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1944-1945

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Mr. Wade
CONFIDENTIAL

WAR RELOCATION AUTHORITY

Washington

January 12, 1944

Mr. Wade Head
Project Director
Colorado River Relocation Project
Poston, Arizona

Attention: Dr. A. L. Harris
Superintendent of Education

Dear Mr. Head:

- On the evacuee employment schedule for the current quarter which was sent to the project, you will find a number of changes in the section showing allocations for the Education Section. As a basis for explaining some of these changes we are attaching a copy of the list shown for your schools. We are informed by the Personnel Management Section that this schedule represents section totals and that some variation within the section units may be feasible.

Some of the changes made by the allocation plan and the schedule will be of specific interest to you in Poston. The new plan will permit you to select one Nursery School Supervisor for each camp. No head librarians have been approved, however, if your school library workers also care for the community library, additional personnel may be allocated. Your certified teachers are not included in this schedule of evacuee employees or in the allocation plan. As you know they are included in computing the number of appointed teachers that may be selected. Business managers or accountants are allocated to the financial section and are to be assigned to the schools. Messengers are to be obtained from a pool.

Allocation Plan

In order to provide some degree of uniformity in determining the number of evacuee employees needed in all of our Center schools a general allocation plan was developed. It is understood that some changes may be necessary to adapt to local conditions or future needs.

1. \$19 Employees - The allocation plan and the schedule show one nursery school supervisor, one adult education supervisor, several classified teachers, one vocational supervisor, and two vocational teachers not included in previous allocations.
2. Job Descriptions - New job descriptions have been prepared. Copies are enclosed.

3. Teachers, Assistants, etc.

- A. Number - See basis in allocation plan. It is intended and expected that all authorized or charted teaching positions be filled. In cases of unusual shortages of appointed teachers some additional evacuee assistants may be needed and obtained as per 20.2.11 of the Administrative Manual.
 - B. Classified teachers - Basis for allocation, approximately one-fourth of total teacher allocation for each of the elementary and high schools plus qualifications outlined.
 - C. Certified teachers - Not counted in allocating evacuee employees, hence not shown in schedule, but, as formerly, are counted in computing allocation for appointed teachers.
4. Vocational Training - These allocations are in line with recent wires and correspondence authorizing and outlining the vocational training program. Employees will be added as each new or additional vocational course is approved.
5. Clerical - Stenographic - The increases in Office of Superintendent and High School Office over previous allocations are in line with increased obligations in maintaining records of school property, preparing pupil transcripts, and making reports.
6. Adult Education - With changes in the vocational program some readjustment in the adult education program will be necessary. Employee allocation will be based on approved programs showing plans, offering and teaching loads.
7. Business Managers, Accountant, Clerk, Messengers, and miscellaneous - It is understood that some of these special workers or assistants will be employed by other sections and will be assigned to the education section. Messengers, truck drivers, carpenters, repair men, etc., are not assigned to the education section but are drawn from other sources as needed.

We hope that with this general plan you can obtain and make economical use of the evacuee help needed for the operation of the schools.

Sincerely,

/s/ John H. Provinse
Chief, Community Management Division

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

Allocation
of
Evacuee Employees in Center Schools

As a basis for determining the number of evacuee employees that may be assigned to the Education Section the following general allocation plan has been developed. This plan covers certified, classified and assistant teachers, secretaries, clerk-stenographers, nursery school, adult education, and vocational training workers. The plan is sufficiently flexible to permit transfer of employees within the section. The section will be expected to follow position description schedules or to justify and have approval of new ones to be established.

Allocation of Evacuee Employees in the Education Section

In order to provide the type of workers needed in certain supervisory or key positions a number of 19 Employees have been allocated.

- I. Employees at \$19 rate. Shall be employed on assigned duties 44 hours per week. Shall be capable of carrying the load and shall be assigned the duties that, otherwise, would be assigned to an appointed staff member.

Positions to be considered:

- A. Janitors - 1 head for each camp. Serve as supervisors, interpreter, etc.
- B. Secretary - 1 Office of Superintendent.
- C. Nursery School - 1 Supervisor.
- D. Adult Education - 1 supervisory assistant each camp.
- E. Vocational Training Program - 1 supervisory assistant, 2 head or chief instructors.
- F. Elementary and High School Teachers.
 - 1. Certified teachers carrying full loads, not counted in evacuee quotas.
 - 2. Classified teachers - non-certified but having two years college education and training (including 12 semester hours approved education courses and/or completion of or present enrollment in prescribed training courses and practice training under local supervisor of student teachers) sufficient to qualify for, and is assigned load of regular teachers.

EDUCATION SECTION EVACUEE EMPLOYMENT

Colorado River Project

Office of Superintendent

501 Secretary	\$19	1		
Clerk-Stenographer	16	4		
504 Head Janitors	19	3	1	}
505 Janitors	16	24	10	

High School

Clerk-Stenographer	16	7	-	3
Classified Teachers	19	8		4
508 Assistant Teachers	16	23		12
Librarians				
Assistant Librarian	16	11		5

Elementary School

Clerk-Stenographer	16	4	
Classified Teachers	19	5	
513 Assistant Teachers	16	16	
519 Assistant Librarian	16	5	
Asst. Home Visiting Teacher	16	2	

Total - regular school 113

Nursery School

Nursery School Supervisor	\$19	3
515 Asst. Nursery Teachers	16	32
516 Nursery Matron	16	

Adult Education

Supervisor	19	1
Clerk-Stenographer	16	3
507 Assistant Teachers	16	50

Vocational Training

Vocational Training Assistant	19	3
Chief Vocational Instructor	19	3
Clerk-Stenographer	16	3
Apprentice Training Instructor	16	2
Vocational Instructor	16	4

Dr. O. K. Garretson-2-11/1/44

JEANNETTE LINFIELD: Miss Linfield shows an incomplete grade for eight quarter hours in Education on her transcripts. She is in the process of making up the small amount of work necessary to remove these incompletes and as her record is so outstandingly good, I trust that it will be acceptable for me to include these credits in the report pending the removal of her incompletes.

Anna Zwerman, commercial teacher, and Phyllis Teener, music teacher half time, have resigned as of October 31, 1944. We started negotiation sometime ago to find teachers to replace these and expect to succeed before so very long. In the mean time the commercial classes are being taught by Margaret Arakawa, who was accepted by you in the report of last year. Miss Arakawa is assisted by an evacuee who has no responsibility for the teaching of any classes and therefore has not been reported. Music classes are meeting under the leadership of Mrs. George Jackson temporarily on the voluntary bases.

The only classes not taught by a person either previously accepted by you or one who is clearly qualified for certification are the Algebra I and Plane Geometry classes taught by Taro Ohashi. In this situation, he is acting under the direction and complete supervision of Dr. Rien and I may say that he is doing a very acceptable job. Taro graduated from Parker Valley High School last year and was appointed for this work by Miss Cushman. My own son is studying under his direction and I feel that he is doing quite satisfactorily.

If you should find anything lacking or out of order with respect to this report, I trust that you will give me an opportunity to explain or remedy it.

Very sincerely yours,

JEROME T. LIGHT
Principal
PARKER VALLEY HIGH SCHOOL

JTL:kt
Enclosures

File

COLORADO RIVER RELOCATION CENTER
Poston, Arizona

February 11, 1944

Japanese Relocation Papers
Bancroft Library

MEMORANDUM TO: Mr. Duncan Mills, Acting Project Director
FROM: Arthur L. Harris, Superintendent of Education
SUBJECT: Necessity for Completion of the Secondary School Plant

During the school year 1942-43, Poston I Secondary School classes were scattered throughout the mile square area of the community. 1500 students were accommodated in only 35 class rooms, 20 feet by 32½ feet each. The distance between classes was such as to necessitate the student's walking from two to five miles daily between successive class periods. Joint use of recreation hall space, required by pressure of religious and other community events, more than doubled the rate of depreciation of school furniture, equipment, and supplies. Wherever recreation hall space must be used for school classes, it places the school in the position of competing with the other interests of the community rather than supporting and supplementing them. There has been no question in any part of the Authority about the necessity of having separate school plants to accommodate, as nearly as possible, all of the full time activities of the schools.

On completion of the elementary school plant in the central part of Unit I, it was thought advisable to house some of the secondary classes along with the intermediate elementary classes together in this plant on a temporary basis. All senior high and secondary shop classes were scheduled in the elementary plant, requiring 20 class rooms and 3 shop rooms. The fourth, fifth, and sixth grades occupy 12 class rooms and one shop room in the present elementary plant. The junior high school classes are held in 15 rooms in 7 different blocks, as nearly as possible adjacent to the school block. The primary division of the elementary school is scattered throughout recreation halls in the neighborhoods where the children live. With the pre-school division, 27 rooms in eleven blocks are occupied by the smaller children. Although it is desirable to have the entire elementary school in one plant, so long as the plant is insufficient, it is less harmful to the program to have the primary division and junior high scattered in temporary accommodations than to have the senior high school classes scattered.

Mr. Mills

-2-

February 11, 1944

The present plans for the high school plant provide 33 class rooms, 4 shops, and 10 small rooms in conjunction with the auditorium. The latter rooms will be of particular value in the expanded Adult Education language program, and can accomodate some secondary school activities of a group nature. In all, the plant would accomodate an enrollment of between 1050 and 1075 estimated for the year 1944-45. Any considerable increase in enrollment, created by the transfer to Poston of families from another center, should be provided for by the replacement of two four-room units deleted from the plans and held pending further developments. Materials for these two units are available on the Project.

The present elementary school plant will not accomodate all pre-school and elementary groups in 1944-45. Some nursery school groups will be left in various block locations in neighborhood-centering areas. The entire adobe elementary plant can be used to advantage by the kindergarten and grades one to six inclusive and by certain of the Adult Education groups.

We have been informed by the Arizona High School Accreditation Committee that neither the barracks room nor the present elementary class rooms in the adobe plant are acceptable for high school classes which expect to receive accredited status. This is due to the lack of plumbing facilities for laboratory work in science and homemaking, to the inadequate size of the class room for some high school courses, and to the scattered locations and inadequate construction and equipment of barracks room.

No other adequate provision for housing the schools can be made in Poston I with so small an outlay of additional funds.

The building of the schools, has, from the beginning, been a commitment of the Authority and of the Project administration to the people of Poston. The standing of these schools is a matter of importance to the people, and of concern to the Authority. Failure to complete the school plant will seriously threaten not only the standing of the schools, and their educational efficiency, but will impair the good faith of the Authority. Both the secondary and elementary plants are necessary to accomodate the enrollments for the coming year, estimated on the basis of present population. Abandonment or extensive curtailment of the present construction program will have serious consequences.

I, therefore, urge, earnestly and without reservations, that the construction of all units now shown in the Poston I Secondary School plant be rushed to completion. I consider this essential to meet the educational needs of the community, to meet our obligations to the educational aims which we have accepted for ourselves, and to keep faith with the people of Poston.

Arthur L. Harris
Arthur L. Harris
Superintendent of Education

J 2.43

MEMORANDUM

Japanese Relocation Papers
Bancroft Library

TO: Dr. A. L. Harris, Superintendent of Schools

FROM: Retha E. Breeze

DATE: February 24, 1944

SUBJECT: Plans for the summer, 1944

According to the school calendar prepared last fall, our regular school session is due to close Friday, June 9, 1944. Assuming that school opens again early in September, this means that there will be practically three months "vacation" from the regular school session.

We experienced endless difficulties in trying to set up and execute an "activity program" last summer and then felt that the results achieved were very meager in terms of child growth and development in the right direction. Various factors contributed to our failure to get desired results. We did not have the equipment, supplies, and specially trained workers to put on a program that would attract the children to attend on a voluntary basis. The attendance was irregular and decreased constantly from week to week. There was a definite lack of interest and feeling of the lack of worthwhileness in what was being done on the part of many of those who did attend. I do not feel that we are enough better equipped to attempt a similar program again this summer.

On the other hand, these children who must spend the three summer months in Poston with nothing to do are going to lose rather than gain. Mis-directed "gangs" will form among the larger boys; disuse of the English language for the most part during these months will offset much of the gains made during the present school year. This is especially true in the case of the smaller children.

Instead of trying to set up an independent program of activities separate and apart from the work of the regular school year, I am suggesting for the elementary school that we lengthen the school year and shorten the school day during the four hottest months that school is in session. Our teachers are "on duty" during eleven months. If we spread our elementary school program over these eleven months, one month could be left entirely free, and during this month all teachers would take their annual leave. During this "school vacation month" the church organizations could put on their daily vacation Bible schools if they so desired and there would be no conflict in programs.

By early in May the afternoons here are usually unbearably warm in rooms where there are no coolers.

Dr. A. L. Harris

-2-

February 24, 1944

If during the months of May and June, we operated school only in the mornings, I am sure that much more work would be accomplished in the two months of morning sessions only than in the one month of full day sessions after the heat begins. If a few coolers could be secured especially for the library and a room or two set up as a "teachers work shop", teachers could use the afternoons for more intensive planning and working together in grade groups. At present we find ourselves greatly handicapped by lack of time for such planning. Then too, with the large number of text books, supplemental books, and references that we now have, teachers as yet have been unable to get as well acquainted with these books as they should.

On account of our late opening last fall, it will require until June 9 to complete the 180 days in the present school session. If the half-day-session plan were adopted this year, it would mean that it could not become effective until May 22 if the school year closed on June 30.

July would be designated as "school vacation month." If the evacuee teachers preferred to stay "on duty" during that month, a program of professional reading and study could be planned. This might also well include an opportunity to get acquainted with the library books adapted to the level of those students whom they teach.

Regular school work would begin again the first of August with morning sessions only, and this program continue throughout August and September. By October a longer school day could be instituted without too great interference from the heat.

Judging from the eagerness of the parents to enroll students in the demonstration school last August, I feel quite sure this plan would meet with hearty approval on the part of most of the parents.

The "regular school" session in the mornings would give the children a feeling of something worthwhile for that portion of the day, and yet they would have the freedom of the entire afternoon. If leaders are available, some recreational activities could be organized especially for the late afternoon or early evening hours.

I do not know that such a program as outlined in the preceding paragraphs would meet with the approval of the W. R. A. educational plans, but it seems to me that we are going to have to plan according to our needs and the facilities we have at hand with which to meet these needs.

By early summer it is quite likely that we shall have left in Poston only a very few young evacuees to whom we can turn for leadership in conducting an activity program. On the other hand, it is very likely that the number of elementary school children will be only slightly less than it is now. We are going to have to depend more and more on appointed

Dr. A. L. Harris

-3-

February 24, 1944

personnel carrying the major portion of the teaching load. If these teachers are free to take annual leave at any time they choose during the summer months, it means that any program we might set up is going to be interrupted constantly by teachers coming and going. Even when they are all "on duty," the number is still inadequate to handle the number of children we have.

Retha E. Breeze

Retha E. Breeze
Elementary School Principal
Camp I

REB:an

Miss Breeze

COLORADO RIVER RELOCATION CENTER
Poston, Arizona
February 24, 1944

MEMORANDUM TO: Dr. A. L. Harris
Director of Education
Poston Schools

SUBJECT: Students transferring to Crystal City, Texas

For your information, we give below, a list of the boys and girls of school age, transferring in the immediate future to the Family Internment Camp, Crystal City, Texas.

Unit I

<u>Name</u>	<u>Age</u>	<u>Address</u>
HATANAKA, Samuel	15	54-3-B
Tilly	13	"
James	10	" <i>Room 5</i>
KANEKO, Masao	17	37-11-D
May	15	"
Tony	14	"
Betty	12	"
Don	7	" <i>Room 46-a</i>
TSUBOTA, Billy Tatsumi	16	4-12-A

UNIT II

ARAMAKI, Shoji	17	209-12-A
Akiko	16	"
Kazutoshi	15	"
KOKETSU, Sumiko	10	213-9-C
Masao	8	"
Ayako	6	"

UNIT III

HOSAKA, Ayako Marian	16	322-5-B
Sayoko Ada	14	"

Lou E. Butler, Counselor
Family Welfare Section

Miss Breeze

R.C.V.

To
Gibson

COLORADO RIVER RELOCATION CENTER
Poston, Arizona

March 4, 1944

Mr. E. D. Ring
Superintendent of Public Instruction
Phoenix, Arizona

Dear Mr. Ring:

Although we have had no notification in writing, it is my understanding that the State Board of Vocational Education, at its last meeting, voted not to establish or approve vocational training courses, under the War Industries or Food Production Programs, in Relocation Centers unless and until assurance is given by Washington that additional funds will be allotted to cover the costs of materials, equipment, instruction and supervision, and those funds explicitly earmarked for relocation center purposes over and above existing allotments to the program for the State itself.

I attach a copy of a letter which Dr. Lester Ade, Head of the W.R.A. Education Office, received from Mr. Spanton, the Washington Director of the Food Production Training Program. It is clearly indicated in this letter that Mr. Spanton's office expects to receive specific budgetary requests based on plans made by the Relocation Centers and approved by the State Supervisor of Vocational Training and State Board; and that he expects to grant funds for these courses, including supervision and the appropriate share of administrative expenses, over and above the funds being spent in the State. I have not as yet seen the same assurance from Mr. Hawkins regarding the W.I.T.P., but I have seen a letter which Dr. Ade wrote to Mr. Hawkins for an explicit statement along the same line as Mr. Spanton's.

It seems to me that, on the basis of this information, we might proceed as follows: to reach an agreement with Mr. Klemmedson on courses to be offered in the vocational field and their full estimated cost, including the State's administrative supervision; to submit to the State Board, through Mr. Klemmedson, the detailed plans for these courses; and to submit to the appropriate offices in Washington, through the State Board, a request for additional earmarked funds to meet the indicated budget, and their assurance that none of the money now allotted or to be allotted to the Arizona State program will be diverted or jeopardized by the granting of additional funds for the Relocation Centers.

It has taken us some little time to arrive at a conclusion as to the source of the interruption of the funds which we were already receiving for vocational

March 4, 1944

training here. We have had the finest and most efficient kind of service and cooperation from Mr. Klemmedson, Mr. Gracey, and Mr. Larkin. Arizona was, in fact, taking a leading place in a program of training skilled workers to relocate outside the State. It was understood by Dr. Harris, Mr. Sawyer, and the rest of us that the funds involved in this program were given in addition to those being used in the rest of the Arizona program. We did not, therefore, understand why the Arizona authorities should act to interrupt these funds. In the case of the War Industries Training courses, we understood that the money was allotted by Washington separately for each course offered, so that, not only would the State suffer no loss of vocational training money, but it was indeed gaining additional recognition and momentum for its program through the fine use which Mr. Klemmedson and his colleagues were making of the opportunity offered by the Relocation Centers.

It is essential that there be no preventable misunderstanding, either on our part or on that of the State with regard to the facts governing the vocational training program and its funds. I should, therefore, appreciate receiving from you your information as to the following questions:

1. Was the expenditure of Arizona State educational funds required under the former vocational training arrangement with Poston and Gila River Centers?
2. If all funds required by the programs in these two Centers were furnished by Washington in a special grant over and above funds now being used in the Arizona State program, would the State Board be willing to reinstate these vital courses in the Centers?
3. Would you and the State Board receive proposals worked out within the Centers and carrying a full budget for all expenses including administrative, for transmittal to Washington with a request for the additional funds?
4. Would you and the State Board approve our working with Mr. Klemmedson, Mr. Gracey, and Mr. Larkin, if they themselves are willing, in drafting these plans and budget?

If there are other grounds than the financial ones for the interruption of the vocational training programs in the Centers, I believe we should be apprized of them and given the opportunity to work out ways of meeting them. While we understand the feeling of the State authorities, that the State should not be called upon to carry the burden of service to a group of residents for whom the State does not feel itself responsible, I am sure that no one in the State wishes to obstruct the services which the Federal Government feels itself obligated to render. I assume, therefore, it is

Mr. Ring

-3-

March 4, 1944

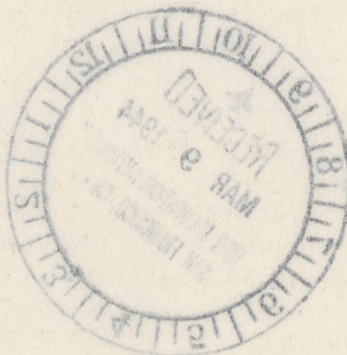
our mutual concern to remove all misunderstandings, and to solve all the problems which stand in the way of the production of much needed war workers and civilian workers, and the facilitating of their resettlement. It is to the end of this mutual understanding that I am asking for the facts covering the State's policy at present. I should deeply appreciate an early reply.

Sincerely,

L. L. Nelson
Acting Project Director

Enclosure

cc: Dr. Sanler
Mr. Sawyer
Dr. Ade
Dr. Harris
Mr. Bennett
Field Assistant Director
Mrs. Brown



March 6, 1944

-2-

Mr. King

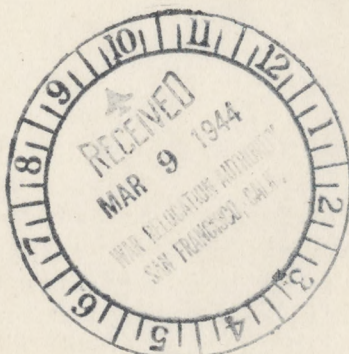
our mutual concern to remove all misunderstandings, and to solve all the problems which stand in the way of the production of such needed war workers and civilian workers, and the facilitating of their resettlement. It is to the end of this mutual understanding that I am asking for the facts covering the State's policy at present. I should deeply appreciate an early reply.

Sincerely,

L. L. Nelson
Acting Project Director

Enclosure

cc: Mr. Barker
Mr. Sawyer
Mr. Aho
Mr. Harris
Mr. Bennett
Field Assistant Director
Mr. Brown

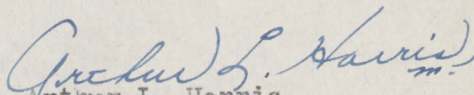


MAR 11 RECD

MEMO TO: Mr. D. McLaren, Principal, Poston II Schools
FROM: Arthur L. Harris, Superintendent of Education
DATE: March 9, 1944

I would suggest that you work with the newly appointed construction and maintenance supervisor for Poston II and Poston III on the revision and inspection of plans for the Poston II School library building and the administration unit. We were unable to secure any revision of the plans for the library in the Poston I Secondary School plant. I do not have available, any copies of the school building plans in any of the units at the present time.

The adult education division will be taken over officially by the education section on April 1, 1944. Theoretically, school principals will have no responsibilities in connection with this program. It will be wholly under the direction of the director of adult education, who is not yet selected. I have requested Dr. Balderston to reduce employment in the activity to the quotas allotted by Washington and have informed him that we will accept the staff as it is constituted on April 1st. Mr. George Chi of this office will be responsible for checking the personnel timesheets for adult activities until the new director has been appointed. I would suggest that the principals meet with Dr. Balderston, Dr. Powell, and Mr. Chi in the near future to discuss problems connected with the adult education program.


Arthur L. Harris
Supt. of Education

ALH:my
cc: Mr. George Chi

*Copy sent Wills in
COPY Wash.*

STATE OF ARIZONA
DEPARTMENT OF PUBLIC INSTRUCTION

PHOENIX

March 10, 1944

*JL 43
3/16
10*

L. L. Nelson,
Acting Project Director,
Colorado River Relocation Center,
Poston, Arizona.

Dear Mr. Nelson:-

In reply to your letter of March 4th may I advise you that the salaries of Mr. Klemmedson, Mr. Gracey and all other regular Vocational employees are paid entirely from state and vocational Smith-Hughes and George Dean funds. Not a penny of their salaries is paid from War Production Training funds. We do have certain employees, who are working under the supervision of Mr. Klemmedson and other regularly employed vocational supervisors, who draw their salaries from War Production Training funds. These people are employed for the sole purpose of assisting in the establishment, supervision and administration of classes for the training of personnel in accordance with the state approved plan for such purposes. Mr. Klemmedson and other regularly employed vocational supervisors are serving both the regular vocational program and the War Production Training Program.

The State Board, as well as myself as Director of Vocational Education, is happy to make available these individuals for this work. However, we recognize that the regular vocational program must be neglected, at least to a certain extent, while the supervisors devote their time and attention to the administration and supervision of War Production Training work.

Inasmuch as the Japanese located at Poston are not eligible for employment in Arizona, it certainly seems inadvisable to require our supervisors to spend their time in approving budgets and organizing or assisting in organizing classes for these Japanese Relocation Centers.

I can see no reason whatever why you cannot have funds allocated directly to you; set up your own program and do your own training for this type of work just as you are doing in your educational work.

The State Board at its meeting in January 21, 1944 passed a motion, which prohibits the State Department of Vocational Education from establishing or assisting in the establishment and supervision of War Production Training classes in Japanese Relocation Centers.

340.4

L. L. Nelson --- Page No. 2

Therefore, I have instructed the members of the Vocational Department to abide by this ruling of the State Board, and as a matter of fact I wholeheartedly agree with the motion passed by the State Board.

Yours very truly,

(Signed) E. D. Ring

Superintendent of Public Instruction

EDR:zs

Colorado River Relocation Center
Poston II School
Poston, Arizona

April 8, 1944

Dr. Arthur L. Harris
Superintendent of Education
652 Barr Building
Washington 25, D. C.

Dear Arthur:

I have been working on the graduation diplomas but I find that there are certain questions to which there are no answers locally. Will you please try to get a decision on the style and heading of the diploma while you are there, and also whether the printing must be done there in the government printing office if the seal of the Department of the Interior is used?

I am attaching three samples, each with space allowed for the Department of the Interior seal in the heading and with space for the WRA imprint seal or a gold seal for honor students in the lower left hand corner, or both if necessary. The principals favor a diploma similar in appearance to the one used last year. It is a question of proper heading. Should we have a single, double, or triple heading?

If the Interior seal is not required as a part of the heading, we can certainly print locally and use the WRA seal in the lower left hand corner. There is a quantity of paper on hand in the Poston Print Shop quite similar to 1943 diploma, and we may be able to secure some new semi-script type.

To summarize, I list the following questions which should be answered soon:

Dr. Arthur L. Harris

-2-

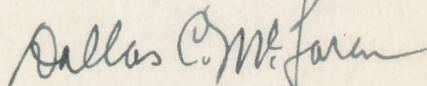
April 8, 1944

1. Which heading shall be used?
 - a) U.S. Department of Interior and seal only.
 - b) Above, plus War Relocation Authority
 - c) Above (a) ~~and~~ (b) plus Colorado River Relocation Center.
2. Is Interior department seal required for use in connection with heading?

If so, will a seal "cut" be sent to Poston for print shop use, or must printing be done in Washington?
3. Is it permissible to use the WRA imprint seal shown on the samples?

I should certainly appreciate your giving us answers to these questions, and also any other comments in that regard. We have only two months remaining now before graduation.

Very sincerely yours,



Dallas C. McLaren
Principal, Poston II School

Enclosures

c.c. Mr. Duncan Mills ✓

UNIT III
COLORADO RIVER RELOCATION CENTER
Poston, Arizona

October 3, 1944

MEMO TO: All High School Principals
Poston, Arizona

SUBJECT: Deferment of registrants in last half on academic year.

We wish to advise that it will simplify procedure pertaining to deferment under Section 5-F of the Selective Services Rules and Regulations if the following instructions are complied with:

First. Boys who are in the last half of their academic year while enrolled in high school whether it be the senior, junior, or sophomore year, may apply for deferment in order to complete their semester.

Second. In cases of this nature, a letter of certification from the Principal is necessary, and it should state date the boy should finish his present semester. And tell something of his character and general conduct.

Third. The letter of certification should be addressed to the Local Board that has jurisdiction over the registrant, and be prepared in original and two carbon copies. The original and two carbon copies should be routed to my office for processing to the registrant's local board. It is necessary for the student involved to write a covering letter also addressed to his local board. He should come to this office and confer with me before writing same.

If this procedure is followed out, it will make our work easier, and be of service to the boys wishing to complete their high school education.

/s/ Herbert W. Carter
Selective Service Representative

cc: Dr. Harris
Mr. Girdler
Mr. McLaren
Miss Cushman
Miss Butler
Miss Stevick

C
O
P
Y

003.2
050.26

PARKER VALLEY HIGH SCHOOL

Poston 3, Arizona

November 1, 1944

Dr. O. K. Garretson
High School Visitor
University of Arizona
Tucson, Arizona

Dear Dr. Garretson:

I am submitting the enclosed report for Parker Valley High School for the year 1944-1945. I trust that it is not so late as to cause you any inconvenience. It was necessary from my standpoint to hold it until the last possible minute in order to include the maximum number of certified teachers. Miss Blossom Vigdor reported for work Monday, October 30.

There are five transcripts which are either incomplete or missing. They are as follows:

BLOSSOM VIGDOR: An air mail letter went out October 31 requesting her transcript.

FREDERIC KETCHUM: The transcript enclosed does not include some credits he has accumulated in summer sessions there and elsewhere. He has sent for revised and complete transcripts. He lacks either three or six hours of enough credits to obtain a degree. He has completed arrangements with one of the Arizona colleges to earn these by extension work.

MYRA JEAN MC KEE: Miss McKee has sent for a revised and up-to-date transcript and in addition is requesting that she be granted a degree.

DR. RAYMOND W. RIEN: Dr. Rien has provided the enclosed affidavit of work in lieu of adequate transcripts from the foreign universities he has attended. He wrote to the United States Office of Education early in September to start the process of accumulating and evaluating all his work officially. Since this could not be completed in time, we trust that this affidavit will be acceptable pending the arrival of the more official record.

November 3, 1944

TO: Dr. Powell, Mr. Girdler, Mr. Light, Miss Breeze

Attached is an outline of the qualifications, responsibilities, tasks and duties, and organizational relationships of school janitors prepared by Mr. McLaren. I am sending copies to each principal as a suggested basis for the organization of janitorial services in the school. Your reactions or criticisms will be appreciated.

Arthur L. Harris

Arthur L. Harris
Supt. of Education

cc: Mr. McLaren

Poston Two School

I. Desirable Qualities in School Janitors:

1. Age and Physical Fitness:

Full-Time Janitors: 18 years up to 60 years.
Physically fit for the work
14 17 years of age.
Physically fit.

2. Character and Personal Qualities:

Good character.
Free from obnoxious habits.
Clean in speech. Neat in dress and appearance.
Possessed with common sense, a willingness to work,
and an attitude of pride in doing a good job.
Adaptable to varying needs of the job.
Interested in welfare of other persons.

3. General Education:

Common schooling.
Reasonable grasp of the English language to understand
simple instructions.

4. Skills and Special Knowledges:

Ability as a "good housekeeper."
Knowledge of cleaning methods and cleaning agents.
such as soaps, "sani-flush", and disinfectants.
Knowledge of fuel-oil heating stoves, their operation
and care.
Ability to make minor repairs.

II. Responsibilities of School Janitors:

1. Safety of school children.

Includes:

- a. Keeping exits clear.
- b. Keeping doors and windows in good conditions.
- c. Removal of all fire hazards.
- d. Checking on fire extinguishers.
- e. Removal of dangerous objects, broken glass etc.

2. Health of school children.

Includes:

- a. Keeping building & grounds in a sanitary condition.
- b. Assisting teachers in proper room ventilation.
- c. Providing generally good healthful conditions.
- d. Providing proper classroom heating (in winter).

3. Protection of property.

Includes:

- a. General supervision over use of buildings & facilities
with especial attention to actual or possible
damage.
- b. Daily check on fire hazards.

- c. Daily check on doors and windows at end of day.
- d. Care of and check on proper use of janitor tools and supplies by students and others.
- e. Protection of grounds and landscaping.

- 4. Maintaining Attractive Appearance of Grounds.
Includes regular attention to cleanliness and attractiveness of grounds.

III. Janitor's Tasks and Duties

The head janitor, assisted by a staff of janitors will attend to the following duties:
(Starred items indicate special responsibilities of the head janitor)

1. Daily tasks:

- a. Open lavatory doors each morning, and lock them at night, unless especially needed for evening activities.
- b. Light the fuel oil stoves at least one hour before classes begin (during winter months.) Turn off at night.
- *c. Sweep elementary classrooms and verandas, (offices and library) during afternoon and evening hours.
- *d. Dust furniture in elementary classrooms, (offices and library) before school opens every morning.
- e. Remove and burn all rubbish each afternoon.
- f. Clean all toilets, wash basins, and drinking fountains.
- g. Replenish supplies in toilet rooms.
- h. Pick up paper and rubbish from grounds.
- i. Sweep campus walks near doors and entrances.
- *j. Raise and lower American flag, or supervise this task.
- k. Maintain general supervision over boys' lavatories.
- l. Open and close elementary classroom windows.
- m. Check on unlocked doors and windows, afternoons.

2. Weekly tasks:

- a. Scrub floors of lavatories, verandas, and other public space and rooms, not including classrooms of secondary schools.
- b. Wash blackboards and chalk trays of elementary school classrooms.
- c. Prepare supply of oiled sawdust for use in sweeping floors.
- d. Clean doors and door knobs of lavatories.
- e. Check and refill water-type fire extinguishers.

3. Monthly tasks:

- a. Wash windows on the inside, in all classrooms, offices, and libraries.
- b. Clean doors, door frames, and door knobs.

4. Tasks to be performed approximately three times per year:

- a. Wash windows on outside
- b. Dust walls and ceiling of all rooms.
- c. Clean and polish furniture.

5. Tasks to be performed as the need arises:

- a. Make minor repairs
- b. Move chairs, desks, furniture & supplies as needed.

- c. Clean and repair faulty toilets.
- d. Remove dirt and mud from walks and verandas.
- *e. Report damage and needs for major repairs.
- f. Sprinkle dusty grounds around buildings.
- *g. Issue janitors supplies to teachers.
- h. Care for shrubs and plants.
- *i. Check on and report need for supplies.
- j. Clean and repair floor brushes and other equipment.

IV. Desirable Organization of Janitorial Staff:

1. The school principal is the responsible head of the entire program of the school, including sanitation and cleanliness. All janitors will be expected to cooperate with the principal in the general care of the school and in the maintenance of the highest practicable standards for the welfare of children and teachers.

2. The head janitor will be the responsible head of all the janitorial staff, including pre-school units and the main school campus. The head janitor will report daily to the school principal to indicate the needs of the job, the progress being made, and to receive instructions and advice in this regard.

3. The regular janitors will work under the direct supervision of the head janitor, except in case of emergencies where special duties are required, and when the head janitor is not available. Occasional meetings of the janitorial staff will be held in order to clarify duties and responsibilities, and otherwise to improve the service.

4. Relations with teachers: Teachers will not ordinarily make direct requests of janitors, but may do so in an emergency. Requests for special jobs to be done that are not a part of the regular routine will be submitted to the school principal who will, if he approves, assign it to the head janitor who will in turn see that the job is done. Janitors are expected to be ready to assist with the general welfare of the school. They will therefore make an effort to perform all such extra duties that do not unduly interfere with the performance of regular routine duties.

5. Relations with Students: All janitors will set a good example for school children, and will make an effort to secure their cooperation and support through fair dealing, and by a kindly but firm attitude regarding students' use and care of the buildings and grounds. Janitors will have the authority to reprove offending students and to report repeated offenses to the school principal. Janitors can and should exert a positive, good influence in leading students toward acquiring better habits and attitudes toward property and in developing pride in the school grounds.

6. Hours of Work: The working hours will depend upon the total amount of work to be done, and upon the assignments made by the head janitor. Some tasks may be done during each morning hours and some during late evening, depending upon the nature of the tasks, the persons to be served, and the weather.

PARKER VALLEY HIGH SCHOOL

Poston 3, Arizona

January 8, 1945

Dr. O. K. Garretson
High School Visitor
University of Arizona
Tucson, Arizona

Dear Dr. Garretson:

Enclosed is an up-to-date transcript of the record of Myra Jean McKee whose transcript was incomplete at time we sent you the data on the entire staff this year.

The transcript of Dr. Raymond W. Rien has not been obtained as yet from the Washington authorities, and Frederic Ketchum, whose transcript was also incomplete, has resigned, thus making it unnecessary to submit a transcript.

I regret that I did not have the pleasure of meeting you in Phoenix at the Delegates' Convention and am looking forward to your visit to Poston in the near future.

Very sincerely,

JEROME T. LIGHT
Principal
PARKER VALLEY HIGH SCHOOL

JTL:kt
Enclosure

MILES E. CARY HIGH SCHOOL
Poston 2, Arizona

25

January 17, 1945

Mr. Duncan Mills
Project Director
Poston One, Arizona

Dear Mr. Mills:

In the interest of my Sophomore Core Classes as well as for the promotion of relocation, I would appreciate your consideration of the plan which I am submitting. There is no question in regard to the educational value of the plan, nor the need for such an experience for the children, since a project of this nature is common to high school students all over the country. However, the economic status of our families here, does not permit too much help financially. The children are very eager to present small projects to raise money for this trip. Although our problem seems almost insurmountable from a financial standpoint, the interest is keen, the objective is challenging and with your consent we would attempt to make it a success.

If in anyway Relocation could offer financial assistance in view of the values from the standpoint of relocation, I am sure it would be gratefully received.

Attached is an outline of the major and specific aims and objectives, means of promoting such a project, correlation with the basic core subjects and educational values to be derived.

The students have also outlined plans and have written letters in behalf of the Sophomore Class. I am enclosing a few in order that you may know how they are thinking and what such a project would mean to them.

Thank you very kindly.

Respectfully yours,

Edith W. Cook

(Mrs.) Edith W. Cook
Teacher, Sophomore Core Studies

Colorado River Relocation Center
Miles E. Cary High School
Poston Two, Arizona

January 15, 1945

Dear Sir:

We, the students of the Sophomore class, wish to go to Phoenix with your help and permission. We are not going to Phoenix not only for pleasure but mainly for the education which we will receive from this trip. From the educational standpoint, we wish to visit the capitol of Arizona, historical buildings, visit the city high school, to observe the differences in standards between camp school and the Phoenix High School.

From the social standpoint, we wish to observe the general attitude of the public toward us and to observe our reactions to the public and form decisions as to the best way to face the public in the future. Those standpoints will teach something to us which will be practical for us after we relocate.

We are planning to raise the money so that the whole class can benefit from this trip.

Thank you.

Yours truly,

Sophomore Class

Colorado River Relocation Center
Miles E. Cary High School
Poston Two, Arizona

January 15, 1945

Dear Sir:

The students of the Sophomore class would like to have your approval concerning a trip to Phoenix.

Probably you would like to know some of the "why, when, how and who's" about it. To begin with the first one, it seems to be a fine way of being educated. Things like trips to visit public buildings, historical sites, and broadcasting stations will be longer remembered than any amount of textbook learning. We can understand the attitudes of people, life outside when things are greatly changed from the time we were out there. Observing these things will also prepare us to become intelligent acting and thinking people when we go out to meet the problems of life during a great war.

The "when" part is not yet certain for we need yours and others approval and then too, the money. There are some suggestions for raising the money but they have not yet developed to any extent. The question, "how" will have to be answered after we have the money, though it will probably be by train.

The "who" can be guessed quite readily. It's the Sophomore class who are asking for the opportunity to take this educational trip. Please, for our benefit, think over our plan very deeply. Also any suggestions will be welcome and appreciated.

Thank you very much for your very kind attention and hoping the same attention will be given to our plea for your approval, we remain,

Very sincerely yours,

Sophomore Class

Colorado River Relocation Center
Miles E. Cary High School
Poston Two, Arizona

January 15, 1945

To Whom It May Concern:

We, the Sophomore class of Miles E. Cary High School, are planning to take a trip to Phoenix. Our plan has come to a financial difficulty and we would like to know if we can have permission to do either of the following:

- (a) Sell at the movie
- (b) Presnet a movie
- (c) Sponsor a carnival
- (d) Sponsor a social
- (e) Collect dues

I am sure you will give our plan a considerable thought.

This trip to Phoenix is not only for enjoyment, but it is based on our studies of many historical buildings in our state's capital. Also to observe the public attitude, to visit the Union High School, and to try broadcast over the radio.

With this request, we will be waiting to hear from you soon. Thank you.

Yours very truly,

Sophomore Class

I GENERAL AIMS AND OBJECTIVES

- A. To provide wide and varied experiences which will prepare the Sophomore students of this school to adjust readily to this changing world, especially on the eve of relocation from the centers.
- B. To appeal to the interests of the individual student educationally, socially, morally and spiritually.
- C. To create an incentive to master problems through careful planning and cooperative thinking.
- D. To offer every available opportunity for learning the fundamentals of the Core Subjects which they have missed due to teacher shortage.
- E. To achieve some of these aims through a challenging unit which will promote the greatest number of opportunities for covering the material most needed by the group.

II SPECIFIC AIMS AND OBJECTIVES

- A. To meet the needs of this group through a series of small projects climaxed by a trip to Phoenix.
- B. To cultivate a friendship between students at Poston and students of other high schools.
- C. To promote true Americanism in the area of Phoenix through the initial steps taken by children.
- D. To learn about the places of interest from a historical standpoint.
- E. To arrange a sight-seeing tour in Phoenix.
- F. To correspond with a head casting network to arrange a visit to the studio and a possible broadcast.
- G. To acquaint the student with necessary procedures in arranging for transportation from Camp to Parker, from Parker to Phoenix.
- H. To create a consciousness of city dress, behavior, attitudes, etc.
- I. To help the student formulate, desirable and philosophical decisions in regard to his attitude toward the public through free discussions as a result of his observations.

III MEANS OF PROMOTING SUCH A UNIT

A. Discussions

1. Aims
2. Procedures to be taken

B. Correspondence

1. Union High School
2. Chamber of Commerce
3. YWCA--YMCA (for reservations)
4. Broadcasting Set-ups. (request an audition)

C. Small projects to secure finances.

IV CORRELATION WITH BASIC SUBJECTS

A. Oral English

1. Speech drills to promote clear and distant diction in preparation for radio audition. (A radio broadcasting contest at the school will stimulate the interest of all. The best speaker will be chosen for the broadcast. Attached is a suggestion as to the type of broadcast I would recommend.)

B. Written English.

1. Letter writing - forms, etc.
2. Paragraph writing etc.
3. Script writing for radio auditions.

C. History

1. Historical background of Phoenix, the Capitol of Arizona.
2. The Constitution of the United States as applied to the State of Arizona.
3. A study of legislature in Arizona as compared to other states in the union.
4. A critical analysis of the civic and governmental set-up in Arizona as compared to other states in the union.
5. A study of the developments of industry in the vicinity of Phoenix as a result of the Natural resources and demands of the community.

V EDUCATIONAL VALUES

- A. Opportunity for free discussions in planning and executing a project.
- B. Stimulation for weighing and evaluating problems before making decisions.
- C. Promotion of cooperative thinking through contributions of individuals in formulating a general plan.
- D. Development of wholesome attitudes toward the American public as a result of discussions following the trip to Phoenix.
- E. Promotion of true Americanism in the area of Phoenix through the initial steps of the children.
- F. Promotion of relocation.

Respectfully submitted,

Edith H. Cook

RADIO SCRIPT SUGGESTED

(An informal talk between High School Sophomores in several sections of the country.)

ANNOUNCER: "This is John Doe of the Roosevelt High School in N. Y. City speaking to Kenichi Yamamoto of Poston, Arizona and Jack Brown of Union High School, Phoenix, Arizona."

JOHN DOE: "Hello Kenichi, I understand you will soon be returning to New York."

KENICHI: "Yes, John, I have made relocation plans already and am here in Phoenix today visiting Jack Brown, my friend at Union High School."

JACK: "We've had a big day together. Kenichi spent part of the day in my Chemistry class to get an idea of what we Sophomores at Union are doing."

KENICHI: "It has been great! With our teacher shortage at Poston we've had to work hard to make grade standard. My brother was assisting in some of the classes until he went into the armed services."

JOHN DOE: "Yes, I understand over 3,000 Japanese-Americans are in the armed services. We are proud of these men who are fighting for the old American ideals and we welcome all loyal Americans to all sections of our Country."

KENICHI: "Thanks, John! My bags are packed and I'm ready to join the civilian population in an effort to win the war for our America and to restore the peace."

(End of script)

Submitted by,

Edith W. Cook

Colorado River Relocation Center
Miles E. Cary High School
Poston Two, Arizona

January 15, 1945

Dear Sir:

We, the Sophomore class of Miles E. Cary High School, are planning to take a trip to the Phoenix.

We would like to know how it will feel to go outside and to observe how the public's attitudes are toward Japanese-Americans. Also we would like to visit the schools outside and find out how they are doing, since we'll be going to the outside schools in near future. We also would like to visit the various public buildings.

It will be one of our most educational experiences. Besides, we are willing to pay our own expenses. Although, on the other hand, we are planning to earn our own money by sponsoring a social or by presenting a movie so that we do not have to ask the parents for too much.

As you can see, we are very anxious to go and we are working very hard to complete this plan. Your immediate attention to this request will be greatly appreciated.

We thank you for your kind attention.

Sincerely yours,

Sophomore class of
Miles E. Cary High School

Colorado River Relocation Center
Miles E. Cary High School
Poston Two, Arizona

January 15, 1945

Dear Sir:

The Sophomore class of Miles E. Cary High School are planning to take an educational trip to Phoenix.

One of the main purposes for wanting to take this trip is to observe what the outside life is like and to notice their attitude toward us, for we have been in camp for almost three years now and would like to feel free again to be out.

We want to visit the Sophomore class in one of their schools, see some of the historical places and visit the broadcasting station.

The money for this trip will be raised some way if the Council chairman will give us his permission.

Your immediate attention to this request will be greatly appreciated. Thanking you in advance, we remain,

Most sincerely,

Sophomore Class

Colorado River Relocation Center
Miles E. Cary High School
Poston Two, Arizona

January 15, 1945

Dear Sir:

We Sophomore students of the Miles E. Cary High School are planning a trip to Phoenix. The purpose of this trip is to visit public buildings, schools, a broadcasting station, and historical places and most important of all, to introduce ourselves to other Americans, in preparation for relocation.

Our plan is to raise some expense money by working together and pitching in; we have already laid certain plans for this, such as presenting a program, carnival or movie to the public, or selling something.

We write you now to ask for your consent to our going. Please consider the matter and give us your answer as soon as possible as we have further plans yet to be made. If you thought this trip was important to us as much as we do, you would consent right away.

Yours very truly,

Sophomore Class of
Miles E. Cary High School

Colorado River Relocation Center
Miles E. Cary High School
Poston Two, Arizona

January 15, 1945

Dear Sir:

We, the Sophomore students of Miles E. Cary High School would like to put in a request to see if we may take a trip to Phoenix. We have been planning for this trip for quite sometime and we are all very anxious to go.

The purpose of this trip is to visit the High School in Phoenix, see the Broadcasting station, historical places, and many other places. We also would like to see how their attitude is toward us since we have been in camp for nearly 3 years.

If some people are unable to go, we will try to raise money by having a carnival, sell something at the movies, present a movie, sponsor a social, use the Sophomore fund or collect dues.

If you will give us the permission and make it possible for us to go, we will be very thankful.

Thank you very much for the kind attention you have given us.

Sincerely yours,

Sophomore Class

Colorado River Relocation Center
Miles E. Cary High School
Poston Two, Arizona

January 15, 1945

Dear Sir:

The Sophomore Class of Miles E. Cary High School would like to have your permission to take a trip to Phoenix for educational purposes. We wish to see the interesting sights of the city and to see war-time America and its conditions. Some people would like to shop, others would like to visit an outside high school. We are even thinking about giving a short program over the air from a Phoenix station.

We will raise money for the trip by either putting on a carnival, selling foods at the movies, presenting a movie, sponsoring a social, or by collecting dues.

The whole class is enthusiastic for the trip and I am sure that it will be worthwhile and interesting to us. So please consider our request carefully.

Yours sincerely,

Sophomore Class

January 19, 1945

TO: Mr. Duncan Mills, Project Director

In January 1944, at a meeting of the Leave Clearance Hearing Board, it was announced that approximately 300 cases of repatriation had been brought to light, most of them in Poston III. This accounted for the fact that the Poston III contingent segregated to Tule Lake was so small. I was under the impression that these applications had been made originally in the Assembly Centers, and that the project had just been given the list. In checking with Miss Butler, I find that these were cases revealed by new applications and appointments for applications made largely with Miss Alice Grube in Poston III. She reported that indications were that the original applications of these individuals had been made with the Spanish Consul, and that the latter's list had not been available at the time the Washington list was sent to us prior to segregation in 1943. The Spanish Consul lists were sent to us in 1944 and reconciliation with our lists has not been made.

Apparently this project was unique in that a large number had made application for repatriation with the Spanish Consul without filing the forms with the Wartime Civil Control Administration or the project until after segregation.

This is as far as I can go in straightening out the statement in my letter to Mr. Ring, which was erroneous in that it implied negligence, unintentionally, on the part of WRA. Miss Butler states that they could go back over the interview files and the Spanish Consul lists and determine the actual number of cases involved, but that the above is her understanding of the situation.

Arthur L. Harris
Supt. of Education

620

January 23, 1945

Mr. O. K. Garretson
State High School Visitor
University of Arizona
Tuscon, Arizona

Dear Mr. Garretson:

I am very sorry that I missed you on your return to Camp I Saturday. I am glad that Sundgren was here to show you around even though he was unable to get into the Home Economics Building. Construction has never turned over our full quota of keys for that building, and janitors are exceedingly hard to find on Saturday. However, our Home Economics equipment is more than adequate for the size of classes we have and even though we are cooking on oil stoves, I believe the quality of work we are able to turn out would justify your board in overlooking the use of such fuel. In passing, I might say that Mr. Sundgren is a "plugger" and is handling the details of his job most excellently.

Of more particular importance to us at this time is the question of forms for application for accreditation. I am quoting in part your letter of October 12, 1944:

"I am in receipt of your good letters of the fourth, and I am asking my secretary to see to it that you receive the regular application and report forms when they go out this fall. I think you will find that your chief difficulty will lie in the assignment of your teacher so that their preparation will meet requirements."

In the mass of detail that is always to be found here, I did not press the matter of application forms and assumed that your office would send them as soon as you decided to come here. Dr. Harris was away for three weeks and the contents of your letter to him was unfamiliar to me until a few days before his return, so I did not have time

PROJECT

Mr. O. K. Garretson

-2-

January 23, 1945

to request the forms from your office. I trust that this has not prejudiced our chances for accreditation.

We are enjoying a steady improvement in our physical setup, and we are already seeing an improvement in the morale of the students.

Aside from these few facts, there is little that I can add to the statements I made in conversation with you. With best professional and personal regards, I remain,

Sincerely yours,

John Girdler
Principal
Foston High School

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January 23, 1945

Mr. Duncan Mills
Project Director
Colorado River Relocation Center
Poston, Arizona

Attention: Mr. A. L. Harris
Superintendent of Education

Dear Mr. Mills:

As outlined in the Committee Report No. 2 of the March meeting of the WRA school superintendents, and in Handbook Section 140.6.7A, WRA Transcript Forms 280 and 281 are to be completed for secondary and elementary pupils. Handbook Section 30.3.15D indicated that two copies of Transcript Form 280 and 281 were to be sent to Washington for graduates and relocatees to date at the end of the 1943-44 school year.

A follow-up letter of July 22, reemphasized the necessity for preparing and sending these transcripts to Washington at that time. Our records indicate that we have not received transcripts for the high school students from Poston I, nor have we received high school or elementary transcripts from Poston II. Will you please check to determine whether these have left the center? If not, please make arrangements to have these transcripts forwarded as quickly as possible.

As per previous instructions cumulative records will be filed in Washington. They may be sent now or later as desired. If they are not sent now, it would be desirable to mark the cumulative records to show that the transcripts have already been forwarded to Washington. Other transcripts and cumulative records will be filed here as per previous plans, when the pupils relocate or graduate or the center closes.

Sincerely,

N. E. VINES
Education Adviser

C
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Y

WAR RELOCATION AUTHORITY

Washington, D. C.

J2.43

January 27, 1945

Mr. Duncan Mills
Project Director
Colorado River Relocation Center
Poston, Arizona

Attention: Mr. A. L. Harris
Superintendent of Education

Dear Mr. Mills:

The closing of the center schools will create a number of problems. The Washington office has given some attention to the plans and procedures that should be developed. A general outline of suggested "Center School Closing Procedures" has been prepared to be sent to the centers as soon as all details can be cleared. The general headings of this outline as now planned are:

- A. Personnel
- C. Program Planning
- E. Records
- B. The Summer Program
- D. Administrative Planning
- F. Reports.

Since the complete outline may be delayed, we are preparing two or three memoranda covering certain sections and giving more detailed information on procedure suggestions. Parts of these memos will be numbered to agree with corresponding parts of the original outline.

The enclosed Memorandum No. 1 will cover certain items under Personnel, Program Planning, Administrative Planning, and Records. Later memos will cover other sections.

Sincerely,

/s/ N. E. VILES
Education Adviser

University of Arizona

TUCSON

OFFICE OF THE
HIGH SCHOOL VISITOR

February 3, 1945

Mr. Jerome T. Light, Principal
Parker Valley High School
Poston 3, Arizona

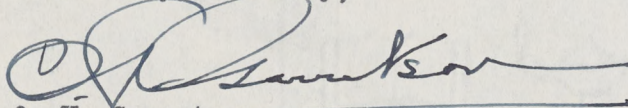
Dear Mr. Light:

We are returning herewith the transcripts of Miss McKee, Miss Ellis, Miss Fiske, Mr. Jackson, Mr. Ketchum, Miss Linfield, Miss Manning, Dr. Rien, Mr. Montgomery, Miss Zwerman, and your own transcript. All of these people meet the requirements of the State of Arizona for the work to which you have assigned them. Mr. Ohashi, of course, has no college work, and in this respect it will be necessary to warn Parker Valley High School so that some steps will be taken to correct this situation another year. Inasmuch as Parker Valley High School ~~will~~, according to such reports as I have had, will not be in existence next year, I don't suppose we will need to break our necks to correct this situation.

I do feel, however, that we should receive a transcript for Miss Vigdor. Please build a fire under this teacher if for no other reason than to supply your office with a transcript, and once she has sent it in to you, you may forward it down here, and I will return it at once so that she may keep it. We really should have it.

We also want to call your attention to the fact that an excess number of your pupils are carrying five or more units for credit. As a matter of fact, 34.6% of the entire student body seems to be carrying excess loads. Again, I am disposed in this case to be exceedingly lenient since these youngsters will have to complete whatever work they can this year and we have no assurance as to what type of school they will attend next year. However, were Parker Valley High School to continue in existence, we would have to require that you reduce the amount of work in terms of credits taken by the average or below average student since we restrict five units to the upper one-fourth of the class.

Yours very sincerely,


O. K. Garretson
High School Visitor

*Was sorry not to be able
to get over to see you. Hope
I have more time when next
I am there. OGB*

PARKER VALLEY HIGH SCHOOL

Poston 3, Arizona

February 6, 1945

Dr. O. K. Garretson
High School Visitor
University of Arizona
Tucson, Arizona

Dear Dr. Garretson:

Enclosed is a transcript for Miss Blossom Vigdor. I regret very much that for some reason we failed to send it to you upon receiving it here.

I, too, am sorry that you were unable to get down to Camp 3. I would have enjoyed meeting you, especially as it is likely that I won't be in Arizona after this year. I looked for you at the delegates' meeting of Arizona Education Association. I did enjoy renewing acquaintance with Bob Adams and Lacey Eastburn of the Phoenix schools.

Of course, the pupils' programs were made before I assumed my duties at Parker Valley High School, but because of the circumstances surrounding these centers, which you apparently recognize also, I permitted exactly the same kind of situation to exist in the Minidoka Center in Idaho, where I was principal of the High School for two years. There, also, the understanding attitude of the State High School Examiner permitted us to continue the practice. I have felt all along that the schools should take any reasonable step to encourage and enable these youngsters to leave the centers at the earliest possible moment. Sometimes an additional credit meant the saving of a year's or a semester's time.

Very sincerely,

JEROME T. LIGHT
Principal
PARKER VALLEY HIGH SCHOOL

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FEB 20 RECD

WAR RELOCATION AUTHORITY

Washington

February 8, 1945

Mr. Duncan Mills
Project Director
Colorado River Relocation Center
Poston, Arizona

Attention: Mr. A. L. Harris
Superintendent of Education

Dear Mr. Mills:

We are attaching Memorandum No. 3, covering certain items of the general outline of suggested school closing procedures.

Under Item F-4 we are including a copy of an outline for the "Final or Closing School Report." This is a copy of the material submitted to the Reports Office as a suggested proposed revision of Handbook Section 140.10.1B, Exhibit XXVI, and was based on our experience with the Jerome report. We are sending these as advance sheets and have been informed by the Procedures Section that the final form should be essentially the same as this.

We feel that the plan outlined will permit better organization of the report. Note the suggestion that the final writing or editing should be done by one or two persons. Item IV of this report is not a duplication of the program summary (Item E-4) requested in Memorandum No. 2, which is a subject by subject or a grade by grade report made by teachers and is limited to the program of work. As listed here, Item IV requests an overall summary by school units elementary, secondary, etc. Item IV, as listed here, is more of an administrative report covering records, testing, enrollment, etc. It is not a subject by subject report and is to be prepared by one person. However, data given as per the Memorandum No. 2 request may provide him background for this summary.

The Appendix (IX) will provide an opportunity for you to include statistical and tabular data on various items which are not properly a part of the main or descriptive part of the closing report. The two parts of the report should be bound separately.

Sincerely,

/s/ N. E. VILES
Education Adviser

Enclosure

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WASHINGTON

FEB 20 RECU

February 13, 1945

Mr. Duncan Mills
Project Director
Colorado River Relocation Center
Poston, Arizona

Attention: Mr. A. L. Harris
Superintendent of Education

Dear Mr. Mills:

Pupils do not carry with them official transcripts of school records when transferring to another school, and they sometimes lose grade cards. In order to provide relocating pupils a definite statement of grade placement, WRA Form 393 has been developed. The relocating pupil may be given one copy of WRA Form 393 when he leaves the center. A second copy may be attached to the transcript sent to Washington. By marking out one of the words---elementary or secondary---this form may be used for either grade or high school pupils. A sample copy is attached. We have sent 6,000 other copies to your center this week.

Presentation of this report to the receiving school should assist in tentative grade placement pending the receipts of official transcripts.

In some cases the receiving schools may not request additional transcript information for children in the primary grades.

Sincerely,

/s/ John H. Provinse
Chief, Community Management

Enclosure

U. S. DEPARTMENT OF THE INTERIOR

WAR RELOCATION AUTHORITY

School

Date

Address

This is to certify that _____ has completed
the prescribed work in GRADE _____ of the _____
(secondary - elementary) school. A transcript of record will
be transmitted upon request of the receiving school. Until
November 1, 1945 requests for pupil records should be sent to
this center. After that date requests should be addressed to
Department of the Interior, War Relocation Authority, Washing-
ton, D. C.

Superintendent
Supervisor

University of Arizona
TUCSON

File

February 19, 1945

OFFICE OF THE
HIGH SCHOOL VISITOR

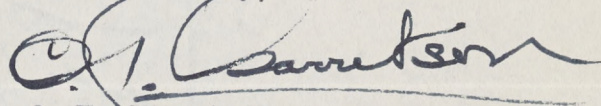
Mr. J. T. Light, Principal
Parker Valley High School
Poston 3, Arizona

Dear Mr. Light:

I am returning herewith the transcript of Blossom Vigdor. We find that Miss Vigdor apparently did not take the three hour course of mathematics offered at the Chicago Teachers College and her credit is confined to two units of mathematics from high school. Since the high school can be counted as two hours per unit this would give her a total of four semester hours or five short of the state requirement for teaching in that field. We do note a comment in the lower left corner that she would be permitted to omit this course if she takes the Math - Phys. Science Sequence without credit. This, however, will not affect the standing of the Parker Valley High School for this year and since it is my understanding that your school will not be in existence next year it is of no particular importance.

With kindest regards and again expressing my regret that I did not get to see you when I was in Poston,

I am sincerely,



O. K. Garretson,
High School Visitor

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Washington

February 22, 1945

TO ALL PROJECT DIRECTORS:

Attention: Superintendents of Education

Attached is a copy of certain paragraphs of a letter from Dr. Garrison on items E-4 and F-4 of Closing Memoranda 2 and 3, and also a copy of our reply. Since you too may have had some questions on these points we thought you would be interested.

Yours very truly,

N. E. VILES
Education Adviser

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UNITED STATES DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

GRANADA PROJECT
Amache, Colorado

February 14, 1945

Mr. Dillon S. Myer
Director
War Relocation Authority
Barr Building
Washington 25, D. C.

Attention: Dr. N. E. Viles
Education Adviser

Dear Sir:

Your Memoranda #1-2-3- have been received. I have been trying to put these three together to form the general pattern for the final report.

In Memorandum No. 2 item E, 4, c and d it is suggested that the grade and subject teachers write reports of curricula or courses of study. What is the essential difference between this suggestion and Memorandum No. 3, Outline for Final Report, IV The School Program?

It seems to me that rather separate reports are necessary to outline the work at each level. In other words, the personnel, physical facilities, school program, extra-class activities, and public relations of the elementary school are a story in themselves. Confusion would be avoided by telling it in that way with only general discussion to cover those policies and procedures which have been general in application.

In our plan, which we have discussed at some length, we have intended to write a general introductory statement to be followed by the detailed discussion of each organizational level; elementary school, secondary school, general adult education and adult vocational education. Does such an organization fit in with your plan?

Very truly yours,

/s/ Lloyd A. Garrison
Lloyd A. Garrison
Superintendent of Education

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February 20, 1945

Mr. James G. Lindley
Project Director
Granada Relocation Center
Amache, Colorado

Attention: Mr. Lloyd A. Garrison
Superintendent of Education

Dear Mr. Lindley:

We have your inquiry on the two reports outlined in Memorandum No. 2, E-4-a-g, which might be termed "A Curriculum Summary" and the one in Memorandum No. 3, F-4 termed the "Final" or "Closing Report." Your questions are in line. We tried to distinguish between the two reports in our letter sent with Memorandum No. 3, February 8. However, it seems that we did not do a very good job and that added explanation is necessary.

The Final Report, F-4, outlined in Memorandum No. 3 is to be a part of the WRA official documentation and was designed to fit into the overall plan set up for that purpose. It seems that this general WRA report is to be semi-historical in nature. In fact, the chief criticism of the Reports Division on the Jerome closing report for the schools was on the repetition. They questioned the necessity of repeating the discussion of such items as buildings, libraries, supplies, teacher shortages, etc. in connection with the summaries of each of the elementary, secondary, adult and other units.

You will note that in IV of F-4 we did include a school program by units. This seemed to be the best procedure for fitting into the overall plan. It seemed probable that this Item IV on the School Program could be made a rather concise resume, made by one person, of the more complete "Program Summary" called for in E-4 and which will be prepared by several people. We added Item IX to permit the inclusion of tabular and statistical data essential for school analyses but probably not vital as a part of a WRA overall or historical report.

The Program Summary, E-4, outlined in detail in Memorandum No. 2 was desirable for several reasons. The WRA Final Report plan did not seem to offer opportunity for the schools to show what had been done in providing an educational offering in keeping with modern standards and yet adapted to our needs and conditions. In addition, the pupil transcripts that have been

Colorado River Relocation Center
Paton, Arizona

February 27, 1946

Memo to: Dr. David Conlin
Supervisor, Vocational Training

Subject: Production Centers

Sewing

With reference to the production centers of the Sewing and Tailoring Program, Blocks 21 and 42, I believe we shall have to arrange for production in the following way:

Since the production workers are paid by the Project, their first responsibility is to assist the Project in meeting its obligations to the residents. There are three ways in which this may be done:

1. When sections of the Project require production sewing, this should be referred to the production centers. At the present time, for example, the hospital is unable to purchase gowns authorized for issuance to professional workers there. I shall therefore ask the production centers to take on the job of making these gowns from material furnished by the Health Section.
2. The Welfare Section is authorized to issue clothing allowances to most of the Project residents. In many cases, however, the allowance is not sufficient to meet the needs of large families when the clothing must be bought ready-made. I shall therefore authorize the Welfare Section to distribute, through the block managers, tickets entitling recipients of clothing allowance to have the production centers work up materials bought with this allowance into clothing. This will be of particular value in families with several children where the mothers are unable to sew because of lack of time, health, or the necessary skill. The non-production sewing schools of course offer another opportunity for mothers with more time to do their own sewing under expert supervision. When production is authorized by the Welfare Section all expenses of materials, including thread, buttons, etc., will be met by the persons for whom the sewing is done.
3. The Cooperative Enterprises may also call on the production centers for the working up of material for persons who do not receive the government clothing allowance. In this case, the cost of materials will be met by the Cooperative,

and they will collect from the customer at a mark-up sufficient to cover their overhead in handling such customers and a fair rate of return to the community's profit.

In no case are the workers in the production centers to receive remuneration in addition to what they are now being paid by the Project.

I shall ask you, Mr. Nishimoto, and Miss Butler to work out the machinery for the distribution of the tickets which authorize production sewing for clothing allowance recipients. I suggest that you talk with Mr. Akashi, general manager of the Enterprises, or with someone whom he may delegate, about the procedures to be followed for Enterprise customers.

John W. Powell
Assistant Project Director
Community Management Division

JWP:mf

cc: M. Lipian
R. C. Gotting
Lou E. Butler
T. Sumida ✓
R. Nishimoto
G. Y. Katow
F. Akashi
F. Takoda
K. Inagaki
W. Nishino

April 3, 1945

TO: Mr. Duncan Mills, Project Director

RE: Transportation, Mr. Frederic Ketchum

Mr. Ketchum taught agriculture in Poston II and III last fall until Christmas time. His first classes in the morning were in Poston III from 8:00 to 10:00 A.M. followed by classes in Poston II from 10:00 A.M. to 12:00. Since he lived in Poston II this involved transportation to Poston III by the Poston II panel truck which was also used to transport teachers from Block 200 to the school. As a result Mr. Ketchum was late regularly and the Poston III class suffered. When the Poston II truck was needed in Poston II before 10:00 A.M., a driver took Mr. Ketchum to Unit III and returned immediately. Poston III was then responsible for returning Mr. Ketchum to Unit II. Due to other uses of the Unit III truck delays often resulted. Mr. Ketchum was on leave from January to March 16th, and upon his return stated that if more satisfactory transportation could not be worked out he would prefer a transfer to another section.

When it became apparent that the agriculture classes in II and III would have to be discontinued due to the impending departure of the evacuee teachers, Mr. Ketchum then said he would continue the classes if he could secure a gasoline ration which would permit the use of his own car since this seemed to be the only way in which he could do a satisfactory job in the two units. He would much rather buy his own gasoline than be put in a position where the classes would disintegrate through uncertain hours and reflection would thus be cast upon his work.

I signed the application for gasoline on the basis of 22 ten mile round trips per month for April and May and Mr. Horn was requested to approve the application. He refused to do so on the basis that transportation by project equipment should be possible. Motor pool transportation from Unit II and Unit III has been tried and has been found undependable when an exact time schedule has to be maintained. Mr. Ketchum is coming up at 11:00 o'clock this morning for a final answer. Your advice in the matter is desired.

Transportation by private car has been customary for principals and some teachers. Miss Breeze and Miss Huey, who supervise pre-school classes throughout Poston I use their own cars. As principal of Poston I High in 1942-43, I used my own car to supervise classes which required a five mile trip for one over-all visit, and several trips daily to different rooms were necessary to meet various emergencies. I became accustomed to such use without compensation before coming to Poston. Concern over doing the best job possible overshadows the monetary consideration involved. Mr. Ketchum feels the same way. The granting of an additional gasoline ration will make a satisfactory job possible for him.

Arthur L. Harris
Superintendent of Education

April 25, 1945

MEMO TO: Mr. Duncan Mills, Project Director

SUBJECT: Teachers Plans after June 1, 1945, and Future Placement of Education Personnel.

Number of Teachers who plan to terminate by June 2nd	--- 16
Number of teachers who plan to terminate between June 2nd and July 1st.	--- 3
Number of teachers who plan to terminate between July 1st and August 31st.	--- 8
Number of teachers who plan to terminate on August 31.	-- 24
Number of teachers who wish to remain after August 31.	-- 20
Number of teachers who have not yet indicated plans	--- 6
Total	77

In addition - of 8 administrative and supervisory appointees, the librarian and the superintendent will probably leave in June, the three high school principals in August, the elementary principal's plans are indefinite, the guidance counselor and the supervisor of adult education - Vocational Training will remain until the project closes.

Note: The above figures are subject to change. A person to person survey will be conducted in the next 10 days as a basis for definite details to other sections.

Placement of Teachers After Separation

The following contacts for teacher placement have been made thus far:

<u>Location or Agency</u>	<u>No. recommended</u>
Bouse, Arizona	0
Needles, California	7
Mt. View, California	3
San Bernardino, California	2
Oregon State Teachers Placement Service	3
Arizona State Teachers College at Tempe	4
University of Arizona Placement Bureau	28
Dept. of Public Instruction, Honolulu	27
George Peabody College for Teachers	1
U. S. Indian Service	5

Iowa Teachers Placement Bureau	2
California Teachers Ass'n Placement Office	5
Phoenix Public Schools	1
Stanford University	1
	<hr/>
Total - - - - -	89

There are many more contacts which have been made by individuals whose reference requests have not yet been received. A number have definite appointments for next year or definite plans which do not encompass the aid of WRA in placement.

It is inevitable that there will be a number of individuals whom we cannot recommend for teaching positions except in cases of acute teacher shortage. However, several of these are most active in seeking openings on their own responsibility, and a few have already secured positions for the coming year.

An individual conference schedule will be arranged immediately to determine the exact status of teacher employment for 1945-46, the nature of help which is needed and desired to secure placement for those who have made no successful contacts as yet, and the employment plans of those who wish to stay in Poston until the center is closed.

Submitted by

Arthur L. Harris
Superintendent of Education

cc: Dr. Powell

MEMO TO: Mr. L. Nelson, Unit Administrator
FROM: Arthur L. Harris, Acting Director of Education
DATE: September 24, 1943

As you know we desire to move all school classrooms out of block recreation halls into vacant apartments if it is at all possible after segregation. For your information, I am listing the blocks in which we will have classrooms during the coming school year and the number of classrooms in each so that you will know the extent of the problem involved.

Block 3, 2 rooms	Block 19, 2 rooms
" 5, 1 room	" 22, 3 rooms
" 6, 3 rooms	" 35, 2 rooms
" 11, 2 rooms	" 36, 1 room
" 12, 1 1/3 barrack	" 39, 3 rooms
" 13, 1 room	" 46, 2 rooms
" 14, 3 rooms	" 53, 3 rooms
" 15, 3 rooms in rec.	" 54, 3 rooms
" " 3 rooms in barrack	
" 18, 3 rooms	

In addition, we have one barrack in Block 28. I shall be glad to discuss the possibility of securing barrack accommodations for these classes. You will note that the continued wide use of recreation halls for school facilities indicates the need for proceeding with the construction of the high school unit at the west end of the community.

Arthur L. Harris
Acting Director of Education

ALH:hm
CC Tom Sakai

Parker Valley High School

Poston 3, Arizona

Memorandum To: Mr. H. K. Yoshimine, Unit 3 Administrator

From: Jerome T. Light, Principal, P.V.H.S.

Subject: Return of School Property

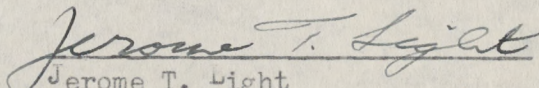
Date: May 21, 1945

I would very much like to have you urge upon all the residents of Poston 3 that they make a special effort to find any property belonging to the schools and have it returned this week. This includes books of all kinds, work books or practice books not used up by the pupil, rulers, compasses, scissors, crayons, ink wells, paste jars, furniture, and anything of that kind.

I do not consider that the loss is serious. It might even be less than commonly found in the public schools, but the government methods of accounting for property is so exacting that the final report that is made to Washington will reveal every loss that has occurred. It would be in the interest of all of us to see that such loss is kept to a minimum.

Of still greater importance is the moral value in exerting proper care for public property. Since in many cases several classes use the same books or items, and since the teachers do not wish to assume the attitude of policemen, it is necessary to call upon the parents to assist us in teaching this moral lesson.

As in all communities we know that a certain amount of loss is due to carelessness but that some is due to deliberate disrespect for public property. Whatever the cause of the loss may be, I am sure we all realize that it is best to have the property returned and the record left in good condition.


Jerome T. Light
Principal
Parker Valley High School

JTL:kt

Parker Valley High School

Poston 3, Arizona

Memorandum To: Mr. H. K. Yoshimine, Unit 3 Administrator

From: Jerome T. Light, Principal, P.V.H.S.

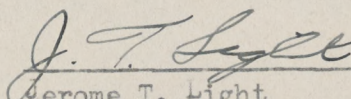
Subject: Your Memo Concerning the Use of the
High School Buildings

Date: May 22, 1945

After consultation with Dr. Harris, we have decided to vacate the high school buildings at the first possible moment and turn them over to the proper party responsible for their care and upkeep.

We also hope that the Community Activities will be able to make effective use of them.

At present, it is planned to leave all library books in the library until they are sold or transferred to other government agencies. Inasmuch as one of the buildings you mentioned houses the high school library, it may be necessary for you to modify your plans accordingly. Property Control is the department concerned with the housing of property prior to its disposal.



Jerome T. Light
Principal
Parker Valley High School

Miles E. Cary High School
Poston Two, Arizona

May 25, 1945

Mr.
Memo to: Kenji Uyeno, Unit Two Administrator

Subject: Appeal for assistance of Unit II residents ^{to} in recovering all missing tools, books and other school property.

As we near the end of the school year and prepare for the closing of the school and the return of all property to the warehouses, we find that there are a considerable number of missing items. It is quite likely that many of these items have been carelessly misplaced in the apartments. It is possible that some students have thoughtlessly sought to hoard certain items, not realizing the effect upon the reputation of the school and community or the necessity for proper accounting by the persons in charge.

Those of us in responsible positions know that property reports must be made to the Washington office shortly after the closing of schools on June 1. It would be highly desirable to have very favorable reports on property. It would be most unfortunate if reports of heavy loss should influence unfavorably the impressions of public officials and others regarding the treatment of public property by students and residents of the relocation centers. Such reports of loss might easily lead to general conclusions that might have an unfavorable effect upon the future security and success of young people of Japanese ancestry. At this point I wish to make it very clear that the majority of our students are beyond reproach regarding respect for and use of public property. However, many well-intentioned people are careless and memory is often short.

We believe that now is the time to make a thorough check in order that the best possible reports can be made shortly after June 1. May I therefore ask that you request the assistance of the block managers and the residents, including students, to make a thorough search for all woodshop tools, books, chairs, and all property belonging to the school. All items found should be delivered to either Miss Sue Kobayashi, school librarian, or to Mr. George Higashioka, property clerk, at the earliest possible date and not later than June 1. Your assistance will be appreciated not only by the teachers in charge but by the students and residents generally. A list of missing woodshop tools as of March 19, 1945 is attached. Inventories in other categories have not been completed. However, we are certain that there are still a large number of missing books and miscellaneous property.

In order to expedite action on this appeal, I am enclosing 15 copies for the use of block managers if you believe that something can be done. Their assistance will be sincerely appreciated.

Dallas C. McLaren
Dallas C. McLaren, Principal

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Parker Valley High School

Poston 3, Arizona

Memorandum To: Mr. H. A. Yoshimine, Unit 3 Administrator

From: Jerome T. Light, Principal, P.V.H.S.

Subject: School Property, Text Books

Date: May 30, 1945

The final account of the number of text books not returned to the school is amazingly large. Our librarian reports that there are 292 text books and 30 dictionaries in the High School and 30 text books in the Elementary School that have not been turned in as yet. These books were used by different groups of students, and thus, were not charged to one individual.

In addition to this, one teacher checked out many books from the library and loaned them to pupils in the class so they could use them for special reference work. Of these, 15 have not been returned, and the teacher is accountable for them. Another High School teacher borrowed a set of geography books from the Elementary School for use in her class, and when the special work was finished and turned into the Elementary School, 5 were missing. The teacher has paid for these books already, but if they can be turned in, we will refund the money.

This situation must necessarily be reported and it will eventually reside in the files in Washington. As you must realize, such a record of disregard for government property is very likely to be misinterpreted. In this way, carelessness on the part of some of the students will almost certainly work a hardship on the great majority of the people in the relocation centers who do not deserve the reputation which would result.

Where it was possible to charge an individual student with a certain book, we will require that student to pay for it; but such a procedure has not been possible in many cases, and it is mostly these books which are missing. I think it would be very desirable for you to approach every block manager with a special request to conduct a thorough search in his block for these books and any other school property which might be there.

Very sincerely,

Jerome T. Light

Jerome T. Light
Principal

Parker Valley High School

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WAR RELOCATION AUTHORITY
Washington

July 9, 1945

TO ALL PROJECT DIRECTORS:

Attn: Superintendents of Education

In Memorandum No. 3 dated February 8, 1945 on school closing procedures we mentioned under IX an appendix which would include various studies, tables, charts, etc. In some ways the data called for under this heading might be more vital for future analytical studies than would a similar amount of material under other headings.

Dr. Provinse has indicated an interest in some of these studies. Particularly, he would like to know what progress our school pupils have made. It may be easy to provide this information on this if you have your test data for the time the pupils arrived and for tests given near the end of the program. It would be worthwhile to know whether the increase in the educational age or the achievement quotient represents normal growth. It would be interesting to know whether the Ea development was comparable to the MA.

Other specific studies, some of which are mentioned under IX, might be made on absences, prevalence, causes, their effect on the schools; delinquencies, particularly those requiring punishment; linguistic difficulties; number of graduates entering college; part-time work school participation and production. There will be others relative to teacher qualifications, accreditation, etc., on which you may have studies already underway.

These are called for as a part of the final report. However, you probably have already completed some of them. We would be glad to have advance copies of some or all of these studies as rapidly as you complete them. If you have other data or ideas on studies you think of value we shall be glad to know about them.

Yours truly,

N. E. VILES
Education Adviser

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WAR RELOCATION AUTHORITY
Washington

July 16, 1945

TO ALL PROJECT DIRECTORS:

Attn: Superintendents of Education

We have received some inquiries concerning the handling of school pupil records and record transcripts. Handbook 190, Section 30.3.6D indicates that two copies of Form 280 for all high school graduates and relocated pupils and Form 281 for relocated elementary pupils are to be sent to Washington at the end of each school year. In our closing procedures suggestions of February 19 and memoranda which followed, Sections E1 and 2, we again indicated this procedure in handling transcripts. We also indicated that each pupil should be given a copy of Form 393, but that he would not carry with him a copy of his transcript. Form 393 indicated that the permanent records and transcripts for pupils of Grades 1 to 11, inc., who might be expected to enter other elementary and secondary schools for the fall term would be serviced from the centers until November 1. (Note that transcripts for graduates and previous relocatees are to be sent to Washington at the end of the term as per earlier instructions.)

In some cases the location and name of the receiving school will be known when the pupil leaves the Center. In such cases it may be possible to send a copy of the transcript without waiting for a request from the receiving school. In many cases the location and name of the receiving school will not be available and the transcripts cannot be sent until requested by or through the receiving school. Some schools may delay making up their permanent pupil record files until near the end of the first quarter and as a result may not request pupil transcripts early in September. This in part accounts for the setting of the November 1 dating. It was hoped that by this time most of the transcripts for pupils grades 1 to 11, inc. may have been delivered to the receiving school directly from the centers. When transcripts have been sent to the receiving schools this information should be recorded in the proper space on the copies sent to Washington for each pupil.

As indicated in the handbook, cumulative records will also be sent to Washington. It is hoped that someone will be assigned the task of clearing all the records, of having them cased and properly labeled before they are sent to the Washington office. After they arrive in the Washington office an attempt will be made to determine which receiving schools have already established permanent files for these pupils. When this is done it may be desirable to establish in the Washington office both active and inactive files, placing in the inactive file records of the pupils for whom the receiving schools have already established permanent files.

Yours truly,

N. E. VILES
Education Adviser

September 10, 1945

Mr. W. W. Lessing, Area Supervisor
War Relocation Authority
226 West Jackson Blvd.
Chicago, Illinois

Dear Mr. Lessing:

In reply to your telegram requesting more complete information on the accreditation of the three Poston high schools. I submit the following statement and copies of letters from Dr. O.K. Garretson, High School Visitor, State of Arizona, and from Mr. E.D. Ring, Superintendent of Public Instruction, State of Arizona.

During the school years 1942-43 and 1943-44 all the Poston schools operated under the authority of the United States Office of Indian Affairs and under the supervision of the Indian Service Merchandise Mart, Chicago, Illinois.

The Poston schools met the standards of the Indian Service and were under the impression that state accreditation was not required until during the summer of 1943 when certain steps were taken by Dr. Beatty and his associates in the service in contacting school officials of the State of Arizona.

With the opening of schools in September, 1943 as the new Poston school superintendent I made direct inquiry of the State High School Visitor, Dr. O.K. Garretson in Tucson, Arizona. The result of a series of efforts and visits was the accreditation of the Parker Valley High School in Unit III, also known as Poston III High School, in May, 1944. The school plants in Poston I and Poston II were not completed, and accreditation was therefore delayed until May, 1945. All schools were given a "B" classification.

The following summary shows the situation concisely:

1942-43 and 1943-44:

All three Poston high schools approved by the U. S. Office of Indian Affairs.

Project File Copy

Mr. W. W. Lessing-2-September 10, 1945

May, 1944:

Parker Valley High School (Poston III) accredited class B by State High School Visitor, Dr. O. E. Garretson, University of Arizona, for the State of Arizona.

May, 1945:

Poston High School (Poston I) and Miles E. Cary High School (Poston II) accredited by Dr. O. E. Garretson, State High School Visitor, University of Arizona, for the State of Arizona

A point of interest to the school officials in Chicago may be the fact that Dr. O. E. Garretson is, or they undoubtedly know, the Secretary of the North Central Association of Colleges and Secondary Schools, Commission on Secondary Schools.

Another point of interest is that we have had no question in regard to credit raised by any other system in the country. We have transferred students into at least thirty different states and not less than forty-seven different colleges and universities, without any question regarding quality of credit.

I trust that you will be able to reach a good understanding with the Chicago school officials. I shall be very much interested in learning whether you have favorable results to report.

Yours very truly,

Arthur L. Harris
Superintendent of Education

JACOB A. LONG, PH.D.
Secretary, Unit of City and
Industrial Work
156 Fifth Avenue
New York 10, N. Y.

Board of National Missions
of the Presbyterian Church in the U. S. A.

228 McALLISTER STREET : : SAN FRANCISCO 2, CALIFORNIA
Phone HEMLOCK 5414

GORDON K. CHAPMAN
Field Representative for
Japanese Work
and Executive Secretary of the
Protestant Church Commission
for Japanese Service

63626

September 25, 1945

Mr. Duncan Mills
Project Director
War Relocation Authority
Colorado River Relocation Center
Poston Arizona

Attention: Student Relocation Officer

Dear Mr. Mills:

President Wiley Lin Hurie of the College of the Ozarks, Clarksville, Arkansas, has announced that ten \$200 scholarships are available for Japanese American students, with other supplementary scholarships of \$50 each, also, possible. This means that as much as \$250 from a total cost of \$375 for nine months can be provided for ten students.

While this is a Presbyterian school, students of other creeds are eligible.

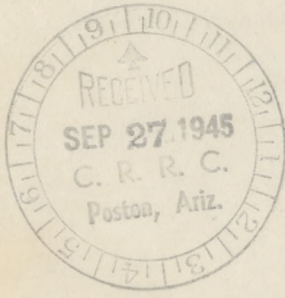
Cordially yours,

Gordon K. Chapman
G.K.

Gordon K. Chapman

GKC:vi





EX-101

Gordon K. Graham

Handwritten: J. X. Smith

Col. H. A. Young

and wife.

While this is a Presbyterian school, students of other churches

const of \$2500 for nine months can be provided for ten students. \$50 each, plus, housing. This means that as much as \$2500 from a total of \$2500 are given students, with other supplementary contributions of \$2500. The amount of that ten \$2500 contributions are available for

President Wiley in name of the College of the South, Chattanooga.

Dear Mr. Miller:

Attention: Student Relocation Officer

Boston Arizona
Colorado River Relocation Center
War Relocation Authority
Project Director
Mr. Duncan Miller

23232

September 28, 1945

332 MCADAM STREET : : SAN FRANCISCO 2, CALIFORNIA
FROM HENNINGSON 2414

New York 10, N. Y.
The High Avenue
Relocation Center
Secretary, Dept of Civil and
Lester A. Goss, JR.

of the Presbyterian Church in the U. S. A.
Board of National Missions

for Japanese Service
President, Council Commission
and Executive Secretary of the
Japanese War
Civil Relocation for
Gordon K. Graham

C
OPY

Colorado River Relocation Center
Poston, Arizona

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2082

November 13, 1944

Mr. E. D. Ring
Supt. of Public Instruction
Phoenix, Arizona

Dear Mr. Ring:

This month applications for the accreditation of the high schools at Poston Units One and Two, and the report on the Valley High School at Unit Three, are being forwarded to Dr. O. K. Garretson. With reference to this matter and the Poston situation in general, I should like to present the following statements.

Last Wednesday night we sent off sixty-six boys and one WAC to training camp for active service. This makes a total of eight hundred thirty one in active service from Poston families, not counting those who have entered the service since their families left the center. This means that a little more than seven are in service out of every one hundred men, women and children now in the Poston Relocation Center. Recently the casualty list reached fifty, and ten deaths have been reported. We have boys fighting in Burma, with MacArthur in the Phillippines, and veterans of the Italian Campaign now in the Belfort Gap region in France. There are still about sixty Poston boys who have been inducted into the army reserve and are now awaiting call to active service. Thus, even though selective service was not operative for these people throughout the years 1942 and 1943 we now have almost as high a percentage of our population in the armed services as is the case for the population of the nation as a whole.

On the other side of the picture we recognize this fact, --- seventy eight Poston boys have refused to serve in our armed forces. The reasons for this are many, some more or less obscure and open to conjecture. We do know that on the basis of frequency of occurrence, this group is marked by parents who wish to repatriate, by education in Japan, and by unusually severe economic loss suffered by the family through evacuation. There are other factors which very definitely have contributed to the Poston situation.

340.7

November 13, 1944

(1) Over three hundred applications for repatriation made by Poston residents while they were in west coast assembly centers were not added to our project records until after the segregation move to Tule Lake was completed in October, 1943. Most of these people were sent to the Poston III Unit where the problem of draft evasion is most acute. So far as I am able to determine, this circumstance did not occur in any other center, and it cannot be attributed to the project administration in either its personnel or its policies. The fact is, however, that this entire group, together with family members, would have been transferred to Tule Lake in 1943 if these records had been available.

(2) When the Jerome Relocation Center at Denson, Arkansas, was closed, it was necessary to make room for the residents of that center at various other centers. In order that this might be done the centers selected were given the opportunity to make a second mass movement of segregees to Tule Lake. Poston, being one of the centers farthest removed from Arkansas, was not selected for the transfer of Jerome residents except in the case of a few families which had relatives in this center. The resulting movement of segregees to Tule Lake filled that center to overflowing, and Poston has been unable to secure the transfer of even a few cases whose segregation we consider urgent. Thus, while several other centers have been enabled to rid their populations of elements conducive to draft evasion and extreme Japanization, this center has had to administer a population in which those elements are still resident. Considering this circumstance, I believe sincerely that the administrative staff and the large majority of families in the Poston Center are to be congratulated on the record of service to our country and staunch loyalty to the United States which they have maintained in spite of influences to the contrary impossible of elimination. It is reasonable to believe, as we do, that the final outcome will reveal that the experience has produced a group of Americans who are more intelligent and more loyal in their citizenship than was the case in some of the other centers, because they have had to justify, defend, and maintain that loyalty in the face of opposition from the members of their own racial group. In some cases this has resulted in the breaking of the ties between parent and child, between brother and brother, and between lifelong friends.

(3) Geographically, Poston is one of the most isolated of the relocation centers. We are visited most infrequently by those whose judgments affect the reputation of the center and the welfare of our residents. Those judgments have been formed, as a result, on the basis of newspaper publicity. Due to the conjunction of the determination of the Dies Committee to discredit WRA and a peaceful

labor strike in Poston during the early days of the project, newspaper publicity concerning Poston has been distorted beyond all recognition of the facts. If the zoot-suit activities and the theft and wrecking of a government truck which occurred in the Gila Center this past summer had occurred in Poston, it would have competed with war news for headlines in the western papers. As it was, the incident did not rate recognition by the press. The Dies Committee investigation of Poston was completely discredited. The United Press representative who accompanied committee members to Poston termed it "the greatest farce ever perpetrated by a government agency." The recent primary and general elections have further discredited the Dies Committee and many of the newspapers whose distortion of facts and dissemination of unfounded rumors were followed by a similar policy in relation to the Democratic Party and its candidates for national office. However, the early impressions created in the minds of many people have never been changed, for the commendable features in the administration of a relocation center do not make news.

Newspaper publicity had, in turn, its effect upon the people in the center. They knew that they were not guilty of the conduct or the motives attributed to them by the press. Pro-Japan elements seized upon the example of the American press as proof that American democracy is a sham, that this war is purely a race-war and that the high principles to which we ascribe are but words used to cloak our baser motives. News of the progress of the war was declared false propaganda. Against this rationalizing the great majority has stood firm, though many have lost all faith in the American press, --- if falsehoods are printed about people in relocation centers, then maybe everything else in the papers is false. Many did believe that the newspapers expressed the hostility of the nation outside, that people of Japanese ancestry would meet extreme discrimination if not persecution and physical injury wherever they might go in this country. It was into this atmosphere that the call came to men of military service age to fight for that same country.

(4) In every other center in which draft evasion has occurred, prompt action has been taken by law enforcement agencies to punish the offenders. In Arizona, in spite of our constantly repeated appeals for action, all but nine of our draft evaders are still with us. Some of them have been on the project for more than six months, free on bail, convinced now that the government intends to do nothing about it. Their example has served to convince a few other faint hearted individuals who place personal safety above loyalty to country and the welfare of their own people, that they too can refuse the call to induction with impunity. Unfortunately the first induction of a large part of the group was declared invalid by army officials, and they had to be called for induction a second time. Their refusals on the

November 13, 1944

second induction were carried in the papers as additional draft evasions from Poston, further distorting the picture. It has also been learned recently that a bail-bond runner in Phoenix was making it a practice to meet the buses from Poston carrying boys to selective service headquarters for physical examination and induction, and encouraging them to refuse examination or induction in order that the bail bond fee might be collected. This matter has been placed in the hands of the proper officials.

Of what interest is all of this to you as Superintendent of Public Instruction in the State of Arizona?

Both of us, by virtue of being educators, are interested in the education of all the children of all the people as one of the foundation stones in the building of a democratic society in which government is of the people, by the people, and for the people. The job done here in Poston, educationally, is of concern to both of us, --- if not officially, it is none the less so professionally.

There are times when I lose patience with the situation here, --- times when I want to blow up and tell the whole project to "go to hell." Then I remember that the kids we have and have had in the Poston schools know no country but ours, and that almost three years of their lives have been spent in assembly and relocation centers. I remember the group of almost three hundred fifty young evacuee college students and college graduates who helped in the schools the first year, only a small number of whom are left on the project, and only one of whom has refused induction, --- not because of disloyalty, but as a protest against drafting of Japanese Americans while they and their families are discriminated against in their liberty of movement and residence. I remember the 831 in active service for our country, and those who have died on the battlefields of this war. I remember also the months of labor devoted to the making of adobe bricks and the erection of four school plants by the parents of the children of Poston. I would be a poor American if I were to seek to penalize more than 3,000 children for the shortcomings of 78 misguided individuals. I would not deserve to be called American if I were to decline to "carry on" for the younger brothers and sisters of the 831 who are fighting for the country which belongs to all of us. My ancestors had been on the shores of this country seven years before the Mayflower arrived in 1620, but that does not make me a better American than Joe Shiomichi who volunteered from this relocation center and died on the field of battle in Northern Italy. Joe's parents were born in Japan but they are proud of Joe because he had those qualities which all parents hope for in their sons, and he did not fail the test of his loyalty to the country of his birth.

Dr. Lester K. Ade spent three full days here last month. I am sorry that you and the other members of the state committee were

November 13, 1944

unable to be here at that time. Dr. Ade's report to Washington stated that the Poston Schools now rank close to the top in the list of relocation center schools. This is borne out by the excellent record which our graduates are making in the armed services, in outside employment, and in the colleges and universities of the country from the Rocky Mountains in the Atlantic seaboard. We are proud that our schools have exerted an influence toward the successful administration of the project which has faced more difficulties than any other. I believe that Arizona, too, can take pride in the record, foreign as that idea may seem, for certainly the Poston schools, their teachers, students and graduates, have been and will continue to be on the side of the country which provides educational opportunity through them and for them.

The accreditation of the Poston Schools means a great deal to the students in the schools and to their parents. Their past experience has conditioned them to this attitude. I have deliberately held out accreditation as an incentive for the building of our school plants, the provision of adequate equipment, and the improvement of our educational program. The Poston III High School was the only one with a complete plant last year and I approved the application for accreditation from that school last spring. This year the other two high schools are ready, and are making application for state accreditation. The postponement of these applications does not mean that these schools were not doing work worthy of accreditation in the past, --- only that I did not wish to ask the committee of visitors to overlook inadequacies in the physical plant originally available, -- in other words to grant special consideration. Almost fifteen percent of our graduates are enrolled in colleges, universities, nurse's training schools, and trade schools. Very few are making less than a "B" average. I believe that the Poston Schools merit accreditation, and I believe that no one familiar with the facts of our situation would permit the action of 78 individuals in our 11,000 population to influence any action taken on our application for accreditation.

Mr. Duncan Mills, our project director, and I as superintendent of education, hope that you and other members of the state advisory committee can visit Poston in January, or earlier, as suggested in your letter to Dr. Lester Ade in Washington. We believe that such a visit will convince you of the validity of our evaluation of the Poston Center and its schools. In the meantime, I shall keep in touch with you by calling at your office whenever I am in Phoenix.

Very sincerely yours,

Arthur L. Harris
Superintendent of Education