

H 2.62

67/14
C

RESIDENTS CAN SECURE VOCATIONAL TRAINING

居住者諸君は職業的訓練を受けることができます

It seems probable that a number of Vocational Courses can be offered to the Residents of the Center during the next few months. Since a number of these courses will be given by State Administered Agencies such as the O.S.Y.A. and War Production Training Representatives, we must get the following information from every interested person in the Center before specific plans for the courses can be made. Because of the nature of some of the courses it has been thought best to set them up on a full-time basis so that the training can be completed within a reasonable time. Courses may be offered on any one of the bases noted below. Note those conditions under which you would be willing to take the courses you desire. For example; if you prefer to take a woodworking course in the evening but would be willing to take it on a full-time non-paid basis, place a (1) in the square under 'evenings not paid' and a (2) in the square under '44 hr. not paid'. It has not been decided yet whether payment can be made to individuals while taking full-time courses. Registration in each class will be limited to twelve individuals. Number at the right hand side of the page the courses you wish to take, in the order of your preference.

REQUEST FOR VOCATIONAL TRAINING 職業的訓練の願出で。

If training facilities can be arranged, I would like to take
若し訓練の便宜が計らるゝならば、私は次の諸課目を

the following courses:
とり度いと思ひます

	44 hr. per week Not Paid	44 hr. \$12 Pay	Evenings Not Paid	4 hr. aft. Not Paid
	一週四十四時間 無給	一週四十四時間 十二ドル有給	夜間無給	午後四時間無給
1. Truck and tractor repair トラック及トラクタの修繕				
2. Auto mechanics 自動車職工				
3. Metal work 金物工				
4. Woodworking 木工				
5. Elementary electricity 初歩電気学				
6. Farm machinery and equipment repair 農業機械及用具の修繕				
7. Milk production 牛乳生産				
8. Poultry meat production 家禽(鳥)肉生産				
9. Egg production 鶏卵生産				
10. Pork production 豚肉生産				

	44 hr. per week Not Paid	44 hr. \$12 Pay	Evenings Not Paid	4 hr. aft. Not Paid
11. Beef production 牛肉生産	週四十四時間 無給	週四十四時間 十二弗給	夜間無給	午後四時間 無給
12. Mutton, lamb, and wool 羊肉、小羊肉、及び 羊毛生産				
13. Commercial vegetable 商品野菜生産 production				
14. Food production and pro- cessing for home consumption 食料品生産及家庭消費への過程				
15. Sugar beet production 砂糖大根生産				
16. Field crop seed production 田園作物種子生産				
17. Typing タイピング				
18. Shorthand 速記				
19. Watch making 時計職				
20. General sheet metal work 一般板金細工				
21. Shoe repair 靴修理				
22. Typewriter repair タイプライター修理				
23. Beauty culture 美容術				
24. Salesmanship 販賣術				
25. Merchandising 貿易				
26. Bookkeeping 簿記				
27. Accounting 計算術				
28. Office practice 事務実地				
29. Carpentry 大工				
30. Cabinet making 指物職				
31. Plumbing(パイピング) 鉛管工事				
32. Electrical repair 電気に関する修繕				
33. Radio repair ラジオ修繕				

	44 hr. per week Not Paid	44 hr. \$12 Pay	Evenings Not Paid	4 hr. aft. Not Paid
34. Dietary aids 食餌 手當	週四十四時間 無給	週四十四時間 十二ドル給	夜間 無給	午後四時間 無給
35. Baking ベーキング(ブレッドケーキ等の製造法)				
36. Turkey raising 七面鳥飼養				
37. Commercial art 商業用美術				
38.				
39.				
40.				

Name of person requesting permission to take classes.

入學を希望者の氏名

Address: _____

住所

Age: _____

年齢

When and where do you hope to relocate?

何時、何處に貴下は転住しようと思つておいでですか

Are there training possibilities in your present job that

貴下は関係ある貴下の現在の仕事にて練習し得ることはありませんか

interest you? _____

Do you wish to shift to some other job in order to secure

貴下は訓練を受けるために他の何かの仕事に變はりたいと思ひに

training? _____

なりますか

Penalty For Private Use to
Avoid Payment of Postage, \$300

Notice to:

Address:

File *Currie* *Topay* *H2.62*
more undtd at end
OUTLINE AND PROCEDURE OF TEACHING OF HEALTH AND PHYSICAL EDUCATION
FOR SPRING, 1943

I. We have divided the health and physical education program into four divisions.

Namely: Physical Education Classes, Health Classes, Intramural Activities and Sports.

A. Physical Education Class

1. Class is divided into squads of seven to ten pupils.
2. Senior High, (9th-10th-11th-12th), has Physical Education three days a week.
Junior High (7th-8th), twice a week.
3. Students do not use Physical Education class as a free play period. It is an instruction period just the same as any other class is.
4. The following activities make up the course of study:

JUNIOR HIGH BOYS

1. Softball
2. Volleyball
3. Track and Field
4. Dancing (a) Clog (b) Social
5. Games and Relays
6. Calisthenics
7. Marching

SENIOR HIGH BOYS

1. Individual Sports (a) Golf (b) Tennis (c) Boxing
2. Softball
3. Volleyball
4. Track and field
5. Dancing
6. Games and Relays
7. Calisthenics
8. Marching

JUNIOR HIGH BOYS

1. Volleyball
2. Track and Field
3. Dancing
4. Marching
5. Archery
6. Calisthenics
7. Play Day -----May Day

SENIOR HIGH GIRLS

1. Volleyball
 2. Track and Field
 3. Archery
 4. Golf
 5. Dancing (a) Folk (b) Tap (c) Natural
 6. Marching
 7. Calisthenics
 8. Play Day -----May Day
5. Part of each period will be devoted to the physical fitness program outlined by the United States High School Victory Corps. Activities or course of study here will be mainly:
1. Running
 2. Calisthenics
 3. Marching
 4. Obstacle Races
 5. Combatives
6. A testing program has been worked out for each activity in Physical Education Course of Study.
7. Students will be graded on the following:
1. Ability
 2. Achievement
 3. Attendance
 4. Attitude

B. HEALTH CLASSES

1. Where possible, we have graded our health program so that the ninth grade will not have the same course of study as the twelfth grade.
2. Each grade has a separate text for the level of that grade. Text will be the course of study.
3. Health problems are taught instead of bones and muscles.
4. Health classes come twice a week for Senior High Students and once a week for Junior High Students.

C. INTRAMURALS

This program will be after school, from 4:00 p.m. to 5:45 p.m. Here we want to provide an opportunity for every student to engaged in a vigorous activity.

1. Softball tournament has been arranged for the boys. It will be run off by grades as follows:

7th - - - - - Four Teams
8th - - - - - Four Teams
9th-10th - - - - - Eight Teams
11th-12th - - - - - Seven Teams

This making twenty-three teams in all. Each team will have ten to fifteen players; making a total of 230 to 345 players participating.

2. The 7th and 8th grades are organized and ready to start. The rest will be ready to go on Monday, March 29, 1943.
3. Other activities to be put into intramural league competition are: Volleyball, Track and Field, Golf and Tennis.
4. The girls have volleyball ready to go under similar conditions as the boys softball.

D. Sports

Representing school in competition with other schools.

1. Here teaching is done with a selected few. Due to the limited opportunity of playing outside schools, competitive sports have been on a small scale. A basketball team representing Topaz City High School has lost one game to Delta High and won three games from Hinckley.
2. We have high hopes that games and meets can be arranged with surrounding schools.
3. Such sports as:
 - a. Track and Field
 - b. Tennis
 - c. Softball
 - d. Post-season basketball will be taught, so that the Topaz City High School will be prepared in case such meets and games are scheduled.

DAVE CROWTON,
Director of Health and Physical Education
Topaz City High School
Topaz, Utah

Curriculum

File

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DAVE CROWTON,
Director of Health and Physical Education
Topaz City High School
Topaz, Utah

August 9, 1943

WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

ELEMENTARY SCHOOL CURRICULUM PROGRAM

The curriculum program of the kindergarten and first grade has been centered largely on developing improved social adjustments and relationships within their own groups and the immediate community. A concern has been shown about the helpers in the home and community as they are related to the direct experiences of the children. Language arts experiences with stories, dramatizations, free dramatic play, and beginning reading have likewise been related to these experiences (to a large extent). Science interests of the local environment have played a large role in providing for discussions and simple reading material.

Second and Third Grade children have gone a step further in knowing more about the community and its helpers. Studies of where such things as our lumber, coal, clothing, meat, bread, milk, fruits, etc. have come from have led into the general areas of food clothing and shelter. These areas of experience have required the services of many people, excursions, and use of a wide variety of books, charts, pictures, moving pictures, etc. to provide the necessary information for improved understandings in these areas. Much has been done at these levels with the plants, animals, rocks, natural phenomena, etc. of this locality. Adaptation of plants and animals to this desert environment has led to further discussions of adaptations of other forms of plant and animal life to different environments. A knowledge of the institutions serving the community such as the post office, meat commissary, dining halls, etc. have been undertaken by groups of children on the second and third grade levels.

The Fourth and Beginning Fifth Grades have concerned themselves still more into the field of production of materials and products through our present farming and manufacturing methods as compared with those of other people and other countries. They have attacked the transportation and communication phases of the problem. Again, places and things have been used wherever possible. For instance, the weather bureau as explained by the meteorologist has interpreted weather problems which are common to aviation, navigation and radio communication. A visit to the water tanks in an attempt to understand more about our own water system has led to a study of water resources of Topaz and

and the rest of the country. Science experiments have been undertaken with a good deal of success at this stage of development.

Our attempts to know about primitive peoples have been brought into the study as they related to a knowledge of the past in their relationship to the present. We feel that children of these ages have insufficient background to interpret the cultures of the past with any satisfactory degree of accuracy except as they are related to problems which require that kind of clarification. There have been many opportunities to learn about peoples of the past in incidental situations, but no unified attempt has been made for all Third or Fourth Grades to teach Indians or Cave men.

The latter part of the Fifth Grade and the beginning Sixth has been spent on a rather thorough study of the United States with particular emphasis on relocation understandings. We have been concerned with knowing about the acquisition of the territory and the movements of colonists and pioneers, but have been even more interested in learning ways in which the numerous and abundant resources of the country are serving the people today. Conservation of natural and human resources (including the wise use also) has been stressed. Programs relating to irrigation methods, power development, establishment of national parks, development of different occupations and industries have been undertaken for study. Our approach has been from a regional rather than a state basis. Science has become an important phase of the social studies program on these levels.

For the older Sixth Graders with this background, we feel that they are ready to know more about other people and countries--which again, is important for relocation. Such countries as Latin America, Canada, Alaska, Australia and other countries of the Pacific have been studied in terms of their historical, social, economic and cultural relationships to the United States and other countries of the world.

Science, language arts, mathematics, music, arts and crafts have contributed to the so-called Social Studies Program depending chiefly on their value at the time and maturation of the learners. No attempt has been made to schedule science interests in the elementary school. Careful attention has been paid, however, to the subject in

relation to the students. For instance, rocks to the kindergartener are little more than stones of different shapes and colors. Third Graders are interested in the fossil life contained in some of them; to know whether the classifications are quartz, limestone or granite. Sixth Grade children have entered on studies of the earth's development as they became concerned about the geological formations of the countryside, the fossils, and the rock classifications. The same comparison might be made concerning the stars, winds, dust storms, etc.

Teachers met regularly with the curriculum adviser in individual conferences or small groups to discuss problems worthy of study on their levels. General Saturday morning discussions and workshop offered opportunities for further program consideration. At the end of the year a listing of the areas of experience were listed and an evaluation was made by each teachers which resulted in the suggestive outline as listed above.

Teachers have become concerned about other deep-seated interests of children too and have been encouraged to pursue these interests when they merit it.

The curriculum guide is flexible to the degree that it must provide for the continued initiative enthusiasm and zest for learning for both teachers and children if an adequate educational program is to be maintained.

WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT

December, 1943

THE COMMUNITY EDUCATION PROGRAM AT TOPAZ, UTAH

The school program at Topaz differs from that found in most American communities. Here, education is a community-wide undertaking, assuming the responsibility of interpreting and directing all activities having educational implication. The organization operates under five departments designated as Adult, Secondary, Community Activities, Elementary, and Pre-School Education. An organizational chart of these departments is submitted with this report and will be outlined more in detail by the department heads: Dr. Laverne Bane in Adult Education, Mr. Drayton Nuttall, Principal of Junior-Senior High School, Mr. James Lamb, Director of Community Activities, Miss Wanda Robertson, Principal of the Elementary School, and Mrs. E. Sera and Mrs. T. Sasaki, Co-directors of Pre-School.

For the sake of clarification and in furtherance of a better understanding of the schools of Topaz, it is necessary to direct attention to a few conditions that make this system different from those found in the average community of similar size.

A large majority of those who are teaching have not had training in the education field except what has been received while "on the job." The resident teachers employed have had practically no education in the principles of teaching and the techniques of classroom management and control outside of what has been given to them in classes organized for that purpose since their coming to Topaz. In spite of this "handicap" we have substantial evidence that in most cases a good instruction program is going forward.

The appointive staff comes from many different states throughout the nation. Naturally, many points of view regarding educational procedures are reflected. This situation has required careful orientation and adjustment in order that a workable uniformity in methods and goals might obtain.

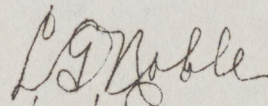
The boys and girls of Topaz come from approximately 100 different high schools and a similar number of elementary schools. These schools are situated mainly in Northern California and represent many of the finer educational programs in American life. The children are American citizens and have known no other social or educational pattern than what the American school has had to offer. They have attended these schools as a minority group, which in and of itself has had many lasting impressions. They now find themselves in a much different environment, associating almost exclusively with other boys and girls of Japanese ancestry. This condition alone has had a profound effect

upon their development. From their past experiences they have a clear understanding of what is meant by American freedom and the basis upon which democratic government rests. It is natural that they ask many questions regarding evacuation, relocation, and how efficient are the schools of Topaz. Such questions as, are the schools adequate? will the credits be accepted wherever I may go to college? and such other inquiries are frequently made. Those responsible for the school program must be able to answer such questions in the affirmative. In the main, we feel that this can be done.

A factor, however, that may be more important than credits or academic achievement is that of parent and child attitude toward evacuation, life in the project and relocation back into American life. What hope may they now entertain for an adjusted future and a happy home in the United States? In this field education faces its greatest challenge. It will not be enough for a few leaders to invision these goals. The people must see them as well--see them and want to achieve them more than anything else. Progress is being made but it will require time and understanding before the objectives become reality. Never has the challenge been greater than it is today. What will we do? Education must play an important role in answering this question.

In the interests of a uniform approach, it needs to be emphasized that every person in the project whether it be in the administrative staff, a mother or father in the home, a brother or a sister employed or unemployed, anyone upon whom youth looks for guidance--this person is a teacher and is an important influence in the educational program in this project.

Education at Topaz rests upon the principle that every effort will be put forth to provide those who come under its influence with the ways and means of securing a happy future in the country they have chosen to make their home.



L. G. Noble
Superintendent of Education

LGN:ss

E. Sekerak

WAR RELOCATION AUTHORITY
Office Memorandum

February 3, 1944

To: All Section and Unit Heads
From: Laverne Bane, Executive Secretary
Vocational Training Department
Subject: Supplementary Classes for Stenographers and Clerical Workers

Mrs. Daisy Burre has been added to the Vocational Training staff as a teacher of commercial subjects. She will assist Mrs. Hunter in carrying on the Secretarial Training Program.

It has been determined by the Committee on Vocational Training that certain employees, needing instruction, should be released for one hour during the work-day to attend a class either in shorthand or bookkeeping.

In-service training classes in shorthand and bookkeeping are scheduled to start Monday, February 7, 1944 in the Administrative Recreation Hall.

*Classes will be conducted on Monday, Tuesday, Thursday and Friday of each week as follows:

Shorthand	9:00 A.M. to 10:00 A.M.
Shorthand	10:15 A.M. to 11:15 A.M.
Bookkeeping	11:30 A.M. to 12:30 P.M.

*Classes will not be conducted on Wednesdays as the course in Business English is held on that day.

The committee decided that employees should be released during the work-day to attend one class only, and further that the subject to be studied should be closely related to the work the employees are now performing.

In the shorthand classes, it is proposed to accommodate:

- a) Employees who have completed their high school, or other basic training, in shorthand, but who are presently employed as typists, etc., receiving no dictation.
- b) Employees now receiving a small amount of dictation in their present employment, but who are in need of additional shorthand training.

The enrollment in each shorthand class will be limited to thirty persons.

Bookkeeping Class

The bookkeeping class will enroll thirty employees, either beginners or persons with previous training in bookkeeping, as the bookkeeping class can accommodate individuals in various stages of progress in this subject.

Registration

Registration for the shorthand and bookkeeping classes will be held on Friday and Saturday, February 4th and 5th. Registration will be conducted by Mrs. Hunter at the office of Dr. Bane in the Administration Building Annex, and by Mrs. Burre at the Adult Education office located at 8-7-E. As the classes will be limited to thirty persons each, employees desiring instruction in these subjects should register promptly.

Section and Unit Heads are requested to notify employees in their departments about these classes and to encourage employees needing instruction in shorthand or bookkeeping to register promptly.

WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

August 28, 1944

MEMORANDUM TO: Relocation Office Staff

SUBJECT: Ordnance Depot Recruiting

In a conference with Mr. Hoffman and Miss Dickinson on August 27, Major Davis, Ordnance Department, War Department of Washington, Colonel Meek and Captain H. N. Kenny, from the Tooele Ordnance Depot, presented the plan of recruiting workers from relocation centers for work at Ordnance Depots West of Mississippi. Major Davis reported that in all a labor pool of between four and six thousand are needed at these Ordnance Depots. It is planned to present to these centers prospectuses concerning this work and enter upon recruiting center by center in September and October. So far as Topaz is concerned, this recruitment will not cover the Tooele Ordnance Depot but maybe have any one of the other 15 or more depots in the West.

Family men, citizens or aliens, are wanted. (In one depot only so far, citizens only are permitted to apply.) Provost Marshall clearance will be secured on Form 58 in lots of 50 to 75 family units through an expedited service worked out by the War Department and the Provost Marshall office. It was affirmed by Major Davis that this clearance could be obtained in record time and the War Department will handle the machinery for it.

These are civil service positions and war service appointments. The greater number of positions are for munition handlers. This entails the packing, loading, etc. of dead munitions. This classification calls for 81¢ an hour rate for 40 hour week with time and a half for 8 to 14 hours overtime. Roughly figured, the income at this rate would be around \$208 a month gross. There is a possibility of advancing to a 85¢ rate as gang leader. Recruitment may cover three lower rates as laborers: 70¢, 73¢, and 77¢ per hour with the same schedules of hours.

It is to be noted that family units are preferred. War housing is provided at the depot in units of one, two, and three-bedroom apartments with living room, bath, and kitchen. Rentals for these accommodations arrange according to size from \$28 to \$34 a month rent unfurnished, or from \$30 to \$36 furnished. Water and lighting are included in the rent. Each apartment is equipped with a coal burning cook stove and a coal burning space heater, and fuel is purchased by the occupant at low Ordnance rates.

There is a coal bin behind each row of houses. Blankets, sheets, kitchen utensils, and dishes may be provided at \$1 a month rental.

Ordnance Depots differ somewhat in the style of housing provided, but, in general, this is the picture. In each depot there is a full community setup with grocery stores, beauty parlors, etc. provided on concession basis. Each depot has a school system properly credited, nursery school, nursery day-check care for children, community activities building, theatre, fully equipped army hospital, etc. Living costs are comparatively low in these communities because of the fact that the concession profits are held in check. Each Ordnance Depot is from eight to fifteen miles from a town and good transportation is provided. There is perfect freedom in traveling anywhere off working hours.

Even in those depots where citizens only may be employed, it is permissible that their Issei dependents live with them.

There is a possibility that more than one member of the family may ultimately be employed at the depot. For example, there are some depots which will employ women as munition handlers or other similar jobs, and there is some chance for office work for which younger members of the family may qualify.

It was pointed out that in accepting these appointments, the person is "frozen" in that job for the duration as in any other war service appointment. Also, it was pointed out that all men over 26 may reasonably expect deferment, because it is requested by the Ordnance Department and their request was honored.

Mr. Masaru Narahara, Chairman of the Community Council, Mr. Gihei Takeuchi and Mr. Kuraichi Suwada, Co-chairman of the Relocation Committee of the Council, Mr. James Hirano, Chairman of the Block Managers, attended this session and received first-hand presentation of this opportunity. They felt that the plan had interesting aspects and felt that residents of this center would be interested in considering it.

We will have to wait for the detailed prospectus and will not expect any recruiting officers in here before September 15th. However, there is no reason for not discussing with residents the proposition as far as we know it.

There seems no reason to believe that community acceptance in these depots will be any problem. At one depot this

has been carefully checked and will be at all depots in for recruitment. The very fact that it is war work with Provost Marshall clearance will offset any questions of loyalty. Evacuees will be working side by side with Caucasians of all nationality backgrounds.

Leah K. Dickinson
Relocation Program Officer

WAR RELOCATION AUTHORITY
Central Utah Project
Topaz, Utah

October 12, 1944

ORIENTATION FOR NEW EDUCATION SECTION EMPLOYEES

The orientation of a new employee starts with the Personnel Officer and proceeds to the division, section, and unit to which the person has been assigned. During this orientation period, the new employee should be left with the following impressions:

1. That the Project is glad to have the services of the new appointee and not that the Project is accommodating the new employee by giving him a job.
2. That the orientation period is a definite part of the responsibility of those giving the orientation information and not that this orientation period is time stolen from other essential duties.

The Education Section will use the following outline:

1. General activities of the Education Section
 - a. Pre-school
 - b. Elementary school
 - c. Secondary school
 - d. Adult Education
 - e. Vocational Training
 - f. Summer Programs
2. Working relations among employees of the Education Section
 - a. The new employee's relation to the Education Program
 - b. The educational philosophy of WRA
 - c. Utah's educational program
 - d. Staff relationships
3. Relation of the new employee with the employees in this division and with the employees of other divisions
 - a. Health
 - b. Internal Security
 - c. Welfare
 - d. Community Activities Section
 - e. Finance Section
 - (1) Budget
 - (2) Procurement
4. The new employee's job description
 - a. The specific work to be performed. (To be given by the new employee's immediate unit head and/or supervisor

Orientation for New Education Section Employees - page 2

5. Arrangement schedule of conferences
 - a. Daily for one week and/or as need is felt by Section Heads, Unit Heads and new employee.

WAR RELOCATION AUTHORITY
Central Utah Project
Topaz, Utah

October 12, 1944

ORIENTATION FOR NEW EDUCATION SECTION EMPLOYEES

The orientation of a new employee starts with the Personnel Officer and proceeds to the division, section, and unit to which the person has been assigned. During this orientation period, the new employee should be left with the following impressions:

1. That the Project is glad to have the services of the new appointee and not that the Project is accommodating the new employee by giving him a job.
2. That the orientation period is a definite part of the responsibility of those giving the orientation information and not that this orientation period is time stolen from other essential duties.

The Education Section will use the following outline:

1. General activities of the Education Section
 - a. Pre-school
 - b. Elementary school
 - c. Secondary school
 - d. Adult Education
 - e. Vocational Training
 - f. Summer Programs
2. Working relations among employees of the Education Section
 - a. The new employee's relation to the Education Program
 - b. The educational philosophy of WRA
 - c. Utah's educational program
 - d. Staff relationships
3. Relation of the new employee with the employees in this division and with the employees of other divisions
 - a. Health
 - b. Internal Security
 - c. Welfare
 - d. Community Activities Section
 - e. Finance Section
 - (1) Budget
 - (2) Procurement
4. The new employee's job description
 - a. The specific work to be performed. (To be given by the new employee's immediate unit head and/or supervisor

Orientation for New Education Section Employees - page 2

5. Arrangement schedule of conferences
 - a. Daily for one week and/or as need is felt by Section Heads, Unit Heads and new employee.

WAR RELOCATION AUTHORITY
Central Utah Project
Topaz, Utah

October 12, 1944

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WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT

November, 1944

Dear Parents:

Education Week is being observed throughout the country during the week of November 5 - 11 this year. May we take this opportunity to tell you a little about the pre-schools in Topaz and their program. The four pre-school centers are:

<u>School</u>	<u>Location</u>	<u>Head Teacher</u>
Pre-School and Pre-Kindergarten A	Recreation Hall 9	Miss Yoshiye Sekino
Pre-School and Pre-Kindergarten B	Recreation Hall 13	Miss Helen Fukuchi
Pre-School and Pre-Kindergarten C	Recreation Hall 27	Miss Alice Okita
Pre-School and Pre-Kindergarten D	Recreation Hall 37	Miss Yukiko Maruyama

The Pre-Schools are held in the mornings from 9:30 - 11:30 with a varied program planned for the children.

9:30	<u>Inspection</u>
9:30 - 10:15	<u>Free Play</u> - The children choose from: Toys Housekeeping Creative Activities: drawing scissors and paste painting finger painting clay stick printing
10:15 - 10:45	<u>Routine</u> Toilet and wash Milk and crackers Rest Combing Hair
10:45 - 11:15	<u>Outdoor Free Play</u> Walks Nature Study Painting Active play (climbing apparatus) Sand Play Water play (in the summer) Carpentry Group games
11:15	<u>Books and Story Groups</u> <u>Singing and Rhythm Groups</u> <u>Quiet Activity</u> Tinker Toys, Beads, Puzzles and Pegs
11:30	<u>Dismissal</u>

In the afternoons from 1:45 - 3:45 the pre-kindergarten groups for the older children have a similar program with more opportunities allowed for self-sufficiency and group activities.

Our aim is to provide an atmosphere and environment which will best help in the all-around development of the child, physically, mentally, socially, and emotionally. The simplified routine helps in the establishment of proper habits. Play material and equipment are chosen to fit his needs and abilities, minimize over-exertion and encourage self-confidence and independence. The opportunity to play and work with children of his own age helps him in learning how to get along with other people and to share. The teachers guide his activities, protect him from physical harm, and encourage resourcefulness and initiative.

Our parents can help us in many ways to carry out our aims and program. Each child is asked to bring a small towel for the wash routine and a cup, preferably non-breakable, for milk. Please have the child's name marked on these. We send the towels home each Friday, so that they can be laundered and brought back on Monday. Since we must take the children outdoors to the latrine, adequate outer garments are needed during cold weather. May we ask your cooperation in seeing to it that all articles such as galoshes or rubbers, mittens, caps, overcoats, and sweaters have some identification marks on them.

In the morning pre-school groups, we ask that someone responsible bring the child to school and call for him. If you can let us know whenever anything unusual occurs to the child at home, such as accidents or illness, we will be better able to understand him at school.

We would like very much to have you come in to visit our schools at any time. If there are any questions you would like to ask, please feel free to ask the teachers. Also, we would appreciate any suggestions or criticism that you feel will help us in our work.

Children who have reached the age of three are accepted for enrollment any time during the year.

The school is anxious to cooperate with the home in every way for the welfare of each child. We do appreciate the cooperation you are giving us.

Cordially yours,

THE PRE-SCHOOL DEPARTMENT

POLICY ON ASSEMBLY PROGRAMS
in the Topaz High School
January 2, 1945

A number of individuals have pointed out many ways of improving our Assembly programs. In general these recommendations have fallen into two categories:

- I. Audience behavior must be improved.
 - A. Whistling and raucous cheering should be eliminated.
 - B. Members of the audience should not walk around or leave the hall during assemblies.
 - C. Members of the audience should give encouragement to inexperienced performers by ignoring their mistakes and listening to them attentively.
 - D. Students should not talk to each other or take sly pokes at each other while the program is in progress.
 - E. Students should not sit along the sides of the hall or stand up.
 - F. Although every effort should be made to provide interesting programs, students who are not interested in the program being presented should not annoy their neighbors or the performers.
- II. Student groups need more faculty help in arranging for and putting on programs.
 - A. All seem to agree that the three outstanding programs presented to date were the Christmas program, the Girls Association program, and the Choral Club program. It is further agreed that the contribution made to these programs by Miss Loomis, Mrs. Ostlund, Mr. Bishop, and Mrs. Crane accounted for the difference between success and failure.
 - B. In most of the cases when programs failed to materialize members of the faculty were not particularly active in their preparation.

* * * * *

In order to remedy the faults which have characterized our assemblies in the past the following steps will be taken immediately.

- I. Students will sit in assemblies as follows:
7th grade front, west side; 8th grade next back and 9th grade at rear west side. At rear, east side, 10th grade; 11th grade next, and 12th grade front, east side.
Sponsors should be seated with their respective classes, and other faculty members where they find most of their students.
- II. All teachers will spend some time in each Class leading a discussion of proper behavior in assemblies. Students who misbehave in assemblies will be sent to a penalty study room which will be set up in 1-CD. A teacher will be placed in charge of this room and students who are sent out of assemblies by faculty members will be required to report to the penalty room for a specified number of assembly periods.
- III. Assembly programs will be in charge of a faculty committee consisting of Mrs. Crane, Mrs. Dingley, Mrs. Ostlund, Mr. Bishop, and Mrs. Henderson.

This Committee will be held directly responsible by the Principal for the success or failure of all programs. In carrying out their responsibilities they will work closely with the Student Committee on Assembly Programs and with the sponsors of the various school organizations. Mrs. Crane will act as Executive Chairman of this Committee. She will help with the rehearsal of programs and will determine whether programs are sufficiently well prepared to warrant presenting them.

- IV. Whenever possible assemblies will be held on Mondays.

Duplicate

RESIDENT PERSONNEL IN THE TOPAZ CITY SCHOOL

Jul 30-45

It was evident several weeks prior to the opening of school that it would be impossible to adequately staff the schools with appointive personnel. Attention was then given to the resident "teachers" that were in the Center. It will be remembered that schools were organized at the assembly center at Tanforan, and that a fairly comprehensive class schedule had been drawn up and carried on over a period of approximately three months. A call was sent out to the individuals who had aided in this program requesting them to report to the various unit heads if they were interested in a teaching position. As a result many residents reported and offered their services as "teachers" in the Topaz schools. Many of these people were well-educated, having received Bachelors and Masters degrees from the University of California, Stanford University, and other institutions of higher learning on the Pacific Coast. On the other hand, many of the residents who indicated their willingness to teach had had little academic educational training, and in every case except one, had not had the experience and training required for teaching. The conditions prevailing made it necessary to accept the services of practically every resident that expressed a willingness to work in education, and then to develop a program of in-service education in order that these "teachers" might be aided in their quest for methods and materials with which to conduct their classes.

Miss Wanda Robertson, Supervisor of Cadet Teaching, was especially sensitive to this need and organized special classes for the cadet-teachers during the school year of 1942-1943. From July to September 1943, outside instructors from the University of Utah and the Brigham Young University were brought into the Center to conduct classes for resident and appointed personnel. Miss Mary Nielson, Supervisor of the South Sanpete School District, conducted classes through the University of Utah, in arts and crafts, in the elementary schools. Dr. Golden Woolf, former Principal of the Topaz High School and Professor of Education at the Brigham Young University, conducted four classes, one in methods in secondary education, one in practice teaching in the secondary schools, one class in educational psychology, and one in general secondary methods. The classes were attended by resident and appointed personnel, and were enthusiastically received by the teachers on the Project.

On September 18, 1943, Dr. L. G. Noble, Superintendent of Education, was advised by the State Department of Public Instruction that they had approved a teacher education program for Topaz, and that Evacuee "teachers" who did not meet the requirements of the State for teacher certificates could be employed and credit given them for their work, provided they served as cadet-teachers under the supervision of a supervisor of teacher training approved by the accredited teacher training institutions in Utah. Miss Wanda Robertson met this requirement.

Many of the 122 resident teachers employed were called upon to

teach classes having an enrollemnt of 30 to 45 pupils. Many of this number went into classrooms and through their ingenuity and initiative organized and carried on programs of instruction that were eminently successful.

As the school program proceeded and resident teachers obtained more experience, any difficulties were overcome. Some students employed in the elementary schools who had only graduated from high school, developed into excellent teachers. I quote one of the school administrators on this point, "Some of the finest teaching we have going on in the elementary school is being done by resident teachers who have had no previous experience.

Resident Recruitment

As relocation increased, we found many of our most capable Evacuee teachers leaving the Project. This necessitated a definite program of recruitment. In this need the community council and the education committee of the council were most helpful. Had it not been for their fine cooperation it would have been impossible to carry on with the various class schedules organized in the acceptable manner in which they were carried on.





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CHECK LIST FOR ENGLISH PROGRAM

*Copies sent to
Adult Ed.*

1. Has the teacher been able to establish good rapport with the class?
Is the morale of the group good?
2. Are classes small enough to allow active participation by all the members every period?
3. Is the direct conversational method used or the slow translation-grammar method?
4. Is the class conducted in English with a minimum of explanation in Japanese?
5. Do the classes meet often enough to provide necessary practice at economic intervals, or are practice periods so far apart that the students forget what they have learned?
6. Do the students do most of the talking or does the teacher monopolize the class hour? Do all the students have an opportunity to participate or do two or three bright students "carry the ball"?
7. Is the vocabulary meaningful and functional, or literary, stiff, and formal?
8. Are student interests consulted in the choice of teaching materials?
9. Does the teacher speak good English? Is he sufficiently competent in English skills to set good language patterns and to give clear, adequate explanations without useless verbiage?
10. Is the teacher resourceful? Does he provide interest and variety in his teaching devices and techniques?
11. Is the group motivated to use English outside the class period? Is family and social cooperation in the use of English encouraged?
12. Do the students have a sense of progress? Do they have new language acquisitions to take home and use at the end of each class session?
13. Does the class provide opportunity for orientation and personal adjustment, for emotional catharsis and problem-solving?
14. Does the teacher make frequent references to normal community living and to situations where certain language skills will be useful? Does he use illustrations from life?
15. Does the teacher explain the new in terms of the old and familiar? Does he express himself in vocabulary which is understood by everyone in the class?
16. Is there opportunity for free language expression in every class?
17. Is all drill work functional? Is it presented in the form in which it will be used? Is there any drill merely for drill's sake?

18. Are explanations concise and functional, or are they pedantic recitations of rules?
19. If a textbook is used, is it adapted to the needs and abilities of the class?
20. Are sight and sound recognition, as well as the ability to write new words and sentences, taught more or less simultaneously? Or is spelling taught in isolated periods following unrelated reading lessons?
21. Do students use initiative in trying to express themselves or do they rely on the teacher as a "crutch"? Have they been taught techniques for figuring out meanings from context?
22. Does the teacher encourage originality in expression or does she insist upon "canned" responses after the student has learned the simple patterns and is ready to expand his forms of expression?
23. If students ask or answer questions in Japanese, is the teacher alert to seize this opportunity to teach the appropriate English expression?
24. Has the teacher developed techniques for correcting and improving speech which are helpful and encouraging, or does he frustrate the student with his constant criticism?
25. Does the teacher use such devices as class demonstrations and dramatizations to teach new vocabulary and to set language patterns in the mind of the student?
26. Are reading materials adjusted to the ability and the interest levels of the group? Are they introduced with adequate orientation?
27. Are composition skills encouraged by such devices as the mailing of letters written by the students?
28. Is class work well planned and organized? Is the teacher able to proceed economically and effectively and still keep the class casual and informal enough for easy conversational procedures?
29. What steps have been taken to provide practice in English usage in work and social activities as a supplement to class work?
30. Do the students enjoy their work? Do they feel proud of their language achievements?

QUESTIONS OF LIFE PROBLEMS

1. GOD AND THE UNIVERSE

- a. Is the universe simply a product of blind physical forces or is it the handiwork of an all-wise creator?
- b. Does human life have a purpose with reference to the will of God or do things just happen by accident?
- c. If there is a God of righteousness, why does he permit this war?
- d. How can God become a reality in one's life?
- e. Isn't it true that all religions are simply different ways of finding God?

2. DEATH AND IMMORTALITY

- a. A well known American poet wrote in his poem, "The Psalm of Life" "Dust thou art and to dust returnest was not spoke of the soul." Now, is there a real reason for believing that man is heading toward a clear cut goal or destiny which transcends time, or does death simply end it all?

3. PHILOSOPHY OF LIFE AND CHRISTIAN LIVING

- a. What are essentials of a good philosophy of life?
- b. What are the principles for living a successful and victorious Christian life?

4. CHRISTIANITY AND THE BIBLE

- a. How can one most profitably use the Bible?
- b. What is the significance of the Bible for an average person?
- c. What does it mean to be a Christian?
- d. What is the meaning of baptism? And, why is it necessary in order to become a Christian?
- e. Jesus taught that one must "Be born again", or receive his life in order to enter his kingdom. How can one have such experience?

5. MARRIAGE

- a. What are essential for a successful marriage?
- b. Is difference in beliefs or religion a barrier to a successful marriage?
- c. Should we get married while we are in relocation centers, or should we wait until we are resettled? Or should we wait until the war is over?
- d. Should young married couples plan to have children while in the centers?
- e. Are obstacles of inter-marriage too great to be overcome?

6. WAR AND PEACE

- a. After this conflict, how can we have a just and durable peace?

7. ECONOMICS AND VOCATIONS

- a. How can we prepare for our post-war economic dislocation?
- b. As we have investments such as homes and properties, like the YMCA buildings and churches, many evacuees would prefer returning to California after the war. Would that be a wise thing?

SOME RULES AND REGULATIONS FOR OPERATING
THE SCHOOLS OF TOPAZ

The administration of the educational program in Topaz is keenly aware of the importance and influence of the school in the life of the child. We are deeply appreciative of the fact that the school can be an institution of learning, or it can become a place for acquiring habits detrimental to the future success of the individual. It is our firm conviction that the schools of Topaz can become more effective in directing and influencing the lives of the boys and girls as we become adjusted to, and gain understanding of the problems that we face in this relocation center. We earnestly solicit the support of the parents and the guardians of the boys and girls in improvement of the education program.

Learning and attitudes are acquired in and outside of the classroom. In other words, what the child is educationally is the result of the experiences that he has while attending school. With these objectives in mind, it is our ambition to so organize and direct these experiences as to result in the best educational product.

We seek the support of the parents and residents of Topaz in the following recommendations:

1. That children attend classes regularly except in case of illness or where excuse has been granted by the parents.
2. Every child must be prompt in reporting to all classes. This means that if a class is to open at 9 o'clock, all students will be in their seats at that hour, ready to go ahead with the assigned program.

Note: Ample time will be allowed between the change of classes to permit prompt attendance on the part of all students.

3. Attitudes go to make for success or failure in the life of every child. For this reason, the marks recorded on the student's transcript will reflect, not only the scholastic achievement in the classroom, but also the attitude and conduct of the student.

Note: It is the aim of the administration and of every teacher to see that every student is properly adjusted in his classes and school activities. Should any of the parents feel that an improvement can result from a change in the student's scheduled program, they are earnestly invited to contact the principal and the teachers concerned in the matter.

4. No student will be permitted out of any class during the time that class is in session without a written permit from the teacher.
5. Students who may become dissatisfied in any class should present their grievances to the teacher. If they do not receive a satisfactory adjustment, they may then approach the principal and the superintendent. Any violation of this regulation may jeopardize the student's scholastic record.

6. Every student will enroll for five periods a day, each period being 50 minutes in length. All students will be in attendance at school during the hours that school is in session.
7. Parents and the education committee of the city council are invited and earnestly urged to visit any of the classes at any time. Visitors coming to the school must first report to the principal's office and secure a pass to visit the various classrooms.
8. Students will not be disturbed during any class and will not be permitted to leave the school grounds during school hours for any reason except emergency and by written permission from the principal's office.
9. Any damaging, marring or defacing of government or other property resulting from negligence or indifference on the part of the students will be reported to the principal and their parents. If they commit a second offense, they will be sent to Internal Security when reasonable compensation must be made. Such acts may also serve as a ground for suspension from school.

Note: Where a child is sent to Internal Security for infraction of this regulation, he will not be reinstated in the school until he presents a written statement from Internal Security and is accompanied by one or both of his parents.
10. That the administration approve the appointment of two coordinators who are bilingualists to work in the educational program. These coordinators will serve under the principal of the school concerned as a liaison between the school and the parents.
11. Any student who for any reason is suspended from a class becomes automatically suspended from all classes until the causes for such suspension have been rectified with the teacher through the principal's office.
12. No student will be allowed to participate in any school activity who is not carrying a school program in a satisfactory manner.
13. Any student guilty of insubordination, improper conduct, or disrespect to authority in any extra-curricular activity will be reported to the principal's office for disciplinary action.
14. Parents will be notified by mail or personal call of any misconduct, absence or tardiness on the part of their children.
15. Excuses for student absence should be written in Japanese, if parents can write Japanese, and signed by a parent. Parent's signatures will be secured by mail and will be kept on file in the recorder's office.
16. Students and parents and teachers will give full cooperation to keep all classrooms, auditorium, latrines, and school grounds in a clean sanitary condition. They will report immediately to the principal's office any violation in this area.

17. Students will not be permitted on the school grounds after school hours, except for school activities. Internal Security will enforce this regulation.
18. P.T.A. will appoint one parent as representative for each of the home room sections in the elementary and secondary schools. Appointments will be given to the principals by September 22, 1944.
19. At the end of each semester a public meeting will be held to honor those students who have done outstanding work.

8-1-44

Brief Outline of Educational Interest and Activities
of the Residents of the Central Utah Relocation Cen-
ter as Reflected Through the Education Program.

Submitted below are some of the more important contributions that have been made by the residents of Topaz to the successful education program at the Central Utah Project, Topaz, Utah.

1) Topaz Student Aid Fund

In 1943 a committee was organized by civic minded residents of the center under the leadership of Mr. Henry Tani, then Vice Principal of Topaz High School. Mr. Tani, is a graduate of Leland Stanford University, Palo Alto, California, and was a foremost Nisei leader of the center at that time. The Committee members came from the City Council, Interfaith, Young Men's Christian Association, Community Activities Section and the Block Managers. Community Enterprise was later added to this list.

Mr. Sasato Yamate was chosen permanent chairman of the Committee. He accepted this responsibility with the understanding that the policy of smaller aid to a maximum number of students, rather than large scholarships to a selected few. The policy was adopted by the Committee. This was late April 1943 and at once plans were laid for the fund drive. Excellent cooperation was received from all sources in the Project. The result was a huge success.

The Committee raised a total of	\$3,193.20
31 Scholarships were given of \$100.00 each	3,100.00
Miscellaneous Expenses, such as stamps	83.50

Balance on Hand \$ 9.70

The Balance of \$9.70 was contributed to ^{the} 1944 fund.

1944 Fund:

Total money raised by contributions	\$2,343.59
(This includes personal contributions and movie contributions)	
So far this year we have granted 16 scholarships of \$100.00 each	\$1,600.00

The balance has been allocated to seven students who are waiting the opening of the fall school term.

1945 Fund:

Total funds raised to date:

Personal Contributions	\$ 28.50
First Movie in Jan. Contri.	110.66
Second Movie in Feb. Contri.	122.66

Total	\$261.82
-------	----------

We have so far this year paid two scholarships grants

Aileen Yamate - Colorado State College of Education
Seiko Akahoshi - University of California

(This means we have about \$60.00 on hand after all expenses were paid.) We had our third movie night last week end, and we hope that we were able to raise at least *an* additional \$140.00 so that we can take care of two more students who have already entered the University of California and from whom we have certificate of registration.

From January 1945 graduates, we have eleven applications for assistance of whom four have been approved by the Committee. The rest of the students will be approved and will be granted ^a scholarship as soon as we are able to raise money.

The approved plan requires that money raised during 1943 ^{the} be granted to 1943 graduates only and 1945 fund will be granted to only 1945 graduates in the order of application.

The system is as follows:

- a. Students who receive church scholarship ^{the} in reasonable sum should be willing to pass his or her share of Topaz fund to ^{some} needy student who could not get aid from church fund.
- b. Grant ^{care} ~~is~~ based on need, and on scholastic achievements.
- c. Parents can apply for students.

We have what we believe to be a very fine record in this activity. This is a fine service to the young generation of Japanese Americans. The Committee takes great pride in reporting that they have been able to make many students and their parents happy.

2. Activity of the Parent Teachers Association in Child Care, Delinquency Prevention Program, Studies, Promotion of Educational Program, etc.

For the school year 1944-45 we have had a parent-teacher* membership of eight hundred and nine. This represents the largest parent-teacher* association in the state of Utah. The support of the officers of the association and the parents has been most encouraging. We have benefited by constant parental cooperation in the field of child care and delinquency correction and prevention. Through the invitation of the school officials the parents have been generous in their support of school regulations that were for the benefit of pupil control. An example of this has been full support to a regulation closing all student functions during school nights at 10:30 p.m. An outline of the school curricula has been ^{was} sent home to the parents at the beginning of each semester soliciting their advice regarding the subjects offered. The children have been urged to consult their parents in regard* to the courses to be taken and the activities to be followed.

The enrollment in the Adult Education Program has been most encouraging since the beginning of the project. Strong leadership has been in evidence in the various activities. This leadership has been cooperative and constructive. Most of these individuals have either relocated or are planning to relocate.

3. Construction and Installation of Play Equipment

Through the WRA we were able to secure considerable play equipment soon after the opening of the project. Part of this equipment was purchased and part was constructed through volunteer help of parents and other workers in the project. All the equipment that was purchased from the outside was set up through block volunteer labor. Parents were liberal in their support to school recreational needs.

4. Nursery School Program

The nursery schools have been in operation since the beginning of the Central Utah Project in 1942. Because of reduction in the resident teaching personnel it was necessary to call on the residents for part-time and volunteer workers to aid in the pre-school program. The residents support to this activity has been most encouraging and commendable. Had it not been for the volunteer services of the parents it would have been impossible to carry on the nursery schools with the present standards of efficiency.

5. Center Advisory Board in Education

The Education Committee of the Council or "The School Board", as it is sometimes called, consists of five members of the Community Council. This committee is appointed by the Council and serves for a period of six months.

and

A weekly meeting is held with the Education Committee at which the Superintendent of Education, the high school and elementary school principals are in attendance. At these meetings the education program with its attendant problems are discussed. The Committee has been most effective in promoting a better understanding between the schools and the community. Their influence has been manifested in the organizing and securing of membership in the parent-teacher's association. They have shown considerable interest in the welfare of resident teachers. Through this cooperation, additional resident teachers were obtained to take the places of the vacancies in the appointive personnel. Through the influence of this committee the Community Council voted a Christmas Party Fund of three dollars (\$3.00) to all full time resident teachers and a fund of one dollars and fifty cents (\$1.50) to all part-time resident teachers. The purpose of this fund was to aid in the expenses of a Christmas party for each grade in the elementary school.

The Education Committee of the Council have been most generous in their suggestions for improvements in the school program. They have served as an advisory board on overall school problems that were concerned with the welfare and the mutual understanding of the project.

Copy in
Adv. (3)

The High School has built its relocation program around four features. The first is the vocational training within the high school. Boys, and a few girls, have taken the agricultural curriculum, and many have gone out on seasonal leave. The boys in the industrial arts curriculum are learning carpentry, drafting, surveying, and have made the minor repairs around the school. In the home economics curriculum girls have taken the nurses aide course and boys preparing to be chefs are in advanced foods. A variety of part-time miscellaneous work contributes to the training of students so that they may be better equipped to relocate: girls work as waitresses, perform clerical work, etc.

The second feature is the senior interview program, by means of which every graduating senior is interviewed and all possible assistance given him in any manifested problem. A copy of the interview form is attached and is self-explanatory.

The third feature is the senior core course, the second semester of which is built completely around the relocation idea. The first semester of the senior year in social studies covers the required course in America Government. In this class the seniors study federal, state, county and municipal government and administration, realistically and using current examples and news from magazines and newspapers. Finally they make an intensive study of the War Relocation Authority and of the government of their project, Topaz. Outside speakers are fully utilized and practically every section and unit head, resident, and appointive, appears in person or is visited. This study of the W. R. A. is the bridge between the semesters, for in studying the project the students use Joanne Colcord's "Your Community" (a Russel Sage Foundation publication) as the basic text. The same book is then used to study that community to which the student expects to relocate, first having come to that decision after consultation with parents and relatives. The course was actually planned by the students, and the following excerpts are the justification for the various parts of the course:

1. "In order to prepare us to go out I think that we should first study the advantages and disadvantages of each state. We should find out the problems that would confront us in each state so that we may go to that certain state, knowing what is to be expected" and "we should study culture, history, and other traits of that particular section."
 2. "I think we should have a vocational aptitude test in order to find out what we're good for beside being a houseboy, cook, janitor, etc."
 3. "I'm interested in clerking or any other business work and would appreciate it very much if I could have a chance to get some experience in that type of work here, sort of like an apprentice."
- 3/4
5
42

4. "I think we should all be taught good grammar and good manners, so that if we settled in a community we wouldn't be ashamed of ourselves" and "courses in social training would be a great asset, after all, hatred is built on ignorance and at close quarters, most everyone is not as unpleasant as they are supposed to be. We must be prepared to sell ourselves and our people by knowing how to do the little things gracefully."

The "relocation surveys" are made, using the Colcord text as a basis, from the "raw" information available in the project and relocation libraries such as chamber of commerce leaflets, municipal reports, guide books, local-color fiction, etc. The manuscripts are compiled as college-type term research papers, with careful attention to composition, grammar, footnotes, etc. They are finally presented in panel and forum form to the public and other classes, exhibited in libraries and administration buildings, and finally made available to the public for reading use.

Vocational aptitude tests are offered to seniors who wish to take them and an intensive study of an occupation is made by each student. One senior class actually left school for six days and worked as full-time apprentices at their chosen occupations. Work conditions, advantages, etc. are all discussed and weighed as the seniors try to secure more knowledge about their vocational futures.

As Senior Week and Commencement loom, the seniors learned to acquire the little social graces - introductions, invitations, the etiquette of travel, etc. were very apropos to conclude the semester and have the student more confident to face big actual relocation. During the entire year much emphasis is laid on current events and contemporary problems. Special reports, bulletin board displays, and all the other teaching techniques are used to study such current problems as rationing, delinquency, post-war plans.

The fourth feature of the high school program is the student forum. This gives students a chance to air their own ideas before their contemporaries, and to hear speakers from outside. E. g. a forum last semester was entitled "Why Don't Our Parents Relocate?"

Around this four-feature program the high school has built its relocation emphasis. Our success is testified to by the numbers of the senior classes who have relocated and by the splendid reports we hear about them.

TOPAZ CITY HIGH SCHOOL

SENIOR INTERVIEW

Student _____

1943

Current Program

<u>Period</u>	<u>Subject</u>	<u>Teacher</u>
1		
2		
3		
4		
5		
6		

GRADUATION CHECK SHEET

Completed

Acceptable

3 years English.
3 years Social Studies
including U. S. History & Civics.
3 years P. E.
1 year Science.
TOTAL UNITS.

REQUIREMENTS FOR COLLEGE PREPARATORY STUDENTS

Completed

Algebra and Geometry (one year each).
Laboratory Course in Physics, Chemistry, Biology.

RECOMMENDED FOR COLLEGE

2 years of Foreign Language
2nd year Algebra

PLANS FOR THIS SUMMER

Are you planning to go to College next fall?

Have you selected the College?

Have you checked their entrance requirements?

If you could choose freely, in what state would you prefer to live?

1. _____ 2. _____ 3. _____

Would you rather live in a large city; a suburban town; a small town
not near a large city; or on a farm?

Do you have fairly definite vocational plans?

What are they?

Would you like to have some vocational guidance?

Forms provided.

Further interview date set _____

Victor Goertzel, Director of
Guidance

The present method of teacher training in the Topaz High School is based on the observation-conference method. The Supervisor of Student Teachers spends an important part of her time in personal counseling with resident teachers, discussing individual problems and assisting in classroom work. Slowly they have responded, and voluntarily ask for assistance. All duplicated material for classroom use is first talked over with the Supervisor which gives an opportunity to discuss the work being done.

It is planned that an additional group-conference hour will be called. This conference hour is on an invitational basis and will concentrate on problems of teaching methods. It has been discovered that the faculty, both resident and appointive has a basically adequate philosophy of education, but all need help in teaching techniques, in the use of visual aids, and in practical methods. It is hoped that in this seminar teachers will do individual research on problems in the high school that will contribute to their solution and successful methods worked out.

The resources for this group seminar will be: first, the individual specialists on the high school staff, as the administrative staff and the department heads; second, the Professional Library, in which has been placed all the professional references, sample books, and professional magazines. The Library also houses the Picture File now indexed with over 500 pictures, samples of tests and duplicated materials used in the past, maps and charts and other types of

teaching aids. A monthly summary of pertinent magazine articles is prepared and posted.

A second training device on which more emphasis is being placed is the weekly Saturday Faculty meeting. Faculty meetings are planned on a monthly schedule, with one business meeting, two meetings featuring outside speakers, and one meeting featuring a demonstration of an interesting piece of classwork. The latter is being done to keep teachers "on their toes" and to give them recognition for their work. The former is being done to lessen the gap between the faculty and the project history and administration and to broaden teachers horizons. This type of faculty meeting throws more emphasis on the department meetings, which are held weekly, and on the weekly meeting of department heads with the principal. In department meetings the heads devote some time to the problems of their specialized fields and each department is now subscribing and reading professional magazines in that subject.

The coming Spring Vacation week will be spent in group-seminars working intensively on several of the current high school problems, e. g. the administration of the homeroom program, the extra curricular activity program. The groups will prepare concrete recommendations for the solution of these problems for presentation to the faculty.

H263

Oct '43 - May '44

WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

October 22, 1943

MEMORANDUM TO: All Section Heads
FROM: Industrial Arts Dept.
SUBJECT: Art Production Work

In order to utilize the maximum facilities of the Art Production Department and to insure the utmost efficiency of its staff, the following policies and procedures must be adhered to:

1. All requisitions for Art Production work must be submitted at least one week prior to the date wanted.
Example: If a poster is to be posted on the 15th of March for an event to be held on March 22, the requisition must be submitted not later than March 8.
2. All requests for art production work must be submitted by an authorized party on a requisition blank available at Industrial Arts New Building. A sample requisition blank for art production work is attached.
3. All requests for interior decorating must be submitted for consideration by the art production staff before a requisition can be accepted.
4. There shall be no priorities for any department or division. I.e. First come, first serve.
5. Due to the shortage of supplies and materials, a limit of five posters must be made for any request except in a case of unusual circumstances.
6. The Art Production Staff reserves the right of accepting or rejecting requisitions of any kind. In the case of a rejection, notification to that effect will be forwarded within 24 hours after receiving the requisition.
7. All production work in the nature of signs and posters shall be done on paper. The material for any other type of sign or poster desired must be furnished by the individual making the request.

In order that all departments of our community may be afforded the facilities of the Art Production Department, your utmost cooperation in the adherence to the above policies and procedures will be greatly appreciated.

Shigeru Yamagata
Community Education Section

Please follow Directions

from _____ date _____
quantity _____ date wanted _____

Directions

DATE · TIME · PLACE · SIZE · ETC.

REQUISITION — SHEET —

POSTERS · SIGNS

REC.



NR 268

*Community Government
Section*

A. Munend

WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT

November 2, 1943

MEMORANDUM TO Section, Unit and Department Heads
FROM Laverne C. Bane, Chief
 Adult Education Department

You will find attached a bundle of request blanks for Vocational courses. These are to be distributed to the workers in your Section, whom you are able to interest in supplementary Vocational Training of any kind. Unless some counseling is available when the blanks are passed out and unless the Unit Heads make a special effort to see that they are turned in, this phase of our Vocational Program will probably fail. In some Sections, such as Agriculture, courses will be organized to supplement the On-The-Job Training program carried on within the Section. In other Sections, such as the Fire Department, where project work is not apt to lead to outside employment, workers should be encouraged to take courses which will lead to jobs outside the Center. Some workers may need help in visualizing their place in the post-war economy of the United States. For this reason, Unit Heads should spend some time discussing possible Vocational Training classes with interested members of their work groups.

- A. These steps should be followed in distributing these questionnaires:
- (1) Each Assistant Project Director should personally turn over to each of his Division or Section Heads, the number of blanks necessary to accommodate that group. At this time or in a meeting of Section Heads, he should discuss thoroughly the purpose of this phase of the program and answer any questions which are raised by the Section Heads.
 - (2) Section Heads should hold a meeting of their Unit and Department leaders at which the contemplated program is discussed and ways of selling this phase of our Vocational Program through workers considered.
 - (3) Each Unit Head should explain to the workers in his Unit the purpose of the questionnaires, the scope of the contemplated program and the advantages of the program to the individual workers within his Unit.

He should then pass out the questionnaires and offer his services as a personal Vocational counselor to each worker.

B. These steps should be followed in collecting the questionnaires:

- (1) In not less than two days after the questionnaires have been distributed to the workers, each Unit Head should start collecting them. This collection should be so conducted that workers, who have failed to fill out a request because of some unasked questions in their minds, will be encouraged to secure the additional information which they need. The Unit Heads should make sure that the information called for on the questionnaire blank is given in detail.
- (2) Not more than four days from the date on which they have distributed the questionnaires, each Section Head should collect from his Unit Heads the completed questionnaires in their possession. If any Unit Head has received a disappointing response from his workers, the Section Head should try to determine the difficulty and remedy it.
- (3) Not more than one week after he has distributed the blanks, each Assistant Project Director should have in his possession the completed questionnaires from his Division. If the showing in any particular Section is somewhat below the general norm, the Division Head should try to determine the reason and offer suggestions as to how additional recruits for the Training Program can be found in that Section.
- (4) As soon as the results of this survey are determined, the Project Director's Vocational Training Committee will proceed to set up those courses for which there is a demand.

Laverne C. Bane, Chief
Adult Education Department

Attachments: Request blanks for Vocational courses.

WAR RELOCATION AUTHORITY
Central Utah Project
Topaz, Utah

MINUTES OF THE PROJECT TRAINING COMMITTEE MEETING

Thursday, January 25, 1945
9:00 a. m.

Chairman: Mr. Luther T. Hoffman

Members Present:

Mr. Perry Carmichael
Mr. Roscoe E. Bell
Mr. Raymond P. Sanford

Mr. George Lafabregue
Mr. Edwone Conrad

Members Absent:

Mr. Gilbert L. Niesse
Dr. LeGrande Noble

Miss Leah Dickinson

The meeting was called to order at 9:12 a. m.

A motion was made and carried to approve the minutes of the previous meeting.

Mr. Carmichael reported on the number participating in each training activity. There is a total of 314. Twelve welding students are expected to complete the course by the 15th of February and appropriate exercises are to be held at the Community Auditorium, Friday evening, February 16, for this occasion. The State will give a certificate to those completing a War Production Training course. A record of those completing the course will also go to the Project Relocation Office. These students are registered with the Man Power Commission of Utah, as available for employment. It was suggested that these residents register with the Man Power Commission of the state where they plan to relocate. It would benefit these persons to take the initial step from this Center. Mr. Carmichael is to confer with Miss Dickinson on this subject. Mr. Hoffman reported that there are many opportunities for welders on the west coast. It is hoped that clearance for niseis to work in defense plants will soon be on the same basis as Caucasians.

An OSYA course in farm tractor repair began on January 24, under the instruction of Mr. Maas. This class meets in the evenings from 7:00 to 10:00 p. m., five evenings a week, Mondays through Fridays. A new class in drafting and blueprint reading began on January 22, under the instruction of Mr. Hikaru Hideshima. This class is composed of high school students.

In clarifying the program of vocational training, Mr. Carmichael stated that there were three types: (1) in-service training, where an employee is allowed to spend an hour or so during his work day to attend a class relative to his work which will upgrade his ability at that job; (2) trade classes, which may or may not be related to his present employment and which he attends on his own time, by working part time or by attending evening classes; and (3) learnerships, where a person works either in class or in a shop and learns while contributing to production.

Vocational training is going on in the Adult Education Unit also, such as basic English, Commercial art, flower making, and sewing.

Shop records have been kept for each job finished, in order to show the authorities that there is an actual saving of man hours by supporting the training program.

Mr. R. B. Johnson of Washington has requested us to work out an English-Japanese trade language dictionary. Each Center has been assigned to work out a dictionary for one particular trade, and our assignment is for auto mechanics. When they are all completed they will be distributed to all Centers. As yet no one has been found to do this work.

Mr. J. J. Johnson, supervisor of the State Vocational Education Program in charge of equipment, visited Topaz for the purpose of checking and inspecting the tools and equipment which had been furnished by the State. He reported that no equipment had been lost and that it was being well cared for. During his discussion, he called attention to the drastic cut in the appropriation for vocational training in Utah, and suggested that any assistance which could be given would be appreciated. It was decided that assistance would have to be given as individual citizens of Utah, and not as a WRA organization.

There appears to be enough interested persons to start another evening farm tractor repair course, OSYA. Mr. Ishmael Looper, the high school auto mechanics instructor is willing to teach this class if he is approved as the instructor for this course. It was decided that it would be permissible for him to work under the OSYA program if this did not impair his WRA work. Mr. Carmichael called attention to other OSYA courses which are desirable if a capable instructor can be secured. The committee approved the setting up of any of these courses as need arises and requirements can be met.

It is planned to continue present vocational training courses until June 30.

The Project Training Committee commended the vocational training staff for the very fine work they have done in the vocational training program. It was the unanimous opinion of all those present that most of the needs of the project are being met with a commendable degree of efficiency. They expressed full satisfaction with the plan for vocational training and feel that an excellent program is being carried on.

It was agreed to abolish all sub-committees with the exception of the vocational and adult education sub-committee. A sub-committee on center closure training is to be developed. Mr. Carmichael is to have personal conferences with Mr. Sanford, Mr. Conrad, Mr. Bell, and Mr. Boyce to determine the membership of this sub-committee and to formulate some of its functions. On Friday at 10:30 a. m., a meeting will be held with the project director and others to further work out closure plans to submit to the Saturday Work Conference for discussion, modification, and implementation.

The meeting was adjourned at 10:40 a. m.

Respectfully submitted,

Perry Carmichael,
Executive Secretary

L. Muramatsu
Stenographer

2-12-45

Report on Leadership Training Institutes Sponsored by the
Advisory Committee of National Agencies to the War Relocation Authority

Japanese Relocation Papers
Bancroft Library

H 2.63

Prepared by: Juanita Luck, Consultant in Group Work, Social Service Division, Children's Bureau, U.S. Department of Labor.

For Use of: Marshall Stalley, Community Activities Director, War Relocation Authority, U.S. Department of the Interior.

The following statement is based upon discussions at the meetings of the Advisory Committee on National Agencies to the War Relocation Authority, and participation in the Leadership Training Institute held at the Gila River Project, Rivers, Arizona, November 7-17, 1944.

The Need for Leadership Training Institutes in the War Relocation Centers.

On July 6, 1944, the War Relocation Authority called a meeting of representatives of group work and recreation agencies to consider the need for leadership training for paid and volunteer leadership in the Community Activities Program in the War Relocation Centers. The need for leadership training in the centers was stated as follows: (1) The loss of Japanese volunteer leadership through the process of relocation has seriously affected the program in the centers. (2) Available leadership needs strengthening in order to develop a leisure-time program in the center. (3) Consideration needs to be given to the development of a community recreation program which would adequately serve different age groups such as pre-school children, school-age children, adolescents, and young adults.

On the basis of these needs, it was agreed by representatives of groups work and recreation agencies, and members of the War Relocation staff that a joint leadership training project be planned which would utilize the professional staff of both public and private agencies.

Organization for the Leadership Training Project.

The group of representatives which met on July 6, 1944, was enlarged to include representatives of the major public and private group work and recreational agencies, and Federal agencies interested in this problem. This group is known as the Advisory Committee of National Agencies to the War Relocation Authority, with Mr. George Corwin, National Council of the Young Men's Christian Association, as chairman. Subsequent meetings of this committee were held on August 25, 1944, September 15, 1944, and January 5, 1945.

Plans for Leadership Training Institutes.

The National Advisory Committee decided to hold Leadership Training Institutes at the War Relocation Centers at Rohwer, Arkansas, October 24 - November 3, Gila River, Arizona, November 7-17, and Manzanar, California, November 21-December 1, during the months of October and November, 1944. Personnel for the staff was to be recruited from the YWCA, YMCA, Camp Fire Girls, Boy Scouts, Girl Scouts and Departments of Public Recreation. National staff members were to be supplemented by recruiting regional and local workers of these agencies. One person was designated by the committee to be "coordinator" for the institutes in the three respective centers. The "coordinator" was to go one week in advance of the institute team in order to work with a Steering Committee, the Community Activities staff, the Project Manager, and recruit necessary personnel for the institute from local agencies in the area of the relocation center. Personnel for the Leadership Training Institutes were to be loaned by their respective agencies which assumed financial responsibility for this service. Mr. Marshall Stalley, Community Activities Advisor of the War Relocation Authority, was to be at all three institutes. William J. Kitchen, Student YMCA, Boston, Massachusetts, was to serve as "coordinator" at Rohwer, Arkansas. Correspondingly, Masao Satow, National Council of the YMCA, at Gila River, Arizona, and Esther Briesemeister, National Staff of the YWCA, at Manzanar, California. The Leadership Training Institutes were to be held for a ten-day period in each of the three centers. Miss Juanita Luck, Group Work Consultant of the Children's Bureau, and Miss Dorothea Sullivan, Director of Group Work, National Catholic School of Social Work prepared "A Guide for Leadership Training Institutes, " for use of the institute teams.

Objectives Outlined for the Leadership Training Institutes.

The purpose of the Leadership Training Institutes, as outlined by the Advisory Committee on National Agencies was "to strengthen leisure-time services to persons in War Relocation Centers." Therefore, specific objectives of such training were: (1) help to individuals living in the War Relocation Centers, by participation in this group experience, (2) to train community activities leaders, club and committee officers, including both the paid and volunteer staff, (3) to recruit leadership to replace loss of leaders through the relocation process, (4) to provide contacts with leadership of national group work and recreation agencies which offer services within the centers and in the communities where Japanese may relocate, (5) to present a joint training approach to leadership problems, rather than training for a particular agency program, or a limited age group.

Group Work and Recreation in the War Relocation Centers.

The War Relocation Authority has provided group work and

recreation services as an integral part of its program for evacuees. Each center has a Community Activities Supervisor who is responsible for the development of group work and community organization. The administrative structure in the center places the community activities services parallel to case work services in the Welfare Division, school services under Education, etc., administratively responsible to the Assistant Project Director.

The group work and recreation program in the center is directed toward "a conscious use of group experience for the development of the people of the centers, and as preparation for successful adjustments to the communities where they relocate". 1/ In accordance with this function, activities in the centers have included services of national youth serving organizations, such as YMCA, YWCA, Girl Scouts, Boy Scouts, Camp Fire Girls, etc., as well as recreational programs which have been developed under the auspices of the schools, churches, community councils and block managers.

Limitations in center life, such as geographical isolation, physical confinement of persons living in the centers, adjustment of family life to barracks housing, absence of normal neighborhood and community contact influence all services within the center, including leisure-time services. Since the basis of leisure-time programs is acceptance of the principles of voluntary participation and choice of activities, this concept is more difficult to carry out in an environment of enforced authority. Therefore, the role of leisure-time services in a center may be somewhat different from the role of a community recreation program in an outside community. This may be reflected in the attitude of participants who may say "we can't do that" and "what's the use". In such instances, real or imagined limitations have been transferred to their leisure-time program. Accepted limitations in the leisure-time programs are exclusion from outside activities, such as clubs, organizations and camping programs, in outside communities; associations with only Japanese-Americans, lack of recreational leadership, facilities and finances within the center. Some individuals within the "issei" group distrust leisure-time activities as they believe them to further broaden the breach between "Nissei" and "Issei" groups.

With the recognition of the need for a varied program, the leisure-time activities in the center have been developed to utilize all available leadership mobilize the services of youth serving agencies, such as Girl Scouts, Camp Fire Girls, YMCA, YWCA, Boy Scouts, etc., and encourage the schools and churches to contribute adult leadership to the leisure-time program, as well as sponsoring programs for groups within their own membership. In addition to services of these agencies, the Community Activities Program has included athletic programs, music, drama, movies, and special events for all who wish to participate. Participation in satisfying recreational activities and membership in Girl Scouts, Boy Scouts, Camp Fire Girls, YMCA, and YWCA programs has helped evacuees make an

adjustment to life within the center as well as relating this experience to corresponding groups in communities after the period of evacuation. Many of these young people have had previous experience in school clubs, church organizations and youth serving agencies in the west coast area prior to evacuation. This has helped them assume leadership responsibility within the center. Professional help including program aids, materials, and visits to the center has been furnished by national agencies. The YWCA, and YMCA have given regular staff service to the centers since the evacuation order.

The major responsibility for an on-going program has rested with volunteers drawn from the evacuee group. With the changing leadership, and loss of leaders through relocation, these volunteers have had a difficult time. Teachers, and other personnel within the center have given help to this program. The Community Activities Supervisor has considerable administrative responsibility and does not give program supervision to each of these groups. A Community Activities staff and council carry some of the responsibility for the total program, including such things as weekly movies, concerts, plays, athletic events.

Leadership Training Institute at Gila River War Relocation Center, Rivers, Arizona, November 7-17, 1944.

Masao Satow, Coordinator, arrived at Gila approximately one week prior to the beginning of the institute. During this time, he interpreted the purpose of the institute to the Assistant Project Advisor, the Community Activities Supervisor, and personnel in other divisions, such as Education and Welfare. Supplementary staff for the team was recruited from local agencies, such as the Department of Public Recreation, and the Y.W.C.A., Camp Fire Girls, YMCA. The coordinator formed a Steering Committee which was representative of volunteers and paid staff in the leisure-time program, and other groups interested. Interested individuals and agencies in Phoenix, Arizona, were informed of the plans for the institute. The Community Activities Supervisor and coordinator worked with leaders within the community activities program and agencies, churches and other groups at Gila. Plans for the institute included general sessions, work with smaller groups, consultation to individuals and committees, speeches, demonstrations, and participation in regular activities of groups.

The Leadership Training team included: Masao Satow, National Council of the YMCA, coordinator, Marshall Stalley Community Activities Advisor, War Relocation Authority, Nora Garvin, Western regional representative, Camp Fire Girls, Esther Briesemeister, National Staff of the YWCA, Juanita Luck, Consultant in Group Work, U.S. Children's Bureau. Staff of the Phoenix Department of Public Recreation, YWCA, Industrial USO, and the Camp Fire Girls, participated in several sessions of the institute.

In addition to evening sessions which included the principles of group leadership and demonstration of program and activity skills, members of the leadership training team met with such groups as: Girl Scouts, Camp Fire Girls, YMCA, YWCA, Young Buddhist League, Community Activities Staff, P.T.A., Block Managers, Church Groups, Committee on Juvenile Delinquency. Community events, such as inductees send-off, Armistice Day program, community crafts exhibit and community banquet. Individual conferences were held with all persons interested in leadership problems, including the superintendent and assistant superintendent of schools, director of welfare, director of social services in the hospital, ministers and priests, school principals and teachers, volunteer board members, club leaders and club officers. These contacts included both the Caucasian staff of the War Relocation Authority and the Japanese leadership in the center.

The content of the course at Gila River was influenced by the need in this particular center, which was expressed by the Community Activities Supervisor as follows: "The critical leadership of every group rests with the evacuee participant. Therefore, it is most important that the leadership training institute be at the level of participant-member rather than at the level of the adult-sponsor leader." 1/

Participants in the course at Gila included paid and volunteer evacuee leaders, club leaders, club officers, several teachers, ministers, parents, and block leaders. Efforts were made to interpret the institute to community leaders in Phoenix, and to enlist the interest of citizens in this community in the program of the center.

Evaluation of the Leadership Training Institute at Gila River November 7-17, 1944

A. Strength: One of the most valuable contributions of the Leadership Training Institute was in having opportunity for participants and leaders in the center. This group approach enhanced the contribution of each member of the team, strengthened particular agency contacts, stimulated interpretation of the values of recreation to children and youth, and brought response from the community on the value of a leisure-time program. Because members of the team were related to programs of Girl Scouts, Camp Fire Girls, YMCA, YWCA, Boy Scouts and Public Recreation Departments in outside communities, this affiliation helped the evacuees to know of the interest which these groups have in the Japanese-American group within the center and in the "relocated" areas. Group experiences in the center may help to strengthen the individuals who wish to make contacts with these agencies in the communities where they may relocate. Although the training staff was a small one, it was possible to cover all groups and interested individuals in the center program. This strengthened the interest in the center program, as many of these were volunteers needed encouragement to continue their work in the face of loss of experienced leaders.

One of the unique contributions of the contacts which members of the team had with the evacuees, was in an interpretation of the importance of play for children, clubs and broader activities for adolescents to the "Issei" group of Japanese. These are the parents and grandparents who came to America in the late 1880's and early 1900's. Many of their children are American born "Nisei." The cultural understanding between these two generations is strained and has been somewhat intensified by the enforced evacuation order. Leaders in the institute talked with parents and older leaders regarding the value of their children's group activities, in the center and in outside communities.

Interpretation of the value of recreation to all children, and appropriate program for different age groups was of help to interested personnel in departments, such as Education and Welfare. Church leadership specifically helped with the teen-age programs of their constituent groups. The institute team helped to interpret to the residents and War Relocation Authority staff, the valuable contribution which the volunteer leaders in the evacuee group were making in the activities in the center.

As most of the club groups were being carried by volunteers including Caucasian and Japanese, the training institute strengthened their contribution by helping them with practical problems, giving them an understanding of leadership principles, and giving them encouragement to continue in their role as leaders.

The institute team was successful in identifying certain recreational needs such as: need for (1) block activities for small children; (2) provision in the school program or elsewhere for a more varied program for elementary children; (3) teen-age center for adolescents; (4) adequate planning for use of available building space for all groups in the center; and (5) inclusion of more varied activities, such as music, drama, social recreation in addition to club activities and organized athletics.

B. Recommendations: If the same type of institute is contemplated, a week period may be more desirable than a ten-day period. This is due to the small leadership staff, the amount of work required of the small Steering Committee in making arrangements, and to sustain the continuity in participation in the sessions. Leadership is needed to give work-shop demonstration in program skills, activity skills, and leadership principles. This method would reach the leadership problems more quickly than the general sessions, although both are needed in the total institute. If the institutes are to be directed toward young participant leaders in clubs and activities, some means must be worked out to reach the adult leaders, members of advisory boards, teachers, ministers, etc., probably in separate groupings. Continued use of leadership teams to meet in regular sessions of clubs, committees and councils is advisable as this method provided an opportunity to give practical help with problems of leadership within the group itself. Opportunities for individual conferences should be made known as many now leaders do not wish to ask questions

Report on Leadership Training Institutes-7-2/12/45

in a large group. Social recreation should be emphasized with actual demonstrations of games and social mixers appropriate for different age groups.

Where community leadership is going to be utilized, it is well to plan this with all members of the team in order to integrate this contribution into the total institute. Small group meeting of the adult volunteers, such as leaders in church, teachers, P. T. A., etc., would help strengthen the adult support for the leisure-time program in the center. For the participants, association with agency leadership is increasingly important in relating the activities in the center to corresponding programs in communities outside, as an aid in the process of "relocation." Use of local and regional staffs of agencies help provide contacts with outside communities.

WAR RELOCATION AUTHORITY
Central Utah Project
Topaz, Utah

MINUTES OF THE PROJECT TRAINING COMMITTEE MEETING
April 19, 1945

Members Present:

Mr. L. T. Hoffman
Mr. Roscoe Bell
Mr. R. P. Sanford ✓
Mr. Gilbert Niesse

Mr. Conrad
Dr. L. C. Noble
Miss Leah Dickinson
Mr. Arne (visitor)

Members Absent: None

The minutes of the March meeting were approved.

Mr. Carmichael made a statistical report on the Vocational Training program and on the Adult Education Program. The data reported on is found in the monthly vocational, adult education statistical report WRA form No. 245 for March.

Mr. T. Asaeda's Adult Education classes dealing with Geography were discussed. It was recommended that Mr. Asaeda include in his discussion the progress of the war, using the OWI maps and information; that he give part of his discussions to information on relocation; and that part of his discussion be given in English.

The committee approved the recommendation to discontinue the flower arrangement classes June 1, 1945. Mr. Carmichael was instructed to notify the instructors of this decision. The committee recommended the transfer of the flower arrangement class to the CES program.

Miss Dickinson in her discussion on wherein training can render most assistance to Relocation emphasized the following: Continuation of Auto Mechanics and other mechanical subjects except welding; increase the opportunity for institutional cooking; provide training for industrial laundry work. She also emphasized the need for stenographic training and the operation of a stenographic pool to provide this training.

Mr. Carmichael was instructed by the committee to proceed with plans for the secretarial training by means of a secretarial

pool supervised by CAF 5 appointed personnel. Mr. Niesse expressed the possibility of filling a CAF 5 position.

It was suggested that persons recruiting mechanics or people with mechanical ability be instructed to contact Mr. Carmichael and give him the job description. Mr. Carmichael in turn will relay this information to the instructors who will discuss these jobs with the training classes and with others yet in the center who had taken training which fit them for these jobs.

Mr. Carmichael discussed training that may be offered from now to the closing of the center. It was pointed out that part of the mechanical courses could be continued, that the Basic English and Conversational English could be increased; that the opportunities for training in American Cookery could be increased; that drivers training could be offered; that training in how to apply for positions could be increased. However, attention was called to the difficulty of securing instructors to do this training.

Mr. Carmichael proposed that the Conversational English classes be organized on a block basis. Mr. Bell recommended that this matter be presented to the block managers. This was approved and Mr. Bell was instructed to proceed with this matter at the earliest possible time.

Dr. Noble discussed the problem of providing instructors for the training program. He said that at the close of the regular school year, the Elementary and Secondary School teachers who are qualified could be assigned to the Vocational Training program--auto mechanics, cookery, sewing, typewriting, shorthand, and office practice; and to the Basic English and the Conversational English program.

Mr. Arne was requested to make any comments befitting this meeting. He showed how the training program was preparing people for relocation and then gave the needs of the South for skilled people. He indicated that the South had a shortage in the following: auto mechanics, plumbers, dressmakers, tailors, and most every skilled trade. He also pointed out the fact that even though the wage scale was not as high in the South as some sections in the United States, that lower living expenses made up for this difference. He expressed the belief that actually the net earning of skilled labor would be greater in the South than in other sections.

The meeting was adjourned at 11:00 a.m.

Minutes of the Project Training Committee Meeting
4/19/45 page 3

Respectfully submitted,

Perry Carmichael,
Executive Secretary

WAR RELOCATION AUTHORITY
Central Utah Project
Topaz, Utah

Mr. Bennett

July 2, 1945

TO: Topaz Parents of Children of School Age

This is a personal letter to you, who as parents, are more interested than anyone else in the education of your own children. You have already received notice through the Topaz Times and from announcements to the City Council and Block Managers, as well as from the general publicity on center closing, that there will be no educational facilities available to evacuee school children at Topaz this Fall. I suggest that if you have not already done so, you make definite and early plans to get moved and settled in the community of your choice as soon as possible. In order to be of as much help as possible to you in doing this, I have asked our relocation staff to give particular attention in the weeks ahead, to assisting families with school children.

As of July 1, there are 600 families with some 1300 children of school age in this center. That means that 2700 individuals, which is the total number in such families, have only the months of July and August to get moved and settled. As you so well know, there is much that needs to be done in getting your children accustomed to their new homes, individual school records transferred, etc. With so many others planning to relocate this summer, transportation facilities will also be strained. So, if you have not already done so, I urge you to see your district relocation worker without delay and let them know what needs to be done so you and your family can get settled outside before the opening of school in September.

In addition to closing all school activities, not already terminated, on or before September 1, I might add that there will be no recreation or activity program for school age children after that date. You should also know that it is quite likely Topaz will be closed sometime prior to January 2, 1946, so that there will probably be a big rush to leave in the last few months.

As a friend, and one who is also interested in seeing your children receive the best possible education they can get, I, therefore, urge you to leave nothing undone to get your relocation plans completed at a very early date.

Sincerely,

L. T. Hoffman
L. T. Hoffman
Project Director

M-941

7/31/45

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION
June, 1945.

1. Enrollment, attendance, teachers employed.

	<u>Enrollment</u>			<u>Teachers Appointed and Certif. Evacuee</u>			<u>Assistant Teachers</u>		
	<u>Elem.</u>	<u>H.S.</u>	<u>Total</u>	<u>Elem.</u>	<u>H.S.</u>	<u>Total</u>	<u>Elem.</u>	<u>H.S.</u>	<u>Total</u>
Gila River	1156	1174	2330	29	33.5	62.5	9	11	20
Minidoka		726	726	13	17	30	1	7	8
Manzanar	595	562	1157	17	20	37	3	6	9
Central Utah	465	719	1184	11	22	33	9	13	22
Heart Mountain				9	15	24	0	5	5
Granada	709	719	1428	17	23	40	2	5	7
Rohwer									
Colorado River	594	1158	1752	23	29	52	11	8	19
Tule Lake	871	1232	2103	20	27	47	18	22	40
Total	4390	6290	10680	139	186.5	325.5	53	77	130

1. Elementary and Secondary Schools closed on all centers about June 1. There were some pupils enrolled in make-up work. Some nursery school and adult education classes were in session.
2. The number of teachers includes many who were detailed to other sections.
3. Rohwer June report had not been received in Washington Office when this summary was prepared.



WAR RELOCATION AUTHORITY
Central Utah Project
Tobaz, Utah

BOOKS ON VOCATIONAL TRAINING

Automotive Electrical
Equipment. William H. Crouse

Better Foremanship Glenn Gardiner

Effective Foremanship Harold B. Maynard

Elementary Mathematics
for the Machine Trades John J. Weir, B. S., M. A.

Employee Training Alfred M. Cooper

Farm Buildings John C. Woolley, M. S.

Farm Machinery and Equipment Harris Pearson Smith, A. E.

Farm Shop Practice Mack M. Jones, M. S.

Farm Shop Practice, Manual of Mack M. Jones

Foreman's Handbook Carl Heyel

Foremanship Fundamentals A. L. Kress

Gasoline Automobile, The Elliott and Consoliver

General Trade Mathematics E. P. Van Leuven, B. S.

How To Supervise People Alfred M. Cooper

Industrial Series Vernon G. Shaefer, Ph. D.

Materials and Methods for
Vocational Training Warren E. Hill &
Claude H. Ewing

Reading Blueprints in the
Machine Industries Carlton Dwight

Secretary to the Engineer Queena Hazelton

Shop Theory Henry Ford Trade School

Teacher Training for Industry C. C. Aiken & Scott B. Lilly

250 Teaching Techniques Estabrooke & Karch

Welding James A. Moyer

HANDBOOKS ON VOCATIONAL TRAINING

- Aids For Conference Leaders
In Industry David E. Scull and
George S. Sanders
- Air Depot Group Training Guide
No. 5 of 5 -- Tests
June, 1942 Training & Operations Section
Military Training Branch
- Army Arithmetic,
Technical Manual, May 14, 1943 .War Department
- Army Reader,
Technical Manual, May 14, 1943 .War Department
- Army Selectee's Handbook John R. Graf,
First Lieutenant, Q.M.C.
- Basic Training in Depot Supply,
Bulletin 18, Sept., 1942 Depot Training Office
Ogden Air Depot
- Cooperative Retail Training
Program, Course of Study For
Distributive Education,
Series No. 21 Utah State Board For Vocational
Training, Salt Lake City, Utah
- Education For Merchandising State Dept. of Public Instruction,
Division of Vocational Education,
Utah
- Fireman Training -- Instructors
Manual, December, 1943 Civilian Personnel Section
Civilian Training Branch
- Formats and Samples,
Course of Study, August, 1943 Training and Operations Section,
Civilian Training Branch
- Mechanic Learner,
Induction Tests,
March, 1943 to accompany
Bulletin 4 Training and Organization Section,
Ogden Air Depot Control Area
Command
- Mechanic Learners, Plan for
Training for the Ogden Air
Depot, Hill Field, Ogden, Utah
Bulletin No. 113 Utah State Board For Vocational
Education, Salt Lake City, Utah

Post Headquarters,
Instructional Manual,
U. S. Army Air Forces,
September 1, 1942 Fairfield Air Depot,
Patterson Field, Fairfield, Ohio

Retail Training Program,
Course of Study For,
Distributive Education,
Series No. 22 Utah State Board For Vocational
Education, Salt Lake City, Utah

Safety Organization,
Rules and Regulations Department of Safety,
Ogden Air Depot,
Hill Field, Ogden, Utah

Shorthand,
Outlines & Procedures,
Functional Method,
Mimeographed Publication No. 1
1937 Los Angeles City Schools,
Instruction & Curriculum Division,
Adult Section

Shorthand,
Outlines & Procedures,
Traditional Method,
Publication No. 1 --1937 Los Angeles City Schools,
Instruction & Curriculum Division,
Adult Section

Stock Record,
Depot Supply Section,
Text No. 35-3 Middletown Air Service Command,
Civilian Training Branch,
Middletown, Pennsylvania

Supervisors I Like & Dislike
Bulletin 51, April, 1943 Training and Operations Section,
Ogden Air Depot Control Area
Command.

Test for Welders,
Arc and Acetylene, Bulletin 18. Utah State Board For Vocational
Education

Timekeepers' Guide Book Middletown Air Service Command

War Production Occupations For
Vocational Training,
Revised 1942 Federal Security Agency

PAMPHLETS ON VOCATIONAL TRAINING

- Apprentice Training
in Plumbing Industrial Training Service
Salt Lake City Vocational Center
- Arc Welding, Unit Course of,
Study for Shipbuilding,
Bulletin No. 19,
Division I - Unit One,
National Defense Training,
February, 1942 Utah State Board For Vocational
Education, Salt Lake City, Utah
- Automotive Mechanics,
Fundamentals of Utah State Board For Vocational
Education, Salt Lake City, Utah
- Blue Print Reading & Drafting
For Apprentices - VC #155 . . . Industrial Training Service,
Salt Lake City Vocational Center
- Cabinet & Mill Work,
Basic Course in,
Bulletin 4, August, 1942 . . . Depot Training Office,
Ogden Air Depot
- Engineering, Basic Course in,
Drill Press Operation Depot Training Office,
Ogden Air Depot
- Depot Supply Procedure,
Basic Course in, September, 1942-Depot Training Office
Ogden Air Depot
- Gas and Electric Welding,
Course of Study in,
Teacher Training Service,
National Defense Training, 1941-Utah State Board For Vocational
Education, Division of Industrial
Education, Salt Lake City, Utah
- How Your School Can Help The
Army Train Its Drivers U. S. Government Pre-Induction
Driver Education Publication
- Occupational Analysis of
Clerical Work - Code No. 1-05.01-Utah State Board of Vocational
Education, Division of Industrial
Education, Salt Lake City, Utah
- Oxy-Acetylene Welding,
Basic Course in Elementary,
Bulletin No. 19, Division 2,
July, 1942 Utah State Board For Vocational
Education, Salt Lake City, Utah

Oxy-Acetylene Cutting For
 Shipbuilding, Unit Course in,
 Bulletin No. 19,
 Division III, Unit One,
 National Defense Training,
 February, 1942 Utah State Board For Vocational
 Education, Salt Lake City, Utah

Public Relations Training and Operations Section
 Ogden Air Service Command

Supply Warehousing and Related
 Units, Basic Course in,
 Topical Outline Depot Training Office,
 Ogden Air Depot

SUPPLEMENTARY MATERIAL ON VOCATIONAL TRAINING

Air Service Command, Supervisor Training

COURSE 1 - JOB MANAGEMENT TRAINING

General Supplementary Material

Conference 2

- The Organizing Function of Management
- The Unity of Command
- The Span of Control
- Homogeneous Assignment
- Delegation of Authority

Conference 3 and 4

- The Organizing Function of Management
- Setting Up an Organization
- The Types of Organization
- Review of The Organizing Function of Management

Conference 5

- The Planning Function of Management

Conference 6

- The Commanding Function of Management

Conference 7

- The Coordinating and Controlling Function of Management

Conference 8

- Use of Time
- Time Budget

Conference 9

- Analysis of Production Procedures
- Procedure Techniques
- Quality and Production Speed

Conference 10

- Training Problems
- Summary

COURSE 2 - PROBLEMS OF HANDLING MEN

General Supplementary Material

Conference 1

- The Old Boss and The New Balanced Work

Conference 2

- The Basis of Morale
- Basic Industrial Psychology

Conference 3
Putting Ideas to Work
Inducting The New Worker

Conference 4
Developing Initiative
The Technique of The Reprimand

Conference 5
Building Confidence
Contacts and Training

Conference 6
Building Job Enthusiasm
Women in Industry

Conference 7
Grievances

Conference 8
Keeping Out of a Rut
Summary

COURSE 3 - THE SUPERVISOR AS AN INSTRUCTOR

Conference 1
The Importance of Training
How to Instruct

Conference 2
Breaking Down the Job
Setting Up Time Schedule
Providing Instructional Materials

Conference 3
Putting Ideas to Work
Inducting the New Worker

Conference 4
Job Instruction Demonstrations

Conference 5
Learning Difficulties
Job Instruction Demonstrations

Conference 6
Planning Group Demonstrations
Conducting Formal Classes

Conference 7
The Basis For Learning

Conference 8
Summary of Job Instruction

10 a.m.
32-10-A Monday's Reg. meeting.

File
off

REGULATIONS GOVERNING THE USE OF THE TOPAZ AUDITORIUM

In requesting the use of the auditorium all applicants must agree to be responsible for the carrying out of the following regulations.

Seating

1280 added 1386 on floor.

The arrangement of seats shall be as directed by the janitor in charge in conformance with regulations specified by the Fire Protection Officer.

The group requesting the use of the building shall furnish the manpower for setting up seats unless already in place from previous activity and for taking down and storing of seats unless following activity has requested the use of the same seating.

Attendance

Groups sponsoring events in the auditorium must make arrangements to limit the crowd in attendance to those limits specified by the fire protection officer. Such arrangements must be satisfactory to the high school principal.

Smoking

No smoking shall be allowed in or near the building at any time.

Lights

Requests for general lighting shall be made to and provided by the janitor in charge. Whenever possible he shall operate all light switches.

Stage

No use of the stage or stage equipment shall be permitted unless requested in the application. In all cases use of the stage, stage lights, and stage equipment shall be under the direction of the stage manager who shall be in attendance at all times the stage is to be used. Plans for the use of the stage and stage equipment shall be specified to the stage manager at the time of application for use of the building. Manpower for the setting of scenery etc. shall be furnished by the sponsoring groups. In all cases only those taking part in the program shall be permitted on the stage.

Decorations

Due to the heavy schedule in the use of the building long periods of time for the purpose of decorating or arranging the building will be impossible.

Groups using decorations in the auditorium shall be responsible for their proper removal from the building and disposal at the close of the event.

Shoes

No participation in games or athletics shall be permitted unless the participants are wearing gym shoes or other footwear approved by the athletic directors.

Janitor and Auditorium Manager

The auditorium manager, or in his absence, the janitor, is in charge of the building and any directions which he deems necessary are to be carried out without question.

Ushers and Door Keepers

It will be necessary for all sponsoring groups to furnish necessary help to handle the crowd and attend all entrances and exits. These individuals shall report to the auditorium manager in sufficient time to receive necessary instructions before the activity is to take place. The sponsoring group shall be responsible for the actions of the crowd in attendance. Doors will not be opened until this assistance is provided for.

Auditorium Equipment

Request for use of auditorium equipment, including chairs, shall be made at the time of application. Sponsoring groups shall be financially responsible for the destruction or disappearance of any such equipment during the time of building use.

Especially care shall be exercised that unnecessary playing or moving of the piano does not occur.

Under no circumstances shall the auditorium chairs or piano be taken from the building. The same regulation shall apply to other equipment except as authorized by the high school principal.

Use of Outside Equipment

Use of material and equipment not belonging to the auditorium shall be permitted so long as such use shall not in any way mar or deface the building or interfere with the carrying out of other regulations. The responsibility for bringing in and removal of such material and equipment shall rest with the sponsoring group.

Scheduling Committee

The use of building shall follow the policies and regulations adopted by the scheduling committee. This committee shall consist of (1) the high school principal, chairman; (2) the chairman of the city council; and (3) the resident head of the activities unit of the education section.

The chairman of this committee shall have the responsibility of carrying out its policies and regulations.

Scheduling Procedures

No use of the building shall be permitted except on written application and receiving written authorization.

All applications for the use of the auditorium shall be made at the office of the high school principal. Blanks for such application are available at either the high school or at Rec Hall 3.

Upon approval of the application an authorization slip shall be issued which must be presented to the person in charge of the building at the time of scheduled use.

All applications must be signed by the responsible adult leader or advisor of the group, which person must be in attendance during the specified use of the building.

Changes of Schedule

No changes in the schedule of events shall be made except by action of the scheduling committee for cause or in cases in which it is clear that change can be effected without undue hardship; that request for change is made at the earliest opportunity, and that the change is in the interest of the community at large.

In all cases of change notification shall be made to groups affected at the earliest possible time.

The scheduling committee reserves the right to cancel events or change the schedule of events in accordance with the above statement.

Regular Schedule

The following regular schedule for the use of the auditorium and shall be changed only in accordance with above provision.

	<u>A.M.</u>	<u># AFTERNOON</u>	<u>* EVENING</u>
Mon.	High School	High School	Open
Tues.	" "	" "	Com. Athletics
Wed.	" "	" "	" "
Thur.	" "	" "	" "
Fri.	" "	" "	Open
Sat.	Reserved for cleaning	Com. Athletics	Open
Sun.	Open	Open	Open

* The use of the building for community athletics shall be provided not less than two nights per week. The use made of it on those nights shall be determined by the athletic department. The specific nights may be changed from week to week if the necessity arises.

Further regular scheduling of the building is subject to the approval of the scheduling committee.

School use of the building during the afternoon shall end whenever necessary to get the building ready for an evening activity not later than one hour before the end of the work day.

Closing Hour

Except on special occasions authorized by the chairman of the scheduling committee plans shall be made for events to end sufficiently early to permit the closing of the building by 12 midnight.

Seating

When chairs are used not more than 1350 persons should be admitted.

When seating is on the floor, not more than 2,000 persons should be admitted.

Chairs should be placed not less than 28" from the front of one to the front of the next row.

All of the audience should be seated.

Patrons who bring their own chairs or stools should not be admitted.

Paper should not be used as a floor covering when seating is on the floor. Blankets may be used.

Aisles

A 6 feet center aisle from the entrance to the front of the stage should be maintained.

A 6 feet transverse aisle by the main side exits should be maintained.

Side aisles 4 feet wide should be kept open.

A clearance of 16 feet should be maintained inside the entrance and immediately in front of the stage.

Standing or seating in the aisles should not be permitted.

Equipment and excess chairs should be kept out of the aisles and exits.

Responsibility of Internal Security, Fire Protection, and Public Works Section in the use of the Auditorium

It shall be the responsibility of the Internal Security Section whenever activities are going on at the auditorium to have men detailed to that building to:

- (1) Control traffic to see that unnecessary vehicles do not enter the area inside the fence and that the roads leading to the building are kept clear of obstructions
- (2) Assist in the management of crowds at the door and ticket booth so that entrance to the building is orderly
- (3) Assume, with others, the responsibility for seeing regulations regarding the use of the building are followed, particularly with respect to smoking and crowd behavior

It shall be the responsibility of the Fire Protection Section whenever large crowds are meeting at the auditorium to detail at least one man to that building to:

- (1) Check on the arrangement of seating
- (2) Inspect decorations etc. to prevent additional fire hazards
- (3) Check exits to see that they are clear of obstruction and are lighted.
- (4) Assist in the enforcement of building regulations, particularly with respect to smoking

It shall be the responsibility of the Public Works Section to:

- (1) Furnish such necessary materials, tools and equipment as will be necessary to clean and maintain the building in usable condition
- (2) Advise regarding care and maintenance procedures whenever called upon to do so

ROUTE SLIP
WAR RELOCATION AUTHORITY

TO: Dr. George Ichikawa
Community Council

FROM: Geo Hiraga
Hick Island

DATE: March 10, 1944

REMARKS: _____

Copies of requisitions
for auditorium, etc.

MM
Financial
Report

REQUISITION OF COLLEGE BUILDINGS

Groups _____ Activity _____

Date _____ Time _____ Room desired _____

Student Leader (Sign) _____ Advisor _____

Dept. approval _____ Principal _____

Room Schedule clerk (32-10-B) _____

We request: check-----
☐ Chairs ☐ General lighting and use of
☐ Ushers ☐ stage.
☐ Doorkeepers ☐ Public address system
☐ Ticket-collectors ☐ Other equipments

I hereby trust myself to the regulations governing the use of the Auditorium.
Sign: _____

If desired, a crew is available to set-up chairs, act as ushers, ticket-collectors, and doorkeepers. Charges are at the rate of 90¢ per hour for these services. (Setting up and taking down chairs 1 hour)

All exits must be unlocked in case of fire or other emergencies.

HIGH SCHOOL ROOM AUTHORIZATION

This is to authorize _____
Group

to use _____ Date _____ Time _____
Room

The person responsible is _____

(This is your authority to obtain the key for the room requested.)

Schedule Clerk

RULES IN REGARD TO USE OF TOPAZ CIVIC AUDITORIUM'S STAGE AND
TOPAZ CITY HIGH SCHOOL'S STAGE LIGHTING EQUIPMENTS

1. Stage lighting equipments, such as, spotlights, wires, striplights, etc., shall not be taken and used outside of the civic auditorium.
2. Groups using the stage for plays, talent shows, or any programs that require the lowering and raising of the "teasers" (curtains hanging above the stage) shall be required to use the high school stage-crew (students who are taking a Stagecraft course and are familiar with stage equipments). There will be a fee of 9¢ per hour per person. Crew usually consists of three to four persons.
3. The "teasers" and curtains are under no conditions to be taken off it's support except under supervision of stage manager.
4. Nails, screws, and things of this nature are not to be driven into any place on the stage.
5. Groups desiring the use of spotlights and other special stage lighting equipments are required to use the high school stage electricians (students who are taking a course in Stagecraft and who are specializing in stage lighting). There will be a fee of 9¢ per hour per person for the use of these stage electricians who will take care of the special stage lighting. Crew consists of two to three persons.
6. Groups who cannot possibly pay for the use of either the high school stage crew or electricians will have to make special arrangements with Mr. A. Takai, Stagecraft Instructor, 32-10-F.
7. The group shall pay for any tools or stage equipments that are either broken or lost during or in the process of preparing for the program.

I have hereby read these rules and understand them fully. I also agree to carry these rules out to the fullest extent.

Signed:

Person in charge of program

Date & Time of program

Type of program

Type of crew hired

Approved by

COMMUNITY EDUCATION SECTION
COMMUNITY ACTIVITIES

SPECIAL EVENT REPORT

TO: Internal Security Division
Fire Protection Division

FROM: Community Activities
Recreation Hall #3

EVENT _____

DATE _____ TIME _____ PLACE _____

ANTICIPATED ATTENDANCE _____

RESPONSIBLE PERSON _____ ADDRESS _____

SPECIAL SERVICES REQUIRED:

RECORDING CLERK

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Wed.	" "	" "	" "
Thur.	" "	" "	" "
Fri.	" "	" "	Open
Sat.	Reserved for cleaning	Com. Athletics	Open
Sun.	Open	Open	Open

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School use of the building during the afternoon shall end whenever necessary to get the building ready for an evening activity not later than one hour before the end of the work day.

Closing Hour

Except on special occasions authorized by the chairman of the scheduling committee plans shall be made for events to end sufficiently early to permit the closing of the building by 12 midnight.

Seating

When chairs are used not more than ~~1200~~ ¹²⁸⁰ persons should be admitted.

When seating is on the floor, not more than ~~2,000~~ ¹⁵³⁶ persons should be admitted.

Chairs should be placed not less than 28" from the front of one to the front of the next row.

All of the audience should be seated.

Patrons who bring their own chairs or stools should not be admitted.

Paper should not be used as a floor covering when seating is on the floor. Blankets may be used.

Aisles

A 6 feet center aisle from the entrance to the front of the stage should be maintained.

A 6 feet transverse aisle by the main side exits should be maintained.

Side aisles 4 feet wide should be kept open.

A clearance of 16 feet should be maintained inside the entrance and immediately in front of the stage.

Standing or seating in the aisles should not be permitted.

Equipment and excess chairs should be kept out of the aisles and exits.

Responsibility of Internal Security, Fire Protection, and Public Works Section in the use of the Auditorium

It shall be the responsibility of the Internal Security Section whenever activities are going on at the auditorium to have men detailed to that building to:

- (1) Control traffic to see that unnecessary vehicles do not enter the area inside the fence and that the roads leading to the building are kept clear of obstructions
- (2) Assist in the management of crowds at the door and ticket booth so that entrance to the building is orderly
- (3) Assume, with others, the responsibility for seeing regulations regarding the use of the building are followed, particularly with respect to smoking and crowd behavior

It shall be the responsibility of the Fire Protection Section whenever large crowds are meeting at the auditorium to detail at least one man to that building to:

- (1) Check on the arrangement of seating
- (2) Inspect decorations etc. to prevent additional fire hazards
- (3) Check exits to see that they are clear of obstruction and are lighted.
- (4) Assist in the enforcement of building regulations, particularly with respect to smoking

It shall be the responsibility of the Public Works Section to:

- (1) Furnish such necessary materials, tools and equipment as will be necessary to clean and maintain the building in usable condition
- (2) Advise regarding care and maintenance procedures whenever called upon to do so

AUDITORIUM SCHEDULE

APRIL

Date	Time	Chairman	E V E N T S
1 Sat.	2 to 6pm 12pm	Sam Nakaso	Junior Prom
	2 to 6pm	Mr. Carlson	Basketball
2 Sun.	7 to 11pm	Masuzaki, Chiyo	Sports Night (Fellowship)room ^{Aux.}
3 Mon.	7 to 12pm	Co-op	Movie
4 Tues.	" "	"	Movie
5 Wed.	7 to 11pm	Mr. Carlson	B. B.
6 Thurs.	" "	" "	B. B.
7 Fri.	7 to 12pm	Executive Comm.	Student Activity (Movie)
8 Sat.	2 to 6pm 7 to 12pm	Mr. Carlson Protestant Church	B. B. Easter Service
9 Sun.	9am to 1pm 7 to 12pm	Protestant Church Buddhist Church	Easter Service Hana Matsuri
10 Mon.	7 to 11pm	Mr. Carlson	B. B.
11 Tues.	" "	" "	B. B.
12 Wed.	" "	" "	B. B.
13 Thurs.	" "	" "	B. B.
14 Fri.	" "	" "	B. B.
15 Sat.	2 to 6pm 7 to 12pm	" " C. A. S.	B. B. Easter Dance
16 Sun.	7 to 12pm	Ozawa	Jap. Program ???
17 Mon.	7 to 12pm	Co-op	Movie
18 Tues.	" "	"	Movie
19 Wed.	7 to 11pm	Mr. Carlson	B. B.
20 Thurs.	" "	" "	B. B.
21 Fri.	" "	" "	B. B.
22 Sat.	2 to 6pm 7 to 12pm	" " Mr. Ozawa	B. B. Japanese Program ???
23 Sun.	" "	" "	Japanese Program ???
24 Mon.	7 to 11pm	Mr. Carlson	B. B.
25 Tues.	" "	" "	B. B.
26 Wed.	" "	" "	B. B.
27 Thurs.	" "	" "	B. B.
28 Fri.	7 to 11pm	Rev. Okayama	Buddhist Conference
29 Sat.	2 to 6pm	Mr. Carlson	B. B. (Buddhist Conference)
30 Sun.	7 to 11pm	Rev. Okayama	Buddhist Conference

AUDITORIUM SCHEDULE

March

Date	Time	Chairman	E V E N T S
13 Mon.	7 to 12pm	Mr. Isono & Nakase	Movie by Block 12
14 Tues.	7 to 11pm	Mr. Carlson	Basketball
15 Wed.	" "	" "	B. B.
16 Thurs.	7 to 12pm	Miss Kawahara	Journal Movie
17 Fri.	" "	" "	Journal Movie
18 Sat.	2 to 5pm 2 to 5pm	C. A. S. Mr. Carlson	Spring Informal Dance B. B.
19 Sun.	7 to 11pm	Boy Scout	Practice
20 Mon.	7 to 12pm	Co-op	Movie ??
21 Tues.	7 to 11pm	Mr. Carlson	B. B.
22 Wed.	" "	" "	B. B.
23 Thurs.	" "	" "	B. B.
24 Fri.	" "	" "	B. B.
25 Sat.	2 to 6pm 7 to 11pm	Mr. Carlson Buddhist Church	B. B. Hortical
26 Sun.	2 to 11pm	Boy Scout	Practice
27 Mon.	7 to 11pm	Mr. Carlson	B. B.
28 Tues.	" "	" "	B. B.
29 Wed.	7 to 12pm	Mr. Evans	Dress Rehearsal
30 Thurs.	" "	" "	What a Life Production
31 Fri.	" "	" "	What a Life "

AUDITORIUM SCHEDULE

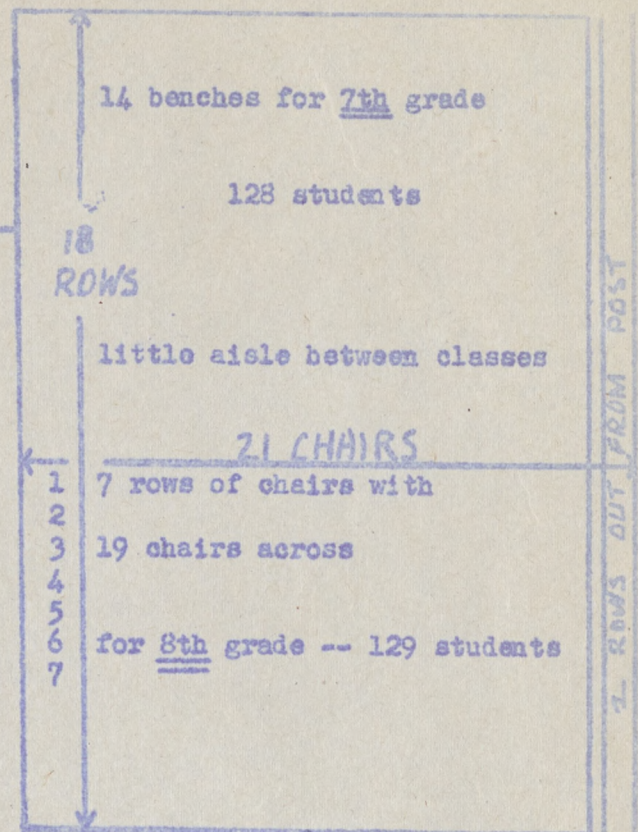
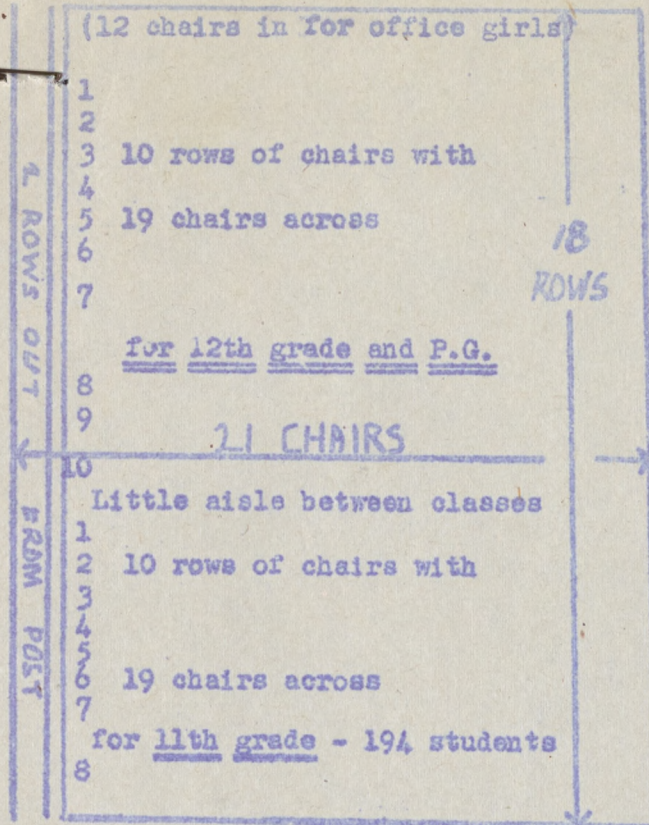
APRIL 1944

Date	Time	Event	Chairman
April 1.	2 - 5:30 PM	Basketball	Carlson
	5:30 - 12 PM	Junior Prom	S. Nakaso
2	2 - 6 PM	Basketball	Carlson
	7:30 - 11 PM	Choir Practice	Loomis
3	7 - 11 PM	Basketball	Carlson
4	7 - 11 PM	Basketball	Carlson
5	7 - 11 PM	Basketball	Carlson
6	7 - 11 PM	Basketball	Carlson
7		Open	
8	2 - 6 PM	Basketball	Carlson
	7 - 12 PM	Easter Service	Protestant Church
9	9 AM-1 PM	Easter Service	Protestant Church
	1 - 12 PM	Hana Matsuri	Buddhist Church
10		Open	
11		Open	
12	7 - 11 PM	Basketball	Carlson
13	7 - 11 PM	Basketball 7	Carlson
14	7 - 11 PM	Basketball	Carlson
15	9AM - 12 PM	Dance	CAS
16	2 - 6 PM	Basketball	Ca rlson
	6 - 12 PM	Japanese Program	Ozawa
17		Open	
18		Open	
19	7 - 11PM	Basketball	Carlson
20	7 - 11PM	Basketball	Carlson
21	7 - 11 PM	Basketball	Carlson
22	2 - 5 PM	Basketball	Carlson
	5 - 11 PM	Odori Recital	Oza wa
23	1 - 5 PM	Basketball	Carlson
	5 - 12 PM	Japanese Program	Ozawa
24		Open	
25	7 - 11 PM	Basketball	Carlson
26	7 - 11 PM	Ba sketball	Carlson
27	7 - 11 PM	Basketball	Carlson
28	6 - 11 PM	Conference	Buddhist Church
29	2 - 5 PM	Basketball	Carlson
	5 - 11 PM	Conference	Buddhist Church
30	5 - 11 PM	"	"

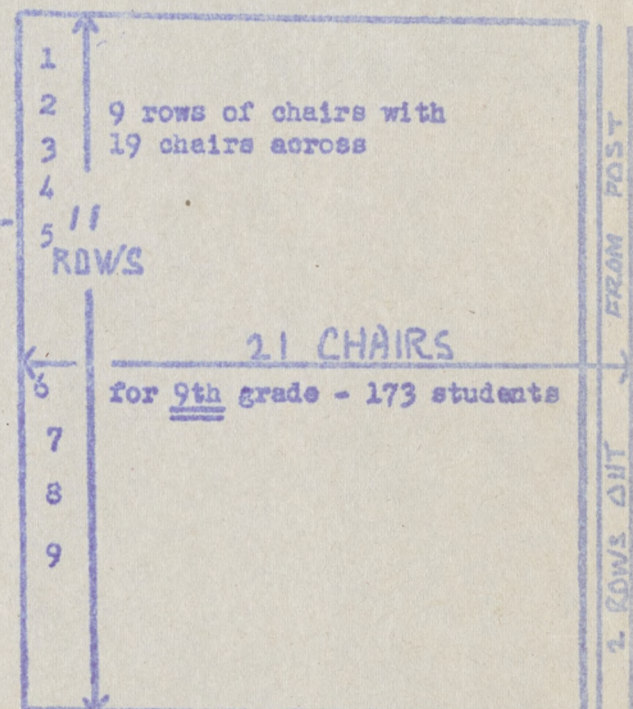
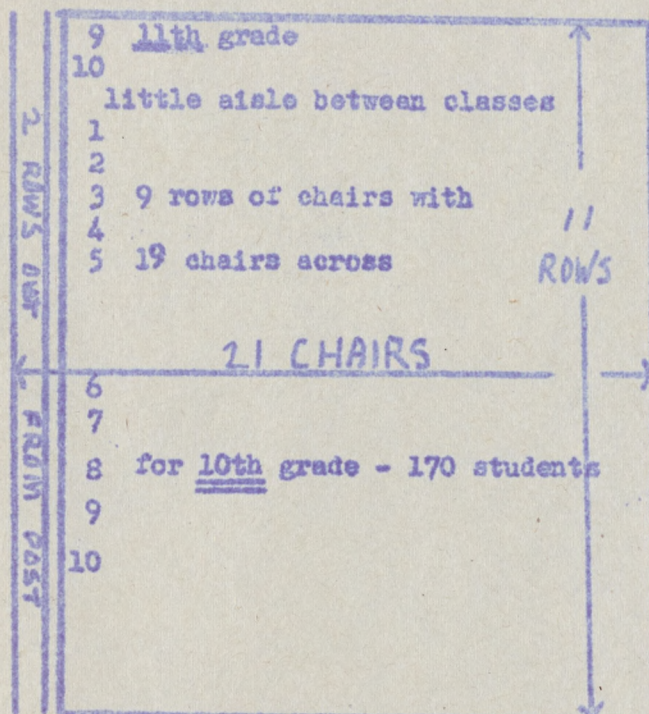
Auditorium

Seating arrangement for Assembly -

STAGE



5' AISLE



EXTRA ROW BEHIND RED LINE

EXTRA ROW BEHIND RED LINE

OR AGAINST THE WALL

ENTRANCE

OR AGAINST THE WALL