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SUGGESTED AGENDA  
for the  
MEETING OF THE PLANNING COMMITTEE OF THE EDUCATION WORKSHOP

The following quotations taken from a recent bulletin, The Teacher and the War Relocation Project, issued by the Educational Director of the regional office set forth briefly the place of the school in the Relocation Project.

"TASK OF THE SCHOOLS IN THE RELOCATION CENTERS: The primary task of the schools in the relocation centers is to develop an education program which will promote understanding of American ideals and loyalty to American institutions and train for the responsibilities of citizenship, of family, and for economic independence both on the projects and in communities to which the students may return. The schools must provide the interpretation necessary to help individuals and groups to adjust to the shocks of evacuation and to the unusual conditions of life within the relocation centers, and prepare them for re-absorption with a minimum of handicap and friction into normal civilian life. The schools must be responsive to conditions and needs within each center, and at the same time maintain standards which will enable students to transfer without prejudice to other schools, to enter colleges, and to obtain outside employment; and they must provide sufficient contacts with the main currents of American life outside the area to prevent intellectual stagnation and inbreeding."

"The schools are being planned and will operate as community schools, and develop a program enlisting active student participation in the social and economic development of the relocation centers, incorporating these experiences as a basic part of the school curriculum."

The regional office has established the policy of holding a two week Education Workshop at each Relocation Center for the purpose of building an educational philosophy for the project school, making a survey of local educational resources, and completing plans for the opening of school. September 28th has been set as the tentative date for opening the workshop.

SUGGESTED AGENDA FOR THE MEETING OF THE PLANNING COMMITTEE OF  
THE EDUCATION WORKSHOP - page 2

The following problems are suggested for consideration by this  
planning committee:

1. Should the workshop cover a full two week period?
2. Would a definite schedule or a flexible program be best for this purpose?
3. What outside help can we have available?
4. Will other staff members take part? If so, whom do we need?
5. Should we make provision for Japanese participation in determining the school curriculum? If so, how?
6. Should we set up goals or purposes to be accomplished during the workshop? If so, what should they be? Should these be given to the participants at the beginning of the workshop or should they set their own goals?
7. Where shall we hold the workshop?
8. What are minimum requirements in terms of equipment and supplies for opening school?
9. Assuming that space, equipment and supplies will not be totally adequate but partially so, should we start with a part-time school -- staggering classes? Could high school students spend half time in classes and half time in related work on projects? Kitchen, work projects, community activities, etc. Should we start school gradually as teachers, equipment, supplies and buildings are available or wait until all units are ready to begin.

SUGGESTED PLANS FOR THE EDUCATIONAL WORKSHOP TO BEGIN ON SEPTEMBER 28th.

Morning meeting to begin at 9:00.  
Afternoon meetings to begin at 1:00.  
Evening meetings as scheduled.

SUGGESTED GOALS TO BE ACCOMPLISHED DURING WORKSHOP ARE AS FOLLOWS:

- I. Acquaint teachers with each other.
- II. Acquaint teachers with project functions and personnel.
- III. Acquaint teachers with the physical aspects of the project.
- IV. Develop an educational philosophy for the project.
- V. Curriculum (tentative).
  - 2 1. Time devoted to learning areas (core, special subjects, and work experience).
  - 3 2. Scope and sequence organization for core.
  - 1 3. General aims for project schools.
  - 4 4. Staff organization for curriculum work.
- VI. To complete organization details for the opening school.
- VII. Select teaching material.
- VIII. Plan learning experiences for the opening days of school.

DAY BY DAY PLANS

Monday - morning

- Joeston Ross*
1. General meeting for the purpose of getting acquainted.
    - Meeting*
    - a. ~~Talks~~ by Mr. Pomeroy and Mr. Townsend.
    - b. Introduction of teachers.
    - c. Dinner break*
  2. Visits to various parts of the community such as the hospital, placement office, canteens, and administrative areas. (It is suggested that people go in small groups with some Caucasian and some Japanese American teachers in each group.)

SUGGESTED PLANS FOR THE EDUCATIONAL WORKSHOP TO BEGIN ON SEPTEMBER 28th.  
page 2.

- afternoon

*Posner*  
Have representative from the following divisions present briefly the function of their department in the community with special emphasis on its relation to the <sup>school</sup> program.

1. Housing
  2. Placement
  3. Hospital
  4. Community recreation.
- Focus on Project organization*

Opportunity should be given for questions and discussion following each presentation.

- evening

Mr. Ishihara is planning to have some Japanese community program which can be attended by the teaching staff.

Tuesday - morning

*Col*  
Curriculum Planning - This time is to be devoted to the general preliminary presentation of the four curriculum problems which we hope to deal with during the workshop. Each should be presented separately with questions and discussion following. No attempt should be made to arrive at a final solution at this time. The problems are:

1. Learning areas to be dealt with in our curriculum, and time allotments for each.
2. Scope <sup>and</sup> sequence pattern for the core curriculum.
3. General aims for our project schools.
4. The kind of staff organization for curriculum study.

- afternoon

This time should be devoted to a consideration of the immediate and adjacent surroundings of the project. Two general topics are suggested.

- Bacca*
1. Irrigation and the local reclamation project. (Mr. Bacca is trying to secure a man who has worked with the reclamation service since the beginning of the Minidoka Irrigation Project. We hope he can give us the history of irrigation in this area, and the relation of our local project to the whole irrigation scheme in Idaho.)
- Light*

*Leggett*

2. Idaho history, geography, and geology. (We have asked the Albion State Normal School to provide someone who can give us information on these topics and answer questions raised by the teachers.)

Both of these presentations should be followed by questions and discussion.

- evening

Mr. Ishihara is planning the program.

Wednesday - morning

*Barnett gives introduction*

*Cole*  
Continuation of Curriculum Study - The services of Dr. Paul Hanna from the Regional Office have been requested and he will be asked to present the following topics allowing for questions and discussion following each topic.

1. Report from other projects regarding their curriculum plans.
2. Curriculum design for our local project.
3. Staff organization for curriculum work.

- afternoon

*Leggett*  
We will ask for representatives from the State Department of Education to meet with us on Wednesday afternoon -- one person to meet with high school teachers and another to meet with elementary teachers. The staff will be divided into these two groups for the afternoon meeting. The leaders will be asked to present the following topics allowing for questions and discussion on each.

*Barnett*

1. Idaho curriculum requirements.
2. The curriculum development program in Idaho.
3. Suggestions for our project school curriculum.

SUGGESTED PLANS FOR THE EDUCATIONAL WORKSHOP TO BEGIN ON SEP. 28th. - page 3

- evening

*Stafford*  
The education staff will attend a general meeting being called by Mr. Stafford, Project Director.

Thursday - morning

*P. Forward*  
General conference and discussion of the Wednesday evening meeting and its implications for the project schools. Out of this discussion we should attempt to set up basic assumptions for the building of the educational program and translate these into general aims for our project schools. It may be necessary for a committee to be appointed for the purpose of putting together the results of this meeting.

- afternoon

Curriculum Study - This time is to be devoted to further consideration of the three remaining curriculum problems, namely:

- Cole*
1. Time allotment. *to the various learning areas.*
  2. The various learning areas, scope and sequence organization of core curriculum.
  3. Staff organization for curriculum work.

Separate consideration should be given to each of these problems and if no conclusions can be reached with the large group, special committees could be selected to work on these problems.

Friday and Saturday

*Light*  
*Pratt*  
Friday and Saturday will be devoted to planning details for the opening of schools. This time ~~be~~ is to be allotted to the principals with other staff members assisting them.

Sunday

An outdoor picnic ~~was~~ suggested for Sunday. If transportation can be arranged, the Rock Creek Area will be desirable.

If additional time is available it should be devoted to individual or small committee work by the teachers on the following jobs:

1. Selecting teaching materials.
2. Surveying and listing community resources for teachers.

SUGGESTED PLANS FOR THE EDUCATIONAL WORKSHOP TO BEGIN ON SEP. 28th - p

3. Planning *Units of Learning Experience* for the opening days of school. If the workshop has arrived <sup>at some conclusions</sup> before the <sup>regarding</sup> curriculum problems presented, these learning experiences should be planned in accordance with the tentative ~~solution~~ <sup>conclusions</sup> arrived at. This means that they should fit into the scope and sequence pattern for the core curriculum or the function assigned to special subject areas. They should also be directed toward the accomplishment of the general aims set forth for the project schools.

Monday

Problems

1. Art teachers to list Art Principles to be Introduced into the Core of both elementary and high school
2. Music teachers to do the same thing for music.
3. Home Economics people to do the same thing for home ec.
4. Mr. Coombs to be consulted about speech and oral expression and Mrs. Sistermans.

In these special subjects, keep the sense of value by measuring

- a. value to the individual in general
- b. value to the individual as specialists for future vocation

Report of special studies teachers

1. Miss Hunt

- a. High school subjects should be offered:  
algebra, geometry, advanced algebra, solid geometry,  
and trigonometry
- b. Elementary teachers can handle own.

Miss Hunt should serve as advisor to committee

Question: Will the high school students have enough mathematics in core if they don't elect mathematics? (Miss Hunt)

- Answer:
1. Some will come in science, agriculture, home economics, etc., but those will take special math courses
  2. Shouldn't miss anyone, because if there are special courses needed, they will be given.  
Example: business arithmetic, general math

2. Foreign Language - Miss Askew

- a. Offerings will meet need for language graduation needs
- b. Mr. Pomeroy believes strongly that German and Japanese would be frowned upon by the outside public opinion

3. Science - Miss Haglund

Core - 7, 8, 9

Special - beginning with General Science in 9th

10th - Biology

11th and 12th - Chemistry and Physics

To meet needs of those who do not enter college

Might be analytical, organic, industrial, chemistry for high school students  
Probably offer aquatic biology for high school people

4. Home Economics - Miss Major

Would like an elementary school committee to help work out program

5. English  
Committee necessary to work out sequence of English (Language Arts) (Communications) Skills

Speech: Mr. Cole

Summary of workshop doings

1. Amount of time allotted to Divisions of Learning in Minidoka Project schools
2. General aims for project schools
3. Curriculum design finished.

Speech closing the workshop

Mr. Pomeroy

Mr. Pomeroy urged that each teacher who earns his living in the state of Idaho do everything in his power to cooperate with the teachers in the state and the nation in order that teachers might give and receive the aid of the professional groups, specifically I.E.A. and N.E.A. and local groups.

#### Eighth Grade

Individual planning for personal, social, vocational, and civic responsibility.

1. Selecting an occupation
2. Getting the most out of high school
3. Building personal resources
4. Reciprocal relations between society and the individual

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#### Tenth Grade

Continuous improvement of living - the community, a human invention to satisfy needs.

1. Developing our community to meet our needs
2. Preparing to live in other communities
3. Reducing social distances in the community
4. Utilizing community resources to improve our culture

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#### Ninth Grade

Chronological conception of human development

Using scientific techniques to improve natural resources

" " " " " human-physical resources  
" " " " " cultural resources.

#### Eleventh Grade

Continuous improvement of living - within region and nation

1. Extending democratic practices within the nation and its regions
2. America's contribution to the war effort
3. Utilizing the nation's man power
4. Regional organization for the development of national resources
5. Developing the Northwest's resources

### Twelfth Grade

Continuous improvement of living - within the world

1. Effecting the four freedoms
2. Improving human relations
3. Cultural integration
4. Conserving world resources
5. Developing world economic cooperation

### Definition of Scope Areas

1. Production, distribution, and consumption of goods and services
2. Mental and physical health
3. Family relationship
4. Leisure time
5. Spiritual and aesthetic life  
Historical background; expression of spiritual and aesthetic impulses
6. Education  
Utilizing education as a means of acquiring, transmitting, and changing social heritage.
7. Communication of ideas
8. Transportation of people, goods, and services
9. Government  
Socio-civic relationships
10. Conservation  
Conservation and utilization of human and physical resources

### Report of Committee

## Things To Do

### Summary

Special teachers need and want to meet committees from elementary and high schools to plan division of subject matter into grade levels and to check to see that all skills are taught.

1. Mathematics
2. Art
3. Music
4. Agriculture
5. Science
6. Home Economics
7. Speech
8. English (Language skills: reading, oral and written comp. Lit.)

Purposes of committee meetings

- a. To decide how much of each can be accomplished by the Core.
- b. To decide just where specialization should come in the light of
  1. value to the individual in daily life
  2. value to the individual as specialists for future vocation
- c. To have the core teachers decide on what levels various skills and knowledges should be included in order that none be missed and in order that duplication doesn't waste too much time.

MINIDOKA PROJECT SCHOOLS

EDUCATIONAL WORKSHOP

Sept. 28th-Oct. 3rd

Morning meetings at 9:00 A.M.  
Afternoon meetings at 1:00 P.M.  
Evening meetings as scheduled.

MONDAY

Morning - Leader: Mr. Pomeroy

General meeting for the purpose of getting acquainted, outlining the plan of the conference, and becoming familiar with the geography of the project.

Afternoon - Leader: Mr. Pomeroy

Conference meeting for the purpose of becoming acquainted with the immediate and surrounding environment of the project. This will include project organization and the history, geography, and geology of the area with emphasis on irrigation.

Evening

Teachers may attend community recreation activities.

TUESDAY

Morning - Leader: Mr. Cole

This meeting will attempt to set forth the curriculum problems which teachers believe should be attacked during the workshop and what decisions should be reached before we start school on Monday, October 5th. We will not expect to solve at this time problems raised.

Afternoon - Leader: Mr. Cole

The first hour of this session will be devoted to questions from the group or from the question box which will be available to teachers all through the workshop. The remainder of the afternoon will be devoted to planned excursions to various community functions.

Evening

Teachers may attend community recreation activities.

WEDNESDAY

Morning - Leader: Mr. Cole

A meeting from 8:30 to 9:30 with all Community Service employees.

The remainder of the morning meeting will be a continuation of the study of the curriculum problems which were raised on Tuesday. Dr. Paul R. Hanna, Curriculum Specialist and Consultant from the Regional Office, will be available for consultation on these problems.

Afternoon - Leaders: Miss Bennett and Mr. Light

At this session the staff will divide into two groups, the elementary teachers and the high school teachers meeting separately. A representative from the State Department of Education will meet with each of these groups to consider the Idaho curriculum program and requirements and their implication for our project school curriculum.

Evening - Leader: Mr. Stafford

This is a meeting of the whole project staff. The education group will attend.

#### THURSDAY

Morning - Leader: Mr. Townsend

This will be a general conference attended by the education group, project division chiefs and supervisors. Its purpose is to draw out of the Wednesday evening meeting educational aims for project and to suggest means of achieving these aims through cooperative effort.

Afternoon - Leader: Mr. Cole

This meeting will open with questions from members present or from the question box. This meeting should attempt to come to some tentative conclusions regarding the curriculum problems which were raised on Tuesday and considered on Wednesday.

#### FRIDAY AND SATURDAY

Friday and Saturday will be devoted to planning details for the opening of schools. This time is to be allotted to the principals with other staff members assisting them.

If additional time is available, it should be devoted to individual or small committee work by the teachers in selecting teaching materials and surveying and listing community resources for teaching.

#### SATURDAY NIGHT

A social evening is being planned for Saturday night.

EDUCATIONAL WORKSHOP  
Sept. 28th, 1942

*Ogby D. Cole*  
*Curriculum Advisor*

Morning Session

Opening of the meeting with brief introductory remarks by Mr. Pomeroy, Superintendent of Schools.

Mr. Stafford - Project Director

Points of the whole situation as seen by Mr. Stafford:

1. Evacuation which must be accepted as a military necessity.
2. Relocation of people - policies as set forth at the Salt Lake Conference are that relocation would involve -
  - a. no replacement of Caucasians
  - b. no interspersion with Caucasians
  - c. no economic encroachment on Caucasians.
3. Obligations of the government in the forcible evacuation of citizens -
  - a. personal security
  - b. safeguard health
  - c. subsistence
  - d. education
  - e. gainful employment

The Army recognizes their five obligations but it is at war and in such a hurry that it takes care of only the essentials.

"I believe education is as fundamentally important as any of the other points. All departments are to lend themselves and their facilities for project education."

Mr. Townsend - Chief of Community Services

Looking forward to the opening of schools with a pioneering spirit.

As the staff is not hampered with conventions here, their educational philosophy can be put into practice.

Assets that arise from the hardships and lack of equipment -- ingenuity will be put to use so that we will do a better job.

Mutual benefits should be derived from the association of Caucasian Americans and Japanese Americans.

Stress on Mr. Stafford's statement that education is to encompass the whole project. The staff is not to be a little group apart. They are to be project staff members - not educational staff members.

Mr. Pomeroy - Superintendent of Education

Aim is to have the best schools in Idaho. Meager equipment may<sup>ke</sup> the words seem hollow mockery, but these very lacks may prove to be our strength.

No specific plans as yet because everyone is to help plan by contributing his part in the conference.

To become acquainted with the geography of the project, various points of interest were pointed out on a project map.

High Schools are to be housed temporarily in Block 23. Minimum essentials for the starting of schools were stated as follows:

- a. a room
- b. an instructor
- c. a place to sit (furniture)

Areas already set aside for agriculture, football fields, playgrounds and athletic fields were pointed out.

Explained that 17,000 acres of unreclaimed land are to be cultivated by evacuee labor. Project includes 68,000 acres altogether.

General discussion of the living conditions of the Japanese on the project.

Libraries in Block 7 and 31 were pointed out. Explained that the library is to be housed ultimately in the high school.

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General discussion arising from Dixon Miyauchi's question, "How much can the Caucasians become assimilated on this project?"

The project policy is that the staff is to be a part of the community. The staff is to live on the project and work with adults in the~~high~~ night schools. To have community schools, there must be community teachers.

Mr. Cole - "How far would the colonists welcome the Caucasian staff?"

Difficulties that arise from living in one room explained. The general belief is that without some people aside from the Japanese Americans, activities might become too narrowed.



EDUCATIONAL WORKSHOP  
Sept. 29th, 1942

Morning Session

Chairman: Mr. Cole - Curriculum Adviser  
Subject: Curriculum Problems

After a general discussion, it was generally agreed that there were three problems to be solved during the workshop:

1. Accept some general aims for our project schools to guide us tentatively in teaching efforts.
2. Determine the amount of time to be devoted to the various divisions of learning.
3. Set up a curriculum framework.

Divisions of learning were generally classified as:

1. Required subjects or core subjects.
2. Special or elective subjects.
3. Work experience.

Miss Hansen presented the general aims of education as formulated by the NEA, Parent-Teachers, American Legion, and others.

1. Preserve health and improve it if possible.
2. Cultivate fundamental knowledge and skills.
3. Develop loyal citizenship.
4. Develop sturdy character.
5. Serve the war need.
6. Follow religious principles.

Other points tentatively added by the group:

7. Contact with the community.
8. Vocational education.

Points brought up for consideration to achieve the above aims:

1. Provide for post-war readjustment.
2. Facilitate adjustment to the immediate surroundings and conditions
3. Improve present living conditions and expand our present knowledge.

EDUCATIONAL CONFERENCE

September 29, 1942

Afternoon Session

Mr. Cole arranged for three certified drivers to drive Uncle Sam's cars on the tour at 2:00 p.m.

Committee to act as sifting committee on aims to sift and modify them for presentation Thursday:

Mr. Kleinkopf, chairman and referee  
Miss Senda  
Tom Imori  
Mr. Glazebrook  
Miss Hester  
(2 from high school, 2 from elementary school,  
2 Caucasians, 2 Japanese--plus a referee)

Questions from the question box were discussed:

1. What will be the relationship between the health services and the schools in regard to health examinations and health records?

Miss Bennett: So far, the doctors and nurses are not trained in public health and the hospital is short-staffed. They have, however, planned with the nursery school group and conduct some examinations; it will be extended thru the entire school and will be an excellent opportunity for health education. Mrs. Evans and two Japanese doctors will meet with nursery school teachers to discuss health problems. Then, when forms arrive, an inspection will be carried on with parents invited to attend.

Mr. Cole: The government has assumed special responsibility for health but it is a separate unit--not under education.

Miss Bennett: The Regional Office has decided to appoint a liaison officer to coordinate education and health. It is a problem to find a suitable person.

Mr. Cole: This is the first school in which I have worked that has had a uniform diet; maybe we can control it.

Mr. Light: I see many foods thrown into the garbage cans when they should be consumed. We need nutrition education.

2. Will there be opportunities in education for graduate students with or without credit, high school students, also adults who have missed an education, and persons interested in crafts?

Mr. Cole: We have a night school principal to organize a program; his salary is appropriated but he can hire no one. He will find a group eager to learn a particular thing and find a well-qualified volunteer to teach them.

Mr. Light: No funds for adult education beyond night school principal's salary but it is hoped he can organize groups and also find other channels for adult education. For instance, through recreation. Hopes for a junior college or people's college or like Danish folk schools.

Mr. Cole: The night school principal may be able to get individuals in community who have the skills desired and groups interested in learning; certification will be unnecessary if not for credit.

Mr. Kleinkopf: We shall set up a teacher-training program similar to that provided in an institution of high learning; it should merit credit but that is left to the judgment of officials in the universities of various states.

Miss Bennett: Mr. Ross, assistant to Mr. Townsend, has found capable people to teach crafts through the recreation program.

Mr. Cole: Older students may be interested in Americanization and forums, but they won't be interested in credit.

Mr. Jensen: I believe they will be interested in the 3 R's.

Mr. Light: I have the impression that there is little interest in forums. If people have such interest, I shall organize them before the night school principal arrives.

Ruth Nishino: Can high school students enroll for post-graduate work?

Mr. Light: I regret that there is now no provision for that phase of education. We are taxed to educate the high school people.

Miss Gilbertson: Could we volunteer for such instruction?

Mr. Cole: The difficulty is finding an institution that will accredit the work.

Miss Hester: As an objective, shall we add the coordination of the school with the community?

Mr. Cole: That may justify some interruptions during the first few days.

Miss Amerman: Perhaps we shall have so many interruptions that it will have a bad effect on the child's school experience.

Mr. Light: I believe that finding out about protection from fire--or many other types of community education--may be more important than a lesson in an arithmetic book.

We should add to aims the finding of a means to coordinate the community services in a community educational plan rather than just a school plan.

This point should be included with individual differences under a category of means for achieving ends.

We should have some means of evaluating educational values in community activities.

We should draw upon community wherever possible in teaching.

We should avoid the use of the term "democracy" in setting up aims and substitute a more functional description of the term.

## EDUCATIONAL CONFERENCE

September 30, 1942

### Morning Session

Mr. Townsend introduced Mr. Ishihara and staff, Mr. Sandoz and staff, Mr. Ross and staff.

May be tendency to feel that bare essentials of life: food, clothing, shelter as realities--rest as froth on the cake. What does that mean for us? Incumbent upon us to demonstrate that these things--education, social welfare, etc.--are essentials. Must show community services have definite place on project. As important for music to have ehance for expression as is agriculture; likewise Mr. Sandoz's responsibilities. Must be efficient in all we do if we hope to convince others that our job is important; can't be half-hearted nor spend only part of our time. Don't wish to be slave drivers but habits are being developed. What we do here will have its marks on later life. Much concerned that all do his best--punctuality, neatness, promptness in reports, etc. Although have to work irregular hours, do arrange work day so that 8 hours put in--really 8 good hours. Then have recreation and desirable leisure-time activities. Then when we report for duty, give it all we have.

Housekeeping in offices--orange crates, nail kegs--make-shift but not an excuse for untidiness. Clean desk at night. If things must be left on desk, pile neatly. Orderliness of mind makes for orderliness of production. If must have cartons in office, let's keep them piled neatly. Affects not only us but colonists who come in. We have a big housekeeping job to do. We must help colonists to be neat. Mr. Hshihara and his committee working out model apartment for demonstration purposes. We must help show the way to orderliness, neatness. Mr. Sandoz's office shows what can be done to transform bareness.

Careful records of our act should be kept. Regional Office will ask for a specific report, as of yesterday. Keep accurate running account of activities in anticipation of that request.

### Educational Workshop

Some impatience because not attacking specific problems. What is our job? What are you after? Certainly I hope it is something different from what you find in other city systems. Our thinking must be broadened. Not a loss to be here before opening of school. We must work together. Meeting for tonight postponed until Monday.

Working, thinking together valuable. Valuable, too, that elementary school teachers think about what high school is doing and thinking and vice versa. Must broaden our thinking. If you haven't, I hope you will before week is over.

Opportunity for school to reach home. Reach chance to help avoid bad habits, etc. more than classroom management.

How many have studied books here on display? Do you know what is here? We aren't ready to choose text books--not until careful examination of all. Are we ready?

### Community Government

Feel almost inclined to scold second generation representatives here. Held first meeting last night to begin city government. Disappointed in number of second generation people present at meetings. You are aware of what is going on in this country--the war hysteria, Holman Bill, move to take away citizenship from Japanese-Americans. Should make blood boil, and should get out and do something definite about it. Second generation getting things handed to them on silver platter by Administrative Instruction No. . Restrict offices to American citizens. We have not set up rules and regulations because we really mean it when we say we advocate "self-government." First bunch in asked whether there will be a curfew. Answer was "if you want it." We really mean that.

Now if office holding restricted to second generation and so few out last night disappointed. If democracy is to work, must work at it. Must be interested. Must be interested in government and present when officers elected.

Colonists have given suggestions from time to time which have been valuable. Colonists should run things better than any of us. In future we hope you won't hesitate to pass on any suggestions you might have. We need to know what you are thinking and what you want. Pass on your ideas. We need to know. You can be a real asset to our living together.

Mr. Cole: Answer to question, "When will school start?" My answer--"Education has started, but school not." Will you indicate what has been done?

Mr. Ishihara's staff: Mr. Masaru Chick Uno, athletic director, reported on division in camp according to age level in various sections. Some underway, other to start soon. Purpose is to fit interests of groups. Now it seems to be football and baseball. Hope to talk to school authorities later about what they are to do and what we can do.

George Okada: Entertainment: (Those people outlined the events to come.) Our plan to give whatever people want. Hope

all of you will attend. More entertainment less headaches for police and all.

Mrs. Hara: Mass choir: Thrilling time where all meet together and sing. Out of this hope glee clubs will spring. Dining hall--7:00 p.m., Monday and Thursday.

Community Singing--3 last week--about 600 people. Tonight Dining hall 24--workshop for prospective song leaders and accompanists. Any groups who wish to train leaders invited to send representatives.

Record Concerts--few who have no church connections. Dining hall 40.

Glee Club meets weekly. Will work with school musical activity.

String Ensemble--5 capable violinists.

Drum and Bugle Corps under Boy Scouts.

To all functions cordially invited.

Mrs. Morishita: 5 classes in knitting and crocheting within one week. Announcements not well read but house-to-house calls made and classes grew immediately.

With instructors, work not ended with instruction--create friendly atmosphere. Encouraging results.

With art instructor's help, plan to get art and crafts underway. Flower making, landscaping, etc. "Busy hands, healthy minds."

Miss Waka Mochizuki: Group activities--Boy Scouts underway. 5 troops Girl Scouts. Enthusiastic and getting underway. Hope some of you will help us with leadership in these activities. Y.W.C.A. and Y.M.C.A. meeting held--30 girls and 2 boys. Hope boys will become interested. Get-together next week. Hope to reach all ages.

Boys--modeling clay, planes. One boy interested and doing excellent work. If any older boys interested, we need help.

Go tournament--Mental game for older ones.

As need or demand grows, hope to expand.

Miss Jeanne Mori: Nursery schools--2 underway now. Hope 5 by next Monday. Will take 5 year olds to kindergarten age and also 2 year olds.

Mr. Ishihara: Feel you will need recreation, too. Please feel free to call on us for equipment or for competition.

Mr. Cole: See what I mean when I say, "Education started several weeks ago." Hope to call attention of educational staff to emphasis which these people placed on tying their program into education office. We accept this challenge and hope we can tie our program into yours.

Introduction of Mr. & Mrs. Robert E. Gibson.

Mr. Gibson: Greetings from Regional Office! You may wonder what Regional Office is for. Sometimes I do, too. We sat down and tried to work together as you are doing.

If you understand environment, you understand the reasons for these people being here. Here the people are starting out from the very grass roots. You cannot bring to them the same old cut and dried school program. You can't help them without a fundamental, real orientation in your own thinking, and so while it may grow tiresome to stay here, to go in this workshop and work out new ideas and objectives which will be incorporated in this kind of a program--a program based upon living and planning--it is a job we long ago should have done in long time philosophy. It takes time. Here is the great opportunity and great challenge. I think here we can set a model for the schools of our nation, and I propose that you people accept the challenge and go ahead and then maybe we won't have such communities as these in the future.

Recess from 10:15 to 10:30 a.m.

Mr. Pomeroy: All teachers should be opportunists--that is, you should grasp the opportunity when it arrives, that the time for teaching is when the mind is set just right on the child. We should be flexible enough to change our plans as we go along. We learned last evening about five o'clock that Block 44 will not be completed until October 15th, which means that we will not be able to do anything for the junior-senior high school until that time--until people can be moved out of Block 23. We learned yesterday that lumber is not yet available for tables and benches so, therefore, even the elementary schools may well not be able to open. But we have a little more time to get ready for the thing that we are going to do, although it is a disappointment. Education began several weeks ago and continues without a school. We will have time to examine our textbooks. Textbook adoption must be by a teacher committee. We are going to extend our workshop into next week. Let us not be like the man who is interested in trees--kind of tree and board and feet--but cannot see the beauty in the forest. We have a thing of tremendous interest here. I must see the total picture, the full import of it all. (At this time he related the ancient story of blind men of India who each des-

cribed an elephant by touching only one place.) We all see the fallacy of that. We must ourselves be a community, and we must ourselves know all the answers, and each teacher in each department must know what the other is doing. We cannot be content with securing just the answers. Our schools are going to be 180 days. Let us not be discouraged, and let us take sufficient time to deliberate together all the facts to find out where we are going before we start.

Mr. Cole: (Change of program) This afternoon--divided meeting. Elementary teachers' meeting with Miss Bennett; high school teachers' meeting with Mr. Light. Tomorrow morning--We will go into the matter of interpreting of regional and national policies and the philosophy back of them. Will put Mr. Gibson on the griddle. Friday and Saturday--Each teacher's place clarified as far as possible so that you will be thinking of your relationship to the whole pattern.

Mr. Pomeroy: (His definition of core teacher) When you eat an apple, you throw the core away. If you throw it in the proper place and the elements of fertility of soil act upon it, what happens? Life comes again and the tree is perpetuated. There is a body of knowledge that every individual needs, and that body of knowledge does not include those special subjects. For example, I presume that most of us can go through the world without a very extensive knowledge of music. That is perhaps true of art, too. Speaking specifically and coming to the immediate needs here, those things that have been always taught--number of work or arithmetic, language skills, ability to read and understand what is read--that is what core means.

Mr. Gibson: There should be provided experiences common to all youths. It is those common experiences that form the core curriculum. We should form a common philosophy of what democracy is about.

Mr. Light: As far as the high school is concerned, I like to think of the core as a little bit of the elementary school extended on. Elementary children need guidance, the security of a single teacher. That is where the home room teacher comes in. In the high-school level the children need to branch out. The core in the high school should be a place where the teacher has three responsibilities. The core is the set-up where the teacher can do what she wants to do.

Three responsibilities of the core teacher:

1. Help the children understand the world and society in which they live and go directly to the aim of helping them understand fully and richly.

2. Provide guidance for these children as individuals so that they can be intelligent.

3. To improve their own skills, particularly in language.

Mr. Gibson: I like to think of core as a little bit more in experience than on subjects. For instance, in our state the part of the subject matter we are supposed to teach is conservation. Result of teaching it solely as a subject matter was that youngsters hated it as a dry subject. Then they took it in the form of unit of work. They brought in many worthwhile experiences. Their own school yard showed the erosion and danger of it. They called upon the CCC Camp people, worked right with them, surveyed the ground, and with the soil conservation people learned the mathematics of how much money will be needed to remove so much dirt, to place dikes, etc. The school board voted the amount of money and the children carried the experiment on. They went through the work of planting, tending, and cultivating trees. With those children, conservation is no longer a dull, dead subject. They had gone through the experiment, extended it out beyond their school grounds. The attitude of working together is democracy.

Mr. Light: Purpose is to make literature enrich, make it live. It is no admission of weakness to go ahead and ask someone rich in literature for help.

Mr. Pomeroy: This is a very efficient and economical way of teaching--economical from the point of time. Once I thought I was teaching English, but I found out now that I wasn't. I had been told by my teacher trainer that I must always leave the class with an assignment, so I would say, "On page 51 you will find several problems, from which select one and bring it to class." That is very bad. The best teaching I saw last year was when I was principal of 40 teachers, and it was in the home economics class where the teacher was teaching fractions by teaspoons, cups, etc. We are all teachers of all things. There is your core idea. We must know everything. An arithmetic teacher is teaching English, too, so she must not use incorrect grammar.

Mr. Cole: I hope we can come to agreements on time allotment for work experience, when it should begin, etc. I hope our curriculum development will consist of the evolving of the job of units of learning experience. As we find the particularly important unit of learning experience, we will preserve that as an aid for other teachers who may follow you. As we find things which are worth preserving, we can present them to teachers. Supplementing that we will have some system of evaluating so that at a few points--maybe not every year--we can check and see whether we are doing what we set out to do. I hope we do not tie a teacher down, saying you must do this in 6 weeks and you must do that in 6 weeks. We will need to bind ourselves to some standards of accomplishments, if nothing else but to defend ourselves. We will have to break down our general aims into goals of accomplishments.

## EDUCATIONAL CONFERENCE

September 30, 1942

### Afternoon Session

#### General Meeting

During this meeting the group approved a tentative time allotment to the following divisions of learning: (1) core, special subject and (2) work experiences. It was decided that through the sixth grade full time would be given to the core recognizing that within this core some special subjects would be isolated when occasion demands for the purpose of drill or special emphasis. It was decided that these would not be called special subjects as applied to the divisions of learning unless they are taught by some teacher other than the core teacher. Beginning with the seventh grade and continuing thru the eighth, approximately 50% of the school time will be given to core and 50% to special subjects. Starting with the ninth grade the amount of time to be allotted for core work will be reduced to approximately one-third of the school time. This allotment to continue throughout the tenth and eleventh grades. At the twelfth grade level approximately one-sixth of the school time will be given to core work.

It was also agreed that formal work experiences for which students receive pay will begin at 16 years of age or approximately the tenth grade level. The time to be devoted to this division of learning will increase through the grades above this point. The exact amount of time at any grade level will be determined later. It was also agreed that work experience by school groups on a voluntary basis without pay should be a part of the core learning experiences and special subject learning experiences throughout the curriculum.

## High School Staff Meeting

September 30, 1942

Recreation Hall 8

Is there a possibility of using homemaking as work experience? Homemaking--taking phases in which students think they need help, such as child care, planning a wardrobe, helping the family to plan immediate surroundings in the home. Home economics and art departments should get together and work together on home beautification and clothing planning.

Is mathematics to be compulsory in the high school? The seventh and eighth grades must have arithmetic. Beyond that there is no policy as yet.

We should arrange students' programs to meet their life plans. We should get students enrolled in programs which will be worthwhile to them. In planning a program, a counselor should consider the interests of the person.

One of the tasks we need to attack before school starts has to do with getting those pupils who have already signed the preliminary enrollment blanks and assigning them to core classes and helping them select their classes. The counselor should find out the student's interests, activities in which he would take part (extra-curricular), life plans, and vocational preferences. There will be a lot of information you lack, such as how intelligent the student is. If some boy wants to become an electrical engineer, the counselor will immediately have to ask about his grades in mathematics and his avocational interests to see if they have any relationship to that field.

The core class will become the "home room." Core teachers will have to know the individual before he can advise. Core teachers should be one to whom the students can come and talk and have confidence.

In a discussion concerning how people will be assigned to core classes, it was suggested that assignments be made according to I.Q.'s, but it was concluded that it is undemocratic to separate the bright ones from the dull ones.

For the first few days how would it be to have the students come to core classes for counsel--not more than three hours a day--and when school really starts, the students can come with well-planned programs. It will be almost impossible to have whole classes in at a time because of lack of facilities.

Many people do not know why they attend or attended college. People can be led to make a tentative life choice by careful

questioning, analysis of ability, etc. Counselors must use their own judgment and see whether or not a pupil is suited for his life plan. Core teachers should help students make out programs every year--to make life choice--work program very essential in this.

Thirty schools throughout the United States have used the core system and they have proven to be far finer goals of education than the "traditional type of high school." One of the functions of core is to give training in the basic skills and in problem-solving techniques.

There are many problems to be faced before enrollment can take place. The counselors must know about the preferences chosen. Evacuees don't see a future. What we are able to do here will have a direct bearing on how the evacuees will be in the future. We must make plans for the future. Counselors must know what to do if they come across these discouragements. Vocations and vocational plans are not easy to carry out, but we still have to do the best we can. Feeling of "no future" has increased very much after evacuation. Occupational therapy will cure most mental ills. Pupils should choose life plans for which they can prepare themselves now. There is no better way to prepare for life after this project than to get into something now and then go into it.

## Meeting of Elementary School Staff

September 30, 1942 P.M.

Meeting began with questions concerning plans, programs, buildings, opening dates, etc.

Discussion centered around the question of the relationships between colonist staff and Caucasian staff. Miss Bennett was asked what the responsibilities of the former were to be. After comments from both colonists and Caucasian staff, she summarized with the statement that these assistants and student teachers were to approach the task as a student teacher--one who actively participated in planning, in working with the children, in contacting parents, as well as helping to check papers. She stated that she would be greatly disappointed if these teachers considered themselves or were considered as simply readers, or as ones who did the less desirable tasks about the room. Both have an obligation to see that these colonists become good teachers. Both will benefit by such relationship.

The only distinction between the student teachers and the teachers' assistants lies in the fact that student teachers will study regularly with Mr. Kleinkopf, director of student teaching, and will be accredited. Their qualifications are higher (they must have a degree), but the function about the room will be different only in that respect.

Children will be expected to show as much respect and consideration for the colonists as for the home room teachers. Caucasian teachers will be responsible for the development of this attitude. The question was raised as to whether the certified colonist teachers would be respected by the children. The group was assured that if this seemed to backing in the beginning, that it could be developed when the children see that the administration and colleagues of these two teachers regarded them as any other member of the staff.

The question arose as to what kind of school do we wish to establish. It was decided that although there is a definite place for learning the skills and fundamentals, experiences which were meaningful made these learnings more pleasant and more lasting. The unit type of study is to be used wherever profitable, with some time set aside for drill whenever necessary.

Miss Rita Hansen from the State Department was asked to discuss the requirements for the State of Idaho. She indicated that since we are a first class district that we will have much freedom in the choice of textbooks, etc. She stated that Idaho had some courses of study published in 1931 but that we could, and probably should, plan one more suitable to our particular situation and to our philosophy of education. Idaho requires state examinations in the seventh and eighth grades.

Idaho requires 180 days' attendance in school per year. Age for entrance is six years at the opening of school. She indicated that if we wished to set a somewhat later date, that it would be acceptable.

Points of emphasis in Idaho this year are: citizenship and health. A reasonable achievement in the subject matter fields is expected. Only 4 counties in the state follow the prescribed testing program. Others plan their own. Most all give two good survey tests per year. Stanford Achievement Tests are used in many areas. Reading diagnosis is given in the fall. Gates Reading Tests are popular. Iowa Tests are given in grades 7 and 8.

Miss Hansen offered the use of any curriculum books from the State Department. She agreed that the testing program should be delayed until the children have become accustomed to the school situation again.

Teachers expressed a desire to plan their curriculum, and agree upon division of responsibility. When asked to give their opinions about large areas of learning, they indicated the following:

Large Theme: How Man Has Increased His Control Over Nature

- Nursery: Self and each other.
- Kindergarten: Home and immediate environment.
- Grade 1: The family.
- Grade 2: The community.
- Grade 3: Food, clothing, and shelter.
- Grade 4: Children of other lands.
- Grade 5: Lands and people. American discoverers and explorers.
- Grade 6: Ancient lands and people.

Further consideration, study of local conditions, and other curricular patterns was suggested before a definite pattern could be decided upon.

## EDUCATIONAL CONFERENCE

October 1, 1942

Morning Session

Mr. Gibson: Many young people in this community are concerned about Congress depriving them of citizenship. The W.R.A. will help American-born Japanese, and will do all they can to keep Congress from taking away their citizenship. The American Legion tried and failed which was a very hopeful sign. All teachers must be cognizant of this situation and make the best of things.

We, as teachers and as workers here, must in every respect, try to carry this message to the outside world and try to get them to see this in a more tolerant manner and to look at this in a more reasonable way; to see this whole idea on extension and not merely scientific facts. The Japanese possess different characteristics from those of the Caucasian race. These differences are due to their culture and their environment.

If you are fearful of civil legislation, you have to try to be strong in yourself. The problem of depriving Niseis of their citizenship is just a threat. There may be feeling of injustice now, but as in the last war, the American people will forget. They will feel sorry for it later and will place an obligation on everyone of us. Must be plain mater-of-fact about it. Hate mixed with fear makes things worse.

Miss Tharp: What can we do in here to strengthen your argument--is there anything we can do as a community, school, or group here?

Mr. Gibson: Yes, there are many things we can do. For example, those men interested in agriculture can do some experimenting with the soil, different types of crops, etc., and thus contribute them to the outside world. This community is self-sustaining. By doing something in this order, we can cease to be a liability and become an asset.

Democracy functioning. People on the outside can learn a lot about democracy and its ideals by listening in on one of the Nisei meetings. These meetings also teach citizenship training.

Just how do the Nisei feel about this problem:

Ruth Nishino: The Nisei feel that they should fight for their rights. They feel they have been too passive in their reaction about evacuation although by cooperating with the Army and evacuating, we have won more friends than we would have otherwise.

### Educational Policy.

Mr. Gibson: As supervisor, I feel that I want to be welcome when I come here. Would like to be of some help and not be considered a snoop.

Regional policy: Conduct of community schools--it is important that the teachers have some understanding of pupils and conditions of environment which have given birth to community conduct of pupils. Policy forming group in which those who carried out policies. Those who carry out the policies must have a part and hand in making the policy, less how can the policy be understood and understood intelligently?

1. Relation of relocation schools to state school system.
2. To make these schools part of the state school system with a unified school district. However, in Idaho, Arizona, and Utah, that isn't possible because most of the evacuees in those states are migrants from other states.

Recess from 10:15 to 10:30 a.m.

Introduction of Jimmy Sakamoto by George Ogawa.

Mr. Sakamoto: Judging from George's statement, it sounds very much as if I evacuated you Niseis as well as aliens. Coming here to a place like this is more or less that I hadn't dreamed of. I couldn't tell you too much about the Holman bill. As a matter of fact, I don't know the exact contents of that bill. It intends to take away the citizenship of American-born Japanese. There has been another bill introduced in Congress prior to the Holman bill. The Holman bill intends to take away citizenship, yes; and if it was passed in the House, it was passed very quietly. Didn't think Mr. Holman would present such a bill to Congress. The bill prior to the Holman bill was the Stewart bill, and the two bills are very identical to each other. The bill would nullify the fourteenth amendment to the constitution. You all know what the fourteenth amendment is-- anyone born in the United States or any of its territory is a natural born citizen. I don't think the Holman bill will become an amendment. It simply means it would have to pass the twenty-first amendment. A bill must be ratified by 3/4 of the states and it also requires the President's signature. In my opinion, the Holman bill would take at least two years before it can become an amendment. But I don't feel it will pass Congress and secondly, I don't think it will become an amendment. All this is from hysteria. Under normal circumstances, by normal people, I don't think they would even think of doing such things.

The bill would like to take away citizenship from American-born Japanese. Yes, they're interned with alien Japanese. Next, the government will have the right to deport any or all American-born Japanese as well as alien Japanese. Mr. Holman and millions of others don't realize that there are American-Japanese

who are not registered in Japan. If they deprive them of their citizenship, they would be people without a country. I wouldn't think--and I talk as an American--I wouldn't think of taking away the citizenship from people of my own country.

Mr. Holman's bill proposes an amendment as he sees it. We have 135,000 people here in the United States--5 to 6,000 on the Atlantic Coast and most of the others distributed throughout the Western states; the majority living in Washington, Oregon, and California. Of that group, the majority were living in California prior to evacuation. About 80 to 85,000 of the people are American-born Japanese.

Now about dual citizenship. Prior to 1925, all Japanese who were subjects of Japan, when they had a child born to them, were forced by the Japanese law to register them. They had to go to the Japanese Consulate and the name of the child was submitted to the family ledger. A parent was forced to put the name of a Japanese child in the family ledger through no will of his own. If he did not register the child, the parent would have violated a Japanese law. When and if they ever returned to Japan, that would always be against them-- their child would be considered illegitimate. Most Japanese who came to the United States had the intention of going back to their native land some day, and if he were to go back, naturally would have liked to go back with a clean slate.

A great many of the American-born Japanese do not know that they are dual citizens because their parents registered them when they were brought up. As far as the records go, they were with dual citizenship. After 1925, the ex-patriation law was passed. The bill was introduced by Baron \_\_\_\_\_, who was much hated by the militarists of Japan because he was more or less anti-militarist.

The procedure is rather complicated. It is necessary to get a group of family registries. Get a copy of the family register, fill out a petition for ex-patriation, take it up to the consulate and send them to the foreign office and to the home minister and then distribute it to all the villages where it is supposed to go, and when it is finally published in the newspapers, you really feel like a free American. This is nothing the American-born Japanese brought on themselves.

In 1939, the J.A.C.L. had approximately fifty chapters. The main office has been moved to Salt Lake City after evacuation. We asked Secretary of State Hull to negotiate with the Japanese government whereby a less complicated procedure for ex-patriation could be adopted. I am sorry to say, he was too busy at the time.

As far as the Holman Bill is concerned, it takes away our citizenship and it also threatens the Chinese, Siamese, Hindus, etc. as well.

The greatest evil of that matter is not <sup>to</sup> take away citizenship of the American-born Japanese, but that it sets a dangerous precedent whereby eventually American may be split into various racial groups because if the fourteenth amendment was nullified, there would be nothing to keep us together. Who knows, that some of us might be of the same type of blood whether we be red, black, brown, white or yellow.

Inter-marriage: I think marriage and love are of high ideals. To people without ideals, there may still be an ideal marriage. Where we're all so conscious of race is not so important, but as far as inter-marriage is concerned, I'm not opposed to it. Personally, I don't think inter-marriage is so very wise though I am not against it. Dr. Steiner, a sociologist, wrote that if there would be more Japanese women marrying American men, it would be a better thing. Perhaps in the third, fourth or fifth generation but not in the second. After we come to know better the background, ideals and culture, and various social activities and so forth, and have some common interest--then would be the most appropriate time for inter-marriage. We are thinking about life in America in that way.

The Holman Bill in Congress has been very disappointing in the fact that we have always believed that men of Mr. Holman's position would understand and sympathize with us under such unfavorable conditions. Introducing a bill that wishes to make a distinction among race--race prejudice--is truly disappointing. And that is just the thing Hitler is looking for today. What I would like to see in America now, is unity. Hitler is just one of those persons who has set himself as a God and we can't accept him as such. And the same goes for Tojo. When they let the military have its day in Japan, they were not supporting the Emperor, the Emperor whom they call their God--no, they were stabbing him in the back. Japan made a big mistake in letting the militarists take over the reins in Japan. Not by fighting, but by making friends and by showing the respect to all the nations of the world and thereby having Japan recognized as a great country--not a hated nation. This not only stabilizes the people and nation but would have been serving their Emperor in a rightful way; not jeopardize and hurt him.

The short-sighted waves the flag in every turn; the far-sighted look toward bigger and better things.

George Ogawa: I might say a few words in regard to Mr. Sakamoto. He is blind. Maybe that's why he can see things so clearly. He was editor of the American-Courier and also president of the Japanese-American Citizens League.

Mr. Sakamoto: If there are any questions which I am capable of answering, do not hesitate to ask them.

Miss Bennett: Could you estimate the number of American-Japanese with dual citizenship?

Mr. Sakamoto: Less than 20%. Of that number, quite a few do not know they have dual citizenship and the rest are just too lazy.

Ruth Nishino: How do you propose that we fight this Holman bill most effectively?

Mr. Sakamoto: I don't believe that President Roosevelt will ever sign the bill. But the most effective way is to tell your friends on the outside of your feelings--let them know. Let the outside world know how you feel. Let us remember that this is the testing ground. So let us not forget that.

## EDUCATIONAL CONFERENCE

October 1, 1942

### Afternoon Session

Mr. Gibson proceeded with his explanation of regional policies which he started at the morning session. These policies are summarized in Administration Bulletin No. 23, Supplement No. 2. Mr. Gibson's explanations provided a background of understanding regarding these policies.

The special committee which had been appointed on "General Aims" reported the following summarization of the discussion on aims which had been held previously.

1. To facilitate adjustment to the immediate environment.
2. To provide for the preservation and improvement of individual and community health.
3. To develop loyal democratic citizenship through instruction and actual practice in the school and in the community.
4. To cultivate both fundamental and specialized knowledge and skills.
5. To provide for the moral and spiritual growth of each individual.
6. To provide for post-war readjustments.

Comments and suggestions for improvements of these statements were made from the group and recorded by the committee for further consideration. The committee was instructed to continue its work in the light of the suggestions made and be ready to report at some future time.

EDUCATIONAL WORKSHOP  
Oct. 2nd, 1942

Morning Session

Chairman: Mr. Cole

Subjects: Curriculum Designs and Adult Education

Education is not to stop at the 12th grade but is to continue on through adulthood.

A brief sketch of curriculum designs from the time of the Greeks was made by the collective efforts of members present.

Mr. Schafer - Assistant Project Director

Subject - Adult Education

"Our job is to get people out of here in a sound and proper manner."

This community will be what the people in it make it. They are limited only by their imaginations. All the necessary brains and skills are here.

The problems to be considered are as follows:

1. To help people retain their skills.
2. To train people in skills that will be useful when they leave.
3. To give people a vision of the possibilities here.
4. To take care in job placement.

Mr. Schafer especially stressed that the needs must come first from the desires of the people as there is no point in a benevolent dictatorship.

The problem of bring the needs and skills of the people together as worked out in the People's University of Lansing, Michigan was explained as follows:

1. A general registration of all needs and skills by citizens.
2. Organization of forums and a democratic participation by one-third of the town.

"If this community becomes a "Little Tokyo", we have failed."

The test for the success of this project will be, "Have the people been relocated in a sound a proper manner?"

Mr. Townsend requested that the group suggest some things in which adults may be interested:

first aid	racial differences
child care	hygiene - social, dental, mental
cooking	adjustment to environment here
family budgeting	marriage
home improvement	entertainment
health education	building trades-mechanics
nutrition	communal living problems
home management	parent training
English (Americanization)	astronomy
irrigation	art and painting
forums	public speaking
current events	creative writing
debates	carpentry
civic government	hand crafts
post-war problems	music - music and group
cooperative enterprise	social and folk dancing
child guidance	nature study
religion	stamp collecting
food supply	photography
crime and punishment	physical education
labor relations	dramatics
motion pictures	Idaho history and geography

From a request from Dixon Miyauchi that he be given an opportunity to explain the reasons for the lack of interest on the part of Niseis in self-government as indicated by their absence from the political meeting, a general discussion of Nisei attitudes and the Issei-Nisei conflict arose.

General conclusions about reasons for the Nisei absence from the meetings were as follows:

1. In many blocks the meetings were held in Japanese.
2. A number of Niseis can't understand why a government is necessary.
3. Over 1100 of the boys of the age group most interested in such matters have gone to the beet fields.

Afternoon Session

Chairman: Mr. Townsend

A continuation of the morning's discussion about the Niseis was held.

The main points set forth were as follows:

1. The cultural and psychological conflict between the Issei and Nisei is such that many Niseis think "What's the use?" and do not participate.
2. In matters of government the Niseis may not be ready yet for democracy.
3. Traditions about behaviour prevent free discussions between the two groups.
4. The Niseis are so disillusioned now that many are interested only in food, shelter, and a few considerations.
5. The language difficulty is outstanding.
6. Difficulties arising from the tremendous age differences between the two generations.

To clarify the feelings of the parent generation, a presentation of educational philosophy in Japan was made by George Ogawa.

Grammar school students learn reading, writing, and arithmetic and a course in ethics which includes the following:

1. Absolute respect for elders.
2. Strict discipline.
3. Explicitness and thoroughness.
4. Superiority in competition.

" I would never contradict my parents."

Mr. Townsend suggested that a discussion leaders training corps consisting of mature persons with the respect of the Issei and an understanding of the Nisei be organized. Possible leaders suggested were:

George Ishihara	Minoru Yasui	Mrs. M. Morishita
Mrs. Ishihara	Rex Yamashita	Hiroshi Yamada
Tura Nakamura-Blk.42	Mr. Okajima	Mr. Hibiya - Housing
Rev. Machida	Yoshita Fujii	Mrs. Suzuki-Sandōz' office
Mrs. Arai	Father Tibbesar	Rev. Thompson
Mr. Sakahara-Blk.14	Mr. Masumoto-Blk.14?	Mr. Nakagawa
Rev. Terakawa	Rev. Hayashi	Jimmy Sakamoto

EDUCATIONAL WORKSHOP

Oct. 3rd, 1942

Morning Session

*High School*

PROBLEMS

1. Place of assistant teachers and student teachers
- 2.
- 3.

STUDENT TEACHERS

Those already having college degrees

Will do some practice teaching

Will take one or two professional courses with college (undergrad) credit (possibly from U. of Idaho) toward teacher's certificate

Student teacher will be assigned to regular teacher

When student teaching will work under direction of both regular teacher and Kleinkopf. Length of practice teaching period will depend on university - probably not over six hours per semester.

Possibly some qualified student teachers may be given full responsibility for some class

TEACHER'S ASSISTANTS

Legally unable to give these people full responsibility for a class or teaching a class

Might be allowed to take professional courses for college credit

STUDENT ATTITUDES

Japanese tend to feel Japanese teachers won't be qualified

Pupils' experiences in Japanese school unfavorable - poorer discipline

Some feel Caucasian teachers wouldn't be here if they were any good

Older Japanese, especially rural, are encouraging Japanese teachers

Japanese schools are not a fair comparison: they were conducted after regular/school hours or Saturdays while other children were playing

Unfavorable comparison between Japanese and Caucasian teachers' salaries

In Puyallup Japanese teachers had to function without texts and program was so different from public schools that students and parents concluded Japanese teachers are no good

PROBLEMS TO BE MET

Texts would be reassuring to students

Blackboards would be limited - one to a room

Textbooks will be delayed

Rex-c-graph materials can be used

Emphasis can be placed on writing and speaking

Community resources (speakers and observations)

Preliminary counseling sessions can't be effective until teachers know what rest of staff will offer and what work experiences will be available.

We should have some agreement on grade placements of subjects  
Teacher should acquaint himself with student's interests and background before making tentative selection of subjects  
Teachers should plan offerings in areas and discuss them

#### ANALYSIS OF COUNSELOR'S JOB

##### What must be done in counseling period

Registration of students, and advice on courses

Must know offering of school program, student's educational background, fields of interest

#### MECHANICS OF INTERVIEWS

Ask for school report cards to be brought to interview if possible  
Provision for notes on conferences

College requirements

Skeleton courses?

Required courses for vocations

Available work experiences

Discussion of counseling methods

Graduation requirements

Schedule counseling interviews

Classification policy

EDUCATIONAL WORKSHOP  
Oct. 3rd, 1942

Elementary School Meeting  
Chairman: Miss Bennett

I think now that it might be well to talk a little bit about the philosophy of education, some of the fundamental things. After yesterday's meeting and the day before's meeting we can't help but realize the increasing importance of the schools. Our job is increasing all the time and with that increased responsibility there seems to be an increased interest and much more fun in teaching than there was originally. It was brought about several times yesterday that there are going to be problems which have to be faced, but take them as a challenge. After all there is responsibility that should be left for the home, the parents, and the church. There is a tendency for more and more responsibility to be shifted to the school. We want to watch that we do not take too much responsibility so that we leave some to them and help them see the responsibility. Let us not be willing to take the excuse that things are different and difficult there. It seems to me that this is one of the greatest challenges that any of us have faced before. I hope you won't ask me repeatedly what I want. I want to think what we think; I want to be democratic. Please go ahead with your plans. After all, it is our institution and not mine.

Children's learning of the basic skills and fundamentals can be made much more fun if we can give meaning. It is not my hope that every room will be quiet as a pin every moment, and I will be horribly disappointed if you apologize for the noise. If I come in to supervise, please remember that I am coming in as a friend and not to criticize. If I do criticize, please remember that I am doing it as a friend. Please do not stop your work. My supervision, I hope, will be encouraged and sought rather than a feeling that you will just have to take. I hope that I will be understanding enough that you will not be embarrassed by it. We are just folks working together, and I don't in any way feel superior to any of you, and I hope that I will be approachable to you at any time. Don't be afraid to call me in; I shall be very happy to come in and watch. I am just someone to help you and get materials for you and not someone who expects a show every time I come in. Please do not be tense. I shall be very much discouraged if you feel tense about it, because I will feel that it is my fault.

I hope in your rooms that your greatest concern will be the individual's child. Certainly if I have a philosophy of education, that is it. There are many, many ways of getting at individual differences. Each one will have his way. Your way will be as good as mine. ~~Each one will do~~ Make every effort to find out as much as you can about each child. In some cases where **sounselors** and testing specialists are provided, it is the practise for those people to do the testing for you. I think the teacher ought to do or help with the tests

in order to get a better insight of your children. I may help you give the tests but I am sure that you will want to score them and make graphs. That sounds like a lot of work but I don't know of any other that will show you more about your children. Each home room teacher will want to make her own graphs and health studies. When we have clinics, we want to free everyone of you so that you can visit the dentist. It seems to me that these student assistants have an excellent chance for this. You can learn so much from the dentist by talking with them. You will have systems of keeping records, I am sure, to find out about your individual children. Your success will be judged by the amount that you find out and know about each child in your room. That is your main responsibility.

In your room you will have children approximately the same chronological age. We are classing them according to that instead of paying so much attention to age levels. In your room we will try to plan so that children of the same age will be with you, but you will have children of different grade levels. That is bound to happen.

The important thing will be to adjust the program to the needs of the children in your room. You will want to have reading and arithmetic divisions. The children will not mind being grouped if you will explain to them in a wholesome way and they know that you are doing it for a good purpose. You will need to divide them for the skills. It is not possible to teach 35 children without grouping them. Never speak of them as the slow or fast learners. Designate them in some other way.

We feel that you have the right to expect of the administration the ability to plan and organize. It looks at times that this ability seems to be sadly lacking. You have the right to expect them to get the necessary materials for you -- materials to be purchased. I hope you will take the initiative. We have a teacher here who is called "Salvage Annie". You will never realize how many things there are that you can salvage for use in your work. You have the right to expect of the administration that they have the ability to understand and manipulate relations between the children and teachers, between parents and community, etc. You have the right to expect sympathy and appreciation of work well done. If sometimes you think that this appreciation is lacking, make an effort to see that we know about it. Maybe we just have not had it called to our attention. Don't expect us to take all the initiative. If there is something that you want us to see in your room, tell us and let us know. Don't hesitate to tell us something good as well as the bad and the unpleasant. I am sure that with Mr. Townsend and Mr. Pomeroy, if there is something special in your room, they would like to come in and see it. You have the

right to expect skill in judging the results of teaching. The administration ought to be able to use a wise testing program to help you diagnose and evaluate your own results. One of the most important, it seems to me, is friendliness. We hope that you will see evidence of it most times, if not all the time. You have the right to expect professional growth. I do not see why we should not be able to work out a happy relationship together, and I think we will be able to.

I'd like to mention some of the things that seem especially important to me to develop in the individual. We are going to be concerned with developing the skills and fundamentals, but those in my opinion are not the important things. Developing the children seems much more than developing the skills. Please remember that you are a teacher of children and not arithmetic or reading or spelling. Some of the objectives that are important to develop in children are:

1. It is just as important to know the little social graces as it is to know how to read. Take lots of time out for manners and social habits. Those things are important to boys and girls. They are just as important as 9 X 6. Children like to know how to make introductions.
2. A well balanced personality. If you have a child who is particularly shy and timid, take time out for him. Find out the reason why, if there is a reason, and try to help him overcome it. These are all old things to you but sometimes when we are in a hurry, we overlook them.
3. Desirable attitude.
4. Suitable interests. Responsibility of each teacher to see that children are developing suitable interests. Children are going to be interested in something and it is up to us to see that their interests are suitable ones for their age.
5. Good taste as evidenced in choice of color, housekeeping, choice of color of hair ribbons, etc. These children seem especially neat and tidy, so I think you will not have much difficulty there. Let's encourage it.
6. Essential abilities. We not only must master the skills but be able to use them.

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The latter part of the meeting was opened for discussion, as follows:

Children will be furnished with pencils and crayons.

For the first few days get some pictures on the walls. Make the room a free, pleasant place for the children.

We want each of you to go to the library freely and check out books. Mr. Cole, who is our Curriculum Adviser, has a secretary who is spending all her time learning about books. She is checking every book that is coming in and making bibliographies. I am sure that she will be more than glad to be of help to you. There is a wealth of sample materials and more and more are coming in. We have a Rexograph in the office, so if you do not have textbooks, please feel free to make use of it. I hope you will not be textbook teachers.

Be getting your order of supplies together to present to Mr. Pomeroy. I think it will be wiser and more economical to order supplies by the quarter.

We will have to work out a careful schedule of lavatory and washing periods because of the limited facilities here at present.

Every teacher must be a remedial teacher with the remedial work being done as much as possible in the classroom. It would be a crime to ask the elementary children to come to school 8 hours every day.

#### School Hours

Kdg.	9 to 11:30 for morning session (afternoon session left till later)
Grade 1	9 to 11:30 and 1:30 to 3
2	9 to 11:30 and 1:30 to 3
3	9 to 11:30 and 1 to 3:30
4	9 to 11:30 and 1 to 3:45
5	9 to 11:30 and 1 to 4
6	9 to 11:30 and 1 to 4

Let us encourage family units. Encourage them to go home to lunch and eat together with their parents.

Let us be very careful -- you Caucasian teachers just do everything in your power -- to establish the right kind of relationships with the Japanese assistants. It is our responsibility to see that these Japanese assistants are shown respect by the children. Do make it your business that first day especially to see that the children accept them with respect. Call them by Mr. or Miss and see that the children call them likewise.

"Firm but gentle" is a much better discipline. Taking away privileges is much better than spanking. Never spank a child; I will do that for you if the case warrants it.

If a child is not cooperating, excluding him works wonders and is very effective.

Children do not respect teachers who fly off the handle.

EDUCATIONAL WORKSHOP

Oct. 5th, 1942

Morning Session

Chairman: Mr. Cole

Brief summary of the purposes of the workshop as worked out during the past week and the work to be taken care of during the coming week.

1. To become acquainted with the following:
  - a. Local geography
  - b. Each other.
  - c. Project functions and staff.
  
2. To set up the essential curriculum framework for project schools with consideration of the following:
  - a. General aims
  - b. Time allotments to learning divisions
  - c. Curriculum design
  - d. Problem of approach to resource units
  - e. Staff organization
  - f. Adult education.

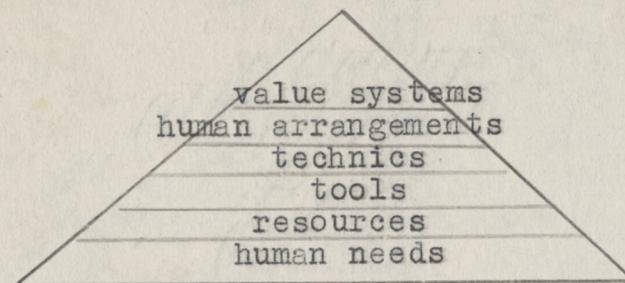
Dr. Paul R. Hanna - Educational Consultant from the Regional Office

Discussion of curriculum designs as presented on the attached sheet.

1. Group "A" - traditional pattern that avoids too many groups of human activities.
  
2. Groups "B"- "C"- "D" similar approaches that try to include the important activities of life and broaden the base of learning for children - (all categories of "A" subsumed in groups "B"- "C"- "D").

Stressed that a curriculum design with a consideration of subject matter only is inadequate. It must be related to living. The total pattern must be considered -- narrowness and isolation avoided.

A presentation of Scope and Sequence as worked out at Stanford University. Details can be found in the "Proposed Curriculum Procedures for Japanese Relocation Centers."



### CULTURAL PYRAMID

Dr. Hanna drew the cultural pyramid and explained how the tools and technics have advanced at a tremendous pace. The value systems and human arrangements have remained static. The result -- world strife.

Two alternatives to re-balance the pyramid:

1. To allow dictatorship to dictate all aspects of human life.
2. To have a true democracy through universal enlightenment.

Prediction that community life in the United States will be affected by the organization of the six relocation centers.

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### Afternoon Session

Dr. Hanna continued his lecture on Scope and Sequence. His theme: The teachers are to strive to prepare the students for life by helping them to become wholesomely integrated individuals with broad educations that intelligently correlate and functionalize knowledge.

EDUCATIONAL WORKSHOP

PROJECT STAFF MEETING

Oct. 5th, 1942  
7 P.M.

Chairman: Mr. Townsend

Mr. Townsend introduced the various division heads and requested that each take five minutes to state briefly the duties of his division.

Mr. Sprinkel - Administrative Division

1. Business Management
2. Personnel
3. Payrolls
4. Property
5. Warehouse
6. Auditing
7. Timekeeping

Mr. James - Employment

1. Organized and intelligent placement of individuals in jobs
2. Census
3. Labor relations
4. Leaves and furloughs
  - a. employment
  - b. student relocation
  - c. social relocation
5. Employment of women and children

Mr. Huycke - Housing

1. Readjustment in housing
2. Redesigning of some structures
3. Splitting of large apartments

Mrs. Evans - Head Nurse

1. Training of nurse's aides
2. Instituting preventative health measures

Mr. Bell - Community Enterprises

1. Mail-order store
2. Watch-repairing shop
3. Cleaning and washing



Stated that vocational education must be recognized by the supervisors as an important need.

Education department must remember that the project must be operated first. However, education is to be considered next to actual subsistence.

Requested that the personnel be cheerful about cooperating with the educational division and help to keep coordinated the community and education.

Mr. Gibson - Assistant Director of Recreation and Education in the Regional Office

Statement of WRA policies:

1. To help people retain the skills they had when they arrived here.
2. To help people improve their skills so that they will go out better able citizens.

"Anyone who directs is an educator." The heads of various departments can materially assist the education department.

Production, efficiency, and human beings are improved by an integration of education and the community.

Dr. Paul R. Hanna - Educational Consultant from the Regional Office

Stated that progress depends upon the close integration of the community and schools. Because of their dependence upon each other, they must cooperate.

The division heads and the educational department must work together to find a golden mean whereby neither will impose on the other but supplement each other and work harmoniously.

EDUCATIONAL WORKSHOP

Oct. 6th, 1942

Morning Session

Chairman:	Mr. Townsend	
Consultants:	Mr. Gibson	Mr. James
	Mr. Bacca	Mr. Huycke
	Mr. Sprinkel	Mrs. Evans
	Mr. Essene	

A general discussion arising from the staff meeting of the previous evening on the possibilities of co-ordinating the community and education.

Outstanding points were as follows:

1. Improvement of dining hall conditions by a training program in the schools.
2. Are students to be trained for jobs after they leave here, or for Minidoka?
  - a. Adjustment to the present environment will also fit them for life outside.
  - versus
  - b. Specialized skills and abilities are important for competition in the outside world -- ie: Adaptability will not get a job.
3. What are the possibilities ~~of~~ Niseis getting good jobs outside after the war?
  - a. Impossible for Niseis to get good jobs -- statistics show that until now 90% of the Washington State College graduates worked in fisheries.
  - b. Dispersion in the Middle West may improve the Nisei condition.
  - c. Immediate training in skills to get jobs outside during the present labor shortage is important.
4. In work experience where is the line to be drawn between learning and working:
  - a. A student observing is learning -- one contributing work is working.
  - b. A regular requisition must be made out for apprentices and payment will be made for work.

5. How are the supervisors to be guarded against students who will everyone's time by changing jobs to suit their moods?

a. Aside from certain exceptions it may be advisable for students to sign contracts for from 3 months to 1 year of apprenticeship?

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Afternoon Session

Chairman: Mr. Cole

A summary of the tasks to be coped with:

1. To help harvest the crops -- "Food for Victory"
2. To make this community as democratic as possible
3. To build fine schools
4. To make this project self-supporting as soon as possible.

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Three principles to be observed in the working out of Scope.

1. Items put in should have as universal a meaning as possible.
2. Items put in should be suggestive of things to do.
3. The combined list of items should comprehensively cover life.

A general discussion of curriculum design and the appointment of a committee to work out Scope and Sequence.

Curriculum Design Committee

Stella Yorozu, Chairman

Miss M. Queen

Dixon Miyauchi

Miss Haglund

Miss Hultcrantz

Lilyan Inana

Miss Hunt

EDUCATIONAL WORKSHOP

Oct. 7th, 1942

Morning Session

Chairman: Mr. Cole

General Aims accepted by the group:

1. To facilitate adjustment to the immediate environment.
2. To develop a program which will preserve and improve individual and community health.
3. To develop loyal, democratic citizenship, both through instruction and actual practice in the school and in the community.
4. To cultivate both fundamental and specialized knowledge and skills.
5. To create learning experiences that will result in the development of attitudes and appreciations leading toward and integrated personality.
6. To educate in the use of leisure time.
7. To foster the moral and spiritual growth of each individual.
8. To educate for post-war re-adjustment; as individuals, and as part of the family of nations.

In the matter of staff organization to facilitate further study, it was decided that the staff work as a large group and appoint committees from time to time as needed.

Suggested that a group of fifty or so curriculum counselors from the community be organized. With their consent they are to be on a volunteer basis and called in from time to time to give advice. The educational philosophy, our aims, etc. will be explained and their cooperation asked.

That a list of the skills of the community be made for the benefit of the teachers was requested. Details are on an attached sheet.

Afternoon Session

It was decided to form a committee of three with the night school principal as chairman to offer to work in the adult education program. Mr. Pomeroy is to make the appointments.

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An acceptance of Scope for the curriculum design. Details are on an attached sheet.

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October 8th, 1942

Morning Session

An acceptance of sequence for the curriculum design. Details are on an attached sheet.