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EDUCATIONAL COUNCIL, POSTON I, II, III

Time: 7:30 p.m.
Places: Block 30 Dining Hall

February 26, 1943

Dr. Cary opened the meeting with the explanation that this was the first of meetings and studies that he hoped would gradually expand and contact more and more people in Poston. The group will put every effort in surrounding the Poston children with conditions to conserve their lives while the settle process is going on.

Reports on the teaching situation

Dr. Harris--"9 teachers have left the staff. Within the next two or three weeks 2 will be going into the Army. 5 or more teachers are planning to leave the Center. The gap in Core 12 will probably result in the consolidation of two Senior cores, since there are no assistant teachers to take it over. There is only one assistant teacher left on the Poston I staff. If the departures continue, whatever steps that seem feasible and necessary will be taken in order to protect the educational program in Poston I."

Mr. McLaren--"Poston II's teaching staff is in better condition than every before. However, there are no reserve teachers to call for and the Community is pretty well exhausted of prospective teachers."

Mr. Potts--"No reserve teachers of high school level in the Poston III schools. One class which has been without a teacher for a week will probably be disbanded. 9 teachers have left the Center; 5 have volunteered for the Army; 2 are going into camouflage work; and 1 is transferring into the Social Service Department. At the teachers' meeting it was disclosed that several others are contemplating to transfer into the camouflage work. According to answers from Administration Circular #31, 10 teachers still on the staff intend to leave within this year, 24 will continue teaching, and 17 are undecided. The teacher situation in Poston III is the most serious problem we have faced up to now."

Miss Breeze--"Enrollment in the six elementary grades, which are divided into 28 classrooms, is 916. The teaching staff consists of 13 regular evacuee teachers, 2 special music teachers, 8 apprentice teachers, and 15 Caucasian teachers. Among the evacuees, 1 stated she was leaving, 13 are undecided; Caucasians, 3 leaving, 4 undecided, and 6 remaining. The 8 apprentices are in training and acting as assistant teachers. If necessary some girls could be hired as helpers to act as substitutes when teachers are ill."

Dr. Cary presented the following possible solutions to the teacher problem:

1. Assign certain teachers additional pupils.
2. Assign certain elementary teachers morning and afternoon classes. Half-day schooling for children.
3. Use the services of young women with less than two years of college work as teacher helpers.
4. Ask certain mothers to act as substitutes when teachers are ill.
5. Look for more prospective teachers within the Camp.
6. Shift teachers among the Camps to equalize distribution.
7. Invite evacuees from other Centers to accept teaching positions in Poston.
8. Encourage evacuee teachers to remain in Poston by possible salary increase of teachers.

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A suggestion was made that salary increase through bonus from the camouflage factory might be arranged for the local school teachers. Dr. Cary asked that an education committee of the three Camps be organized to work within their communities with the purpose of convincing the Fair Practice Committee that teachers should be given a high rating in the camouflage bonus scale. The following were appointed on the Committee:

Poston III--Mrs. Mabel Hibi, Mrs. Celia Takemoto, and Mr. Kagiwada

Poston II --Educational Council of Poston II = Mr. Shikuma

Poston I --Mr. Mori will ask Mrs. Tachibana to form a committee

Dr. Cary will prepare a statement of the whole teacher situation and present it to the newly formed committees. At this time when vital policies are going to be made, he advised that teachers also organize to see that their side was represented.

Miss Cushman stated that the basic problem faced by students was the feeling of insecurity in regard to leaving the Center. Already in some core classes, the students are corresponding with students living in the Middle West and are rapidly becoming familiar with customs and conditions in the different localities. She emphasized the need of stabilizing the teaching staff in order to keep up student morale.

Dr. Harris commented that an attempt to orient the outside to the pupils and every effort to encourage interest in re-relocation should be made.

Ted Kato, a Core class student, agreed that from his correspondence with an American student in Evanston, Illinois, he has gotten a better picture of life on the outside. He remarked that while in the Poston classroom, he has been doing ill-mannered things which he would never have done if he were back in his pre-evacuation classroom. He asked if something couldn't be done about the school environment to help neutralize his lethargic attitude.

Having over-heard discouraging talk about the inability and inadequacy of evacuee teachers, Instructor Sadao Nakashima wondered if the general public had that attitude also. In reply, Dr. Cary advised the teachers not to take such talk to heart. Soon Dr. Cary will release a data which he is compiling in regard to the teacher situation in Poston, comparing the Poston standards with that of schools all over the United States. George Takaka, Vice-President (Poston III), also agreed that the evacuee teachers were doing exceptionally well and urged them to continue driving their own intense interest into their students. Rev. Imai (Poston III) recommended that educational speaking teams visit the mess halls and convey to the residents just exactly what is going on in the schools.

Dr. Cary summarized the discussion thus far:

1. Setting up of a Committee to work with the Fair Practice Committee.
2. Importance of the P.T.A.
3. Continuation of classroom correspondence with outside schools and students.
4. Importance of the new school buildings.
5. Miss Cushman to serve as a "clearing house" of questions from students. The answers will be sent out in mimeograph form.

Mr. McLaren said that a lot more than letter writing has to be done for students leaving the Center for jobs. The leave office or employment department should

see to it that there be a force on the outside to help the youngsters find proper living quarters, etc., such as an N.Y.A. Residence Center or Youth Hostel.

Since the Seniors are the most concerned, Dr. Cary requested that each senior core class undertake as a second semester project--"Plans for Re-relocation". Each high school is to set up an office to get information to students about outside employment.

A motion was made, seconded and passed that the Educational Council, Poston I, II, III, meet again in Camp III on March 26, Friday evening. A motion was made, seconded and passed that Dr. Cary, as Chairman of the conference, be empowered to draw upon the P. T. A. Council for material for the next meeting.

Miss Yasuko Ishida
Secretary Protem

Note: The following persons attended this conference:

Parent-Teacher Student Conference
February 26, 1943
Poston I

<u>Name</u>	<u>Address</u>	<u>Organization</u>
Itsumi Oita	211-6C-	Poston II High School
Yasuo Abe	220-9D	Poston II High School
Takako Yagi	227-8C	Poston II High School
Kenji Shikuma	215-14B	Education Committee
M. Tano	215-14D	Education Committee
H. Ted Kato	226-14A	Education Committee
George Mukishima	229-1B	Poston II High School
Rudy Tokiwa	213-4A	Poston II High School
Arthur L. Harris	34-D7	Poston I High School
Dallas C. McLaren	"MP" Bks. Camp II	Poston II School
George T. Aihara	213-6C	Poston II School
Tsuya Tsukao	6-5C	Poston I
Frances Cushman	34-E-11	Poston I
George M. Ohi	30-1-C2	Poston I
Helen Hirata	4-5A	Poston I
S. Nakashima	326-14D	Poston III Elem.
Y. Mohri	31	
F. E. Kagiwada	325-2D	Poston III P.T.A.
K. Imai	309-10B	Poston III Christian Church
C. W. Perky	H2	
Mary D. Jesse	H9	Poston
Mrs. Claire Hamada	6-3C	
Mrs. Mabel Hibi	329-10C	
Yasuko Ishida	329-1C	
Retha E. Breeze	34-1-E	Poston I Ele. School

EDUCATIONAL COUNCIL MEETING

January 12, 1943
Tuesday

Present at the meeting were Mr. Potts, Mr. George Takaoka, Mrs. Celia Takemoto, Mr. Mabel Hibi, Mrs. Robertson and Mr. George Tanaka.

Mr. Potts opened the meeting and introduced Mr. George Tanaka, who is the new Attendance Clerk. The Secretary read the minutes of December 9, 1942, which stood approved as read.

Mr. Tanaka covered the following points in a brief report of school attendance:

1. Most of the tardys and absences took place during the 1st and 2nd periods. The best attendance record was held by the 7th and 8th grades; the worst by the 11th and 12th grades.
2. There are 1050 students enrolled in the Poston III Schools.

In order to have a louder bell in the school, Mrs. Hibi suggested that Mr. Uota, owner of the dinner bell of Mess Hall 325, if asked might lend the train bell to the school. She volunteered to inquire as to the possibility of getting this loan. Many parents do not know what time their children should report to school in the mornings and to remedy this, Mr. Potts said that time schedules can be mimeographed and distributed to each parent.

The announcement of adobe brick work starting in Poston III caught many residents unaware, and Mrs. Takemoto wondered if it wouldn't have been the wiser thing to have previously discussed the importance and significance of the new school project at a P.T.A. meeting. Mr. Popkin and Dr. Cary have been invited to speak at the coming P.T.A. meeting and at that time plans to get the parents behind the adobe making will be made. A serious problem will arise in the lack of workers when the Camouflage work starts here. In the meantime since it is likely that the new building will take over a year to complete, the school Block 324 is being improved and beautified.

Plans for a Japanese room in Barrack 2B will be considered and Mr. Potts has arranged to have Mr. Tsuruoka of the Industry Dept. decorate the room. The Council agreed that it will be very important to have a respected and capable person teach in this room. The course of Japanese language, culture, history and literature will be open to both high school and elementary students.

The English Conversational Class, which was suggested in the previous meeting, can become a reality, if a pre-list of those willing to attend that session is compiled and presented to the Principal. Since smaller, selected classes are bound to be more successful, Mrs. Hibi suggested that classes be held in the Block Mess or Recreation Halls. This English Class might become a two-way exchange course for both the High School student, as partime workers, help teach.

George Takaoka reported that the Scholarship Committee decided to have the honor system in Poston III based on good citizenship, social adjustment and general behavior, as well as Scholarship. The Committee will write to various honor societies and get the necessary information and suggestions.

Mr. Potts said that negotiations with Tempe State, Arizona, for setting up college

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courses in Poston were broken and that Mr. Beatty is now arranging to have Fresno State give accredited subjects. Teaching credentials can be obtained from Fresno State if the plan goes through.

Some parents have been hearing complaints from their children about certain Caucasian teachers who as a disciplinary measure say that if the pupils do not behave, they will take the report to the "outside" that Japanese students in Poston III are very hard to handle. Since this threat puts the students in a very difficult and awkward position, the parents are wondering if something can be done to stop these teachers from making such threats.

The meeting was adjourned.

EDUCATIONAL COUNCIL MEETING

February 4, 1943

Present at the meeting were Mr. Potts, Miss Finch, Mrs. Takemoto, Mrs. Hibi, Mr. Takaoka, Miss Barley, Mrs. Robertson, and Mrs. Ohye.

The Secretary read the minutes of January 12, 1943, which stood approved as read. In reviewing the minutes, Mrs. Hibi said that the Block 325 Councilman will contact her if the loan of the bell to the school is approved by the block residents. Instead of having the mimeographed school time schedules sent to every parent as first planned, in order to conserve paper it was suggested that the schedules be placed on each block mess hall bulletin board. With the warmer weather coming soon, the time may be changed again. The memo from Mr. Wade Head disclosed the policy that teaching of the Japanese language in this Relocation Center is prohibited. Therefore the proposed Japanese Room in the School Block will be postponed until further notice from the WRA office.

The Adult Education Dept. is willing to sponsor the English Conversational classes in the evenings. However, they ask the close cooperation of the public schools, because up to now this Department has been treated rather indifferently by most organizations in the Camp.

The textbook situation in the Poston III schools has greatly improved. Already there is almost a surplus of elementary grade textbooks. The old, outdated books could be gone over carefully by a committee and then later distributed to the pre-school, kindergarten and grade schools to be cut up into scrap books.

Mrs. Hibi inquired as to the ⁱⁿ advisability of keeping slow, retarding students in the same grade as the average and superior students. Mr. Potts said that presently the teachers are giving a different program to the slower members of their class, although not conspicuously so. This method helps to keep children of the same age group together in one class.

The teaching situation in the elementary grades is very good. The rumor that high school graduates are acquiring teaching positions in the schools has caused considerable suspicion among the residents. Mr. Potts revealed that the high school graduates are assistants in the elementary classes. Eventually these helpers or assistants will be given training in teaching techniques, child management and other educational subjects.

Mrs. Hibi stressed the need for a more extensive music program in the schools. A piano in the school block would be helpful.

Because of only two adobe mixers, the 15 women workers are considerably slowed up in molding the mud. The average production rate in Poston III is 900 bricks a day. The women brick makers say that they can easily produce twice that amount if there were more mixers working. To speed up production, it was suggested that students be allowed to work on Saturday afternoons when the regular workers are off. Mrs. Hibi and Mrs. Takemoto will contact the Construction Department about getting more mixers on the building project.

George Takaoka reported that the Scholarship Committee is now corresponding with the California Scholarship Federation in regard to setting up an honor system in Poston. He suggested that to increase the morale of the students, the Administrator of our Camp could sponsor an award for sportsmanship, which could be a plaque or cup.

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In the future, Mrs. Takemoto wishes that all Japanese teachers would attend the P.T.A. just as well as the Caucasian teachers. To improve the teacher-parent programs, she asked the teachers to have planned for the next P.T.A. meeting an entertaining program, without long speeches. The invitations for this coming meeting will be mimeographed and distributed to the children to take home to their parents.

Meeting adjourned.

Administration Building #3
Mr. Head's Office
November 9, 1942--3 p.m.

Meeting of Education and Housing Committees of the TCC with Mr. Head

Purpose: To discuss the proposal of building "Block 23" for use as school buildings.

Attended by:

Mr. Head	Mr. Mohri (Education com)
Mr. Evans	Mr. Frank Kawaii (Chr. Housing com)
Dr. Cary	Mr. Murakami (Hsg. com)
Dr. Harris	Mr. Matsumoto
Mrs. Tachibana (chrms)	Miss Lawton (H.S. faculty)
Dr. Saito (Education com)	Mr. Sakai (research Dept.)
Mr. Ikemoto "	

MRS. TACHIBANA: We want an order from you, Mr. Head, which will relieve the scattering of buildings. If you, as project director, could order the building of a new block, it would help a great deal to relieve the situation.

MR. HEAD: If we build a new block they would ship us 250 more people. We tried to build a new block before. They agreed to do that provided we took in 250 more people. (At this point Mr. Head called in Mr. Evans to participate in the discussion) How many students are there?

HARRIS: There are 1500 students in the high school.

HEAD: How many buildings would you need?

HARRIS: 45. We only have 36 at the present but we are without any libraries.

HEAD: We tried this new block then along July or August to care for the excess of people. It didn't work. We have rooms in Camps 2 and 3 which are vacant. There may be some people

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who would like to vacate to two and three.

TACHIBANA: We have a proposal to have a "moving day" and ask all people who wish to move into 2 or 3 at that time.

EVANS: As far as I know, no one wants to move from Camp 1. There are many people who want to come in from 2 and 3. The population of this unit is 9503--at present only 9,000. We're faced with the situation that 500 people will be coming back soon from the harvest. Some blocks have under 300 people-- This is a matter for the housing department.

HEAD: If we have a block of people or part of a block move, we can give the material to replace the lumber already used--and give them working time off to build their closets, etc.

EVANS : There are a great many salinas people who say want to move. What if we said, "Block 32 people, would you move to Camp II, do you think they would voluntarily go.

KANAI: That's hard to say. Some may want to go while others may not. We could circulate a questionnaire. Our quad has the most possibility as the people are from the same place, or if not from the same place, from the same center.

SAITO: If I were asked to move, my ~~xxx~~ first question would be What do I get in return.

HEAD: Its not as crowded in Camp II, soil is better, water much softer, some of the houses are much better.

EVANS: Its just as hard to move from one block to another as to another camp.

MATSUMOTO: At that time you hand't promised of giving lumber. The longer you wait the more difficult as people have made gardens and ponds.

EVANS: Also, they don't want to leave their friends.

MATSUMOTO: They also have many evenings. Many are waiting for others to move out, since they themselves can't move because of lack of materials.

HEAD: We can give them lumber.

MATSUMOTO: How many people would have to move out.

HEAD: Enough for one block.

EVANS: Has to be one block.

HEAD: We might be able to make an appeal to one block to move.

MATSUMOTO: If you install a pipe line it would be an incentive.

SAITO: Many people have put in quite a bit of money in pipes already.

DR. CARY: There are two other possibilities. One to vacate more buildings in the central part of camp 1. We may have to ask some of the community services to move to the outer blocks.

HARRIS: If we can have 14 classrooms in 11 quads--

Block 19 church
Red Cross Blk. 30--2 classes
Employment Office--3 classes
Ad rooms for libraries--canteen etc.

HEAD: I would work first to move a whole block if possible.

CARY: It could be any block and still be as close as the new site will be.

HARRIS: It will eliminate walking between successive classes.

EVANS: 2 lowest blocks in population are block 12 with 171 and block 19 with 195.

HEAD: Are there any young married couples in block 12.

EVANS: Yes--many

HEAD: Its easier for them to move out.

TACHIBANA: They have lots of disunity in block 12. They may want to move out.

KAWAII: Any possibility of moving in buildings from camp 2.

HEAD: I'm afraid to move them because they may fall apart. Its not a matter of cost.

MATSUMOTO: If possible its best to bring material here.

HEAD: To go into moving a complete block may be more difficult than moving one block of people.

MATSUMOTO: Without order from you, its impossible.

HEAD: That's why I won't issue an order, but if a majority desire to move, the rest may go too.

SAITO: There is a choice of moving to camp 3 or to other blocks in this camp.

HEAD: You'd be overcrowind the block . The matter of health has to be considered.

CARY: Offices in central part can be encouraged to move for the school term.

HEAD: That won't solve the problem. If people can be encouraged to move, that would be best. We would give them lumber, and if we have enough time we may be able to work it out.

TACHIBANA: I think people may be willing to cooperate if its for education of people.

EVANS: I suggest calling in the housing department. They'll be doing great work solving housing problems. Do consult the housing department.

HEAD: Asked the correct for suggestions--ask them for specific suggestions and recommendations --to me and to a certain block.

TACHIBANA: The council doesn't want to give out any orders.

CARY: Would it be possible, after enough publicity to have a plebiscite to see if enough people want to move and where, and on this basis see if it is feasible to move; otherwise we'll stay where we are. If a majority are willing to move, the rest may be given special inducements.

HEAD: The majority of the people haven't seen camps 2 or 3. A number of leaders could be taken to see No. 2 and 3. I have a feeling many people would be willing to move for their children.

LAWTON: If a majority agree to move for the school--and not for just their own children--that in itself would be a great education.

MATSUMOTO: Give cement for those who had ponds to replace cement.

HEAD: We'll do that--approach people in the block 1st, through the council.

EVANS: Phyllis Kinoshita can help you a great deal.

HEAD: Until Friday afternoon lets study the situation and try to approach some blocks, on the matter.

TACHIBANA: In the meantime should we work on community enterprise rooms.

EVANS: Work on the first place 1st.

HEAD: Let us meet on Saturday morning 10 a.m. instead of Friday.

A nother plan--even 1/2 block would help

LAWTON: I'm for the whole block.