should be made part of the educational program.

Mr. Leiberman felt that before tackling that problem successfully we would need a good deal of their confidence. He questioned whether an acculturation or "Americanization" program of the kind discussed would have much effect. We had no folk culture to substitute for their hereditary culture. The only thing we had to offer them was a special manner of living. Part of that is that people have a right to protest. It seemed inseparable from the type of program we wanted to show them.

Mr. Blaisdell raised the question of Japanese leadership. Where does it start and stop? Does a Japanese leader work willingly under a Japanese? Is there leadership developing in the community council? Is it possible to develop constructive leadership within the project framework? They all feel frustrated because somewhere along the line they are told "No." This is often taken as an arbitrary exercise of authority. Faced with that they are afraid to go ahead.

Dr. Powell said that even the best equipped and the most experienced of the professionals had a ceiling beyond which they would not carry their authority. Mr. Blaisdell said one aspect of this was the tendency for the residents to look at the staff on the project as though the staff were responsible for their troubles. Many of those with potential qualities of leadership would not come forward. They sat on the sidelines to see what would happen. Some of them were literally afraid to take leadership. They had a fear, whether legitimate or not, that it would rouse the enmity and distrust of their own people. One of the beatings at Poston had occurred because one of the men was suspected of being too friendly with the administration.

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Mr. Leiberman felt that whatever was done on the project should be linked with activities and interests outside. Mentally at least the people should be living outside the projects as well as on them. He was surprised that the Caucasian staff had done so little to stimulate contacts with outside groups. They seemed to lose contact themselves. Mr. Blaisdell said perhaps it was a case of the soldier who was told that he would probably know less about the war as a soldier than he had as a civilian.

Mrs. Adams said that in the beginning we had expected the colonists to take the initiative in making contacts, and had hesitated to rush ahead and anticipate them. It was obvious by now, however, that we must serve as the traditional oriental "go-between." Dr. Francis said that as far as Tule Lake was concerned, there were many warm individual contacts with those outside; like the professor who sent his own books to a former pupil saying that the latter would have more use for them. Dozens of similar instances could be cited, and she hoped that these individual contacts would not be allowed to lapse. Dr. Thomas felt that outside contacts could be stimulated, but that it would not be easy to rebuild confidence and we must expect some holding back. Some of the Caucasians who went up there, for instance, were suspected of being F.B.I. agents.

Mrs. Adams, in closing the meeting, regretted again it had not been possible to have some of the evacuees concerned with the adult education and community activities programs present at the meeting, and hoped that the leaders of the conference would take back to them for discussion some of the questions raised at the conference.

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CONFERENCE ON ADULT EDUCATION, RECREATION AND
LEISURE TIME ACTIVITIES AT WAR RELOCATION CENTERS

October 26, 27 and 28, 1942

Monday afternoon

Subject: Reports of Project Activities in Recreation
and Adult Education

Chairman - Mr. Robert E. Gibson

PRESENT:

Mr. Morton Gaba
Mr. Mendel Leiberman
Mrs. Mendel Leiberman
Mrs. Harry Kingman
Rev. Gordon Chapman
Miss Emily Minton
Mr. Allen Blaisdell
Mr. Robert Gibson
Mrs. Lucy W. Adams
Mrs. Carola Blume
Dr. Laverne Bane
Dr. John Powell
Dr. Jessie Francis
Mr. Charles Ferguson
Mr. Axel Nielson
Mr. Jerry Fogarty
Mr. Fred Ross
Miss Northberg
Miss Betty Lyle
Dr. Hyman Haydis
Dr. Lovisa Wagoner
Mrs. Leslie Ganyard

Mr. Gibson introduced the delegates who had not been present at the morning session, and announced that the subject for the session would be "Reports of Project Activities in Recreation and Adult Education." These reports would bring out some of the fine constructive things which are being done on the projects.

The first report was made by Dr. Laverne Bane, Adult Education leader at Central Utah, who said that their first job had been the selection of leaders. We started by interviewing about 500 people in 2 weeks. Out of that we got a tremendous amount of information and were able to select a staff largely from the Bay Region of U. C. and Stanford people. With that sort of leadership the administrative problems are somewhat simplified.

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"It became apparent that we must cultivate the Issei group. They love to read and are greatly in need of books and magazines. We should help that group get organized. We want everyone to feel that this adult education program will help any group, minority or otherwise. We have arts and crafts school and program under the leadership of Professor Obata of the University of California. They are hoping to raise some money by selling Christmas cards and other products. A great deal of adult education work will be tied in with the activities of other divisions. There will be in-service training for those engaged in agricultural production, and in cooperative enterprises. The education of replacements to take the place of those going out on jobs will be one of our responsibilities. For those people who have not had teaching experience (truck drivers who have been truck drivers for years but cannot teach others to be truck drivers), our part will be to assist them in making lesson plans, organization and presentation of materials, etc.

"We have English classes with an initial registration of 250 students. We are working on text materials for English classes using the picture book approach, with a mimeographed text of our choosing on the adult level. Many of the workers on our project forget that the Japanese are conventionally minded. We have to work carefully and slowly in terms of those things they approve and believe in. We are seeking better ways of teaching vocabulary, etc., and educational procedures. Half of the staff's time is devoted to that sort of thing - lesson plans, research, personal growth.

"We are setting up a series of popular courses such as Frontiers of Science, America's Contribution to World Organization, After the War, and public speaking, which have had favorable comment from the Nisei. We have the more conventional courses in homemaking and business; there is great interest in vocational courses and American history. We plan to mimeograph courses. We are reaching the Issei group through their own language group and through English courses.

Q. Are these classes formalized?

A. Mostly informal. University extension sort of thing, popular lecture and discussion type of thing, not just a continuation of high school. We do not have the counterpart of the junior college course which is called the terminal course.

Q. How can you use the Japanese language?

A. It is not a formalized class conducted in Japanese. A bilingual individual conducts it. Bilingual typists make reports of these discussions.

Mr. Ferguson - At Manzanar we have started a class in Americanization. The teacher conducts it in both languages. He submits an outline to us and to the students, so there

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is no chance of unpatriotic discussion.

Q. What are you doing for typewriters in commercial courses?

A. Mr. Bane - Those in the offices are used at night for in-service training.

Q. What are your personnel problems? Are you using volunteers, and how are they paid?

A. We have a full time staff of 40 or 50 Japanese teachers at the \$19 a month salary. In some cases we make a direct appeal to a person and ask him to give his time. Most departments are releasing a person for one course.

"We also have a sewing center set up with 20 sewing machines and 5 teachers who are running classes throughout the day. The women come in any time and get help from the staff member on duty. A cadet system is also set up so that we have a trained group of seamstresses under the top notch staff.

Q. What age group do you have?

A. College courses are not under way yet. We are selecting the teachers and trying to find out the interests of students so the courses so far enroll primarily Issei women. I have had a number of college students who say whether they get credit or not they would like to carry on their work in seminars. We will have an art staff of 20 to 30 skilled artisans. We have a heavy enrollment in art. I have tried to select the teachers with the respect of the community.

The next report was given by Mr. Axel Nielson of the Community Services Division at Manzanar.

"The recreation department was organized before adult education got started so we started doing everything that there was need for: for instance the 8 nursery schools and numerous English classes. These have now been turned over to the adult education division. We have an athletic department with a supervisor for men and one for women. We have softball, volley-ball, baseball, football, etc. The people have put up their own courts. We are talking about movies. We completed an outdoor stage. The community enterprises paid for the material, and most of the work was done by volunteers. We have gardening and landscaping; an individual can get one or more plots of ground. We have fine victory gardens. The music department has a staff of 12 people. It has been difficult to get leaders for scouting, but we have 40 groups and look forward to 300 or 400 scouts. The normal charges are being made. They can work it off. We might be able to get second hand uniforms. We have arts and crafts, needle work, pattern drafting, dress making, wood craft department, (which has made benches, etc., using up all lumber under four feet), flower making (they are called upon for funerals, public gatherings, etc.), puppetry, four public address systems (concerts outdoors), folk dancing, song

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feasts, 26 girls' clubs, and Japanese games. So far most of the material has been bought by the Japanese themselves. We charge for dances and pay the owners of the public address systems \$2.50 an evening. We have a budget but we have not received the money.

Here the question was raised about paying rental for the public address system and making other charges for recreation facilities. Mr. Powell explained that at Poston they had borrowed a projector and purchased films. Some residents objected to paying admission. It was proposed to pass the hat but it was feared that would also cause embarrassment to those who didn't contribute. They have been periodically holding community festivals. These have cleared considerable profits, and a percentage has been given to the community activities so that it would have some funds to carry on the program.

The next report was made by Mr. Charles Ferguson, adult education leader at Manzanar.

"We have a number of classes in English for the Issei; an a capella choir of 70 or 80 voices with excellent teachers; a guayule experiment with the cooperation of many people; American history, and many groups in art, sewing, and sports, such as have already been described. We are supplying needs as we find them. We realized that on the part of teachers coming into the projects there was apathy and ignorance of Japanese problems. There was the job of educating the teachers, so we have been having sessions for teachers where trained Nisei have painted a picture of Issei and Nisei conflicts and the history of the Japanese up to evacuation. The teachers now realize that they know little about the situation they are in.

"We have run an open forum. We had one program directed by the leader from Pomona Gardens (a housing project for Mexicans, poor whites, etc.). We discussed the problems of minorities to take their minds off the Japanese problem. We had a worker from an insane asylum, who stressed the importance of bringing fears out in the open in order to attack something concrete. We are going to have a seminar on cooperatives. We will tie in community activities as much as possible. We have some incipient delinquency problems so we will have an open forum for preventive measures. A Youth Council will deal with these problems. We plan to get together people interested in leaving the project for furloughs etc., to advise them of their group responsibility, and suggest some of the things they should and should not do when they go out. Many are going as domestics so we should prepare them to be good domestics. We are now organizing classes in domestic science. We will have people in the community to instruct them (a man who has been in charge of a staff of 19 servants; beauticians, etc.).

"There is the problem of what to do with the college age group from 19 to 24 years old. The effective leadership

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for the Japanese will come from them. The group can rise or fall. We want to keep them from rotting academically by providing intellectual guidance so that they can grow culturally. They were students and have a desire to go on with formal education for academic credit.

Miss Findley mentioned the importance and need for education in the whole field of family relations, including family spacing, sex hygiene and marriage problems. It was suggested that the cooperation of the hospitals, public health and welfare fields should be asked in providing leadership and instructional material. Miss Findley also stressed the importance of providing facilities for young people to get together in attractive surroundings, and the need for small club and social rooms. The Y.W.C.A. was interested in this. School buildings and recreation halls did not meet this need.

More housing was essential to the preservation of healthy family life. This was the most pressing problem which the Japanese asked Miss Findley to bring up.

At Topaz, Miss Minton reported, they were trying to develop a long time as well as an immediate basis for resettlement within the project, taking care of special needs.

Mr. Fogarty of Minidoka reported that he had just come to the project, and could not report much about the adult education program. It was tied in with recreation. They have music appreciation, choirs, open forum discussions and classes in English.

Mr. Powell reported that activities at Poston were similar to the other projects. "We see ourselves mirrored in the descriptions of the work at the other projects. We have an English teaching staff of 5. Along with the opening of schools there is going on a teacher training course for present and prospective teachers of English. They are doing fine work. As a part of their training we are introducing discussion of American democratic ideas. We are adapting the vocabulary to the project. Among the college level students some interested in mathematics have prevailed on mathematics teachers for a review course in college math. In-service training is just getting organized. We are trying to cooperate with the schools in this. Much of the adult education program overlaps the high school activities program. The craft teachers, art teachers, etc., are the same. The athletic staff of the schools is the same as for community activities. The one uncertainty is the priority on space as well as manpower. The recreation halls have been taken over by the schools, and the playing fields have been taken over by agriculture. There has been very good spirit to meet the challenge. For instance when the community was planning a joint fair, the committee was told that they could use the warehouse, then just one day before the fair they were told that they

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couldn't use it. They got hold of tents, erected stalls, and put on a fair that any county could be proud of.

Mr. Powell asked what other people used for a budget. Adult education at Poston has run without funds so far. One teacher bought a blackboard, others bought books or gave subscriptions to magazines, etc. It has been mostly catch as catch can for supplies. Mr. Powell described the two seminars started in August, primarily with the college group, and answered a number of questions about his course in Great Books.

Mr. Gibson regretted that it was too late to hear from some of the other project representatives, and mentioned the excellent program in operation at Tule Lake and Dr. Francis' fine work in preparing materials for use in the teaching of English. In closing he introduced Dr. Lovisa Wagoner of Mills College, who had consented to serve as consultant on the Nursery School program. Dr. Wagoner spoke of the importance of parent education and its relation to the nursery school program, and her willingness to assist in any way possible to develop programs on the projects.

CONFERENCE ON ADULT EDUCATION, RECREATION AND
LEISURE TIME ACTIVITIES AT WAR RELOCATION CENTERS

October 26, 27 and 28, 1942

Tuesday morning

Round Table: Adult Education for War Relocation Centers

Chairman - Mrs. Lucy W. Adams

PRESENT:

Mrs. Carola Blume
Dr. Dorothy Thomas
Mrs. Harry Kingman
Mrs. Lucy W. Adams
Mr. Robert E. Gibson
Mr. Allen Blaisdell
Dr. John W. Powell
Dr. Jessie Francis
Dr. Laverne Bane
Mr. Charles Ferguson
Mr. Axel Nielson
Mr. Fred Ross
Mr. Jerry Fogarty
Mr. Corliss Carter
Miss Emily Minton
Mrs. Mendel Leiberman
Mr. Mendel Leiberman
Mr. Morton Gaba
Miss Nell Findley
Rev. Gordon Chapman
Mr. Spencer, U.C.
Miss Betty Lyle

Mrs. Adams asked Dr. Powell if he would define the purpose of a good adult education program. Dr. Powell replied that he felt the job of adult education, particularly on the projects, was to give the individual who was wrestling with problems of his own, a chance to identify them with larger problems. The group accepted that as a guide to be followed in developing adult programs, but thought that an attempt to broaden the outlook of the evacuees by relating their own racial and minority and group problems, for instance, to a larger context would meet some resistance. An oppressed group wanted to cling to the idea of its uniqueness. This had been apparent in some of the project discussions. Many of the Japanese seemed to be not only not aware that other minorities had problems similar to their own, but resisted it. They did not feel that their problems as

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a minority were like those of the Greeks, or the Jews, or other emigrant groups in this country. They had little sympathy for other minorities, and were apt to be antagonistic to them.

Mrs. Adams suggested that they follow the lead given by Dr. Powell's definition and devote the morning's discussion to planning an educational program to help in meeting problems in four of the areas which had been emphasized in yesterday's discussions as presenting major problems of adjustment and re-education on the project. These were Relocation, Family Welfare, Assimilation or Acculturation, and Project Development. She hoped that in outlining the courses the needs of the total community, including staff and residents, would be considered, and that some at least of the classes would include representatives of both groups.

The following courses were selected as called for to prepare for employment and resettlement off the projects:

1. English - with emphasis on grammar, spelling, pronunciation and oral expression
2. Discussion groups on problems of resettlement and minority groups
3. Vocational training and retraining courses
 - a. Domestic service (men and women)
 - b. Agriculture and farm management and general farming
 - c. Defense industries
 - d. Office and commercial work
4. Geography (physical, economic, and social)

In the discussion which accompanied this selection of courses, the need for a frank exploration of the problems of off-project employment and resettlement, and of careful orientation, was stressed. Mr. Blaisdell reported that on several of the projects it was felt that a program of education was needed to retard too quick response to economic opportunities on a sub-marginal level, and that emphasis should be upon training for more effective and thus more permanent relocation.

It appeared that so far the opportunities for permanent employment were principally in the fields of domestic service, hotel and restaurant work, agriculture and general farming, and office and commercial work. We should therefore try to give some training for these jobs on the projects, even if they were regarded only as temporary substitutes until something better could be found. One essential was English. In general the acceptance of a person of Japanese ancestry was in direct proportion to his use of English, and experience on the projects indicated a very marked deficiency in this respect, even among those who had gone through college. Mr. Ferguson said that at Manzanar fifty percent of young Japanese of

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pre-school age talked Japanese. Many of the young people were worried about their own speech, because they were being thrown so much more among the older people who spoke only Japanese or very broken English. Dr. Francis suggested the formation of groups of young people for training in public speaking. Many of them when they went out ~~were~~ being called upon to get up and speak in church, young people's and club groups. Stress should be laid on pronunciation, and sentence structure, as well as ease of manner and presentation.

Miss Lyle said there was widespread ignorance of conditions away from the coast. Most of the people on the projects had no idea of the geography of the United States, the climate, occupations or general conditions, and were timid about going away. She felt that a practical geography course would be very desirable.

Miss Findley said we needed a social geography as well, which would indicate the vocations where there might be opportunities for work for Japanese, and areas where they would be most acceptable. Mrs. Adams said that one reason for enlisting the cooperation of church and social organizations was that they could do a great deal to map out and enlarge the areas of tolerance, and had already made a beginning.

Mr. Chapman raised several questions connected with resettlement outside the projects. He felt there must be a much wider dispersal of Japanese than before. He did not visualize the entire group concentrating on the Pacific coast again, though there seemed to be no disposition to hinder small groups of Japanese from living together again if friendly communities would accept them. Mr. Leiberman said that dispersal would raise a question as to the future for professional people like doctors whose clientele was largely among their own race, and Mr. Nielsen added that it also raised the question of marriage and inter-marriage. Mr. Chapman felt that there would still be opportunity for doctors among their own people and that there was a growing field in scientific institutions for Japanese scientists. The whole question of assimilation and dispersal and inter-marriage was one which we had to face with all minorities. He had seen a number of examples of assimilation which ~~were~~ encouraging. Some of the Nisei looked forward to it and felt that it could come only through their wider dispersal. There were quite a number of cases of inter-marriage in New York City and apparently these were successful. The older Japanese on the other hand were pretty hopeless about an American future. Many of them contemplated going back to Japan, and felt therefore they should teach their children the Japanese language and Japanese customs. Mr. Ferguson said this feeling was not confined to the older people, and described the mood of many of the

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younger people who thought that America had failed them, and that even if they were citizens they were not welcome. They read in the papers the resolutions by American Legion Posts, and Chambers of Commerce, urging that all people of Japanese ancestry be deported after the war. Was there any official government statement from some high source which could be given to these young people which would encourage them to feel that as loyal Americans they had a future in this country?

Mr. Gaba said that many young people were coming to him for advice as to whether they should leave the projects or not. Some of them he felt were not ready for relocation. Their English was poor. They had no vocational skill, often their parents did not want them to go out. What kind of counsel should be given? It was the opinion of the group that staff members should be careful about giving direct advice, but they should help them to understand the situations they might face and counsel as to training which might assist them in their adjustments. Group discussions and forums would also be helpful, and the groups should be small.

Problems of family welfare came up next for discussion and the courses suggested were:

1. Problems of family living
2. Preparation for marriage
3. Parent education - groups identified with each age group; infant, pre-school, elementary, junior high, senior high
4. Mental hygiene

The discussion brought out the social problems associated with the break-up of the old world family tradition, and the change in family responsibilities brought about by living conditions on the projects. The former had already been in process before relocation, but the conflicts were emphasized by conditions on the project. The younger people felt that family control was being strengthened, the older ones that family life was breaking down because of conditions of mass feeding, and lack of privacy. Mr. Chapman said the old people were feeling very resentful of this, and were being told by some of their number that it was the intention of the WRA to bring about the disintegration of families. Mr. Gibson had been talking with an Issei parent who said, "We have lost control of our children." It was partly an economic matter. Formerly the children were wholly dependent. Now the government was providing food and housing, and some clothing.

Questions of whether to marry on the projects and whether to have children were burning ones, and discussed by all the young people. Some of them had asked for instruction in preparation for marriage, and parent-hood. One of the obvious needs on the projects was opportunity for young people to meet away from their immediate families

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and the one room home. The family car, the parlor and the front porch were gone. We ought to devise some substitute for them.

Miss Minton said that the courses in family relations and family welfare should not be for young people only, they must include older people. We had to interpret to the older generation the educational program we were developing for the younger people, and the kind of training that was desirable if they were to live successfully in this country. On the other hand, the Nisei should be brought to recognize the fine qualities of the Issei. It was a matter of developing a satisfactory older-younger series of relationships. Mrs. Leiberman thought that a good deal of this could be carried on through parent education groups.

The question of courses in sex education came up for discussion. Some members in the group thought there was great need for it on the projects, and that it would be welcomed. Mr. Spencer of the University of California said that he felt from his knowledge of Japanese culture in its surviving forms in this country it would not be well received. Mr. Powell said that when Mrs. Alcroft visited Poston she had led some discussions on sex education, and had an invitation to speak at one of the mothers' clubs where she explained the point of view of Americans of the younger generation about dancing. Several of the older mothers remarked afterwards that made good sense, and they liked to have it explained. Miss Findley thought that discussions on sex education should not be started until groups themselves expressed the need for it, or brought it up in connection with their meetings. It was already coming up at Poston. Mr. Chapman said that churches in Japan had prepared material on the subject of sex education and hygiene and he would be glad to list some of this material with the English translations. Mr. Ferguson mentioned the need for a working bibliography on subjects of family relations, sex hygiene, and parent-child relations. Mrs. Adams asked Miss Findley if she would be responsible for preparing this bibliography.

In the field of assimilation and acculturation the following courses were suggested:

1. English and oral expression
2. Pageant of American history (designed to give students an appreciation of the main lines of development of American history and American ideas)
3. The American scene - a study of present day American problems
4. War and peace - a study of changes brought about by the war and of post-war problems and the relation of nations

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5. Global geography
6. Aesthetics - arts and handicrafts, music, dramatics

On the projects there was imminent danger of Japanese folk culture crowding out American folk culture. Assimilation, however, did not mean that a people dropped its old heritage. It did mean that they had a sense of membership and of belonging in the total American community, and an identification with its present and its future. The thing which was disturbing on the projects was that young people were not identifying themselves with this country, but were turning toward Japan - not the Japan they or their parents had known, but a mythic Japan, which would provide the opportunities which seem closed to them in this country.

Mr. Chapman said that democracy was under attack. He thought that the study of American history should include the influence of American democracy on our customs and habits. Our American marriage customs, for instance, were not understood by the older Japanese living here, but they were a part of our democratic pattern of living. So was the freedom of young people, the absence of rigid authoritarian discipline in the schools.

Miss Minton thought that in the new cities we had an excellent opportunity to show people the group process as a method of democratic action. Mr. Powell hoped that the importance of education in democratic processes would be kept in mind by staff members. ~~There~~ was danger that in the urge to get something done on the projects we would sacrifice group processes to administrative control and speed-up.

Mrs. Adams asked for suggestions on courses concerned with Problems of Community Development. The following were proposed:

1. Information please - a study of War Relocation Authority policies and programs
2. Community Government
3. Cooperatives
4. Consumer education
5. Town planning
6. Labor relations

There was some discussion of the various courses proposed, and of persons who might lead the discussions. Perhaps some of them should be made subjects for discussion in the community forums, or round tables, rather than courses.

The discussion then turned to techniques of teaching adults. Mr. Powell said there were many ways in which the courses could be conducted, some were applicable in one field, some in another, but all of them should encourage and emphasize group participation and discussion.

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One of the difficulties in all the classes would be the lack of reading matter, and of current magazines. He proposed that groups combine for subscriptions to different periodicals, and choose some focus.

Mrs. Adams suggested that the holding of a conference with a schedule of meetings such as the one they were now attending was an excellent technique for arousing and focusing interest on a problem, or a group of related problems, though it had, of course, to be used sparingly. In a conference they could bring together a number of leaders both staff and evacuees, on the project and invite in outside people whose opinions would be of value.

Other techniques recommended were the seminar, the workshop, the forum, the discussion group. It was emphasized that with the exception of the forum, groups should be small.

It was likely that as winter came on, and many of the evening outdoor activities were impossible, there would be a greatly increased demand for adult classes, and for organized recreational activities. The Community Services staff would have to be resourceful in planning ways of meeting these needs, and helping to assist the evacuee teachers and leaders in giving satisfactory service.

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CONFERENCE ON ADULT EDUCATION, RECREATION AND
LEISURE TIME ACTIVITIES AT WAR RELOCATION CENTERS

October 26, 27 and 28, 1942

Tuesday afternoon

Subject: Recreation Activities for War Relocation Centers

Chairman: Mr. Morton Gaba

PRESENT:

Mrs. Lucy W. Adams, Regional Office, War Relocation Authority
Dr. Jessie Francis, Tule Lake Relocation Project
Mr. A. J. Nielson, Manzanar Relocation Project
Mr. Jerry J. Fogarty, Minidoka Relocation Project
Mrs. Ruth W. Kingman, Berkeley
Mr. M. H. Lieberman, Gila River Relocation Project
Mr. Robert E. Gibson, Regional Office, WRA
Mr. Harry H. Stoops, Division of Recreation, FSA
Dr. Laverne Bane, Central Utah Relocation Project
Mr. Corliss R. Carter, Tule Lake Relocation Project
Mr. Charles K. Ferguson, Manzanar Relocation Project
Mr. Allen C. Blaisdell, Regional Office, WRA
Miss Nell Findley, Colorado River Relocation Project
Mr. Morton Gaba, Gila River Relocation Project
Dr. John Powell, Colorado River Relocation Project
Mr. Joe Goodman, Berkeley Student Group
Miss Emily Minton, Central Utah Relocation Project
Mr. Fred Ross, Minidoka Relocation Project
Miss Betty Lyle, Y.W.C.A.
Rev. Gordon Chapman, Federal Council of Churches

Mr. Gaba said he would like to open the discussion with a problem that was troubling him. How far was it the job of those in charge of community activities to set standards for performances and guidance in developing better programs, and how far was their job mainly to facilitate what the residents wanted by attempting to meet their requests for space, materials, etc.? At Gila there were dramatic groups which put on performances which were generally speaking poor or mediocre in quality. Should we concern ourselves with responsibility for raising the level of these performances through hiring instructors or promoting classes so that the performances would reach a higher level?

In the discussion that followed, several participants urged that nine-tenths of the benefits of such presentations came from the voluntary, spontaneous participation. To say "the play is the thing," would be to go too far.

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It is not always true that the better the performance, the better the satisfaction to the individual. Spontaneous group activity might give much more satisfaction than one directed by an expert--particularly one who was a government employee. Mr. Nielson thought this depended on the type of activity. Where it was games, or sports, where skill was often essential to get satisfactory results or to prevent injury, we should be careful in selecting the instructors or leaders to see that they are competent to give the proper instruction, and insist on their maintaining standards of performance. Where staff members had professional training in these fields that the Japanese might not have, we should give them the benefits of that training.

Dr. Francis said this raised the whole question of our relationship as members of the staff to activities on the project. Should we leave the direction of them up to the groups interested, or have a full staff of experts to do this job of training the people? Mrs. Adams thought that in the case of community activities, staff leadership should be "on tap but not on top." It should of course exercise guidance, but the major responsibility would come in the selection of a competent staff from among residents on the project, and in helping the leaders with their problems. It would be fatal though if activities and aesthetic standards were thought of as engineered and set up by us; and divisions should not go around trying to annex or direct activities started without our help. Miss Findley said there was already danger of that. Many of the residents felt that they could only go as far as the administrators said they could go, and were leaning heavily on project initiative to find out what was expected of them.

Mr. Gaba raised the question of paid versus volunteer leadership. On the project, people came to the activities office and said they would like instructors to help with a certain performance. Should we tell them we would assign a staff member to help them and let them go ahead and take care of the rest themselves, or should we put it on a volunteer basis? There were considerable differences on the various projects concerning the extent of volunteer leadership in recreation. Some projects had put people on their payroll and on the staff for every kind of recreation activity, including those which in outside communities are normally carried on by volunteers. They were now losing many of their workers to other divisions on the projects and to outside employment. What was to be the policy of WRA in allowing paid workers in the field of recreation? At this point Mr. Davis McEntire, director of employment in the regional office said that the question was part of the much bigger question of the employment program for the whole project. Recent reports showed that on Sept. 3 there was 55 per cent of the population of the projects

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employed. That was a much higher level than is true in the normal community, and yet many of the enterprises which had been suggested for the projects were just in their beginning stages. There were demands for labor in agricultural developments, manufacture of furniture, etc., and the labor did not exist to meet them. We have therefore, to work out a transfer of people on the projects already employed. Those employed in less important work would be transferred to other fields in the future. He was recommending to projects the establishment within each department of a committee to undertake the job of justifying their present personnel set-up, describing in detail the requirements of their particular branch and justifying their demands in terms of qualifications of workers. A report of the study would be made to the regional office. The WRA had thought in the beginning that to find employment for so many thousands of people would be an extraordinarily difficult task. They were now faced with a very different problem, that of a real labor shortage.

Mr. Powell said that at Poston a survey was already being undertaken by a committee of workers in the division. The workers were being asked, (1) the job being done by each individual, and the skill being employed, (2) whether the skill was being made available to the community and whether the individual employed was learning anything related to his vocational or avocational interests. They were interested in finding out if the job was doing the community good, and if it was doing the person good. Mr. Powell said they had to compete with outside labor, and he had already lost some of his workers to the beet fields and to other activities on the project. This meant a continuing program of leadership training, and emphasis on community service rather than a paid job.

The question of paying ministers was raised, some members of the group feeling that they should be paid, others that it raised so many difficult questions that the WRA policy of not paying them was justified. It appeared that on some projects ministers were paid as welfare workers and given definite assignments in that field.

Members of the group were anxious to get information on policies as regards private industry and employment on the projects, what would be done with wages in excess of the WRA rate, and the possibilities of off-project employment. This seemed to set up a conflict with the programs for development of the projects and building them up as communities. Mr. McEntire stated that the program of the War Relocation Authority was to get the people who had been evacuated from the coast areas back into normal channels of American life. A necessary phase of the program was the relocation center. He

pointed out that relocation was first on a volunteer basis but only 10,000 went, and because they were meeting hostility wherever they went it was indispensable that a program for controlled evacuation be set up. 'Relocation centers are an intermediate stage. This doesn't mean, however, that they will be empty in two or three years. Even if we anticipate five or ten thousand people a year going out the great majority will still be in the centers for some years.'

It was argued that it would be of great help in educating public opinion to let people know that the relocation centers are temporary and their objective is to get the residents back into normal life as rapidly as they are needed and can be absorbed. Most people outside felt that the Japanese are supposed to remain in the centers, and the resultant state of public opinion makes it difficult for those who resettle outside. They are apt to be regarded with suspicion.

Mr. Gaba introduced the question of the place of such organizations as Y.M.C.A., Y.W.C.A., Boy Scouts, Girl Scouts and others in assisting in developing programs of group activities on the projects, and to what extent their leaders could be brought in from the outside to work.

Mrs. Adams said that the WRA was favorable to the continuation of the activities of groups who had formerly worked with the Japanese in their home communities, and that representatives of some of these organizations were already visiting the projects and re-establishing groups and giving leadership training. She quoted from a letter from Mr. Dillon Myer encouraging this type of cooperation, and said that a meeting would be held shortly in New York City with national representatives of some of the organizations mentioned to try to work out in more detail their relationship. Miss Lyle of the Y.W.C.A. said that leadership training conferences had been carried on at Poston and Manzanar, under the Y.W.C.A., and that at Manzanar the Y.M.C.A. and the church groups were cooperating to develop these programs. Mr. Gordon Chapman described the formation of united church councils, and the cooperation growing up on the projects between Protestant, Catholic and Buddhist ministers, and mentioned the interest of outside church groups in meeting some of the needs of the projects for healthy group activities.

Mr. Powell was asked to outline the community activities setup at Poston. He reported that there is a Community Activities Council of 9 members which represents each department. Under this there are three divisions; namely, (1) Adult Education--including college groups, discussion groups, pre-school work, (2) Group Work--including boys' and girls' clubs, athletics, arts and crafts (cultural and recreational); these overlap the third division, (3) Private Agencies, which includes the Y.W.C.A. (it has its advisory council), the Boy Scouts, Red Cross (paid by

the project, and Y.M.C.A. This Community Activities Council acts as a welfare committee, recreation committee, education committee, etc. There is no overall supervisor. There are small committee groups throughout. Though Poston is considered as one project it consists of three cities, and it is necessary to operate as three units because of transportation and telephone difficulties.

A question was raised as to the dividing line between the adult education and the recreation and activities programs. Mr. Blaisdell said it was impossible to give a satisfactory definition of adult education which would define its functions or set its program apart from other activities of the community. What is a hobby group for instance? Should it be classed as adult education or recreation?

Mr. Gaba said that the group best prepared to handle it should take care of it. It depended on the individuals involved, and how it was started. At Gila the women's group sponsored knitting and graphic arts. The community activities had excellent instructors. He didn't think it made much difference who handles it. That could be worked out on each project. Part of the answer lay in the interest group that asked to have it started. If the recreational group wanted to have drama writing, why shouldn't it? A girls' club could give a play if it wanted. It was objected that this might make competition for space, materials, equipment and staff, and in some cases this had happened. The answer was that adult education, recreation and group activities should form a team working on unified efforts. At Poston adult education was under community activities and at other projects it was set up under education. It was up to the leaders on each project to work out their own problems and arrive at a satisfactory division of responsibilities. The dividing line between them should not be hard and fixed. Mrs. Adams said there were, however, some things in community activities and recreation which definitely should not be listed under adult education, and for which educational funds or personnel should not be expended. These included for example, bridge playing, social dancing, judo and sumo, and games of various sorts. In general, however, organized classes meeting regularly and following a course of study under an instructor were properly education, and if they were composed of adults belonged under adult education.

Mr. Powell was anxious to know to what extent recreation activities on the projects were now paying their own way. Did they charge admission, pass the hat, hold fairs or promote other activities to raise funds? One project reported that it was giving a harvest festival and expected to realize some funds for recreation. Several charged admission, 10 cents a couple, for dances; in some cases

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materials were being donated from outside sources. Some of the activities, mainly those connected with Japanese sports or interests, were raising their own funds from among the residents. At one project the music group had collected enough money to put partitions in a large hall, and the labor was volunteered. Dr. Francis mentioned that classes in adult education had volunteered to build furniture necessary for their group. In some groups the teachers were buying materials and selling them to the students at cost. This was particularly true in classes in arts and crafts. One group sold paper flowers and the money was now part of the group treasury and used to purchase materials. At Manzanar and Gila they had started athletic unions and the members paid 10 cents toward the purchase of their equipment. There was discussion of the necessity for a budget on the projects for adult education and recreation. Mrs. Adams said that except for providing initial recreation supplies and physical education equipment for the schools, the War Relocation Authority funds were not available for recreation or for adult education. Mr. Chapman asked for a list of the requirements on the projects for recreation and other group activities, and a committee was appointed to prepare a report.

CONFERENCE ON ADULT EDUCATION, RECREATION AND
LEISURE TIME ACTIVITIES AT WAR RELOCATION CENTERS

October 26, 27 and 28, 1942

Wednesday morning

Subject: Training for Group Leadership at War
Relocation Centers

Chairman - Dr. John W. Powell

PRESENT:

Mrs. Lucy W. Adams
Mrs. Ruth W. Kingman
Miss Emily Minton
Miss Betty Lyle
Mr. Jerry Fogarty
Mr. A.G. Nielsen
Dr. Jessie Francis
Mrs. C. Blume
Mr. Morton Gaba
Mr. Gordon K. Chapman
Miss Nell Findley
Mr. Allen C. Blaisdell
Mr. Charles K. Ferguson
Dr. Laverne Bane
Mr. Corliss R. Carter
Mr. Robert E. Gibson
Mrs. E. K. Strong, P.T.A.
Mr. Edward K. Strong
Mr. Mendel Lieberman
Mrs. Mendel Lieberman
Dr. John W. Powell

Dr. Powell said he would like to start the discussion with definitions of the terms Government and Administration which had emerged in a series of discussions in one of the two college seminar groups at Poston. The members of the seminar were also members of the community council. They were recent college graduates, very shrewd. They felt somewhat older than they had outside the project, and the discussions were rather revealing. Government, no matter what form it takes, according to their definition, is the machinery by which a group of people gets its decisions made. Administration is the machinery which makes decisions for people. So long as administration processes, government cannot begin. Administration makes decisions for you; government is your way of making decisions.

Dr. Powell raised the question: How can administration operate in such a way as to withdraw, leaving a larger and larger field for government? The question of leadership was, he thought, a question of government, and the form leadership assumed was conditioned directly by the form of government. The governing of the teaching activities, of the community organizing activities for instance, involved the making of judgments about them, judgments of value and direction, and the planning of man power and materials. Government in the fullest sense would mean that the people on the program would decide the things to be done. The staff would be there to assist them in carrying it out. Administration may mean that they do nothing until we tell them. The leadership problem is finding out who can start governing. How does one recognize or produce the kind of people to whom administration can be relinquished in the form of government?

Our experience so far has been to start to find the kind of people who look as if they will make good administrators, and to build machinery through which decisions can get made. With the best and most democratic will in the world it is hard to keep from being trapped, and the result is that what is known as the leadership on the project consists of the people whom the administration has decided to have. The friction and some of the tensions on the project occur when the administration runs into somebody who is capable of being a leader and who knows what is to be done. Certainly, if the adult education and community activities people are going to serve the project they have to be most alert at that point, and permit the independence of judgment on which effective leadership depends.

Dr. Powell asked how on the other projects the leaders for groups in adult activities field had been selected. Did they come ready made? At Poston, for instance, some of the residents came from assembly centers and had evolved some kind of leadership patterns; others came directly from their homes where the leadership was not so apparent. We had to try to find their accepted leaders. Was it true, he asked, to say that some of the people we have been calling leaders are merely assistant administrators? How do we recognize a person qualified for leadership?

Dr. Francis thought anyone who does something better than anyone else has the makings of a leader. Mr. Nielsen thought a good test of leadership was ability to get followers and hold on to them. He did not think the selection of leaders should be left entirely up to the Japanese. Mr. Ferguson thought it would be highly improbable if we were to find developing the types of leadership Dr. Powell had described. The residents were not in a position to take the responsibilities that go with that leadership. It was an artificial situation in which to expect them to show real leadership. There was some danger that the

community councils, for instance, might be like the attempt at high school self-government, in which all the student council could do was carry out what the principal wanted, or else have their action vetoed; or where they were asked to make unpopular decisions which the principal did not want to risk. In order to develop leadership there have to be certain areas which are of vital interest to them where they can make their own mistakes. Mr. Gibson said there was some of that kind of leadership on the projects. Dr. Powell said the question which faced our administrative staff was how far we were willing to go to set up people and let them make mistakes. At what point in the community activities was the Caucasian willing to make himself subordinate to a chairman or the community council? Mr. Blaisdell said this group was not quite free to make its own decisions. They would be willing to do that if WRA would accept them. Miss Minton questioned the argument that this was an artificial situation and therefore discouraged leadership. No group operated without limitations and without a frame. The exercise of responsible leadership was possible even if the area was small, so long as it was clearly defined and not subject to arbitrary limitation.

Dr. Powell said that among the younger group the feeling of frustration was preventing qualities of leadership from emerging. Many of them felt they could not get any place in their thinking, because they had no idea how far their wishes or authority could extend. At Poston in the recreation field where they were dealing with the younger fellows, most of the summer was spent in answering questions about 'can we do this, can we do that?' They felt that unless someone with authority were appointed they could do nothing. One of the boys in the orchestra had said, "Unless you appoint Mrs. so and so, how can we keep the violins in tune?" It was a naive sort of thing, wanting authority to keep in tune, but it illustrated a very real obstacle to the emergence of leadership. The situation was complicated by the fact that the evacuees resented authority being given to one of their number. Some individuals were claiming leadership, but that claim was resisted by people who thought they were just as good as the one appointed.

Mr. Blaisdell said that from his observation he thought what Dr. Powell was doing was not to appoint people with authority, but to develop the capacity of a group to make its own decisions. Dr. Powell said that was the object of course, and one could say there were some areas in which administration, as defined by the seminar group, did not exist. But the selection of people for a job was in itself an administrative act, and the group held back waiting for him to say who could have the authority.

Miss Minton described her own position at Topaz, where she was definitely a consultant rather than an administrator.

A young man on the project who had a very real and vital interest in the developing of group leadership and expression, and had some skill in that direction, had been appointed as administrator, and she regarded herself as a member of his staff.

Mr. Gaba asked what could be done where that kind of leadership was not already in existence. Miss Minton said obviously it would be a slower process, but if the proper kind of group responsibilities was set up she thought there would be a gradual process of natural selection of leaders. Mr. Gaba said that staff leadership was often not the best type of leadership on the program. The staff they had might be interested in the recreation program, but might not be the best leaders. He felt that many people with much greater skill than those selected on the staff were holding back, and in some cases criticizing and undermining the work of the staff. As long as leaders were regarded as being appointed by the administration, he felt that real leadership would not emerge.

Dr. Powell thought that we were confusing there the distinction between administration and leadership. Both had their place: The administrator sees that other people get the work done, the leader inspires people to do the work themselves. Leadership is a creative job. There were people on the projects who came to him and said, "I am a leader," or others, like the young boy who came and said he wanted to do something in recreation. Asked what he wanted to do, he replied, "Nothing in particular. Have you an executive committee? I'd like to be an executive." Sometimes these people with an overpowering drive for leadership became storm centers. There were many types of leadership on the projects, existing at every level. Administration should try to discover and make use of these, and gradually relinquish to them authority and responsibility.

Mr. Chapman said that leadership and authority did not necessarily go together. It was impossible, for instance, for foreign educators to be in positions of administration in Japan, nevertheless no one questioned that they had leadership. Mr. Powell said our problem was not whether the Japanese would create a situation in which an American in Japan would be asked to become the head of a committee on education. Our problem was whether we could overcome the same kind of prejudice here and work as subordinates under some of the Japanese Americans. Miss Findley said they had outstanding Japanese nurses at Poston, but they had not been able to place one of them in charge where the Caucasians had to take orders from them. Mr. Chapman said that the fact remained that as far as the function of WRA and its staff was concerned the success of the program would not depend upon their official positions but on their

ability to put things over in such a way that the Japanese accepted and were willing to cooperate. The WRA must make the Japanese feel that it trusted them and was willing to give them responsibility. One of the most important elements in the right kind of leadership, he felt, was that the person who was led was unconscious of the leading process.

Mr. Blaisdell raised the question of leadership training. At Manzanar when they discussed the college program there were requests by some of the young people for a course in leadership or training in leadership. He resisted it, because he did not think leadership could be taught. Administrators, however, could be trained. Mr. Nielsen said that really good leaders were good leaders in any field; they were just leaders and could pick up the tools they needed in any particular situation in a short time. Dr. Powell said that we were after people with a project building attitude. Mr. Blaisdell was right: leadership could not be taught, but it could be learned, and we had to create situations and a framework in which that learning could take place.

Dr. Francis said that one of the difficulties was that we were asking a group of people who were really not professional people to take professional responsibility. One of our jobs should be to give them the professional training necessary. Mr. Blaisdell warned that we should be careful not to tie leadership to skills; the capacity of leadership was not necessarily tied to a skill. The danger on the projects was that we were encouraging the leadership to be one of skills.

Mr. Ferguson said that we could not talk about leadership as a vacuum. There were leaders and leaders, some of them good, some bad. We had to put our emphasis on the type of leaders we want to encourage, and create situations in which they would have a chance to prove themselves.

In answer to the question: How do you pick your staff when you can find none who has had training or experience in the field required, Miss Findley quoted their experience in trying to find people for the kind of social work needed on the project. California had been remiss in refusing to allow the Japanese-Americans to take their rightful place in the community, and many occupations were closed to them. As a result they had no well-trained social workers. She had therefore to try to discover people in the community who were accepted by a majority as social counsellors and advisers, and then try to give them the professional training which would help them carry on the work. She found a woman working in one of the offices as a stenographer to whom a great many people came for advice and to talk about their troubles. She accepted the judgment of the people on the project, and appointed the young woman on the staff as a social worker, and was endeavoring now to give her some of the professional training.

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CONFERENCE ON ADULT EDUCATION, RECREATION AND
LEISURE TIME ACTIVITIES AT WAR RELOCATION CENTERS

October 26, 27 and 28, 1942

Wednesday afternoon

Panel Discussion: Cooperation between War Relocation
Authority and Other Agencies and
Development of Leisure Time Activities
at War Relocation Centers

Chairman - Mrs. Lucy W. Adams

PRESENT:

Mrs. Adriana V.D. Marrin, Director of Junior Red Cross,
San Francisco Chapter, American Red Cross
Miss Gladys Guinan, In Charge of Welfare Work, S.F.
Chapter, Red Cross Disaster Commission
Mr. Charles Stoughton, Assistant Executive Manager,
S.F. Chapter American Red Cross
Mr. Spencer Bisby, Assistant Manager, American Red Cross,
Pacific Area, San Francisco
Miss Charlotte M. Linfoot, Assistant Director, American
Jr. Red Cross, Pacific Area, San Francisco
Mrs. B. Steelquist, Secretary, Group Work Commission,
San Francisco Community Chest
Miss Vaal Stark, Girl Scouts
Mrs. E. K. Strong, P.T.A.
Mrs. Leslie Ganyard, Rosenberg Foundation
Mrs. Lovell Langstroth, S.F. Conference of Jews and Christians
Rev. Gordon K. Chapman, Federal Council of Churches
Dr. Jessie Francis, Tule Lake
Mr. A. J. Neilsen, Manzanar
Mrs. Carola Blume, Mills College
Mr. M. H. Leiberman, Gila River
Mr. Robert E. Gibson, Regional Office
Mrs. Lucy W. Adams, Regional Office
Dr. Laverne Bane, Utah
Mr. Corliss R. Carter, Tule Lake
Mr. Charles K. Ferguson, Manzanar
Mr. Allen C. Blaisdell, Regional Office
Miss Nell Findley, Poston
Mr. Morton Gaba, Gila River
Dr. John Powell, Poston
Miss Emily Minton, Utah
Mr. Fred Ross, Minidoka
Miss Betty Lyle, YWCA
Mr. Jerry Fogarty, Minidoka
Mrs. Ruth Kingman, Berkeley

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Mrs. Adams stated that the WRA from the beginning had invited the cooperation of outside organizations in helping to meet some of its problems. The outstanding example of this was the relocation of college students. The WRA was anxious to maintain on the projects as many of the normal community activities as possible, and to continue the group associations and activities which were already in existence; and it welcomed the interest of leaders of such organizations in re-establishing their services. Representatives of a number of groups who were already in contact with the projects had been invited to attend the conference and participate in the discussion, and their suggestions had proven extremely helpful.

Dr. Powell wondered if representatives of these outside groups realized what tremendous influence their visits had on morale on the project. "We look forward weeks ahead to their visits when we know that they are to arrive." There was real appreciation of their services. It was important for these representatives to come on the date agreed upon if at all possible. Disappointment was so great when they did not turn up.

Mrs. Kingman asked what representatives of organizations could do when they came. Miss Findley said in addition to giving help, they should also call on the centers for help sometimes. The Y.W.C.A. branches on the projects, for example, should be called on for help, as well as being put in a position of accepting help. The membership should be more than a name recognition. It should as far as possible be called on for the same types of services as it is asked to give outside.

In the discussion which followed a number of questions were raised concerning the activities on the projects of representatives of organized groups. These were often not as effective as they should be, because procedures had not been established. It was not enough for representatives to see only the administrative staff when they came to the projects; there were usually many other people who wanted to see them. It was up to the administrative staff to make opportunities for them to meet with others. The use of the project newspaper was the best means of notifying people that someone was arriving. Then those interested could make arrangements to see them. The projects might routinize procedure. It might simplify matters to have one person handle all visitors within this category. It was difficult for instance for a visitor to know where he could stay. It would be helpful if the project could have a mimeographed form stating what accommodation was available, either at nearby hotels, or at the projects, giving bus or train connections, and the name of the person whom they should notify on arrival. Many of the projects were a long way from the nearest town, and to expect a project car to meet the visitor was sometimes an imposition. Visitors

should find out what local transportation was available, and wherever possible take a bus, or make arrangements with someone from their own organization to take them out. At Poston, Miss Findley said a visitor was now sent to the housekeeper on arrival. The housekeeper then notified the visitor where he was to stay that night, and told the staff that the visitor had arrived and was ready to work with them.

A question was asked as to whether anyone could write to the project director to arrange for a visit, or whether this had to go through the regional office, and whether the person had to be a representative of an organization already approved by the national or regional office. Mrs. Adams said that agreements with a number of organizations had been worked out by Dr. Provinse, Miss Coyle, and others. New ones were being worked out from time to time. In most cases it was sufficient, however, to clear with the project director.

Length of time of a visit came in for considerable discussion. Many visitors did not allow enough time to accomplish anything effective. The project staff were all burdened with work and immediate assignments. Most of the residents were employed during the day. One day was not enough in which to do anything effective. The amount of time needed of course depended upon the type of work to be done. Individuals coming in with serious intent and with a job to do needed four or five days to find their way around, meet the leaders among the residents, and get together with the people who wanted to work with them. Where it was possible the visitors should certainly stay on the project. They missed the life of the camp if they were not there until midnight.

Persons planning to come on the project to work for any extended stay should give where possible, two weeks or a month's notice of their coming, indicate how long they would stay, their position in the organization, and their skills, and then ask "How can you use me?" It was difficult for people in the center to plan to use anyone effectively unless they had this information.

Miss Lyle agreed that in general it took longer to carry out a piece of work on the project than with other groups. Length of stay depended partly on whether the project was very busy, and whether there was anything else going on. At Manzanar, they worked for ten days with groups, boards, and individuals, and felt that they should have allowed another three or four days. In Poston, where the county fair was under way, it was very difficult to get groups together and a week had proved quite inadequate.

The question was asked as to whether the project had to request the services of an organization, or whether the organization could write in offering its help. Quite

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often an organization had letters from Japanese who had formerly been connected with it, or were interested in having a chapter or group started. They did not know if this was "official" or not. Mrs. Adams said that either approach was acceptable: It could be initiated by the project director or by the organization. It was important though that even though the approval was made by the project residents, the organization should clear with the project administration, and not conduct its negotiations through the evacuees.

The question was raised also about the use of the Japanese language in meetings. The Red Cross conducted its meetings in Japanese. Representatives of some of the church groups could speak Japanese, and in meetings of older people used that language. Mrs. Adams indicated that where there was any question it should be taken up with the project director; there was no ruling on the subject except that in the schools the language of instruction should be English.

It was suggested that it would be helpful if the project could have a copy of any report made following a visit, and if the visiting representative would talk with the project director or the division concerned before he left.

The discussion turned to specific services which could be given by an organization if it could send a representative to a project. It was the consensus of opinion that one of these was the training of leaders for its groups. Very few of the Japanese had been leaders in such organizations as the YMCA and YWCA, Boy and Girl Scouts, Parent Teacher Association, Red Cross, etc., and the younger people were being called on to lead these groups on the projects. Many of them had no idea of their duties. They needed training, supervision, and materials. Staff members could not give this. In-service or leadership training was a job which in the beginning required considerable time, probably from two weeks to a month; thereafter there was need of frequent visits for supervision. The Boy Scouts organization had already begun this service, and the YMCA and YWCA were also making a considerable contribution to leadership training.

It was pointed out that organizations might have to make changes in their regulations regarding membership, dues, and types of activities. It might be impossible to buy uniforms, and difficult for many to pay the dues. Miss Lyle mentioned the decision of representatives of the YMCA and YWCA at Manzanar to merge their activities and have a joint youth organization and youth council which would include Buddhists as well as Christians. Co-educational activities were important, and some of the groups which on the outside were exclusively for boys or for girls, might on the projects combine their programs. This was most important among the young people's group. The action of the Protestant churches in uniting in the community

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church combining all denominations was cited.

It appeared that one of the valuable effects of having these outside organizations on the project was that it provided opportunity for the association of staff, wives of staff members and evacuees in groups and on boards where there was no question of authority involved. At Manzanar, wives of staff members and evacuees were working together in the Parent Teacher Association, and were associated in the Youth Council, and in some church groups. This was wholesome for all concerned, and representatives of organizations coming in from the outside could often help to promote this association.

Mrs. Adams asked representatives of the organizations present to make suggestions on how the WRA could facilitate their services.

Mr. Chapman said that clarification of policy on volunteer workers would be helpful. The Japanese churches were making requests for workers, some of whom might be permanent residents on the projects or stay for considerable periods. He knew this at present was not practicable in most centers where there was a housing shortage, but in some cases volunteers could live outside and work regularly in the projects. They would like to know to what extent volunteer workers could be used, and how far the door should be opened.

A question was raised as to access of organizational representatives once they were credited and had established groups on the projects. Could they come in without prior arrangements, and could they work directly with representatives of the organization rather than through staff members? What about sending in materials or books or supplies? Did those have to go to the project for distribution, or could they be sent directly to the leader of the group? Mrs. Adams said they would try to obtain answers to those questions and advise the groups interested.

Mrs. Adams asked representatives of some of the groups present if they would report on the work which they were doing on the projects and make any further suggestions which had not come up in the discussion.

Representatives of the Red Cross described the work being done at Poston, where they were setting up an independent inside unit. Most of the work was efficiently being carried on by residents on the project. The Red Cross was conscious of the need which had been emphasized by all the speakers on bringing about contact of the project with the outside. They were working in specialized organized channels, helping the residents in making contacts in their home country, and contacts with Japanese soldiers. There were classes in first aid, and through them assistance was being given in the health program on the projects.

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Miss Linfoot of the Junior Red Cross said that they had had a representative at Poston and hoped to visit the other projects. The program to be carried out there was the same as that throughout the whole country. They would have correspondence with other schools, production of articles for the community and for exchange with other schools, and the emphasis on health and health training. The program extended from kindergarten to high school, and most of the children had been members outside.

The conference felt that activities like the Red Cross and Junior Red Cross where the members did work, or made gifts, for use outside by those in need, or for exchange of member groups are particularly valuable.

It was important that the projects should not get to thinking of themselves as objects of charity. Miss Stark of the Girl Scouts said that they had had letters from the Japanese asking for the organization of Girl Scout troops. Their regional office in the Northwest had sent representatives to Minidoka and Tule Lake; and their San Francisco headquarters would plan to make services available. She asked a question about payment of leaders. They had heard that at one of the Assembly Centers scout leaders were paid. This was contrary to their practice; and she asked whether this was being done. Mr. Powell said that at Poston some of the boys' club leaders who had been scouts helped to organize scout troops. Some of them had been paid but as activities leaders and not as scout masters.

Mr. Chapman reported that many Protestant Sunday schools were working on correspondence with young people in the centers, and that there was wide-spread interest in doing something for Christmas.

Mrs. Strong of the Parent Teachers Association reported that while many of the Japanese parents were members of the Parent Teachers Association, they had not been very active, and seldom held office. She was glad to hear that groups were starting on the projects, and said that various state offices would be glad to make available materials.

Representatives of several groups asked to know what materials, supplies or books would be most useful, and if they would be welcomed. Quite often individual Japanese wrote in to them and they were not sure of WRA policy about supplying these things.

Mrs. Adams said that it was impossible, of course, to use Government funds to supply many of the things which are required in a community program, which are usually met out of membership fees, local taxes, or donations of one kind or another. The WRA was purchasing some recreation materials for the schools in connection with the physical education program, but there was an understanding that WRA funds could not be used for general recreation programs. One of the outstanding needs of the centers therefore was for funds to help build up community activities. In time,

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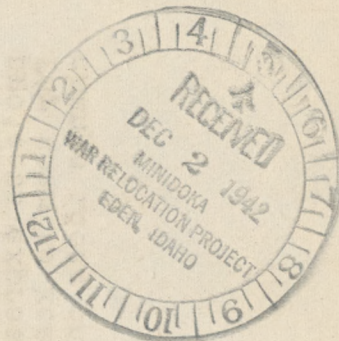
many of them could become self-supporting, as indeed was already happening, but the immediate need was still great. Funds had been provided for setting up school and community libraries but it would take a good many years to build up a library adequate to meet the needs of communities of ten to twenty thousand. Books and magazines were therefore, next to recreation materials and supplies, the outstanding need. Perhaps next on the list would be help which outside organizations might give in furnishing small club, committee or common rooms. That was very important to healthy community life. There was need in these for attractive furnishings--rugs, easy chairs, reading lamps, small tables, phonographs and pianos. Many of those could not be supplied out of general funds. Any help which an outside group could give to furnish a young people's center, for example, or a college center, would be very welcome.

Mrs. Adams said that in response to Mr. Chapman's request, a committee had been appointed and had drawn up a list of estimated needs in the field of recreation and associated group activities, and she would ask Mr. Nielsen, the chairman, to present the report. Mr. Nielsen read the report of the committee which included an itemized estimate of equipment needed for games, for music, drama and talent programs, for arts and crafts groups, for the libraries, and for young people's centers.

Dr. Bane asked whether it would be possible for different projects to get fairly detailed reports of the activities which other projects were carrying on, and said that he would like to initiate correspondence between members of some of his classes in advanced English and similar classes on other projects. Mrs. Adams said that the Information Division had the former under consideration.

Mr. Ferguson asked whether there was a policy statement covering the adult education program. He thought that it would be suggestive and very useful. Something along the lines of the statement prepared by Dr. Hanna's group on the program for community schools would be stimulating.

In closing the meeting, representatives from all the projects expressed the hope that it would be possible for them to keep in touch with each other, and to exchange ideas and experience.



REPORT OF CONFERENCE ON ADULT EDUCATION, RECREATION, AND LEISURE TIME
ACTIVITIES AT WAR RELOCATION CENTERS,
SAN FRANCISCO, OCTOBER 26, 27, 28, 1942

Supply
I. The program:

Panel Discussion: Leisure time in War Relocation Projects -
How can it be most profitably employed?
Monday morning, 9:30 to 12

Chairman - Mrs. Lucy W. Adams

Panel Members:

Dr. Dorothy Thomas, University of California
Miss Nell Findley, Colorado River Project
Mr. John W. Powell, Colorado River Project
Mr. Morton Gaba, Gila River Project

Reports of Project Activities and Recreation and Adult
Education

Monday afternoon, 1:15 p.m. to 4

Chairman - Mr. Robert Gibson, ass't to Mrs. Adams

Round Table: Ways and Means (Closed meeting)
Monday evening, 7 to 9

Round Table: Adult Education for War Relocation centers
Tuesday morning 9:30 to 12

Chairman - Mrs. Lucy W. Adams

Round Table: Recreation Activities for War Relocation centers
Tuesday afternoon 1:15 to 3:30

Chairman - Mr. Morton Gaba

Round Table: Education at Collegiate Level on the Projects
Tuesday evening, 7 to 9, at International House,
Berkeley

Chairman - Mr. Allen C. Blaisdell, director of
International House

Round Table: Training for Group Leadership at War Relocation
Centers
Wednesday morning, 9:30 to 12

Chairman - Mr. John W. Powell

Panel Discussion: Cooperation between War Relocation Authority
and other agencies in development of leisure
time activities at War Relocation centers.
Wednesday afternoon, 1:15 to 3:30

Chairman - Mrs. Lucy W. Adams

Members: Representatives of YMCA

YWCA

Federal Council of Churches

Girl Scouts, Boy Scouts

Other organizations

Round Table: Supplies, Equipment, and Finances

Wednesday afternoon, 3:30 to 5:00

Chairman - Mrs. Lucy W. Adams

II. The Problem

American influence is ebbing, Japanese influence is increasing in cultural and social fields in the centers.

Note increasing influence of Sumo, Judo, Japanese haikyo, nostalgic songs of Japanese soldiers in China, Japanese table games. HOWEVER? DO THESE INDICATE DE-AMERICANIZATION?

If they do, is it due to isolation? Not enough newspapers? Increasing family influence of Issei thru close living conditions?

It is suggested Issei are consciously trying to convert the Nisei to the old culture away from the new. This is especially true of the men, because they are the most frustrated: women maintain the domestic life they have always led--housework, sewing, flowers, etc.--but the men have been taken from their farms and businesses, and the energy formerly devoted to that is now released for intrigue, gossip, and petty competitions. PROBLEM: TO PUT THAT TIME AND DRIVE TO WORK CONSTRUCTIVELY AND AMERICAN-LY.

(See note "For Issei" in No. III "Acculturation" below)

Contributing to this Issei control is LACK OF A DEFINITE CULTURE AND SET OF PRINCIPLES IN NISEI GROUP. Americans as a whole have been imbued with no set of values except time-and-a-half for overtime. Thus, not only have the Nazis and Soviets beat us to the punch in showing values and capturing the minds of their people; folk cultures too, like that of the Japanese, reveal the "Americanized" generation to be culturally and spiritually bankrupt.

QUESTION: Shall we then suppress Japanese cultural manifestations? Is Japanese culture inconsistent with American allegiance? To what extent if any? CONSENSUS: American method is to welcome folk cultures, but if the melting pot is to work, it must contain a solution in which the ingredients will blend--a common set of values. To find them and convey them to the people is our job.

We need heroes, legends, dances, music, folkways, and psychological wrappings. We must find them and put them across.

Specific Methods Suggested:

- Spontaneous groups provide nucleus for remedy. Get to know them and their leaders. Help. Provide them with materials of the above types.

- Perhaps movies, membership of camp groups in national organizations, following American practices in project governments, and the like, will give a sense of belonging to the United States and the American Way.

- One center has an Adult Education Advisory Committee composed of representatives from the various blocks. This makes the school responsive to the people, makes the people take a personal interest in the school.

- Methods yet to be found for: using Nisei Drives which are sometimes apathetic, sometimes antagonistic to Issei;
finding and presenting a true, captivating American culture;
find ways of allaying intellectual and psychological isolation--perhaps (in addition to movies, national memberships, etc. as above) by arranging for outside speakers, planning organized trips outside now and then, arranging athletic and other competitions with outside friendly groups. (See note VI-ENG FOR GRP LDRSHIP)

III Adult Education--Methods and Problems

Our job is manifold: to give the individual a chance to identify his problems with larger problems;
to provide specific skills, both for workers in the community and for post-war and relocation work;
to find and foster convictions in Americanism which can survive any attack or disappointment;
to implement those convictions by instruction in American living;
to provide instruction making for mental and physical health.

4 areas are particular problems (and the solutions ought to be planned not just for evacuees but for the total community):

1. Relocation. This is now the immediate and primary aim of WRA.

Vocational training or re-training. Since relocation aims not at new colonies but at dispersal, professions will be all but killed. Therefore work on scientific farming, gardening, domestic science, child care, matters related to possible post-war colonial work, practical crafts and trades such as fly-tieing, leather working, making Xmas cards, etc. Also war industries and constructing training.

Social Education. --Problems of relocations: social, psychological, and economic. Geography would be valuable. --Minority problems and public opinion defense methods. --English: language, composition, speech. Many jobs may open up for interpreters. --College orientation for those who plan to relocate to schools.

2. Family Welfare.

Instruction in "family spacing," "marriage hygiene", and "mothers' health" in addition to problems of the family, courtship, marriage, and parenthood. They are isolated from normal sources of this information.

Family preservation in mass-living (draw on literature concerning other minorities for discussion of this problem. Such an approach lends objectivity and may break down resentment among these people against identifying their problems with those of other minorities. Antagonism against other minorities has been noted). But be concerned also with the urge to escape too-strong parental bonds resulting from close living.

Parent-child relationship, grandparent-child relationship, child welfare (Excellent Japanese books available on these subjects).

3. Acculturation.

The U.S. is a complex of beliefs, social concepts, and cultural patterns. We must identify the individual future with the U.S. future. live the kind of life here that is the American Way. Who are our heroes? What are our opportunities? (Compare with conditions in army-controlled Japan.)

U.S. History and Institutions--American heroes--"the usable past." This requires materials, and needs emotional appeal; also identifying the individual with other people and ideas. --Also the "usable present": Grapes of Wrath, Waiting for Lefty, Lincoln Steffens, Louis Adamic, etc. (There are library funds for this).

FOR ISSEI.--Suggested that we offer U.S. history and other Americanization subjects in the Japanese language under trustworthy instructorship.

Encourage participation with Caucasian staff. People working on same matters might well eat together, etc. Get outsiders to come in--but not as gaping sightseers.

Exploit this group situation AS A METHOD and give attention to the working of the project, because it is education and the text for education.

Problems of war and peace; economy; social effects and problems; chances of this community. (Write to Committee to Study Postwar World, New York City).

English language and literature

Geography of the places to which they may go--also showing the principle of federation at work.

Art, music, literature.

4. Community Problems.

Collect and correlate administrative rules. Study community government, problems and methods, city planning. Study cooperative and consumer problems--work with the co-op. Study labor problems.

TECHNIQUES OF ADULT EDUCATION: Promotion--advertising, es-
thetic and dramatic trappings. Conferences to crystallize
needs--instigate educational committee in community council;
confer with director, superintendent of education, advisory
committee of block representatives, the adult teaching staff,
outsiders, wives of the staff, and others.

IV. Education at Collegiate Level

1. Teacher training--valuable, but probably no funds till next year. California extension division sends one copy for each 3 students at \$1.50. Lucy Adams will supply books. Tempe State Teachers College asks \$5 per student with books.
2. Desirable is a center for classes, seminars, social life, and books for the college group. Outside groups might furnish it.
3. Program-- Make it simple, selective, experimental; and bring in outsiders.
 - a. Emphasize vocational training.
 - b. Recruit Caucasian staff as faculty.
 - c. Teach humanities. Dr. Gamage at Tempe State Teachers College will help after elections. Dr. Thompson at Phoenix J.C. also. BUT WORK THRU WRA ON ALL NEW LEADS.
 - d. Set up library of catalogs of universities.
 - e. Centralize correspondence between students and universities. Do likewise with student relocation. Also copies of letters on these subjects with Regional Office.

V. Recreation Activities for War Relocation Centers

Distinguish between directing everything to the point where participants lose initiative, and allowing so much undirected autonomy that level of performance and appreciation is not raised. Consider value of allowing more spontaneous organization and activity as in normal town, rather than assuming responsibility and control over every activity.

Emphasize that checks are not "pay" but are cash advances. Set wage scale at contemporary level; deduct room, board, cash advances; promise the rest if and when they put the community on a paying basis. This gives incentive, raises morale, removes "relief psychology."

VI. Training for Group Leadership. This is important, because the young group has never had it.

How far are we willing and should we go in giving leadership and in taking a secondary position ourselves? How far will such leaders be accepted by the community? How far should we go in choosing individuals for leadership development rather than trusting to natural selection?

Must impose some standards--democracy, acculturation. Consider that this has always been an administered group, told what to do, many of them.

Distinguish between leadership and administration. Latter may be taught. Former may be learned--but this must be in terms of a specific (tho the most skilled is not necessarily the leader). Embryonic leaders and administrators must be supported and guided till grown. One element of leadership is to define boundaries & goals. All of us operate w/n limitations. To distinguish our groups from mobs, what type & size should we foster? What kind of leadership to raise it to its highest level? Must inculcate ideals and standards; but how far may we go in determining the acceptable goals of this group as against their own determined goals?--at present must preclude them from games with MP's, interproject games, relations with adjacent communities.

NOTE---Then how can we break down the sense of isolation? Visit their homes, make personal contacts, CONVERT THE CAUCASIANS TO THESE PRINCIPLES OF LEADERSHIP AND COMBINED ACTIVITIES. Have a parent-teacher association, associate it with National Conference of Parents and Teachers, Chicago, Ill., and with the Arizona organization. Convince Caucasians they can lose games without losing respect, relinquish control without relinquishing leadership.

Recognize that the type of leader who arises depends on the problems and environment of the group (Hitler, Roosevelt, Churchill).
If we want leaders who are good from our point of view, we must remove irritants and frustrations leading to gangsters.

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VII. Ways & Means - Materials and Supplies (Closed meeting - to be reported only in outline)

- A. Budget and Finance. There is a budget for education available immediately. Problem is to allocate it as between day-school and adult activities.

There are U.S. funds for agricultural instruction, industrial instruction, and out-of-school youth--but must be under an existing high school district. Regional Office is negotiating. (These are the funds allocated by the Lanham Act to the U.S. Office of Education for defense purposes.

- B. Supplies & Equipment. Need recreation stuff, books, clubrooms, study rooms, college rooms, nite-life rooms and equipment. Regional Office is also negotiating with certain religious groups who are anxious to help.

- C. Staff. Labor priorities have been set up:

1. Essential maintenance requirements--mess, utilities, engineering, police, fire, repair (but these must not be overstocked).
2. Private employment inside and outside the project. (Thus, relocation is secondary to maintenance.)
3. War works (such as camouflage factories).
4. All others.

- D. Space.

VIII. Cooperation Between WRA and Other Agencies

- A. Important to have our groups part of outside organizations; i.e., boy scouts, YMCA, etc.
- B. Important to have outsiders come in--for our information and morale, and to give information to outsiders.
- C. Important to work with outside groups for financial and material assistance.

What can they do?

Give speeches on projects, and take part in activities. Be stimulated to further public relations--perhaps thru a coordinating committee. Make personal contact with residents, elicit their help. Give more than a week's notice before visit in order to make sure of welcome and publicity. Fit up a visitor's room. Tell us of new ideas they get about

the project. Adjust fees for membership of our people in their groups.

Teach residents that the outside also suffers from priorities, housing, delinquency, etc. Teach leadership and American living to oldsters who have said "youngsters are getting ahead of us." Make it possible for residents to give blood and do sewing for Red Cross. Get outside groups to make gift boxes and carry on correspondence.

What can we do?

Systematize method of welcome, reception, and hospitality for visitors. Have form to send outsiders as to travel, housing, etc. Have routine for notifying MP's, housing, mess, etc. so they will be prepared for visitors. Have routine for putting the outsider in touch with all directors who might be interested. Contact them independently or thru others.

To supplement the accomplishments of the conference, the Regional Office will issue:

- A monthly newsletter
- Letters to correlate activities
- Surplus equipment when available
- Visitors now and then
- Possible trips to other projects for comparison
- Personal correspondence

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EXCERPTS FROM MEETINGS OF
WASHINGTON ADVISORY COMMITTEE ON ADULT EDUCATION AND AMERICANIZATION

August 3, 1944 - 10:00 A.M.

Additional attention was given to the preparation of detailed objectives which will later be included in handbooks. It was recommended that the Committee go on record favoring language centers or Adult English Centers to be established in space available and to be used for various types of language activities; such as clubs, classes, games, letter-writing work, or as a speech clinic; the general purpose being to develop facility in the free use of English.

The need for project committee reports was also discussed. It seemed desirable that complete running reports outlining the popularity and success of various courses should be included with an objective report to be developed. It was also suggested that an interchange of these ideas between centers might be valuable. The possibility of coordinating the efforts of the project adult committee and the Reports Office in publicizing the adult program was discussed.

The problem of teaching personnel for adult education was discussed. It seemed probable that with present personnel limitations the best possible solution would be to attempt to maintain full school teaching staffs with the idea that some of the teachers might be made available to provide some assistance in certain adult activities.

The development of a handbook was discussed and the conclusion was that a handbook should be developed on adult education as soon as feasible and that the handbook should cover objectives, organization, records, reports, etc. It was announced that a bibliography on forums and other phases of adult education together with one on Adult English was being prepared and that it would be distributed soon (copies are enclosed with this report). A sub-committee was appointed to investigate the possibility of developing some out of class adult activities which might be used in the Adult Education Program. The committee appointed for these activities included the following members: Messrs. Cross, Stevens, Glick, Kimball, Machita, and Viles.

September 15, 1944 - 2:00 P.M.

The sub-committee on extra class activities for Adult Education made a preliminary report pointing out the possibilities and difficulties involved in the development and maintenance of a program of forums for the adult program. The committee was instructed to make a more complete report at a later date.

There was some discussion of a program that had been developed at Poston for the orientation of new Caucasian personnel and the possibility of using such a program in the adult education activities. No decision was reached.

One of the members reported on recent interviews with the Adult

Education Committee on the Rohwer, Heart Mountain, and Granada Centers and on interviews with relocated evacuees in certain areas. The relocated evacuees had suggested:

1. That the residents be given an opportunity to get more reliable information than now obtained from Center gossip; and that any organized activity might be adapted to have some value.

2. They reported a need of a range of knowledge of various communities on living conditions, climate, and opportunities. There was a general feeling that courses which improved the use of the English language, whether through direct teaching, or whether through other courses where the use of English was improved, would be of value to the residents.

It was also reported that the development of the war trends probably would have effect on the attitude of the residents in regard to preparation for outside living.

October 2, 1944 - 2:00 P.M.

A considerable part of this meeting was devoted to a report of conditions and developments in the Gila River, Colorado River, Tule Lake, Minidoka, and Central Utah Adult Education Programs. It was reported that a shortage of adequate teachers presented a serious problem.

One member reported discussion on one or two centers where it was felt that forums involving controversial issues would create some feeling and probably result in little actual gains. He also reported that discussion groups based on personal living and community problems seemed to have been successful, where properly organized and supervised. He stressed the need of working through established community organizations.

A member of the Relocation Division outlined summaries of recent studies on relocation blocks as reported by the older residents. He listed specifically:

1. Old age and poor health.
2. Fear of the outside world.
3. Language difficulty.
4. The draft and induction of wage earners.

His report indicated that people are now beginning to think in terms of their own problems more than in terms of organizational reluctance to relocation.

At the close of this committee meeting it was suggested that since most of the exploratory work had been done that definite plans be prepared for making specific suggestions upon procedures, on reporting, and on promoting the whole Adult Education Program. These suggestions would be incorporated in the handbook as soon as one can be prepared.

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The Cooperative League of the United States of America.
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Page 2.

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University of Vermont, Burlington.

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October 22, 1943

Japanese Relocation Papers
Bancroft Library

WORKSHOP PLANNING COMMITTEE

Statement of problems to be discussed as brought up in the Workshop Planning Meeting.

1. Student management problems: specifically swearing, the attitude toward the grounds and buildings--the over-all problem of making this their school.
2. The Tule Lake problem of bringing these young people up to date because of loss of time.
3. (a) The problem of student activity with faculty supervision, and
(b) the problem of organizing a school calendar for both faculty and students.
4. Sex education is a necessary part of high school education. How do you suggest this be taught in our high school?
5. The availability of a recommendation to the faculty for organization planning, and organizing the Saturday morning and core meetings with a view of being better informed before each meeting.
6. The availability of the guidance office to the faculty; for example, the testing program, student records, guidance assistance.
7. The gathering and reviewing in brief of all rules and regulations and policies affecting both students and faculty.
8. The advisability of setting up a faculty committee to solve all senior class problems.
9. The school-parent community relationships and a closer collaboration among the three.
10. Survey of needs of handicapped children and those children with language difficulties.
11. Should we have a standing committee to serve as a clearing house for report card changes and the issuing of report cards to teachers?
12. The committee to bring about a councilor organization whereby a councilor's records should have specific things available to all teachers and all teachers add to this record; and if possible, a procedure of counseling that could be arranged in order that more time be given for counseling, or better use made of the time that might be made available for counseling.
13. Committee to review aims and achievement goals set up in the last workshop with recommendations for any changes.

*Ask Takao to meeting at 1:30
Get Workshop book from Ruth
Get summary of teacher criteria*