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POSTON I ELEMENTARY SCHOOL
POSTON, ARIZONA



AUDITORIUM AND CHILDREN AT PLAY

IN APPRECIATION

TO ALL PRESENT STAFF AND EX-STAFF MEMBERS:

The final curtain is about to fall upon the closing scenes of the Poston I Elementary School. Recognizing this fact, I find myself searching in vain for words that will express adequately to you my sincere appreciation for your most loyal support and cooperation and for your most loyal efforts in helping to build and to carry on the program of the school through its three years of existence.

Whether you helped to raise the curtain in those pioneering days when we had very little with which to work except human clay waiting to be molded, or whether you came at a later date, you have had a part in our attempt to build a democracy-in-action school program for the children of Poston. The echo of a remark made by one of our evacuee teachers shortly after the opening of the Poston schools has returned to me many many times during the operation of the school. She said: "Regardless of what has happened to us, we must not let the children of Poston down".

I believe that the meaning of that echo has guided you too in your endeavors here. I do not believe that the children of Poston have been "let down" so far as their educational opportunities are concerned. We have shared in a mutual anxiety over the undesirable environmental influences here in the Poston Community over which we had no control. A recognition of our human limitations forbids us even to hope that we have been able to offset such influences entirely through our educational program. In spite of such limitations, however, I believe that much constructive work has been done in shaping the lives of the pupils and in

giving them a good academic foundation for further formal education.

Space forbids my mentioning each of you individually, but just here I cannot refrain from making special mention of the evacuee members and ex-members of our staff. When you offered your services to the elementary school, many of you had expected to be assigned as an assistant to some well trained and experienced "appointed teacher." Instead, you found yourselves facing the task of assuming full charge of a classroom. Especially was this true at the opening of the Poston schools in the fall of 1942. At that time we had less than half enough appointed teachers assigned to our elementary school unit to take care of the necessary classrooms. You accepted the challenge instead of leaving the children without a teacher and you did a most commendable piece of work. I realized it was a very difficult task for you. In many instances you were assigned to teach in a room adjacent to that of a trained teacher with many years of previous experience. Doubtless you felt that you were being placed "on the spot" but you accepted the responsibility even though it cost you long hours of evening preparation to be ready to teach your pupils the next day. You could have worked on many easier jobs in Poston and received the same amount of pay in terms of dollars and cents. The wide salary differential between "appointed" and "evacuee" teachers was not conducive to morale building or to professional growth, but I am sure that many of you felt that regardless of your financial remuneration the children of Poston should have the best educational opportunities possible.

I am writing these words immediately after compiling the roster which follows. Naturally I have traveled back mentally to those hot days in the early fall of 1942 when about thirty of you assembled each afternoon in Block 31 mess hall to lay

plans for the opening of the Poston I Elementary School. Only five of that group have remained until the close. Many have come and gone since those days; others have come and stayed. The planning has gone on each making his or her contribution while here. At times I am sure some of you have been somewhat bored by the long and frequent meetings it has been necessary for us to hold in order to plan together as a group for the good of the school. I am convinced, however, that such cooperative planning has resulted in a far better program than any that might have been handed down "cut and dried" by the administration. For too long a time have teachers been willing to do what they were told to do; to teach what they were told to teach; to execute plans formulated by others; to accept the philosophies of their administrators. I trust that we shall soon reach the point in our educational progress where cooperative planning by the whole staff will be the rule rather than the exception.

I shall always cherish the most pleasant memories of our associations here in Poston. I have learned much from you, Thank you, one and all, for the many valuable lessons you have taught me. We shall soon forget the unpleasant phases of life in Poston; the boiling temperatures of the summers and the freezing cold of the winters especially when no stoves were available and barracks were unlined; the dust storms and the mud; the barren barrack rooms where school was first held; the crowded quarters in which we lived; the requisitions and orders for supplies and equipment that were never filled; the books that were received but too late to be used; the countless other irking elements in the environment. It is my belief that you too will cherish pleasant memories of Poston and that you have also shared in the learnings.

I regret that I cannot express to each of you

personally my appreciation for your contribution to the Poston Ist Elementary School. Regardless of the period at which you entered the Poston picture, you found "problems" such as you had never encountered previously.

When the announcement came last December that the Poston schools would close at the end of the present session and that all teachers would need to find other positions before another school year, it was predicted that many teachers would be leaving as soon as offers came. On the contrary, there have been fewer changes in our staff since last January than in any previous five-month period. I wish to commend you who have stayed until the close of school on your willingness to complete the task. I am hoping that no one will have occasion to regret having done so.

Again let me say THANK YOU each and every one.

With very best wishes for your future, I am

Most sincerely yours,

Retha E. Breeze

Retha E. Breeze

ROSTER
of
Peston I Elementary School Staff

This roster carries the names of those who have served at any time on the Peston I Elementary School staff. Names are in alphabetical order under each section of the roster.

REGULAR CLASSROOM TEACHERS (Grades 1-6) in full charge of classrooms:

<u>Name and Former Address</u>	<u>Grade Taught</u>	<u>Time Served</u>
Acock, Miss Winifred Yokohama, Japan South Gate, Calif.	6	9/44 -
Acton, Mrs. Faith Canandaigua, N.Y.	6	5/45 -
Andresen, Mrs. Vernet Los Angeles, Calif.	2	10/42 - 11/42
Atalca, Miss Mary San Bernardino, Calif.	6	10/42 - 1/43
Blakely, Miss Lillian Enid, Oklahoma	4	8/44 - 9/44
Bottles, Mrs. Grace Los Angeles, Calif.	4	9/42 - 11/42
Bromell, Mrs. Grace Wheatland, Iowa	5	re-employed 2/43 8/44 -
Brown, Mrs. Ruth Santa Monica, Calif.	6	10/44 - 10/44
Deguchi, Miss Masako Salinas, Calif.	3	re-employed 11/44 - 1/45 9/43 - 7/44
* Deherly, Mrs. Barbara Leaside Hgts. New Jersey	4	11/43 - 12/42
Dugan, Mrs. Lillian Pueblo, Colo.	2	11/42 - 12/42
Evans, Mrs. Susan Minnesota	re-employed	2/44 - 4/43 3/43 - 4/43
Fishburn, Mrs. Ada W. Phoenix, Ariz.	6	11/42 - 4/43
Franchi, Mrs. Lucille Reed Kincaid, Kansas	1	9/42 - 7/44

* Passed Away Jan. 1945

Najimoto, Miss Maria Riverdale, Calif.	2	2/43 - 6/43
Furuta, Miss Kazuko Huntington Beach, Calif.	4	5/44 - 6/44
Gilchrist, Miss Willina Oklahoma	4	2/43 - 7/43
Girdler, Mrs. Ethel Field Los Angeles, Calif.	3	2/44 -
Goetting, Mrs. Josephine Laguna, New Mexico	1	2/45 -
Goodluck, Mrs. Alice L. Parker, Arizona	4	10/42 - 2/43
Graham, Miss Willimena Los Angeles, Calif.	6	12/42 -
Hashimura, Roy Y. Riverside, Calif.	6	9/42 - 11/43
Hess, Miss Virginia Lee Centralia, Ill.	4	9/44 -
Hickey, Mrs. Myrtle Oklahoma	6	10/44 - 1/44
Hirabayashi, Miss Sally Bakersfield, Calif.	2	6/44 - 8/44
Hiraki, Miss Mae Morgan Hill, Calif.	2	9/42 - 9/43
Hirata, Miss Masako San Bernardino, Calif.	3 & 4	9/42 -
Huey, Mrs. Cora Sheboygan, Wisconsin	2	8/43 -
Hunt, Miss Vila B. Kingsville, Texas	2	2/43 - 7/43
Hunt, Mrs. Myrtle Dade City, Florida	3	9/42 - 6/43
Imoto, Miss Tsuduki Huntington Beach, Calif.	5	9/42 - 9/44
Ishikawa, Miss Jennie Phoenix, Ariz.	1	9/42 - 12/43
Iwami, Miss Hatsuko Brawley, Calif.	2 & 1	8/43 - 11/44
Juth, Miss Emma San Jose, Calif.	5	9/42 - 7/43
Karnerskind, Miss Lucille Maconh, Ill.	5	9/43 - 11/43
Kawachina, Miss Michi San Gabriel, Calif.	2	8/43 -

Kinoshita, Miss Phyllis Bakersfield, Calif.	2	4/43 - 6/43
Kiuchi, Mrs. Lois Yoshiko Los Angeles, Calif.	4	9/42 - 10/42
Kodama, Miss Kiyoko Brawley, Calif.	2	2/44 - 5/44
Komatsuka, Miss Flora Los Angeles, Calif.	5	10/42 - 8/43
Kubo, Miss Bowena Los Angeles, Calif.	5	10/42 - 8/43
Kubota, Miss Teruko Brawley, Calif.	2	8/43 - 6/44
Kurisu, Mr. Masao Delano, Calif.	6	9/42 - 11/42
Lamb, Miss Edna Quincy, Ill.	1	9/43 - 5/44
Larselere, Miss Lola Manor, Pa.	5	1/43 - 8/44
Matsumi, Mrs. Kimiko California	1	12/44 - 1/45
Merritt, Mrs. Rutisha McAdenville, N.C.	5	8/44 -
Mitani, Mrs. Nellie Mesa, Ariz.	1	9/42 - 12/42
Miyabe, Miss Mary Anaheim, Calif.	3	5/43 - 8/43
Miyata, Miss Mary Westmoreland, Calif.	3	5/43 - 7/43
Miyaya, Miss Masami Buena Park, Calif.	2	9/42 - 4/43
Nees, Miss Louise Grand Forks, N.D.	1	8/43 -
Neuhart, Miss Florence Hermosa Beach, Calif.	4 & 2	9/42 -
Nishikawa, Miss Kiyoko Westmoreland, Calif.	2	9/42 - 6/43
Nishizura, Miss Mary Bakersfield, Calif.	1	8/43 -
Obata, Miss Fudye Delano, Calif.	3	9/43 - 2/44
Okamoto, Miss Kimiko Delano, Calif.	3	6/44 - 8/44

Omori, Miss Frances S. Roltville, Calif.	4	9/42 - 5/44
Penn, Mrs. Leva E. Manila, P.I. New York, N.Y.	5	10/42 - 9/43
Robinson, Mrs. Gladys Berkley, Calif.	3	9/42 -
Rothaus, Mrs. Mabelle Los Angeles, Calif.	6	10/42 - 11/42
Sandmeyer, Mrs. Frances Tonawanda, N.Y.	1	re-employed 3/43 - 7/43 5/44 -
Sato, Miss Ruth Garden Grove, Calif.	5	1/44 -
Satterwhite, Miss Lorens Greenville, Texas	3	11/42 -
Seymour, Mrs. Mildred Chadron, Nebraska	6	1/43 - 7/43
Smith, Miss Manila H. Los Angeles, Calif.	4	8/44 -
Stephens, Miss Peggy Arden, Delaware	6	2/43 - 5/45
Stinebaugh, Mrs. Grace Santa Maria, Calif.	6	9/42 - 5/43
Stukey, Mrs. Marian Haisington, Kansas	6	8/43 - 7/44
Sugimura, Miss Hineko Sacramento, Calif.	1	12/42 - 5/44
Sundgren, Mrs. Ruth Superior, Ariz.	5	8/44 -
Tanaka, Miss Rose Yonoko Los Angeles, Calif.	2	2/44
Tanouye, Mrs. Grace El Centro, Calif.	5	10/42 - 1/43
Templeton, Mrs. Lurette Porterville, Calif.	6	10/44 - 10/44
Timmons, Miss Betty Kirkersville, Ohio	5	8/43 - 1/45
Tamura, Miss Shizue Boyle Heights, Calif.	2	9/42 - 8/43
Ueki, Miss Ruby San Juan Bautista, Calif.	3	7/43 -
Watanabe, Miss Kate Miyeko California	2	9/42 - 4/43

Weiler, Mrs. Katherine Berkley, Calif.	1	10/42 - 7/43
Yasukochi, Miss Michi San Luis Rey, Calif.	2	8/43 - 2/44
Youngdahl, Miss Elsa Singapore, S.S. Brockway, Penn.	6	8/43 -

Breeze, Retha E. Centralia, Ill.	Principal	9/42 -
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Huey, Miss J. Frances Sheboygan, Wis.	Director of Pre-school work; curriculum coordi- nator for pri- mary grades.	8/43
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Peavy, Miss Anne R. Macon, Georgia	Director of Nursery Schools and Kindergarten	9/42 - 8/43
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Youngdahl, Miss Elsa Singapore, S.S. Brockway, Penn.	Curriculum coordi- nator for inter- mediate grades.	
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APPRENTICE TEACHERS

Fujimoto, Miss Doris Riverside, Calif.	1	10/42 - 4/43
Fujita, Mr. Arnold Los Angeles, Calif.	Shop	4/44 - 5/44
Furuta, Miss Kazuko Huntington Beach, Calif.	6	1/44 - 5/44
Hiraki, Mr. Shigera Morgan Hill, Calif.	Shop	12/42 - 3/43
Horibe, Mr. Satoru El Centro, Calif.	Shop	4/44 - 5/44
Itaya, Mr. Louis San Bernardino, Calif.	4, 5, & 6	10/42 - 9/43
Itaya, Mr. Paul San Bernardino, Calif.	Inter.	10/42 - 2/43
Kimoshita, Miss Phyllis Bakersfield, Calif.	1 & 3	1/43 - 4/43
Kiuchi, Mrs. Lois Los Angeles, Calif.	1	1/45 -

Kobayashi, Miss May Calexico, Calif.	2	10/42 - 2/43
Matsui, Mrs. Kimiko Los Angeles, Calif.	1	11/44 - 12/44
Miyabe, Miss Mary Anaheim, Calif.	3	10/42 - 5/43
Miyagi, Mrs. Helene Los Angeles, Calif.	3	10/42 - 2/43
Nakamura, Miss Wakako Oceanside, Calif.	6	11/43 - 4/44
Obata, Miss Fumiye Delano, Calif.	1	3/43 - 9/43 2/44 - 7/44
Omeri, Mr. Harry I. Holtville, Calif.	5 & 6	11/42 - 4/43
Sato, Miss Ruth Garden Grove, Calif.	6	1/44 - 4/44
Shimizu, Miss Kiyone San Bernardino, Calif.	4	12/42 - 1/43
Shimizu, Miss Rose Emi San Bernardino, Calif.	3	12/42 - 1/43
Sugimura, Miss Himeko Sacramento, Calif.	1	9/42 - 12/42
Takahashi, Miss Chizuko Los Angeles, Calif.	2 - 6	10/42 - 6/43
Takahashi, Mr. Joe Berkeley, Calif.	4 & 6	1/43 - 4/43
Takeda, Mrs. Mabel Riverside, Calif.	1 & 3	10/42 - 2/43
Tamura, Miss Kiyoko Bakersfield, Calif.	6	7/43 - 6/44

SPECIAL TEACHERS

Kinoshita, Miss Phyllis Bakersfield, Calif.	Music	7/43 - 1/45
Kiuchi, Mrs. Lois Yoshiko Los Angeles, Calif.	Music	12/42 - 12/43
Okamoto, Thomas Santa Ana, Calif.	Shop re-employed	1/44 - 4/44 6/44 - 8/44
Tabata, Mr. Shigeo Westminister, Calif.	Shop	4/45 -
Tabata, Mr. Sho Westminister, Calif.	Shop	12/43 - 2/44
Toshimura, Mrs. Shizuko Los Angeles, Calif.	Music	10/42 - 6/43

PRE-SCHOOL TEACHERS

Aihara, Daisy Garden Grove, Calif.	1/43 - 4/44
Akashi, Mrs. Sumiko Los Angeles, Calif.	10/43 - 5/44
Amano, Miss Chikako Los Angeles, Calif.	10/42 - 9/43
Aoki, Miss Hisako Fullerton, Calif.	4/43 - 8/43
Arita, Miss Kiyoko Delano, Calif.	3/43 - 1/44
Daguchi, Miss Masako Salinas, Calif.	9/42 - 9/43
Doibatake, Miss Yoshiye Coachella, Calif.	9/42 - 4/44
Fukuyama, Mrs. Fumi Los Angeles, Calif.	10/44 -
Fujita, Miss Michiko Santa Cruz, Calif.	8/42 - 12/42
Fukuda, Dorothy Upland, Calif.	6/42 - 1/43
Fukuda, Fumiko Upland, Calif.	6/42 - 3/43
Fujioka, Miss Tamako Bakersfield, Calif.	6/44 - 8/44
Gotori, Miss Yoneko Bakersfield, Calif.	1/45 - 1/45
Hanamura, Mrs. Kiyoko Upland, Calif.	10/42 - 11/42
Hashimoto, Mrs. Oichi Sanger, Calif.	3/45 -
Hirabayashi, Miss Masako Bakersfield, Calif.	6/44 - 8/44
Hirasuna, Mrs. Kiyomi Delano, Calif.	5/44 - 3/45
Hirata, Mrs. Margaret Los Angeles, Calif.	1/45 -
Honbo, Mrs. Rose Yaeko Arvin, Calif.	4/45 -
Horikawa, Miss Margaret Riverside, Calif.	11/42 - 9/43
Ibs, Mrs. Misao Los Angeles, Calif.	11/44 - 1/45

Ikeda, Miss Atsuko Salinas, Calif.	8/42 - 3/43
Ikeda, Miss Ayame Hilo, Hawaii	4/43 - 8/43
Ikeda, Miss Florence Salinas, Calif.	7/42 - 1/43
Ikeda, Miss Lily Gonzales, Calif.	6/44 - 8/44
Ikemi, Miss Rituko Beverly Hills, Calif.	8/42 - 4/43
Imamura, Betty Santa Ana, Calif.	6/44 - 8/44
Ishino, Miss Margaret San Diego, Calif.	5/44 - 10/44
Kadani, Miss Tomoyo San Juan Bautista, Calif.	8/42 - 1/44
Kaino, Mrs. Hisayo Terminal Island, Calif.	10/44 -
Kakiuchi, Miss Nobuko Mary Imperial, Calif.	8/42 - 4/44
Kamezawa, Miss Alice Anaheim, Calif.	10/43 - 1/44
Kikumoto, Miss Michiko Imperial, Calif.	8/44 -
Kimura, Miss Fusako Los Angeles, Calif.	3/43 - 2/44
Kinoshita, Miss Kikuyo San Pedro, Calif.	10/42 - 8/44
Kobayashi, Miss Fumi Riverside, Calif.	10/42 - 4/43
Kodama, Miss Kiyoko Brawley, Calif.	11/42 - 2/44
Koike, Miss Louise Watsonville, Calif.	7/42 - 1/44
Kubo, Miss Taiko California	9/42 - 1/43
Kuramoto, Miss Tomoko Brawley, Calif.	8/42 - 1/43
Kubota, Mrs. Fujiyo Delano, Calif.	9/44 -
Kuwahara, Miss Setsuco Fellows, Calif.	1/45 -
Masda, Miss Sueko Watsonville, Calif.	7/42 - 9/43

Manaka, Miss Grace Monterey, Calif.	3/43 - 8/44
Maruyama, Miss Midori Gilroy, Calif.	9/42 - 9/43
Matsubara, Mrs. Chizu Arlington, Calif.	3/45 -
Matsumoto, Miss Maris Compton, Calif.	9/42 - 2/44
Matsumoto, Mrs. Matsuye Calaxico, Calif.	12/44 -
Matsnoka, Mrs. Mitsue Terminal Island, Calif.	4/45 -
Miyakawa, Miss Evelyn Puente, Calif.	10/42 - 6/43
Miyata, Marcella Westmoreland, Calif.	1/45 -
Morimoto, Miss Betty Salinas, Calif.	3/43 - 9/43
Morimoto, Miss Setsuyo Salinas, Calif.	9/42 - 10/42
Muzashi, Miss Chiyeko Thermal, Calif.	4/44 - 7/44
Nagaoka, Miss May Hawaii	Re-employed 11/44 - 1/45
Nakano, Mrs. Aiko Coachella, Calif.	10/42 - 10/43
Nakasaki, Miss Kee Terminal Island, Calif.	10/42 - 4/43
Nakasaki, Miss Kisayo Terminal Island, Calif.	4/45 -
Nakasone, Miss Hideko Brawley, Calif.	5/42 -
Nishioka, Mrs. Chiyeko Los Angeles, Calif.	9/42 - 1/43
Nomura, Miss Dorothy Calaxico, Calif.	10/43 - 2/44
Noritake, Miss Hideko Los Angeles, Calif.	9/43 - 11/44
Ogawa, Mrs. Nazumo Los Angeles, Calif.	5/44 -
Okasaki, Miss Emma Delano, Calif.	5/44 - 12/44
Okl, Miss Hanako San Jacinto, Calif.	9/42 - 6/43
	1/45 -

Oso, Miss June Los Angeles, Calif.	8/42 - 12/43
Oso, Miss Tomiko Bakersfield, Calif.	5/43 - 8/43 6/44 - 8/44
Ozoda, Miss Miyoko California	10/42 - 6/43
Otan, Miss Tomiye Santa Ana, Calif.	7/43 - 3/45
Ouchida, Miss Mitsuyo Gilroy, Calif.	4/43 - 5/44
Oyenoki, Miss Namiko Calverico, Calif.	9/43 - 10/43
Sakai, Miss Jane Brawley, Calif.	9/42 - 3/43
Sakai, Miss Julia Coachella, Calif.	8/42 - 7/43
Sakamoto, Miss Mitsuho Pismo Beach, Calif.	10/43 - 4/45
Sakamoto, Mrs. Shizue Mary Santa Ana, Calif.	4/45 - 4/45
Sakamoto, Miss Yotsuko Pismo Beach, Calif.	8/43 -
Sano, Mrs. Lois Santa Ana, Calif.	9/44 - 2/45
Sawabe, Mrs. Ayako Salinas, Calif.	4/43 - 11/44
Sawabe, Miss Nobuko Alyce Santa Clara, Calif.	4/43 - 9/44
Sawabata, Miss Margaret Riverside, Calif.	1/43 - 2/43
Seki, Miss Shizuko Hiland, Calif.	10/44 - 5/45
Seto, Mrs. Fujiko Perris, Calif.	10/44 - 11/44
Shimabukuro, Miss Misao Brawley, Calif.	11/42 - 9/44
Shimamoto, Miss Margaret Imperial, Calif.	7/43 - 12/43
Shimamoto, Miss Miyoko Brawley, Calif.	8/42 - 6/43
Shinomura, Miss Sachie Salinas, Calif.	1/44 - 1/44
Shinogawa, Miss Shizuko Phoenix, Ariz.	12/42 - 3/43

Shindo, Miss Eva Los Angeles, Calif.	1/43 -
Shoda, Miss Kaye Los Angeles, Calif.	8/42 - 3/43
Sugi, Miss Tomi Riverside, Calif.	4/43 - 6/43
Taira, Miss Yoshiko Brawley, Calif.	1/43 - 8/43
Tajiri, Miss Chiyoko El Centro, Calif.	6/44 - 11/44
Takahashi, Mrs. W.M. Berkeley, Calif.	8/42 - 5/43
Takahashi, Miss Grace Berkeley, Calif.	10/42 - 10/42
Takahashi, Miss Mary Berkeley, Calif.	10/42 - 10/42
Takemoto, Mrs. Ruri Delano, Calif.	7/42 - 4/43
Tamura, Miss Yukiko Bakersfield, Calif.	9/44 - 10/44
Tanaka, Mrs. Edna Delano, Calif.	6/44 - 8/44
Tanaka, Miss Irene Los Angeles, Calif.	12/44 - 4/45
Tanaka, Miss Rose Los Angeles, Calif.	7/42 - 7/44
Tanaka, Miss Rose Los Angeles, Calif.	9/42 - 2/44
Tanoue, Miss Natsuko Nan Pismo Beach, Calif.	1/44 - 4/45
Tashiro, Miss Frances Los Angeles, Calif.	9/44 -
Tatsukawa, Miss Fumi Los Angeles, Calif.	7/42 - 5/43
Tsuji, Miss Mary Colton, Calif.	11/44 - 3/45
Toyofuku, Miss Sunde Los Angeles, Calif.	8/42 - 10/43
Uno, Miss Kinuyo Mary Los Angeles, Calif.	5/45 -
Uno, Miss Sally Los Angeles, Calif.	8/43 - 10/43
Ura, Mrs. Beako Guadalupe, Calif.	4/45 -
Uyeda, Mrs. Ida Kollister, Calif.	8/42 - 1/44

Waka, Mrs. Mary Monroe Los Angeles, Calif.	6/42 - 10/43
Yasuda, Miss Saiko	7/42 - 11/42
Yasuda, Miss Shizuko Imperial, Calif.	7/43 - 5/44
Yasuda, Miss Ukiko Imperial, Calif.	8/43 - 4/45
Yamamoto, Kikuko Westminister, Calif.	6/44 - 8/44
Yamasaki, Miss Tomiko Los Angeles, Calif.	1/43 - 10/43
Yamashita, Miss Kay El Centro, Calif.	11/44 - 5/45
Yoshida, Miss Fusayo Anaheim, Calif.	7/42 - 12/42
Yoshimoto, Mrs. Misao Perris, Calif.	10/44 - 5/45
Yoshiwara, Miss Saiko California	10/44 - 11/44

LIBRARY STAFF

Arita, Miss Kiyoko Delano, Calif.	Librarian	8/44 - 11/44
Eddow, Miss Arlene Oceanside, Calif.	Learner	2/44 4/45
Fujioka, Miss Tamako Bakersfield, Calif.	Learner	
Kuramoto, Miss Tomoko Brawley, Calif.		11/43 - 7/44
Obata, Miss Fumiyo Delano, Calif.		7/44 - 1/45
Ono, Miss Taeko Bakersfield, Calif.	Learner	2/44
Shoji, Mrs. Chisuko Fujiwara Chino, Calif.		10/42 - 3/44
Tamura, Miss Yukiko Bakersfield, Calif.	Learner	2/44
Uemashita, Miss Meike		5/44 - 9/44

OFFICE STAFF

Ataka, Miss Toshie Brawley, Calif.	Steno-Clerk	10/42 -	5/45
Deguchi, Miss Masako Salinas, Calif.	in charge of office Clerk Typist	7/44 -	
Hagiwara, Miss Yuri Bakersfield, Calif.	Clerk	3/43 -	1/44
Ito, Miss Kazuko Bonsil, Calif.	Clerk	3/45 -	4/45
Kasaya, Miss Miyoko Bakersfield, Calif.	Clerk	3/43 -	9/43
Kubota, Miss Haruyo El Centro, Calif.	Secretary	11/42 -	5/43
Kubota, Miss Masaya Bakersfield, Calif.	Clerk-typist	5/44 -	6/44
Masui, Miss Grayce Salinas, Calif.	Clerk	10/42 -	9/44
Matsubara, Miss May Lancaster, Calif.	Clerk	3/43 -	5/44
Matsumoto, Miss Emiko Glendale, Ariz.	Clerk-typist	2/45 -	3/45
Miyamoto, Miss Toshiye San Diego, Calif.	Clerk	2/45 -	3/45
Niino, Miss Etsie Garden Grove, Calif.	Atten. Clerk	10/42 -	3/43
Nimura, Miss Akiko Holtville, Calif.	Steno-Clerk	11/43 -	9/44
Ogura, Miss Shiyuko Terminal Island, Calif.	Clerk-typist	3/45 -	5/45
Sugimoto, Miss Kimiko Coachella, Calif.	Atten. Clerk	10/42 -	3/43
Tamura, Miss Akiko Bakersfield, Calif.	Clerk	3/43 -	9/43
Yoshida, Miss Mireko Oceanside, Calif.	Clerk	3/45 -	
Yanaguchi, Miss Dorothy Salinas, Calif.	Steno-clerk	9/44 -	11/44
Yaguchi, Miss Barbara Salinas, Calif.	Clerk	5/45 -	

JANITORS

Furuta, Mr. Mitsuji	Head	8/43 -
Huntington Beach, Calif.		
Furuta, Mrs. Yukiko		11/44 -
Huntington Beach, Calif.		
Hamada, Mr. Sukesada		4/44 - 3/45
Santa Clara, Calif.		
Ishibashi, Mr. Mitsujiro		5/45 -
Los Angeles, Calif.		
Miwa, Mr. Harry Kajiro		3/45
Bakersfield, Calif.		
Morita, Mr. Teichiro		5/44 - 1/45
Riverside, Calif.		
Nagasaki, Mr. Gengo G.		4/44
Huntington Beach, Calif.		
Nakamoto, Mr. Kingo		4/45
Bakersfield, Calif.		
Okahara, Mr. Eichi		7/44 - 4/45
Bakersfield, Calif.		
Okumoto, Mr. Tanekichi		8/44 -
Bakersfield, Calif.		
Tanimizu, Mr. Torazo		4/44 - 4/45
California		
Tsuno, Mr. Koichi		8/43 -
California		

STAFF ORGANIZATION
(1944 - 5)

The five standing committees each composed of one representative on each grade level which have served during the past year are as follows:

Coordinating:

Mrs. Margaret Hirata, Pre-school
Mrs. Fumi Fukuyama, Kindergarten
Miss Louise Nease, Grade I
Mrs. Cora Huey, Grade II
Mrs. Ethel Girdler, Grade III, Chairman
Miss Manila Smith, Grade IV
Miss Ruth Sato, Grade V
Miss Willimena Graham, Grade VI

Social Committee:

Mrs. Fujiye Kubota, Pre-school
Mrs. Oichi Hashimoto, Pre-school
Miss Kiayo Nakasaki, Kindergarten
Mrs. Sandmeyer, Grade I
Mrs. Lillian Dugan, Grade II
Miss Ruby Ueki, Grade III
Miss Masako Hirata, Grade IV
Mrs. Ruth Sandgren, Grade V
Miss Peggy Stephens, Grade VI, Chairman

Supplies Committee:

Miss Setsuko Kuwahara, Pre-school
Miss Iotoko Sakamoto, Kindergarten
Mrs. Josephine Goetting, Grade I
Miss Rose Tanaka, Grade II
Mrs. Gladys Robinson, Grade III, Co-chairman
Miss Virginia Hess, Grade IV
Mrs. Grace Bromell, Grade V
Miss Winifred Acock, Grade VI, Co-chairman

Textbook Committee:

Miss Mary Washimura, Grade I
Miss Michi Kawashima, Grade II
Miss Lorene Satterwhite, Grade III
Mrs. Grace Bottles, Grade IV
Mrs. Rutisha Merritt, Grade V
Miss Elsa Youngdahl, Grade VI, Chairman

Visual Aids:

Miss Michiko Kikumoto, Pre-school
Miss Eva Shindo, Kindergarten
Miss Louise Hess, Grade I
Miss Florence Neuhart, Grade II
Miss Ruby Ueki, Grade III
Miss Masako Hirata, Grade IV, Chairman
Mrs. Ruth Sundgren, Grade V
Miss Peggy Stephens, Grade VI

DO YOU REMEMBER?

Sept. 28 - Oct. 3, 1942

"Orientation Week" for Poston Teachers.

Oct. 4, 1942

Teachers are taken on a trip through the three camps to see what has been and is being done.

Oct. 5, 1942

Poston Schools open; enrollment in Poston I Elementary school - 933 (Grades 1 through 6); pupils bring boxes, stools and home made chairs to sit on; no chairs available; no books; some tables but not enough.

Oct. 17-18-19- 1942

Camp I Community Fair; craft exhibits show how quickly the evacuees have made use of native materials; surprisingly good exhibit of fresh vegetables for the short time the project has been in operation.

Oct. 19, 1942

School dismissed today for the Fair.

Nov. 11, 1942

"Ground Breaking" Ceremony for Poston I Elementary School; all school children attend; John Collier Commissioner of Indian Affairs turns the first shovel of dirt for the foundation of one of the thirteen buildings to constitute the Poston I Elementary School Plant; children from various grades also participate in the ceremony.

Nov. 16-17, 1942

Mr. Dillon Meyer Director of W.R.A. visits Poston and announces plans for relocation; previously all evacuees thought in terms of "Poston for the duration"

Nov. 18 - 21, 1942

Poston "strikes"; only the schools and mess halls continue in operation.

Dec. 19 - 24, 1942

Teachers' "Workshop" held in Camp I

Dec. 25, 1942

First Christmas in Poston; many programs held; huge inflow of gifts from the "outside" uplifts morale of residents of Poston; spirit of goodwill seems to pervade the atmosphere of the camp.

Jan. 15, 1943

George Yoshito Nakatsukasa, Grade 2, killed by truck near mess hall 44 while enroute to school; the only death occurring among Poston I Elementary School pupils during the three years.

Jan. 25 - 29, 1943

Accident Prevention Week is observed in all the Poston I Elementary classrooms; each room contributed two pages to a booklet on Accident prevention--the culminating activity; materials are duplicated and a copy of the booklet sent to each classroom

Jan. 26-27, 1943

Big rain; mud! mud! mud! school is dismissed on account of mud Wed. Jan. 27.

Feb. 16, 1943

Plans for a Summer Workshop for Teachers to be held at Ft. Apache, Arizona is announced through an administrative circular from Dr. Cary, Director of Education.

Feb. 20, -- June 12, 1943

In-service Training sessions on Saturday mornings in Camp II for all teachers.

March 1, 1943

The Kindergartens and nursery schools become a definite part of the elementary school unit; heretofore it has been somewhat of a "step-child" relationship.

April 22-23-24, 1943

Spring Conference for Teachers, Camp II; Dillon Meyer, Gaylen Fisher and other outside speakers appear on program.

May 1, 1943

Elementary School exhibit and Junior Red Cross Bazaar held in Poston I Fire Station; bazaar netted \$112.35.

June 28, 1943

Poston schools close; Grade six pupils put on a class program in Rec. Hall #22; the first time the class as a whole (5 rooms) have been together.

July 3, 1943

Dr. Cary leaves for Hawaii; he is succeeded by Dr. Harris, Camp I High School Principal.

July 5, 1943

Summer Activity program begins.

July 29, 1943

Word is received that no summer session can be held at Ft. Apache; many are already packed to go; supplies have already been sent; teachers on leave are enroute to Ft. Apache!

July 30, 1943

Plans get under way for a summer session at Poston during August.

Aug. 11, 1943

Summer session for teachers opens in the three new adobe school buildings that are near completion.

Sept. 3, 1943

Summer session closes

Sept. 13, 1943

Pre-schools re-opens

Sept. 27, 1943

Poston Elementary school re-opens for its second year of operation; grades four, five and six are housed in the new adobe buildings; the primary grades remain in recreation halls.

Oct. 4-5-7, 1943

Segregants leave for Tule Lake; 42 pupils from the Poston I Elementary School unit in the group.

Dec. 21, 1943

Elementary School Assembly Hall is dedicated.

Dec. 22, 1943 A.M.

Intermediate grades have a Christmas program in the elementary school assembly hall; the first student program held in this building.

Dec. 22, 1943 P.M.

Christmas program for primary grades sponsored by Junior Red Cross

Dec. 23 - 24, 1943

Christmas vacation

Jan. 1, 1944

Management of the Poston Project is transferred from the Indian Service to the War Relocation Authority; Mr. Duncan Mills succeeds Mr. Wade Head as Project Director. The change means salary increases for practically all the educational staff except elementary teachers!!!

Feb. 1944

Assembling and distribution of the "Tentative Curriculum Guide"

April 5-6-7, 1944

Easter recess for pupils; teachers workshop in which teachers of each grade group revise the "basic attainments" as set up in the tentative curriculum guide.

April, 1944

Plans are laid for an operetta to be produced the last of June and "Polly Make-Believe" is chosen; this performance is to be given in special honor of those men and women who have built the adobe school buildings.

June 1, 1944

Fourth grade groups put on a public program "Glimpses into Early American History through Songs and Dances."

June 6, 1944

Sixth grade groups put on a public program "Education across the Ages" as a culminating activity of their years work.

June 9, 1944

Regular school session closes

June 28-29-30, 1944

The Operetta, "Polly Make-Believe" is produced by a different cast each of the three evenings; a total of 836 different pupils take part in the three performances.

August 7, 1944

The third session of the Poston I Elementary School opens; half days sessions to be operated during August and September; grades three, four, five and six are housed in the adobe buildings.

Oct. 3, 1944

Full day sessions of school begin

Nov. 22 -25, 1944

Grades one and two and three kindergarten groups move into the adobe buildings. Among cherished dream is realized at last!

Dec. 18, 1944

Project Director Mills calls a meeting of the entire staff to announce the revocation of the

evacuation order and plans for closing the relocation centers.

Dec. 22, 1944

A.M. -- Christmas program in Assembly Hall by primary grades.

P.M. -- Christmas program in Assembly Hall by intermediate grades

Dec. 25 - Jan 1, 1945

Christmas vacation

Feb. 7, 1945

Pictures are taken of each school room group by a photographer from Phoenix

April 12, 1945

Word is received of the death of President Franklin Delano Roosevelt

April 13, 1945

A memorial for President Roosevelt is held in the Assembly Hall; the pupils of all six elementary grades attend.

April 20, 1945

An all-school PLAY-TIME is held on the school grounds from 6:15 until 8:00 p.m.; about 700 parents attend and many other relatives and groups.

May 17, 1945

Grade five groups hold "open House" for parents and entertain them by singing about a camp fire.

May 21, 1945

Half-day sessions are resumed for the remainder of the school year; individual conferences with each parent are arranged by teachers for the afternoons during the two-week period.

June 1, 1945

The third year of the Poston schools come to a close.

NOTE:

Since several of you have requested copies of our final report, we are reproducing it here.

FINAL REPORT on PROGRAM OF WORK

Poston I Elementary School
Poston, Arizona

PREFACE

We have attempted to make the report that follows represent the combined efforts of the entire elementary school teaching staff. Shortly after the request for the report was received, a meeting of the whole staff was held. In this meeting, each of the six divisions of the outline accompanying the request was discussed and common understandings, agreed upon with reference to just what would be included under each heading. With these basic understandings, each grade group of teachers met separately and formulated its own plan for writing the report on that grade level. These plans were uniform to the extent that each group decided what should be said under each heading. Each member of the group made some contribution. Plans varied slightly in the actual writing of the report. In some groups, one teacher (usually the coordinating committee representative of that grade group) wrote the entire report for that grade. In other groups, each of the teacher wrote one or more of the sections--the number written by each depending upon the number of teachers on that level. Regardless of which plan was followed, after the reports were written the grade group as a whole met again, reviewed and revised the report before submitting it to the coordinating committee. This committee reviewed all eight reports making such changes as were necessary in order to secure uniformity.

The Poston school program had its inception in the ideals of democracy as applied to educational

procedures. The first Director of Education of the Poston schools stimulated his staff with philosophy of education embodying such ideals. It was his firm conviction that the KIND of society toward which teachers are directing pupil growth is the most important aspect of the school program. Integration into a democratic society achieved through a program which promoted voluntary cooperation among all concerned became the major aim of the schools. The succeeding Superintendent of Education endorsed the philosophy around which the school program began its building and offered all the support possible in making the schools laboratories of democracy.

Through the influence of these leaders the program which in its early stages seemed to have very little form, symmetry, or individuality began to take shape and gradually a pattern evolved. It must be admitted that this pattern is still very sketchy and actual practices have lagged far behind the ideals set up. In retrospect it appears that the Poston school program was still in its initial stages of development when plans for closing the schools took precedence.

A major problem of the school has been to provide a normal learning environment in a very sub-normal community. The program had to be planned on the assumption that practically all Poston pupils would continue their education in some other school--not in any one school, but in various schools widely scattered over the country. A glance through the "curriculum guides" and "course of study" of various cities and states reveals the fact that there is a very marked lack of any uniformity with reference to what is taught on each grade level. No one "course of study" was accepted as a standard but ideas were borrowed from many sources and such learnings were stressed as seemed most fundamental in realizing the areas. These learnings covered not only the area

of the 3-R's but the sum total of all learning experiences involved in the education of the WHOLE child. These include opportunity for active participation in the democratic way of living in the school room and on the play ground; development of desirable character and personality traits; formation of good health habits; development of creative ability; cultivation of the pupils' aesthetic tastes; provision for stabilizing emotions. These objectives are desirable in any school program but especially so in the Poston situation. In a normal community it could be expected that the environment outside the school would make some positive contribution in most cases; in the Poston community, however, such environmental influences were for the most part negative. Sooner or later each pupil would have to make for himself a place in an entirely new and strange environment or else return to his former habitat and so adjust and conduct himself as to contradict any existing prejudices against his race. The obligation of the Poston schools in preparing the pupils to make such adjustments has been one of no little concern to the school staff.

It is believed that a school curriculum is lived, not written; it is the sum total of all experiences that affect the many-sided growth of the pupil. It is also believed that much long-range planning must take place if desirable experiences are to be provided and in orderly sequence. This necessitated some form of a guide or outline that would designate desirable areas of learning on each of the various grade levels; set up desirable goals or objectives to be attained; provide suggestions with reference to desirable learning activities; furnish lists or source or reference materials available. The Poston schools had no past upon which to build. No two teachers with teaching experiences had come from the same school system; some had taught in ultra "progressive" schools; others, in extremely "formal" schools; the remainder, in schools of the

conservatively progressive type. Some had had many years of teaching experience; others were entirely inexperienced and without professional training except for a very short summer session held during the weeks previous to the opening of the Poston schools. The several teachers teaching on each grade level represented practically this entire range of back-ground. The Elementary School Supervisor assumed responsibility for guiding the curricular developments of these groups during the first year of the schools' operation and attempted to unify the program in so far as was desirable and possible.

During the first year and a half of the school's operation a tentative curriculum "guide" slowly evolved. This guide had its beginning in a series of supervisory bulletins issued by the Supervisor of the Elementary Education who supervised the elementary school program in the three camps of Poston. The bulletins were supplemented by frequent meetings of the teachers on the various grade levels with the supervisor at which times curricular problems and procedures were discussed. During the spring of 1943 Saturday morning classes for all Poston teachers were held in Camp II for a period of sixteen weeks. Further work was done on assembling curricular materials in some of these classes. A summer session for Poston teachers was held in Camp I during the month of August, 1943. Each elementary teacher spent two hours daily in a curriculum work shop. Committees worked on various phases of a curriculum guide, but at the end of the session the materials were far from the assembling stage. Shortly after the close of this session, the Elementary Supervisor resigned and her position was abolished. Several of the teachers who were working on important committees also left Poston in the early fall. Those who remained, however, continued on the curriculum guide work along with their other school duties until it was ready to be assembled and duplicated in the

late fall.

While this guide was far from a finished piece of work, it did provide a working basis for further curricular planning and some tangible information for incoming teachers with reference to the school program. During the Easter recess of 1944 each grade group revised the basic attainments as set up for that grade in the curriculum guide. Other slight revisions have been made since. Additions have been made to the bibliographies. A few changes have been made in the sequence of the social studies areas of learning. Each year the various teachers' reports on the more important "units" of study that have been covered in each classroom have been made available for the use of other teachers.

This report attempts to cover some of the more tangible phases of the elementary school program and its accomplishments. It is hoped, however, that the most important outcomes will be those that can only be expressed through the lives of the pupil participants in the program.

Retha E. Breeze

Retha E. Breeze
Elementary School Principal
Camp I
Peston, Arizona

May 1, 1945

NURSERY SCHOOL

Aims

One of the major aims of the nursery school has been to teach the young children the use of the English language so they may live a normal life upon relocating. The children have been helped to learn to do things for themselves, such as washing their hands, toileting, and other health habits. An effort has been made to help each child learn to get along well with others, to provide for good physical development, and to give opportunity for simple art and music experiences. The staff has attempted to provide for the children a place of happiness and security.

Offering

Emphasis has been placed on taking turns, respecting rights of others, standing up for one's own rights, helping others and cooperating in all group activities. The children have been taken on excursions, books have been read, conversation encouraged and different things brought to the classroom for discussion. Pictures, poems, and stories have been offered. The children have been encouraged to participate in group and informal conversations and to join in games and to do simple dramatizations. Improvised climbing equipment have been used and a large space provided for play. The children have been taught to blow their own noses, to wash hands after lavine and before eating, and to drink water without gacking on the faucet. They have been given free use of such things as clay, crayons, paint and colored paper. For music they have had songs, rhythms and rhythm band instruments. Supervised naptime periods, rest, and a mid-session lunch of cereal and milk have been included in the program.

Plan of Work

The five Nursery Schools of Eastern Idaho have been located in recreation halls which are situated in service space for resting and playing children. The

children use the Block latrines for toileting and washing. The three-year-old group attended during the morning and the four year olds in the afternoons. Each session was $2\frac{1}{2}$ hours. The average enrollment has been twenty children with two teachers per group. Each child has been free to take and use any toy, book or material whenever he chooses without misuse of the property. The children have been encouraged and taught how to use different materials. The teachers have tried to stimulate interest in the activities by joining in and acting as one of them.

Time Allotment

The distribution of time has varied in different centers according to the age and needs of the group. The approximate schedule allowed is as follows: Free play---1 hour, Physical routines--- $\frac{3}{4}$ hour, Art, music, and literary experiences--- $\frac{3}{4}$ hour. The three year-olds required a longer period of free play.

Standards

We have expected three-year-olds to stay at school without their mothers, to learn to play with other children, and to use toys, books and other school equipment. They have begun to learn to share, to take turns and to have happy relationships with others. Each child was expected to know where his personal possessions were placed and where toys and books were supposed to be put away. He also knew where paper tissues were kept and where to place waste paper. The children were expected to take reasonable care of school equipment. Almost every child understood routine directions in English and could speak a little. They were beginning to listen to stories in small groups. The three-year-olds have been getting acquainted with art materials, such as crayons and the use of paste, scissors, clay and paint.

The four-year-olds understood simple explanations in English, were expected to carry on conversation in English and have keen interest in stories. By the end of the year each child was

able to help himself at the latrine, needed little assistance during milk period and was expected to rest quietly. During art period, four-year-olds drew pictures that could be recognized. They participated in music with interest.

Accomplishments

The combined efforts of the staff and the parents have greatly increased the attractiveness, comfort, and equipment of the centers. The enrollment in the nursery schools has been high and the percentage of attendance equally so. High health records have been maintained and the children have shown good gain in weight. They have become much happier in their play, and crying has become less frequent. They have learned to enjoy music and art experiences, have increased in independence, and above all, have shown marked increase in their use of English from one age to another. The children have learned to participate more in the whole program of the school.

Yes, we feel that these children have been well prepared to go to schools outside of the centers and mingle with other children of different races and adjust themselves easily to the new surroundings.

KINDERGARTEN

Aims

As each new class enrolled in kindergarten, the teachers had many aims which they have tried to accomplish by the end of the school year so that the class might enroll in first grade and progress without-difficulty. One of the most important aims has been to help the children get acquainted with the teachers and the other children, and to learn to cooperate. By getting adjusted to group play, the children were helped to feel that each was as important as the other. The teachers tri-

ed to help the shy child overcome his timidity so he might enjoy school life and so that it would mean something to him. An effort was made to help the children become adjusted to the school room and equipment, and learn to use school materials. The teacher aimed to provide specific guidance where it was needed, and tried to help them acquire information and interest of value in learning to read. Since this was a bi-lingual community the aim has been to have the children use the English language correctly. The teachers have aimed to provide an environment that would promote good physical development and health, and provide security and happiness in school.

Offering

For both social and physical development emphasis has been put upon the free play period. Experiences in coloring, painting, cutting, clay modeling, pasting, weaving, playing with the large balls, toys, blocks, jump ropes, climbing apparatus, and the sand pile have been provided. They have had supervised lavatory period, a rest period on cots and a mid-morning lunch, as well as experiences in rhythm activities as part of the daily program.

For mental development, they have had pictures, books, planting of seeds, excursions to different sections of the center as well as materials of interest brought in by the teachers in order to stimulate group and informal individual conversations in English and to provide a source of information. Songs too have served as a means by which the use of the English language was developed.

Plan of Work

The Kindergarten of Poston I has been on half day sessions (150 minutes) until Dec. 1944 at which time the schedule was changed to a full day session (135 minutes in the morning and 85 minutes

in the afternoon) to conform to the regulations of the W.R.A. and to give a longer daily training period to the children. This full day session continued until the weather got warm for classes in the afternoon. In the summers of 1943 and 1944 classes were in session for approximately two hours daily for most of the summer. The classes were conducted in the recreation halls until late Dec. 1944 when they were transferred to the adobe buildings, except for one class in the extreme south end of camp which continued to operate in a recreation hall.

The children, in a democratic school environment, have been free to do their own thinking, to choose play activities, to look at books, and to play with toys. The materials which they used were always within their own reach and they were always welcome to use them during free activity periods.

In the second half of each kindergarten year the classes have been given reading readiness work. This work has varied from year to year.

Time Allotments

Time allotments on a daily basis have been approximately the following: games, free play, art--110 minutes, physical routines--55 minutes, group discussions, stories--35 minutes, and music--20 minutes.

Standards

The children have been expected to adjust their voices to the classroom situation and to find their own play activities without depending upon the teachers excessively. They have been expected to share the classroom equipment with one another using reasonable care in handling it and putting it away after they used it. They have been expected to wash their hands thoroughly with soap, go to

the toilet without help, eat their lunch quietly and orderly, clean up after they were through, and rest quietly. When having group discussion or story time, they have been expected to tell their simple experiences in English, to take part in group discussions and to listen to the other children. They have been expected to listen for instructions in games so that they would know how to participate.

Accomplishments

The kindergartens of Poston opened with very few toys and very little materials with which to work. Good equipment and adequate supplies were gradually added and the centers increased in attractiveness and comfort. The children improved greatly in their use of English, for in the beginning most of the children had been using Japanese or had been mixing the two languages, and by the end of the year, except for a few, these children were using English fluently. Almost 100% of the children of kindergarten age were enrolled in school. These children were all happy, have learned to play in a group, listen to stories for a longer period, and enjoy art and music experiences. The reading readiness work which the kindergarten children had in the first two years of Poston has helped their progress in the primary grades.

GRADE ONE

Aims

The teachers have endeavored to give the children the beginnings in common understandings of the world in which they live, the attitudes essential to the democratic way of life in a group, and the skills necessary to personal and social existence. They have stressed the education of the whole child rather than merely teaching the 3 R's. At the beginning of the first school year, they spent a

great deal of time in helping children make a satisfactory adjustment to different ways of living in a new and strange environment. In the latter part of 1943 and 1944, more time was spent in guiding the experiences of the child in preparation for future living in any community of the United States. The teachers have worked for good physical development and the formation of good health habits. They have tried to help the children form good habits of work and play.

Offering

Although the school in Poston had to be operated under many handicaps, the children have been offered a variety of actual experiences through the use of a large selection of books and various art materials. The children have been offered training in health habits in order that they may develop sound healthy bodies. They have been given an opportunity to develop their understandings in the social studies through the study and dramatization of the home and family life in Poston, and through excursions to study their new surroundings. They were also given an opportunity to participate in active games and rhythms. Since relocation has been emphasized, they were given opportunity to study the home and family life outside of Poston through stories, pictures, group discussions and dramatizations.

Plan of Work

The work of the first grade has been divided into units of interest closely related to the life of a six-year-old child with emphasis on his life here at Poston and on the outside when he relocates. Through these units the children have been helped to develop social and emotional maturity and a readiness for systematic instruction in the essential tools of learning. To meet the needs of the retarded children, a special work period has been provided at the end of the morning ses-

sion. As a diet supplement a mid-morning lunch is prepared by the children and teacher. This activity furnishes an excellent opportunity for the teaching of correct health habits and proper social graces in our American way of life. Variations in the activities of the program for the day have been taken into consideration to prevent fatigue. Rest periods have followed strenuous activity while relief drills have followed the more concentrated work assignments.

Time Allotments

In the first grade the emphasis is placed upon Language Arts. The approximate percentage of time allotted in each area is: Language Arts, 60%; social Studies and Science, 13%; Music, 5%; Art, 7%. Physical Education, 15%.

Standards

In guiding children in their relationship with each other and with in their groups the teachers have constantly emphasized the practice of the individual taking his place in the group and shouldering his own share of responsibility in all grade and school activities. The play principles of taking turn, playing fair, being good losers, and mixing freely and in a friendly way with other members of the grade have been the standards of carrying out both playground and classrooms projects. Training in American etiquette has been given by means of instruction in proper table manners during the lunch periods. The greatest aid to the teachers in measuring each child's scholastic progress according to his own ability has been the annual use of the Gates Primary Reading Test.

Accomplishments

The children have shown much interest and keen enjoyment in all activities. They have developed a spirit of good relationship and cooperation with

other children. This has extended into the home and resulted in a wholesome parent-teacher-pupil relationship. The median reading grade on the Gates Primary Reading Test is 1.92. The health record of the children has been good.

GRADE TWO

Aims

The aim in second grade has been two-fold: to help the children to be good citizens now in their own little world at Poston and to enable them to acquire the personal equipment needed for living in a democratic society. Therefore, an effort has been made to teach each child to live happily with other children and with adults, taking his rightful share of work and responsibility for care of property, to give him a feeling of security and importance in his own environment, to help him learn self reliance and self control, to keep his mind free from prejudices, to help him acquire skill in tool subjects, and a ready use of good oral language, and to help him learn and practice good health habits. To estimate each child's attainments and ability, and to offer him those things which provide opportunity for constant growth in every phase of his life has been a major goal.

Offering

The community has provided a rich and rare background in carrying out the school program. Since the theme of the second grade is the study of the community, it has been possible to choose from a large field of potential units of work. In carrying out the health program much has been given by the Health Guidance Counsellor in meeting the needs of the pupils in instruction and corrective work. A mid-morning lunch has been served during the past year to improve the nutrition of the children. In the way of books and supplies much has been provided since those first days of school. Four basic

reading series as well as many supplementary books have been made accessible to the children. "My Weekly Reader" has been used to promote the use of good language and to provide a wide variety of information. The facilities of the auditorium have been helpful in providing work in rhythms and in other fields of self-expression. There has been very limited playground equipment but the children have participated in games not requiring equipment. The children have had an opportunity to serve the community through an operetta in 1944, Junior Red Cross projects, a Christmas program, with music and choral reading and other forms of expression. During more than half of the time a special teacher was designated to teach music. Much of the art work was done as part of the units of work. Some of the most frequently used media were crayons, paint, colored chalk, colored paper and clay. Even under the most adverse conditions, everything obtainable has been utilized to the utmost in order to offer the children an opportunity to acquire a well-balanced education.

Plan of Work

The work has been planned so as to give each child as rich a program as possible to meet all his individual needs. Teacher-guided democratic procedure has been used and committees were elected by the group to perform all special duties such as helping with the mid-morning lunch, making the room more attractive and various other duties. The "unit" has been the center of interest in each room. Reading, numbers, art, and music have been correlated with the unit of work as much as possible. Within each classroom ability grouping for work in the skill subjects was used. For a half hour each day a special work period for finishing work and for giving special help to any pupils who needed it was provided.

Time Allotments

Our school year of thirty-six weeks has provi-

ded an average of 1500 minutes per week with the children. The program has been flexible with special emphasis on reading, language arts and social studies. Time has been allotted approximately as follows: Language arts, 68%; numbers, 7%; music, 5%; social and natural sciences and art and unit planning, 13%; art, 7%; physical education, 10%.

Standards

The pupil has been expected to understand what he reads, to read clearly in a natural voice without finger pointing, to make use of available reading material and attempt new words phonetically. He has been expected to form manuscript letters correctly and compose original stories. Speaking in thought units so that others may hear and understand and taking part in group discussion using correct English forms was emphasized. Ability to count, read and write numbers to one hundred, to understand a number vocabulary for his grade, and to give automatic responses for addition and subtraction facts to sums of ten was expected. The child has been expected to be satisfied only when his work represented his best efforts, to learn to assume responsibility and to have an attitude of solving his own problems with a minimum of help from the teacher.

Accomplishments

Before the schools were opened, the people of Boston were in a very depressed mood and they did not have any ambition, purpose or hope. When the schools were started it brought new hope and desires for improving existing conditions.

Children of the second grade have learned the correct use of English thru reading, spelling, written composition and oral language. Through singing they have learned rhythm and appreciation of music and they have had the enjoyment of it. They have improved greatly in work habits and

ability to get along well with other children. The median reading grade on the Gates Primary Reading Test for this class was 3.2 on the April 1945 test.

GRADE THREE

Aims

The aim has been to understand present day living in communities. Shift of emphasis from community life in Poston to that outside Poston came with the relocation program. In Language Arts an attempt was made to establish an adequate foundation for independent reading, to create greater interest in extensive reading for both pleasure and information, and to encourage satisfactory expression--emphasizing oral expression. Parallel with this was interest in the child's health and social adjustment. This aim has been to provide an environment in which the child could achieve maximum social, mental, and physical growth.

Offering

Except in the beginning when there were very few books, if any, for classroom use, the children have had access to a wealth of source materials. In addition to an abundance of basic and supplementary text books, a good library available every day has been used extensively and enjoyed. Also, a wood shop has been at the disposal of the third grade teachers. Service for others has been rendered through Junior Red Cross and through club work of various kinds. Supervised playground activities have contributed to physical development and to social adjustment. The assembly hall was used extensively for music, programs, and assemblies since its completion, and music was also offered in the classroom.

Plan of Work

When school was held in outlying barracks the grouping of the children was contingent upon area

but with the assembling of the children in a central plant the grouping in each room became heterogeneous. Teachers' work shops and frequent conferences for planning have helped to unify the work of the grade level. Because of the heterogeneous grouping, work on first, second, and various third grade levels had to be carried on in each third grade room. Each child worked on his own level of ability. Work was organized in broad units in which the language arts dominated. Arithmetic was taught as its need arose in activities. A half hour period of the day was set aside specifically for the purpose of giving special help to the children who needed it.

Time Allotments

In the third grade emphasis was placed on reading, with approximately 70% of the day given to the language arts.

Standards

Standards of outside schools were adjusted to meet the needs of Poston pupils. These children were not taught as "Japanese" despite the disadvantage of many non-English speaking homes. Wholesome living habits and normal physical growth were emphasized.

Accomplishments

In the duration of the Poston schools the attitude of the children improved much. "Gangs" among those of this grade level disappeared. Boys and girls worked and played together. Property was used with much greater care. Willingness to cooperate, on the part of the parents grew steadily. Through the influence of the school the correction of physical defects of many children was effected. The extent of reading in both the classroom and the library broadened, and there was much improvement in the quality of reading. The

Difficulties to be overcome decreased. The percentage of children using third grade reading material on that level rose satisfactorily. Both reading and penmanship of the present third grade children are gratifying evidence of three years of Poston school. However, position affecting eye-movement and oral study practiced in Japanese schools here had a tendency to retard progress, particularly in silent reading. Each child became interested in competing against his own record rather than that of others. Many original poems, stories, and songs have been produced. Choral reading was helpful. Pupils corresponded with friends who left. Reports from those who relocated in Chicago, Sioux City, Denver, and other places indicated that they were happy in their adjustment to school life outside the relocation center.

GRADE FOUR

Aims

Aims of the fourth grade have been: to foster normal living in an abnormal situation by giving the child every possible opportunity for normal development mentally, physically and emotionally; to relate the child's life to the larger life of the community by acquainting him with essential activities through excursions and field trips; to develop social consciousness and constant awareness of being one of a group; to lead the child to acquire skill in the tool subjects so that he may easily gain knowledge there with; to stimulate intellectual curiosity; and to help all pupils to progress at a rate consistent with their abilities.

Instruction

Most important phases of the curriculum were Language Arts and Social Studies.

phasis was placed on the Language Arts because the children were bi-lingual. Units of study were built around the Social Studies. Special efforts were made to encourage good citizenship; and an opportunity was given to develop creative abilities. Visual aids, including maps, globes and movies were used. Group activities included supervised games, field trips, programs in the auditorium, inter-class programs, and seasonal parties. The well-equipped Elementary School Library was used extensively. The text books offered were: (1) in Language Arts: Gates and Ayer: Let's Look Around; O'Donnell: Singing Wheels; Baker and Baker: The Earth We Live On; McKee: Gaining Skill With Words; Coge: First Drills in Oral Language; My Progress Book in English (American Education Press, Inc.); The Winston Dictionary For Schools (Shorter Edition) *2) in Social Studies: Bug and Krueger: The First Book of The Earth Sauer: Man in Nature; Barker: Our Nation Begins and Our Nation Grows Up; Heard and King: Stories of American Pioneers and Stories of American Explorers and Settlers. (3) in other fields: Knight: Study Arithmetics, Book IV and Self-Help Arithmetic Work Book, Four; Craig: Our Earth and Sky, and Beauchamp: Discovering Our World; Turner: Keeping Safe and Well; Andrews: Safety Every Day, and Glenn: Songs of Many Lands.

Plan of Work

The pupils of the fourth grade have been grouped heterogeneously into four classrooms. Each of these has been divided into working groups based on each pupil's achievement, ability, and maturity. All groups were planned to present an opportunity for the pupil's greatest individual progress, especially in the language arts. Committees have been planned according to the children's interests. A special work period daily has been set aside for remedial work and individual instruction.

Time Allotment

About 45% of the time has been allotted to the language arts with social studies second in emphasis.

Standards

In setting up the standards and a tentative curriculum guide, a progressive approach was maintained. Self-competition was stressed in attaining skills in the tool subjects and in developing the entire personality.

Accomplishments

Poston schools have kept the children happy and busy with many worth-while activities. Uprooted from their homes and evacuated, the pupils were upset and disturbed. They had difficulty in adjusting to camp life and in trying to study in cold barrack school rooms. With the new adobe school plant and with adequate supplies and equipment, the pupils gained confidence in the school and the teachers. Gangs prevalent in the barrack schools have been broken up. The school environment is now more normal.

Specific emphasis has been placed on preparing the pupils for participation in the democratic society of any normal community into which they might relocate. Therefore, activities were planned which fostered self-control, cooperation, initiative, regard for others, and responsibility. There has been much cooperation in and among classrooms. Pupils have learned to share books and supplies not only with classmates, but with other classes. Classes cooperated in putting on a culminating activity at the close of school. All grades cooperated in presenting an elementary school operetta. Cooperation has extended to the community also, especially with the health, fire and police departments.

Classroom procedures have been carried on democratically. Some of the rooms are organized with officers and helpers assuming definite responsibilities. The pupils have learned the value of discussion and group decisions. Besides teaching skills and imparting information necessary, the teachers have developed understandings through experiences that will build desirable attitudes, interests and ideals. The school has provided as normal a childhood as possible in an abnormal community.

GRADE FIVE

Aims

The aims of the Fifth Grade are to develop individual and group cooperation within the class; among classes; between teacher and class; among teachers; among class, teacher, home and community; to develop and understanding of man's interdependence for the fundamentals of life; food, shelter and clothing; other wants and satisfactions; and to show that the Japanese race does not stand alone, but shares with the other races of the world these same basic needs; to develop skill in the use of the tools of learning found in reading, writing, arithmetic, language, spelling, science, health, music, arts and crafts, physical education and social studies including history and geography of the United States past and present.

Offering

Certain basic textbooks have been used in the accomplishments of the above aims. These are reading: Gates and Ayer: Let's Travel On; O'Donnell: Engine Whistles; Baker and Baker: Making America; Language: McKee: Sharing Experiences; Spelling and vocabulary: Newlon Hanna: Speller V;

Dolch; Spelling; Durrell Jullivan; Graded Word List; Arithmetic; Knight, Studsbaker, Rich; Study Arithmetic 5; Self Help Work-book 5; Social Studies; Aker and Aker; America Today and Yesterday; McGuire; Adventuring in America; America Then and Now; A Brave Young Land; The Building of America; A Full Grown Nation; Bugg and Krueger; Communities of Men; Building of America; Stull and Hatch; Journeys Through North America; Science; Craig; The Earth and Life Upon It; Health; Andrews; Doing Your Best for Health; Charters; Healthful Ways; Turner; A Gaining Health; Music; Glenn; Blending Voices. In addition to these basic books we have had access to many supplementary text books.

Plan of Work

The fifth grade students were divided heterogeneously at the beginning of this year into four classrooms. Within each room there has been from three to five reading groups based on reading achievement. This grouping also is used in social studies and language to some extent. Each room also has from three to five groups in arithmetic. Social studies, art and handicrafts are largely carried on through committees. These committees vary in that sometimes they were teacher appointed and at other times the pupil chose the committee upon which he preferred to work. Each day a thirty-minute remedial or special help period was provided. During this period each teacher worked with those retarded pupils who were one or more years below their grade placement. Special stress was placed upon the language arts which include reading, vocabulary, and oral and written language. Each of the four rooms had its own class organizations which included president, vice-president, secretary and treasurer. These officers conducted their own class meetings which took care of such things as organizing and planning parties, field trips, programs, and electing various members for special duties. A combined game period was held

each day. Each section had its own captains. Inter-room groups participated in various organized games. One a week the four fifth grade rooms met together for group singing in the Assembly Hall.

Time Allotment

The language arts and integrated social studies areas of learning received approximately 50% of the school day.

Standards

The various groupings in each classroom were obtained from achievement test results plus individual ability as shown in classroom situation. We have evaluated progress during the year upon the development of the whole child. However, by realizing basic attainments in tool subjects. We expected that the child would also grow physically and socially thus contributing to the development of the whole child. The child has been urged to improve his own record rather than to compete with other individuals.

Accomplishments

The boys and girls have learned to work and play together within the room and with the other rooms. On the whole the children are very happy in their school environment. An adequate health program has been carried out. Parents have shown their willingness to cooperate by assisting with special problems having to do with home and school. There has been built up in the child a desire to learn rather than to secure a grade. Those pupils who have been doing fifth grade work all year have finished the basic requirements. Thus far fifteen have relocated from grade five to schools in Chicago; Denver; Los Angeles; Kansas City; Salt Lake City; and Glendale, Arizona. Reports coming back from these children show that they have be-

en placed in the same grade or on a higher grade level than in Poston.

GRADE SIX

Aims

The general aims of the sixth grade have been as follows: to develop individual and group responsibility and cooperation; to promote the social adjustment of the child; to develop an understanding of man's interdependence for the fundamentals of life; to develop an appreciation for the cultural contributions of other peoples; to increase skill in such tool subjects as reading, writing, and arithmetic; and to encourage each child to work to his capacity.

Offering

The program has been social studies centered. The general theme has been, "The Effects of Discoveries, Inventions, and Developments of Machinery on Our Living in the World at Large". The scope of study has included: human relations; protecting, conserving and using our resources; producing, distributing and using food; and man-power and producing for sale and use; consuming goods; planning and governing; and communicating. A variety of units has been developed based on countries which best illustrate man's economic interdependence and cultural contributions to the world. Books by: Akar, Nelson and Akar; McGuire; Regg and Krueger; Baker, Grimm and Hughes; and Stull and Hatch, have been used. Wide explorations in the fields of science and health, music and art have been pursued. Adequate drill in the tools of learning has been provided. My Weekly Reader, edition numbers four and five, and a good library have supplemented our text book material. Excellent textbooks have offered both basic and enrichment material. The Gates and Ayer series of Readers (1940) have been used as basic study readers

for all reading levels. Four supplementary readers on the sixth grade level have been used. The basic language book has been Communicating Ideas by McKee, Knight, Studebaker, and Rich's Study Arithmetic - 6 has been the basic text. It has been supplemented by the Self-Help Work Book. Four elementary science books by Craig, Beauchamp, Williamson, and Patch and Howe have been used. The health program has been closely integrated with the science work. Four sixth grade health books by Malden, Turner, Charters, and Andress have been available. Democratic principles and procedures have been taught through classroom organization, club groups and committee work.

Plan of Work

There are four rooms of sixth grade pupils, heterogeneously divided, averaging from 30 to 40 in each room. Within each room students have been grouped according to achievement or interest. Three to five groupings, based on achievement, exist for maximum progress in reading and arithmetic. In social studies, science, arts and crafts groupings are flexible to allow for differences in interests. A half-hour special work period at the end of each morning session provides opportunity for the teacher to give individual attention to needy cases.

Time Allotments

Due to the fact that the children are bilingual, the major portion of the school day has been devoted to the language arts. Approximately 33% of the day has been used for the language arts.

Standards

The program is so organized as to develop the whole child. The child's progress is measured against his own previous attainment. Grouping provides each child with opportunities to share in

the responsibilities and successes of his group. Promotion is based, not only upon the academic achievement, but also on physical, social and emotional growth.

Accomplishment

The pupils' sense of security in school life has steadily increased. As a result of the stabilization of the school staff, centralization of the plant and improvement in equipment and supplies, the parents and community have gained confidence in and respect for the school. Among the eleven and twelve year olds vicious gangs began to develop in the first year of camp life. As the children's happiness in school has increased, their energies have found more wholesome outlets. The social relationships between boys and girls have improved greatly. This has resulted in closer cooperation in the classroom.

Eyes and teeth have received the needed attention due to the cooperation of parents and teachers with the medical department.

Stanford Achievement tests indicate above normal academic growth. From February, 1944 to February, 1945 the present sixth grade has shown a total average growth from 4.6 (grade placement) to 6.3 (grade placement) which is a gain of one school year and seven months. This gain was much higher in certain areas of learning but due to the language handicap a few areas such as literature were low. This brought down the total average.

APPENDIX: (applicable to Grades I through VI)

The regular session of the elementary school during its three years of operation has included 180 days of actual classroom instruction.

While the distribution has not been adhered to rigidly, the table on the following pages indicates the time allotted to each of the areas of learning. This has been computed upon a weekly basis. It has served as a guide for the teachers in grades one through six in their program planning.

A longer school day has been operated during the past year than during the first two years. When the mid-morning lunch program was extended last fall to the primary grades as well as the pre-school and when the need for a "special work or help period" became more and more acute, the staff felt justified in lengthening the school day in order to meet these needs.

TIME DISTRIBUTION--WEEKLY BASIS

AREAS OF LEARNING	1st	2nd	3rd	4th	5th	6th
Language Arts:						
Reading: Developing correct habits and skills in both silent and oral reading; reading for information; reading for pleasure	525	525	500	400	300	275
Language Usage:						
a. Oral (conversation, reports, dramatics, etc.)	125	125	175	175	175	100
b. Written (including penmanship)	100	50	100	125	150	150
Spelling and vocabulary building	---	100	100	100	100	75
Arithmetic	---	100	150	200	200	200
Social Sciences: including health practices, citizenship, geography, and history	50	50	100	125	150	200

Natural and Physical SCIENCES	50	50	100	100	125	125
Music	75	75	75	57	75	75
Arts: Industrial and Fine	100	100	100	100	100	175
Physical Education Games, Recesses and mid-morning lunch.	225	225	150	150	150	150
Opening Exercises, Attendance checking and Announcements	50	50	50	50	50	50
Unit Planning and Evaluation	50	50	50	50	50	50
Special work period, remedial, etc.	150	150	150	150	150	150
Total Minutes per Week	1500	1650	1800	1800	1800	1800
Minutes per day	300	330	360	360	360	360

100