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WAR RELOCATION AUTHORITY

CENTRAL UTAH PROJECT

Topaz, Utah

AN ANALYSIS OF DELINQUENT PROBLEMS, ITS POSSIBLE  
CAUSES AND CURES

April 7, 1943

HISTORICAL SECTION OF THE  
PROJECT REPORTS DIVISION

George Sugihara



FOREWORD

The following report is factual. The social problems mentioned are the actual existing conditions; by no means is it complete, however. From time to time this phase of social action may change for the worse or perhaps for the better; such a possibility will depend, by and large, upon the effectiveness of the proposed solutions and recommendations mentioned herein or upon the existing ideology of the Topaz residents.

The study of the school situation, the Boy Scout attitude and activities, conditions and influences of the family relations, and all pertinent data were added to our files through the coordinated efforts of the Educational Division, the Boy Scout Committee, the Community Welfare Division, the Inter Faith Headquarters and the Juvenile Board. Additional information is taken from personal observations and from:

"New Light On Delinquency And Its Treatment"--Healy and Pronner

"Introductory Sociology"--Sutherland and Woodward

"Social Psychology Of Modern Life"--Rinehart and Farrar

"Sociology"--Ogburn and Nimkoff



JUVENILE DELINQUENCY AND THE SOCIAL PROBLEMS EXISTING IN TOPAZ

INTRODUCTION

As complex as human being are, it would be impossible to catalogue fully the social disorders in Topaz in relation to its biological and environmental causes. Only the surface blemishes of maladjustment can be adequately explored from this survey of delinquency. To name the causations of this pressing issue one would have to gather material from every source, starting from the hospital and concluding with the intimate and impervious problems of the family life.

The environmental factor is not a positive cause of delinquency because it is never quite the same for any two children. Reactions to unfavorable living conditions will differ from individual to individual and as such community life in Topaz cannot be termed with authority as a traumatic experience for the youth. It must be admitted, however, that Topaz is not a normal community; it has been artificially created, and whatever problems that breed here will be to a great extent peculiar to this Topaz life of concentrated confinement.

Granted that Topaz is an unusual community it is impossible to forecast that life in this center will invariably produce a certain trait of personality. "A group situation will always have some sort of effect on personality, but there are too many possible variations in the human beings themselves and in the group situation to be cognizant of a marked effect on the child's personality."

During the ecological development of the real city the sociologist states that no provision are made for the children--only the adults are considered. More so Topaz, as it exists, is a place designed and built primarily for adults. The one room apartments of the army style barracks, the streets rough and dusty, the latrines without privacy nor facilities for the small children and the large public mess halls--everything points to



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Adult living conditions.

The dissimilarity of the first and second generation Japanese is now accentuated by the war and the entrance of the citizens into the armed forces. Amid the social differences of the people in Topaz the chief sufferers of cultural frustration will be the growing child who now lives in a "cultural-no-man's-land". An artificial community such as Topaz is a dangerous habitat <sup>of</sup> anomalous <sup>attitudes</sup> and behaviors for social values tend to be warped into a life of "substitution." How these young children of Topaz will emerge from this incarcerated existence will largely depend upon the unselfish guidance of the parents in moulding their children wisely and by keeping them candidates for the role of normal individuals.



LACK OF PRIVACY

The outstanding condition existing in center life which definitely influences child development is the aggregation of human beings living in pell-mell fashion with little regard for the innocent child. Living in such close quarters infallibly alters personality development in some way for a hodgepodge community will greatly modify the entire group life of the children and for the older groups as well. The early stages of child life intrinsically determines the type of personality a child will have. Early contact with people will condition children to seek group contact without hesitation (if the child has extroverted tendencies), and in this respect they may acquire extroverted attitudes in these centers. However, the self-centered child who loathes social contact and the little insurgent may find that these concentrated communities are decidedly unhealthy for their mental well-being, since contact with neighbors and acquaintances will be a constant friction.

In connection with the crowded conditions privacy is an essential element which growing children must have if they are to acquire high social values and wholesome habits. Behaviors of all types of men and women in all of their functions are exposed to the children. The family must counteract the unethical attributes of the group, for all adults do not serve as examples to the children in all cases. The latrines, showers, and the messhalls are all public places which the children must frequent side by side with the older people. Wholesome outlooks on life and the correct forms of etiquette will be difficult for the children to attain in this privateless mode of living.

If adequate partitions are built within the apartments much of the bleakness can be eliminated; privacy will be enhanced, and the apartment will be more home-like.



LACK OF PARENTAL CONTROL

When the parents' control over the child becomes lax gregariousness tends to form among the young children. The breeding of gang groups can be attributed to the common interests held among the children and the laissez-faire attitude of the parents coupled with the pronounced social stimuli of gang pressure which the parents find difficult to combat. Perhaps it is not due to parental neglect of children that gangs function: an influencing factor may be the monotony of the one room apartments which furthers the environmental drabness. An outlet into something more attractive is the gang where children find suited activities and mutual approval among their own circle. The gang influence is, of course, unfavorable for the result usually creates rowdism, insubordination, and boisterousness among the affected group.

Instances of gang behavior:

Playing in the latrines (marbles, burning paper on the floors and extinguishing the fire with water) smashing wall of the shower rooms, playing in the showers, going about shasing other gangs, playing games in the night under the barrack lights (marbles, rough and tumble activities), extinguishing safety lanterns about construction areas, bullying the weaker individuals, petty thefts, stealing of personal mail from the doorstep mail boxes.....

Under such condition s the parents are solely responsible for the control of their children; even if the gangs are strong influence for the children the parents must make home life more attractive than the common streets, latrines, and the showers in which they pass a great deal of their leisure time.



LACK OF PARENTAL CONTROL

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One of the intrinsic functions of the (in the early years of the child) parent is to choose the friends for the child. In <sup>an</sup>artificial and congested community as Topaz the parents can no longer point out the proper companionships for their children; how morally pernicious the new found freedom will be for young children will greatly depend upon the type of people residing in the block, and this is the "chance" life in which the child evacuee finds himself.



SOLUTIONS

Apprehension, correction, and prevention is the threefold program which must be utilized before delinquency can be erased from the list of social ills. A solution is not possible unless consideration is given to social as well as to the individual factors. Workable methods of solution can be drawn up, practiced, and actually solve the majority of the delinquent problems that breed in these unwholesome centers. Measures of care rest with the social workers, who are inadequate in number. Trained leadership must be instituted so that the parents can be educated to give more parental guidance to their offspring; trends of child delinquency must be made apparent to the parents so that they will be able to combat the tendencies of delinquency at home. Recreation should be carried out on more of an inclusive scale so as to embrace all age groups. The building of adequate playground facilities will eliminate most of the breeding places of delinquency. Parents' Teachers' Associations, if carried out consistently, will create more child interest in the parent group, and such a movement will make the parents conscious of their children's development, as a result many of the potential "germs" of child seduction may be arrested in the dormant stage.

Since child extroverts are more liable to delinquent problems, they must be accorded suitable satisfaction. In this respect introverts and ambiverts are also liable to lead to delinquent trends. Activities which are adequately attractive and interesting should be instituted in the centers.

In the center a child will have the opportunity to attend movies regularly; if they attend incessantly the movies may have a pernicious influence in marked degrees, but if they were enjoyed just as an escape from unpleasant experiences perhaps the pastime may have not been harmful. It may be recommended that gangster type of moving pictures be eliminated from the list of movies to be shown. The canteen furnishes the children with an overabundance of comic books which should be replaced by more educational reading matter.



PROGRAM OF PREVENTION

The Juvenile Board, which is highly cognizant of the effectiveness of prevention as a remedy of social cure, has proposed the following procedures:

A. The Accumulative File Record.

1. The teacher will strive to Know the child. (ability, attitude) report card, health record, achievement IQ, family background (parents' opinion of school and information similar to WRA #26), teacher evaluation of pupil, example of outstanding work of students, former school record, pupil reading record, all case history pertaining to child.
2. The teacher will pass on to the next teacher all records and knowledge of each child so that no data will be lost in the transfer of the child from one grade to the next.
3. All such data, as in no. 1 & 2, will be filed so that it will be available when the child and his family go into a new area, namely relocation.

Whenever delinquent cases occur this material will serve as a reference.

Through the Community Activities Section the attitudes of the Youth will be objectified through the church group as the Young Peoples' Group etc. and through the schools. In the event of delinquency the ideals of the delinquent will be ascertained; usually the existence of hero worship is discernible, and the CAS will attempt to bind the gang into a constructive group for the attainment of recreational goals and other wholesome activities.

The CAS is proposing to combat tendencies of delinquency this coming summer by the following program: swimming (construction of a pool is being planned), formations of clubs (interest groups, hobby group), overnight hikes into the cooler areas of the county, camping in the local CCC camp.



### HIGH SCHOOL

The isolated kibe is to be integrated into the social activities through the high school, which is to be coordinated into the recreational division: extra curricula activities will be extended one hour every Friday (under the guidance of a teacher forums, interest groups in literature, airplane clubs, science clubs, etc.)

### INTER FAITH

Protestant and Buddhist conferences will be held with the assistance of the CAS so as to weave interest into a large scope of people.

### INTER COLLEGIATE

A club room is being contemplated for the collegiate group. The attitude of the students of college age will be objectified.

It must be noted that the Juvenile Board does not intend to brand the delinquent after apprehension. Rather the Board will be a "go-between" for the child delinquent (between the family, or whatever group is concerned.) Also it must be emphasized that the Board is not an enforcing agency but a study group of case-histories of all the maladjusted children.

Many cases of social problems will not come to the attention of the Juvenile Board. The stringent mores of the first generation Japanese may be the cultural pressure which suppresses much of the anomalous behavior among the younger sect; if, however, suppression is the cause of preventing problems coming to the fore and to the attention of the Board the effectiveness of the Board will be lost in the veil of secrecy.

One of the most emphatic problems in any group is the existence of illicit sexual relations, but it is also one of the most difficult cases to combat, especially if such action is performed in mutual agreement oblivious of the consequences that are bound to befall them.



-----Conclusion.

In carrying out the preventitive measures of the Juvenile Board, extreme care is to be instituted so as to deal effectively with the over-sensitiveness of Japanese parents who possess cultural and parental pride to such an extent that they often times hesitate to acknowledge the misbehavior of their children. Not only will the Juvenile Board instrument tact in the approach of delinquent problems but also due consideration will be given to all ethical codes of jurisdiction.



CONCLUSION

No mention was made of the biological aspect of this social problem for it would require psychiatrists, psychologists, or social workers who are trained in their professions to analyze the actual causes of social maladjustment. With the change in diet, climate, altitude, etc. in Topaz perhaps some glandular disorders may result. Such glandular disorder as the malfunction of the thyroid gland should be considered. Also the abnormal personalities such as neurotic, psychotic, etc. must be referred to competent psychoanalysts. Glandular disfunctions can be traced in many cases, but they are very indirect; nevertheless it remains a potent cause of many serious cases of erratic over<sup>t</sup> behavior. Neurotics and personality deviates, the aggressive, the overrestless of over<sup>l</sup>ively, those showing uninhibited impulses, and various functional causations are all accountable with the delinquent problems in Topaz.

Another attribute of delinquency is poverty, which may not be the absolutely source of it, but it is a condition which furthers much child unhappiness. In order to comprehend the influence of poverty in relation to delinquency an investigation of financial resources of the family would be necessary.

Thus the incidence of delinquency cannot be positively stated in this report for figures are unobtainable, and an insight into certain types of social deviation such as promiscuity among the particular classes are impervious or very difficult to obtain if ever congenially possible.

It is expected that when the weather permits, delinquency will become more widespread, and between spring and autumn special emphasis must be placed upon apprehension, prevention, and solution of delinquent cases.



-----CONCLUSION

Since the incidence of delinquency will fluctuate with various conditions, supplementary studies should be made periodically by the Board so as to facilitate social improvement.

In the subsequent pages the function of the Juvenile Board will be explained. It shall be the intention of the Board to employ social therapeutic methods, not regimentation, for the mitigation of the delinquent tendencies.



Central Utah Project

The following information was received from:

Pre-School: Miss Grace Fujii and Miss Kay Uchida

Grammar School: Mr. Nuttal

High School: Dr. Woolf, Mr. Goertzel, and Mr. Henri Tani

Boy Scout: Messrs. Tyler Nakayama, Keigo Inouye

Juvenile Board: Mr. Ernest Takehashi

At the present time specific serious cases have not appeared in the schools. Case histories, of whatever incidents which may occur, will be reported as soon as the Juvenile Board begins to function.



PRE-SCHOOL

In the pre-school types of misbehavior are innocent and not a serious problem to the teachers. The problems that do arise are easily apprehended and cured. Oftentimes parents express the desire to have disciplinary action placed upon their children by the teachers because discipline tends to wane amid the crowded conditions of the center.

The types of misconduct are:

climbing on top of tables, sneaking into the school building after school after school hours in order to play with the toys, and the ordinary fights which are prevalent among any group.

Outside play is very limited due to the lack of lumber and playground facilities. The major schoolroom activities are also limited; the children have not trees, flowers, or anything green to draw. Their art must become barren and artificial; therefore, the only subject of interest is the human form. With the activities numbered to a few, the teachers must emphasize singing as one of the chief activities.

What effect will such a barren training (in regard to nature) have on the later development of these children?

Now that the children live with their relatives more Japanese is spoken among the school children; of course, the children of issei tend to be more fluent in Japanese than the children of Nisei, and as a result of such a difference in the language a mild dissension exists in the child relations. Of course, this problem will diminish with the passing of time when all the children will learn to speak more English after their association with the teacher and the schoolmates.



PRE-SCHOOL

A reflection of parental attitude was made evident in the discrimination of three Caucasian children by a minority of the Japanese children. In order for young children to be conscious of racial differences to such a degree, the parents undoubtedly must have been the influencing factor. The Caucasian children were shunned by the Japanese children as in the following instance: whenever all the children were required to sit next to one another a few of the Japanese children would express open dislike for the Caucasian youngsters and walk away to their preferred places among the Japanese children.

During the army registration of the Topaz residents restlessness was expressed by irritableness, fighting, and other over acts of discontent. From time to time the child attitude and behavior can thus be expected to change temporarily as a direct consequence of the pending issue in the center.

The weather has been one of the vital factors of child behavior in Topaz. In the cold climate the hands of the children become chaffed. During the cold crying tends to be more widespread, and naturally they want to sit near the stoves, since the space heaters do not adequately heat the school barrack. Often illness results because the children are oblivious to the cold.

The Parents Teachers' Association is well-integrated into the pre-schools, therefore relations between the family and school is favorable under the circumstances. In addition, the outside church organizations contribute toys which alleviate the shortage of the playground facilities.

Thus this critical period of child development, while confronting many deprivations and physical hardships, is proceeding quite successfully under competent guidance.



GRAMMAR SCHOOL

To date the delinquent behavior among the grammar school students is termed as "not serious." Examples of misbehavior are: breaking of windows, insubordination, and isolated cases of absenteeism.

The breaking of windows probably arise out of general rowdism and perhaps due to the fact, that the buildings of the school are sub-standard which are often times referred to as "barns" and "barracks" instead of "school". Of course, it would be difficult to ascertain the actual reason for vandalism. Also the backless benches, the roughly made tables, etc., are not considered as "respectable" pieces of furniture.

Insubordination usually arises from the unwholesome attitudes of the pupils coupled with parental unrest in the homes. One instance of such behavior was exemplified by one pupil who stated that he did not care what he did because his "mother said that they were going to Japan after the war."

Truancy is not a serious problem. A method has been devised whereby absenteeism has been reduced to a minimum. Daily a list of absentees are given to the clinic nurses by the teachers; the block nurses check the list, and the absentees are visited by the block nurses in the afternoon. If the visit reveals that the absentee is not ill a report is forwarded to the principal and vice-versa when the absentee is ill.

Recreational facilities are very much under the needs of the grammar schools, and, with other needy departments, the grammar school is awaiting appropriation which will enhance recreation and physical education.



HIGH SCHOOL

The high school problems can be numerated as follows;

1. Books being lost or taken--this is a serious problem especially when there about only one book to every six students.
2. Electric bulbs taken from the school buildings, also pencils.
3. Failure to cooperate with the instructors.
4. Failure to study.
5. Absenteeism
6. Breaking of walls, windows

Insubordination and failure to cooperate usually arises from the desire of some students for the appointive teachers instead of the resident instructors. Failure to study can be explained, in part, by the one-room apartments and the crowded conditions prevailing about the homes and the lack of school supplies, but more important the students exhibit much unrest over their future status.

Truancy is expected with the coming of good weather, but to large extent "cutting" is discouraged due to the lack of recreational pastimes during the class hours, and the space in which to roam is also limited.

There are two recreation halls in the high school grounds--one for the girls and one for the boys. Recreational facilities are steadily improving, and when the Community Activity Section institutes their proposed plan into the high school recreation is to be further improved.

In view of the present inadequate educational facilities, the high school youths are well adjusted to the unusual atmosphere, except of course, the students who were formerly pursuing a machine shop course. Under such adverse conditions widespread problems can be expected, but to date, fortunately, the



## HIGH SCHOOL

SCHOOL system is progressing without uncontrollable problems.

With the construction of the high school gymnasium and classrooms many of the physical maladjustments will undoubtedly be corrected, and with such an improvement student attitude also will probably improve.



BOY SCOUT

When the scouts are about 15 years of age they begin to lose interest in the scout movement. This lack of interest is attributed, by the scoutmasters, to ring leaders who coax others to retire from Boy Scout activities. As a result of such unfavorable influences one Scout troop was disbanded.

Many of the scouts ask: "What do I get out of scouting; what's in it for me?"

The probable cause of problems may be listed as follows:

1. Empty recreation halls which hold little appeal for the boys.
2. The inability of the scouts to purchase complete scout uniforms and handbooks.
3. No flags, no Court of Honor
4. Hiking is not anticipated due to the parents' complaints.
5. Swimming is demanded, but swimming pool is not constructed yet.

Whenever trouble arises the scoutmasters trace the matter to the family where preventive measures are attempted; usually emphasis is placed upon the need of more disciplinary action on the part of the parents.

Scoutmasters realize the need for more athletic activities and less socials as dancing, especially for the 15 to 17 age group. Since funds are lacking, the scouts are now contributing 10¢ monthly to the scout treasury. A summer camp is to be established, and a swimming pool is also under plans for construction. The Chief Steward is now providing materials for the cooking tests, and "bean feeds" are available for the scouts.

Misbehavior is inhibited to a large extent during the period of the scout meeting, but what these scouts do outside of their role as Boy Scouts one cannot discern unless full-time Scoutmasters are assigned to the matter. As a result of this study delinquency is not widespread within the scout group, but such attitudes as indifference, "gang psychology", and the lack of discipline must be corrected or, at least, attempted to be improved.



WAR RELOCATION AUTHORITY  
CENTRAL UTAH PROJECT

Topaz, Utah  
April 2, 1943

MEMORANDUM TO: Mr. L.G. Noble  
Superintendent of Education

FROM: Ernest Takahashi  
Executive Secretary, Juvenile Board

SUBJECT: Possible procedures and technique to be followed  
to keep the principles of democracy alive in these  
relocations centers.

Since the policy of the W.R.A. is for relocation of as many Japanese into areas outside these centers, as soon as possible, the problem of keeping democracy alive has become increasingly important for the following reasons:

As you probably have noticed, most of the evacuees leaving the center are Nisei seeking jobs of employment which do not require too much salary. Persons with families and persons who have answered "no, no" to questions 27 and 28 will remain in these centers.

In the city of Topaz it seems that the population remaining in the city may be classed into two separate categories:

- (1) Parents, who constitute 33% of the population, and
- (2) the 2,000 younger Nisei who will be going to your schools.

Unless a definite educational policy is established to keep the principals for which we are fighting for alive, it seems that the students attending your schools will become more "Japanesey" than ever. For this reason I am proposing certain measures to be carried out in your schools which might lessen the sting of evacuation and educate each student to look objectively at this problem of democracy as it affects them.

I am listing briefly the procedure that might be followed in your classes.

First of all, to lessen the sting of evacuation, it might be worthwhile to study minority groups throughout the world. In so studying a student will realize that the discrimination that they are now facing is not peculiar only to the Nisei but is a general discrimination of all minority groups.

Secondly, most of the Nisei in these centers left normal American life in an era of comparatively peace and quiet. For this reason they do not understand the meaning of rationing, control pressed, etc. It might be worthwhile, therefore, that the student study America in peace as compared with America at war, and therefore could realize that we are now under the virtual dictatorship of the army.

Thirdly, most of the schools in California have taught these students the ideals of democracy. They know democracy only as has been taught by the constitution, bill of rights, four freedoms, and emancipation



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Proclamation. They have never taught democracy in America as it actually operates and cannot realize the effects of pressure groups, lobbying, political pressure, etc., as it affects their lives. Therefore, in the core classes a frank picture of American democracy at work might better acquaint the student to realize just how democracy operates in America.

Fourth, as we probably all realize democracy as we knew prior to evacuation still clung to the principles of rugged individualism, laissez faire, and the individual rights of man. It might be therefore worthwhile to acquaint each child with the America in which he will live in the post war period.

American democracy is no longer based on the above principles but has tendencies towards state socialism, managerial system and the principle of voluntary cooperation, and finally, in view of the above-mentioned points, I believe that each student should be made to realize that the America in which he will live will necessitate him to understand the actual problems and discriminations that he will be forced to bear. For this reason, each child should be taught that with the hurt and bitter attitude that they now have, coupled with a persecution and inferiority complex will not fit these students in any society, whether it be in America, Japan, or the Philippines.

With such a negative viewpoint as expressed by the majority of our younger people none will be able to face objectively any problems that will face them in the post-war period and they alone will suffer for it. For this reason an objective viewpoint on the whole Japanese-American problem must be taught in the high schools.

This briefly is my opinion of how democracy may be taught in the high school in an objective manner so that it will benefit not only the people concerned but the nation who hopes to keep them as Americans.

Ernest Takahashi  
Executive Secretary  
Advisory Board

ET: ss



March 26, 1943

REPORT ON JUVENILE DELINQUENCY  
COMMUNITY WELFARE SECTION  
YOUTH GUIDANCE DIVISION

This division is very happy to report that up to this time we have been extremely fortunate, for the Juvenile Delinquency rate in Topaz has been almost nil.

To date, we have had twelve cases in all; however, the actual cases dealing with delinquency number but six. The others are cases regarding the approval of work permits for various high school students desiring part time work in the center for practical experience purposes.

The actual delinquency cases on file are those dealing with Truancy and Public Disturbances. The truancy cases are those involving high school students who use various alibis in order to leave school to seek employment outside of Topaz. We find this especially true among the machine shop major students. They claim that they are not interested in schools not having shop work, because that is the only course they'd like to study. Since Topaz High School lacks machine shops, these students seem to feel it a waste of time to continue there.

This division checks up on family and educational background of these students in order to determine whether they are eligible to leave high school in accordance to the Utah State Law which states that under the laws of the State of Utah, all persons under 18 years of age are required to be in school unless they have completed high school studies. The exceptions to the rule apply to those who can prove themselves to be the heads of their families or present necessary proofs of education equivalent to that of a standard high school graduate. All cases requiring proof of previous outside education are referred to Mr. Victor Gertzel, Director of Youth Counseling and Registrar of the Topaz High School.

We have two cases on Public Disturbances. These were reported to us by various adults who complained of late hour disturbances by young boys who stay up until all hours of the night playing cards. Those cases disappeared as the population increased, filling up the empty apartments where these games were being played.

We have a committee on prevention of delinquency which meets once a week for the purpose of checking any possible outbreaks of delinquency. On this committee are representatives from the Education, Community Activities, and our Community Welfare Youth Guidance and Child Welfare Divisions. From time to time, we have various guests representing the hospital, council, and various other organizations.

According to national statistics on crime, we have learned that crime increases during the summer months. We believed that this is very true in our city for during the winter months weather conditions definitely made outside night activity impossible. With a possible increase in delinquency in the near future, the committee has been busy recommending various activities such as sport events, recreational games, crafts of all sorts, and many others to the Community Activities Department.



## WEEKLY NARRATIVE REPORT OF THE COMMUNITY WELFARE

Youth Guidance states that the Juvenile Board in Topaz will finally be an established organization. At a divisional staff meeting held for the purpose of discussing the Board, the following points were agreed upon and presented to the City Council as recommendations:

1. The Juvenile Board will handle all persons up to the age of 18 yrs. of age who have been apprehended for a violation of a misdemeanor.
2. The misdemeanants over the 18 yr. age level will be referred to the City Judiciary Committee; however, this Committee may refer certain cases back to the Juvenile Board.
3. The Juvenile Board will decide which cases to have hearings on and which cases they will turn over to the executive secretary without a hearing for his disposal.
4. All delinquent cases will be reported directly to the Juvenile Board immediately. The other cases will be handled by the Community Welfare Section. (all formal written complaints)
5. Show-cause letters may be sent to the parents of the juvenile delinquents by the Board. Failure of response by the parents constitutes a contempt of court.
6. The Board must always act according to the WRA ruling.
7. The Board shall have the power to decide whether to act upon various complaints.
8. The adults found guilty of promoting juvenile delinquency will be handled by the City Judiciary Committee.
9. The power of board personnel selection will be vested in the City Council. They may select anyone at random from the Topaz residents.
10. Mr. Lorne Bell suggested that the name executive secretary be changed to that of secretary to the Juvenile Board which was unanimously approved. The duties of the secretary will be to keep data, figures of each case, present various findings, notify Board members, and act upon the direction of the Board.
11. The City Council will select their secretary.



## PROCEDURES OF THE JUVENILE BOARD BY ENNEST TAKAHASHI

Any case reported to the Juvenile Board will be handled by the following procedures:

1. The following record will be kept.

(a) Subject: Name, date, type of misdemeanor, names or organization or persons who referred the case.

(b) Inquiries: Inquiry and investigations to get all the available facts concerning the child will be as follows:

- (1) Mr. Kitagawa of the Internal Security will collect all facts pertaining to the case concerned as the type of misdemeanor, investigation, search, and careful watch of the suspected persons.
- (2) Mr. Takeda of the Community Welfare, will collect all personal, family, and environmental background data.
- (3) Mr. Takahashi secretary of the Juvenile Board, will collect all data concerning health, education, and attitudes of the suspected persons.

(c) Consultant Board to study this specific case.

After all the above mentioned data had been collected, the secretary of the Board will invite several persons of professional background in criminology and youth guidance, as well as persons who know the child in his immediate environment, to study the case from the following standpoints--who, what, where, how, and why.

This study will be made with the attempt to re-establish the child into normal environment in as tolerant a manner as possible. This group will attempt to rehabilitate the child rather than enforce any drastic measure upon him and will attempt to solve the case with understanding and sympathy.

The permanent committee will consist of Mr. Takeda, Mr. Kitagawa, and Mr. Takahashi, with in addition from the members of the Education department. (Teacher and director of Youth Guidance), Church Affiliations, Child Guidance Director (Community Services and Community Welfare), and other persons who might know the child and its problem. After studying the facts of the case this group will submit in writing recommendations to the Juvenile Board.

(d) The Juvenile Board will pass judgment accordingly.

(e) A record of the conclusions and results will also be kept, and any information which concerns probation and other follow up work will also be recorded.

This briefly will be the types of record and data to be kept on all cases reported to the Juvenile Board.



BILL TO INTRODUCE ESTABLISHMENT  
OF JUVENILE BOARD

A. Establishment of Juvenile Board.

We hereby establish a Commission to be known as the Juvenile Board.

B. Definitions:

- (1) Juvenile. The period during which a person shall be considered a juvenile extends in males to the age of 21 and in females to the age of 18 years; but all minors obtain their majority by marriage.
- (2) The word "Board" shall mean the Juvenile Board.
- (3) The word "child" means a person less than 18 years of age.
- (4) The word "adult" means a person 21 years of age or over.
- (5) The word "Parent" used in relation to child shall include guardian and every person by law liable to maintain a child.
- (6) The word "delinquent child" means child who has violated an ordinance of Topaz, a statute of Utah or a Federal law in a lesser degree than of felony; a child who by reason of being wayward or habitually disobedient is uncontrolled by his parent, guardian, or custodian; a child who is habitually truant from school or home; a child who so reports himself as to injure or endanger the morals or health of himself or others.
- (7) The word "court" means Judicial Commission of the Community of Topaz.

C. Jurisdiction of Board.

- (1) The Board shall have original jurisdiction over all cases relating to the delinquency of children under 18 years of age, except in felony cases, also trial and care of such delinquent children.
  - (a) Any case involving a neglected or dependent child shall be referred to the WRA authority, State of Utah or Federal agency, whoever has proper jurisdiction over such case.
- (2) The Board shall have jurisdiction over all cases in which a juvenile violates any established ordinance of the Community.
- (3) The Board shall have jurisdiction over all cases in which there is not an actual violation of any established ordinance by a juvenile, but where the action is serious enough to be community problem beyond the scope of the work being done by the WRA agencies or any other organizations in the community.
- (4) The Board shall not have jurisdiction over cases involving adults who contribute to the delinquency of the minors and such cases shall be referred to the Project Director for hearing and application of penalty.
- (5) No child under 18 years of age shall be charged with or convicted of a crime in any court except as provided herein. If during the pendency of a criminal or quasi criminal charge against any person in any other court, except in felony cases, it shall be ascertained that said person was under 18 years of age at the time of committing alleged offense, it shall be the duty of such other court to transfer such case immediately, together with the transcript of the proceedings and all the papers, documents, and testimonies connected therewith, to the Juvenile Board which has jurisdiction. The court making such transfer shall order the person to be taken forthwith to the Juvenile Board or release such person into custody of the Secretary



of the Board, acting in his capacity of Probation Officer, to appear before the Board at the time designated. The Board shall thereupon proceed to hear and dispose of such case in the same manner as if it had been instituted in that court in the first instance except in such case no verification of the formal petition shall be required.

D. Composition of Board, Qualifications and Term of Office.

- (1) Board members.. The Board shall consist of seven members appointed by the Community Council of Topaz,
  - (a) Qualifications of members. The members of the Juvenile Board shall be residents of Topaz who have reached the age of 21 years and be of good standing in the Community.
  - (b) Term of office. Members of the Board shall serve for six months.
  - (c) Compensation. The members of the Board shall serve on a basis of voluntary acceptance of such position and shall not receive any compensation or advancement of a pecuniary nature.
  - (d) Discharge. Any member of the Board who is convicted of a felony during his term in office shall be discharged by the order of the Community Council.
- (2) Secretary of the Board. There shall be a Secretary of the Board to be appointed by the Community Council.
  - (a) Qualifications for Secretary. The Secretary of the Board shall be a resident of Topaz who has reached the age of 21 years and be of good standing in the Community.
  - (b) Term of Office. The Secretary shall serve for one year.
  - (c) Compensation. Secretary of the Board shall be compensated by a pecuniary advancement from the WRA for an amount equal to that for similar type of work.
  - (d) Discharge. A Secretary of the Board who is convicted of a felony during his term of office shall be discharged by the Community Council.
  - (e) Vacancy. In case of vacancy Community Council shall make re-appointment.
  - (f) Advisory Board. There shall be an advisory board, appointed by the Community Council which may be composed of either appointed staff residents or residents of Topaz.

E. Duties and Functions of the Board.

It will be the duty and the function of the Board to promote such corrective and preventive measures as are deemed necessary to keep Juvenile Delinquency at a minimum.

F. Duties of Secretary of the Board.

- (1) It shall be the duty of the Secretary of the Board to keep a record of the proceedings of the Board and perform all clerical work and discharge such duties as the Board may assign to him from time to time;
- (2) The secretary shall by the order of the Board issue all subpoenas and other notices; and receive and present formal petitions to the Board;
- (3) The secretary shall notify all Board members of meetings, both regular and special;



- (4) The secretary shall act in the capacity of the Probation Officer of the Board, and as such will use all suitable methods to aid persons on probation and to bring about improvement in their conduct and condition, and shall perform such duties in connection with the safe custody and transportation of children as the Board may require.
- (5) The secretary at the request of the Board shall make periodic visits to children who have been found delinquent by the Board and during the term of probation shall continue to visit such children and report in writing to the Board.

#### G. Procedure.

- (1) Formal Petition. Any case of juvenile delinquency may be referred by any individual or group persons in the City of Topeka to the Juvenile Board.
- (2) Preliminary Inquiry. Any person may and any peace officer shall give to the Board any information in his possession that a child is delinquent. Thereupon preliminary inquiry shall be made under direction of the Secretary of the Board to determine whether the public interest or the interest of the child require that further action be taken. Such inquiry shall include a preliminary investigation of the home and environment of the child, his previous history and the substance of the condition alleged. The preliminary investigation shall be reported to the Board in writing. If the Board is determined that formal jurisdiction should be acquired, it shall ~~submit~~ a petition to be filed.
- (3) Pleadings. The petition shall be verified, alleging briefly and in a general way the facts which bring the child within the jurisdiction of the Board stating the name, age and resident of the child; the names and residence of his parents;
  - (a) of his regular guardian, if there is one,
  - (b) of the person or persons having custody or control of the child, and
  - (c) of the nearest known relative, if no parents or guardian can be found.

If any of the facts herein required are not known by the petitioner, the petition shall so state. The proceeding shall be entitled: Community of Topeka in the interest of \_\_\_\_\_ delinquent child.

Date. \_\_\_\_\_

- (4) Subpoenas. After a petition is filed and as such further investigations as the Board may direct, unless the parties herein after named shall voluntarily appear, the Board shall issue a subpoena reciting briefly the substance of the petition, and requiring the person or persons who have the custody or control of the child to appear personally and bring the child before the Board at a time and place stated. If the person or persons subpoenaed are other than the parent or guardian for a child, then the parent or guardian or both shall also be notified of a pendency of the case and of the time and place appointed. Subpoena issued requires the appearance of any other person whose presence in the opinion of the members of the Board is necessary.
- (5) Subpoena. Subpoena shall be served by the delivery of attested copy



thereof to the persons subpoenaed; provided however; that when a parents of a child are to be served with subpoenas and they are referred living together at their usual place of abode, service on both parents may be made by delivery where said parents reside.

- (6) Rules of Practice and Procedure. The Board shall have power to formulate and enforce such rules and practices of procedure as may be best suited to carry out the provisions of this chapter.

#### H. Decree

At the conclusion of any hearing, the Board may dismiss the case or render a decree that a Juvenile is delinquent within the provisions of this chapter. If the juvenile is adjudged delinquent; the Board shall enter in writing the facts constituting such delinquency and may make further decrees as follows:

- (1) that a child be placed on probation or under supervision in his own home, or in the custody of a relative or other fit person, or in the custody of Community Welfare Section or other such community organization upon such terms as the Board shall determine;
- (2) that a juvenile or parents of juvenile be required to make restitution for damage or loss caused by his wrongful acts;
- (3) that a child be placed under such guardianship or custody as may be warranted by the evidence and for the best interest of a child; provided, however, that in the election of a guardian the Board shall give due consideration to the preference of parents; (consent of a child 12 and over is necessary).
- (4) that after due hearing, it is found by the Board that no community organization can manage the child, the Board shall communicate with the Project Director and at his discretion the child may be confined in the detention home as provided by WRA regulations, but that this procedure will be followed only when the child is found to be utterly incorrigible and unmanageable.
- (5) that a child be disposed of in any other way that may in the discretion and judgment of the Board, under all circumstances be for the best interest of said child, to the end that its wayward tendencies shall be corrected and the child be saved to useful citizenship.

#### I. Appeal

Appeal from any decree issued by the Board may be made to the Judicial Commission of the Community of Topaz.



Subject: Discussion on the establishment of a Juvenile Board

Date: March 17, 1943

Forward: A special meeting of the various divisional staff heads and members was called by Mr. Lorne Bell for the purpose of clarifying the numerous points dealing with the formation of a Juvenile Board to be presented to the city council as recommendations. The recommendations agreed upon are as follows:

1. The Juvenile Board will handle all persons up to eighteen years of age who have been apprehended for a violation of a misdemeanor.
2. The misdemeanants over the eighteen year age limit will be referred to the city judiciary committee; however, this committee may refer certain cases back to the Juvenile Board.
3. The Juvenile Board will decide which cases to have hearings on and which cases they will turn over to the executive secretary without hearing.
4. All delinquent cases will be reported directly to the Juvenile Board.
5. The formal written complaints will be brought to the attention of the Board immediately. The other cases will be handled by the Community Welfare Section.
6. Show-cause letters may be sent to the parents of the juvenile delinquent by the Board. Failure of response by the parents constitutes a contempt of court.
7. The Board has the power to decide whether to act upon various complaints.
8. The Board must always act according to the various WRA rulings.
9. The adults found guilty of promoting juvenile delinquency will be handled by the city judiciary committee.
10. The power of board personnel selection will be vested in the city council. They may select anyone at random from the Topaz residents.
11. Mr. Lorne Bell suggested that the name executive secretary be changed to that of secretary to the Juvenile Board, which was unanimously approved. The duties of the secretary will be to keep data, figures of each case, present various findings, notify Board members, and act upon the directions of the Board.

The city council will select the secretary.

The question of jurisdiction between the state and federal powers concerning juvenile delinquents remains unknown.



The above recommendations acted upon by the following individuals:

Dr. WeHara--Hospital  
Mr. Takeshi Yatabe--Council  
Mr. Lorne Bell--Chief, Community Services  
Mr. Henry Tani--Chairman, Youth Guidance Committee  
Mr. Barnhart--Project Attorney  
Mr. Nuttall--Education  
Mr. James Lamb--Chief, Community Activities  
Mr. George LaFabrique--Head Counselor, Community Welfare  
Miss Eleanor Gerard--Education  
Mr. Moto Tawa--Visitor  
Mr. George Takeda--Community Welfare, Youth Guidance Section

Duly submitted,

George Takeda  
Acting Secretary



As with all who are concerned with young children our primary interest is to provide for the fullest development and welfare of each child physically, safeguard health, minimize over-exertion, establish proper habits of health and cleanliness; mentally, present opportunities for stimulating and developing his learning processes; socially, giving opportunity to associate with children of his own age and helping him to acquire social skills, emotionally, to wean him from home, establish basis for proper attitudes toward routine, people, and things. Our over-all aim is to keep children occupied and therefore happy.

In this particular community the environment of the child is abnormal. There is a lack of privacy and ~~opportunities~~ opportunities for quiet in the crowded living quarters and communal living. There are often too many adult members in the immediate family. The limited surroundings is barren of ordinarily existing stimuli such as trees, flowers, birds. Lack of attention to child's needs such as in the dining halls and the latrine is evident. Because of these conditions, our schools must be concerned with the community needs for children. We must have space for freedom of play with protection and supervision. We must provide chances for quiet by simplified routines and freedom from time pressure and adult standards.

The hours in schools provide both the parent and child with needed separation. The parent may go about necessary duties knowing that the child is looked after. We must encourage the child to do things for himself and develop habits of independence and resourcefulness through such activities as creative work, free play, and the routine itself. The attitudes of the teachers help in this most. The schools must enlarge his horizons and stimulate the development of ideas by providing books, singing and listening to music, rhythm experience, nature study, pictures, excursions. Most of the homes since they are temporary abodes and limited in space cannot provide for these opportunities for the child. The responsibility of the school become doubly important.

The schools desire to help in recommending and working with groups such as the Family Life Committee and Child Welfare Committee to provide for the needs of the children. We hope that steps and stands in the latrines and wash-rooms, tables and benches of children's sizes in the Dining Halls provided for every block will be an initial step in concern for the welfare of children in the community.

It is our sincere hope that our part in the educational unit of the community will open the way for greater interest and consciousness for the importance of early childhood.

Respectfully submitted,

Grace Fujii

Kay Uchida



## EDUCATIONAL REPORT OF THE PROGRAM AND PROCEDURES OF THE PRE-SCHOOL

### STAFF

Each group is directed by a leader, who is responsible to the directors for the running of her particular group and also for the assisting teachers under her. The number of teachers in each school vary according to the number of children enrolled with from 6 to 8 full-time teachers.

There are certain individuals who give part-time assistance. They are often married women who are interested in our program but cannot work full time because of their home responsibilities.

The whole pre-school program is directed by two co-directors who are directly responsible to the superintendent of education. The responsibility of the administrative and organizational work, the coordinating of all the groups, teacher training and teacher selection rests with them.

One secretary takes care of clerical matters in the administrative work. She assists by making copies of lecture material and stories and songs for the use of the schools. Minutes of every meeting are kept according to government regulations. She also looks after correspondence.

The members of our staff are required to work 44 hours per week. The morning hours are given to practical nursery school teaching experience in the schools.

### FACILITIES

There are certain limitation imposed upon us because of the peculiar set up. Cooperative use of our school buildings is necessary by various departments and agencies because of the lack of available facilities.

The service of an interested custodian is of vital importance to our work. Each building is equipped with three large stoves and all of them must have large fires built in them early enough in order that the building is warm enough before the school opens. The building has no partitions and heating it thoroughly takes some time. A thorough daily sweeping and mopping is essential in this particular climate and atmosphere.

One of our major problems is the lack of toilet and wash facilities within the building. The distance to the latrine is especially problematic when the weather is cold and frosty or when the roads are muddy after a storm.

Since the facilities at the latrines are of standard sizes, steps leading up to the wash bowls, toilets seats, and platform around the toilets have been made for the use of our schools.



## PRE SCHOOL

### THE CHILDREN

The Pre-School centers accept children from the ages of 2 to 5 years (until they are accepted in Kindergarten). The enrollment in the two center although not compulsorily have been very gratifying. The enrollment continues to grow; in fact, so much that we have had to make an adjustment in our program. Pre-Kindergarten group to accommodate the children from 4 to 5 years of age has been organized for afternoon sessions. In this group were also those children who were sent back from the Kindergarten because of the age requirement for the public schools in the state of Utah.

We have found that the school adjustment has considerably eased in Topaz. We felt that much of this was due to the carry-over of the training at Tanforan. Also, the feeling of permanence on the part of the parents has no doubt contributed to the lack of tension among the children. For example, there has been much less crying by the children upon re-entering school. This KKK also makes it easier for the new children who enter.

Since the physical surroundings are not like those from which they came, the responsibility of our schools is that much greater. The schools must offer them not only maximum physical assets, but must provide affection, stability, and a sense of belonging. We feel that we are gradually working toward that goal as illustrated by the children themselves. Children feel and show pride in their schools as was shown during open house when children who accompanied their parents, took it upon themselves to show "their" school to the parents--one child that evening upon entering, immediately took off her outer clothing and placed them in her locker in the habitual way, showing her mother just how it was done. In specific cases, we are working toward definite adjustments: two boys were referred to us from the Community Welfare Section because they were lacking in home care and affection. They were gruff in their manner and speech and dirty and grimy in appearance. We are teaching them personal habits, a responsibility toward play material, and social techniques of learning to be accepted by the group. We have found that it is easiest to appeal to them through affection and interest. Another child from a motherless family found affection and warmth at school which were lacking in the home. Teachers at times went beyond the school into the home to extend a helping hand. We have tried to have the children accept on equal terms children from all types of homes. This is a difficult problem.

In one of our schools, Caucasians children have enrolled and we have found that they adjust more readily when they are younger. This depends greatly on personality differences, but we would like to feel that children at this age have very little feelings of racial distinction.

We are lacking in outdoor equipment mostly. Since our school has no yard, we cannot provide as much outdoor activities as we wish. Certainly, equipment such as swings, slides, bars, climbing bars would help a lot.

For the large number of children in our centers and number of centers.... there is a lack in the number of toys so that one must continually report to utilizing available material. Such items as empty milk cartons (paper) are washed and used as a "drop box" for milk tops. They can also be covered and used as blocks, trains, or filled with stones for rattles.



## PRE SCHOOL-ACTIVITIES

In their creative work, we have noted the influence of the barren surroundings in the pictures that they draw and the objects they make out of clay. In their clay work for instance, there is a predominance of pancakes, a rare breakfast treat. After the first few snow falls, many snowmen were made of clay.

A nature study nook has been made in each school where contributions of unusual stones, twigs, leaves, and even at times birds or fish are brought. Children collect many of these things on their walks.

Because of our lack of outdoor equipment, we are not able to carry on the much needed outdoor activities. But we try to give more attention to our walks, and on warm days, almost every child joins a group. It is possible to encourage conversation on these trips and to help children to be observing of their surroundings.

Children have little opportunity for quiet where a whole family live in a one-room apartment. Even a short period helps. At the beginning when we did not have the facilities for the rest period, we discovered the children were more irritable and the school more noisy and unsettled.

Their free play include more material for group activity such as playing store, building trains, etc. They enjoy more highly skilled activities such as carpentry. Their mid-afternoon lunch is organized in a more formal way: children sit at tables and wait for the group. They are asked to help with table-setting, putting out and away of mattresses. Activities such as singing, and story telling are participated in by the children much more. Dramatizing of stories by the children are enjoyed. Excursions are planned for the entire group to various centers of interest in the community. Emphasis is placed on broadening the children's knowledge by the introduction of a more varied program.

## HOME-SCHOOL RELATIONS

Since it is not possible to begin regular PTA meetings, we are in touch with parents by letters. Our first letter explained the aims of the school and the purpose of different aspects of the daily program. We asked for their cooperation in providing proper clothing for the children and in informing us of any unusual occurrences at home that would help us to better understand the child at school.

The problems of winterization proved to be an excellent point of contact with the parents. One school parent group instigated among themselves a mass meeting to solve the problem and were brought closer together and to the schools through this cooperative effort.

In our work here at Topaz, we have felt an increased understanding and cooperation on the part of the parents. For example, several parents whose older children are already in our schools are very anxious to enroll their younger children just as soon as they reach the required age. Some ask for recommendations of play material for their children for use at home. In response to these many requests the department has provided a toy loan section. Parents may borrow toys for a period of two weeks. This is also a means of parent education concerning the play materials suited to certain age levels.



## PRE SCHOOL

### PHYSICAL HANDICAPS AND LIMITATION OF OUR SET-UP

Lack of toilet facilities within the building precipitated many problems, ~~such~~ such as the cleaning of the latrine at hours during which the schools would be using it. We spoke to the custodian in charge of the particular latrine asking for his cooperation. The sizes and height of toilet bowls and seats were standard ones and were out of proportion for our children. We asked for steps, stands, and removable seats for our school use. Lack of wash facilities in the building is felt after such activities as clay and painting. Basins of water are used, although they are not very satisfactory.

The distance to the latrine and the increasing cold weather increases these problems. Often children did not have adequate outer garments and over-shoes, so that commuting was a hazard to their health. Problems of getting muddy and wet made more complications for the school routine. We found it helpful to place a mud-scraper near the steps. Older children are taught their use, and smaller ones helped. Smaller children without adequate protection from the weather often had to be carried by the teachers. With a limit on the time due to the number of children enrolled and the staff, this is very unsatisfactory.

We found it helpful to put up nails in the latrine both near the toilet and the wash stand on which children could hang their towels as they brought individually from the school room. A bench was taken to the latrine upon which children could lay their outer garments.. Bundling up in cold weather added further problems in the toilet routine.

Then there is the problem of emergencies and accidents with very young children. The teachers with the aid of toilet charts are able to know which children need to go in addition to the regular routine and how often. Cold weather increase this difficulty.



## Monthly Report for March

## HIGHLIGHTS

1. Scout Field Day---March 6 at high school ground. 86 scouts, 11 leaders, and 300 spectators. Events: Drill teams, tug of war, relays, first aid, signaling, string burning, water boiling, knot tying.
2. Senior Scout Dance---March 7 at Rec. Hall #34; 60 participants
3. Induction of Hawaii people---March 14, 72 scouts. Drum and bugle playing, ushering, guiding, handling of baggages, building fire in stoves, checking of equipments.
4. Taking part in KNA Volunteer Ceremony---March 14 at Rec. #4 4 scouts
5. Taking part in YBA Conference---March 20, DH#32 9 scouts.
6. Inauguration of District Committee Council---March 30 at Boy Scout Lodge  
56 scouts and leaders participated.
7. Discussion on Cubbing with Chief Anderson---March 30 at Boy Scout Lodge  
6 leaders participated
8. Ushering of Hawaii people for Camp Tour---4 Scout Leaders.

## MEETINGS

1. Council Meeting---March 10 at Boy Scout Lodge; discussion on registration of scouts. March 16 at Boy Scout Lodge; discussion on Cubbing. March 23 at Boy Scout Lodge; Planning for District Council Inauguration.
2. Four lodge staff meeting every Monday; Discussion on future plans, activities
3. Cubmasters and Den Chiefs Training session---March 24-14 participants  
March 31 9 participants

HIKINGS---patrol hikings

GAMES ---Softbaseball games

ADVANCEMENTS---8 tenderfoots; 7 2nd class; 11 merit badge tests passed

## COMMENTS

Several Scouts cannot pass the First Class Tests due to the fact that no swimming facilities available.

Handicraft work went down somewhat, due to the lack of scrap lumber. Conferences held with the parents on Cubbing indicate that they have more interests on Cubbing rather than on Scouting.

With the change of weather, more residents are visiting the Scout Lodge. We have had two school classes visit us during the month of March.