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WAR RELOCATION AUTHORITY
CENTRAL UTAH PROJECT
TOPAZ, UTAH

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COMMUNITY EDUCATION CONFERENCE

The Transmittal Committee, appointed by the general assembly of the Community Education Conference, held at the High School, Block 32, on Thursday and Friday, May 6 and 7, 1943, herewith submits the observations and recommendations of the seven committees which discussed the following subjects:

A. Democratic Processes	Dr. Laverne Bane
B. Education for Relocation	Miss Eleanor Gerard
C. Relationships	Mr. Henry Tani
D. Recreation	Mr. James I. Lamb
E. Family Life	Miss Wanda Robertson
F. Health	Dr. D. W. Boardman
G. Public Security	Mr. George Takeda

The Transmittal Committee

Mr. John Iwatsu
Mr. Ernest Takahashi
Mr. George Takeda
Mr. Henry Tani
Miss Kay Uchida

May 22, 1943

Our objective is effective group living in a community where there is respect for every individual. The present weaknesses in Topaz are:

- I. Lack of opportunity for initiative on the part of the residents, as evidenced by:
 - A. Inability of resident groups to serve in a functional capacity. Due to W.R.A. regulations they have only advisory powers. This is brought out by the fact that
 - (1) there is an administrative censorship of all publications, and
 - (2) there is an administrative censorship of committee actions.
 - B. Ignorance and misconceptions on the part of the people as to the extent of their powers. This is due to the difficulties of getting effective organization which result from language differences and other cultural attachments.
- II. The W.R.A. fails to carry out the will of the people in its relations with the outside and in its relations inside the camp.
 - A. The reason for this is that there can be no unified will of the people because there are different opinions in the community.
- III. Inertia of the people to self-government due to several factors.
 - A. The Issei have been indifferent because until now they have not been eligible for office.
 - B. The Nisei have been indifferent because of immaturity, as evidenced by the lack of political awareness, and a sense of futility because of the dominance by the Issei.

SUGGESTIONS

1. There should be a definite clarification of the extent of community self-determination.
2. The residents should be organized and trained on the block level for more effective democratic group living.
3. To bring this about, encourage the people on the block level to organize into two groups: (1) the English-speaking group, and (2) the Japanese-speaking group. Residents may choose the group they wish to vote with, but they may not switch during that election. To make this system effective, all elections shall be by secret ballot.

4. Let the people set up on the block level a coordinating committee made up of representatives of each of these groups. Be sure that each group is adequately represented.
5. Each group should be directly represented in the Community Council and the individual councilman should be responsible to their respective blocks.
6. Encourage the residents on the block level to work out solutions to their problems in connection with recreation, delinquency, and cultural development. Provide machinery which will enable these interest groups to cooperate on sectional and project-wide programs.

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B

EDUCATION FOR RELOCATION

The committee recommends that a standing committee of five members, with a full-time executive secretary, be organized by the Community Services Division to carry out recommendation made by the committee on "Education for Relocation", and to work out means of cooperation with the Administrative Committee on Relocation, headed by Mr. Charles Ernst.

This standing committee should include the following items in their operational duties:

1. Plan the content of the basic relocation course.
2. Encourage vocational training program on this project to meet the outside demands, for example: Specialized training in cooking, baking, dressmaking, power sewing machines in all department store alterations, agricultural fields, animal husbandry and chick sexery.
3. Be in line with the long-time job training program.
4. Get the library to subscribe to vocational magazines and compile as much of the vocational information on occupations.
5. The school and city library set up a relocation section for information, references on Midwestern and Eastern States.
6. Audio-visual aid material be set up (panel, forums, movies, speakers, etc.)
7. Follow through and contact relocatees through questionnaires and correspondence, and find out what problems they met, and the methods used in solving them.
8. This committee be prepared to supply material from our end, to the WRA Field Office, and urge extension and intensifying public relations work now being done.

9. Committee draw up a Relocation Credo, rules of ethics, or standards, including such things as: responsibility to employers, goodwill ambassadorship and participation in the new community

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C RELATIONSHIP AMONG RESIDENT AND APPOINTIVE STAFFS,
THE STUDENTS AND THE PUBLIC

- I. The major problem considered by this committee was that of the student-faculty relationships on the high school level. This student attitude is characterized by a general disrespect for the faculty, a lack of proper concern for school property and a general lowering of moral values. The main problem of parent-faculty relationship is the general lack of such relationships made more complicated by the language difference.
- II. The basic factors producing these attitudes seem to arise from the misunderstandings of all of the ramifications of the effect of the war. The fact of the existence of the war, the evacuation and the existence of Topaz have created problems that must be recognized as being outside the province of this project. Such problems include shortage of materials, subsequent restrictions, necessary red tape, and limitations of personnel--both appointive and resident. The facts of economic losses, creation of bitterness and the instability that these produce in family life, all tend to accumulate in the students minds. This accumulation has resulted in some of the student attitudes expressed above.
- III. It is thus that the committee make the following recommendations:
- A. In order to establish a better relationship between the students and the faculty, the following actions have been recommended:
1. That Dr. G. L. Woolf, Principal of the High School, be approached on the proposition of having the faculty consider moving the time of the faculty meeting and the teacher training meeting from Tuesday and Thursday after school to another time, possibly Saturday morning.
 2. That Mr. George Lewis, activities advisor in the high school, be notified that this committee recommends that student assemblies have faculty participation.
 3. That high school department heads be encouraged to promote the "in-service training" program.
 4. That Dr. Joe Goodman, high school senior class advisor, be instructed to contact the Senior class, to the end that a Student Control Day be held in the very near future, when all administrative and teaching functions be conducted by students for a day.

5. That Principal Woolf be approached on the proposition of having a set day on which occasion, every class and every teacher will make some reference to the broad factors which operate here at Topaz.

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- B. In the area of parent-faculty relationship, the committee presents the following two resolutions, and one recommendation:

1. Resolved, that every effort toward a more informal and intimate contact between residents and appointive personnel be made by more frequent visits, to residents' dining halls, to visits at faculty homes, etc.
2. Resolved, that teachers participate more actively and openly in such community activities as afforded by the Boy Scouts, YWCA, YMCA, C.A.S. clubs, hobbies, and activities, and by acting as escorts on Sunday outings.
3. The committee recommends that every teacher in the educational system take the initiative to hold a definite time and place for parent-teacher conferences; that teachers visit the homes of absentees; that proper recognition of outstanding and poor work be called to the attention of the parents concerned.

- C. In the field of community-wide acceptance of the factors which operate to make life different in the relocation center, the committee recommends that the Community Council be notified that every attempt at wholesale discussion of these factors be made through their sponsorship, by block meetings, churches, PTA, etc.

Such points stemming from these factors upon which we need mutual understanding and agreement, are:

1. Residents should not hold administrative personnel as symbolic of the evacuation.
2. Residents must be objective in their thinking.
3. Residents should think in terms of the contribution to the community rather than in terms of their \$16 and \$19 pay.
4. Residents and appointive staff should always try to put themselves in the others' place when working out problems.
5. Appointive staff, as representatives of the government, are limited in many phases.
6. Residents should accept the sincerity of the appointive staff, and the appointive staff should have the welfare of the residents in mind.
7. Appointive staff must not consider or treat the residents as prisoners.

I. Type of Program

- A. Dances for every age group. These might be sponsored by the central Community Education committee, the individual blocks, by the officers of the student bodies in the school or other organized groups.
- B. Mixed socials other than dances. These may take the nature of musicals, carnivals, game socials and talent shows, and may be sponsored by blocks acting as hosts, private group organizations, the central Community Education committee or officers of school or church organizations. This activity type should be suited for all age groups.
- C. Playground type of activities. These activities will be planned for mixed as well as segregated groups and at all age levels.

Among the types of playground activities are: softball, volleyball, tennis, golf, croquet, boxing, track, badminton and any other activity requested or deemed necessary and possible within the limits of the playground committee.

- D. Club types of activity. These clubs will be made available for those who desire to join. Other clubs may be added.
 1. Science clubs sponsored by Miss W. Robertson
 2. Table games and clubs sponsored by Mr. Tad Hirota
 3. Craft and Hobby clubs sponsored by Mr. M. Roper
 4. Summer camps, hikes, outings sponsored by Mr. K. Inouye and Scouters.
 5. Dramatics, Summer stock company sponsored by Mr. G. Lewis
 6. Issel drama and other activities. Continue as is with same organization.
 7. Student body activities in schools. Sponsor to come from school appointment.

II. A chairman for special events be chosen to handle dancing and other social activities listed in A and B, above. Suggested: Mr. Tad Hirota.

Playground activities - Mr. Dave Crowton

III. Activities in the large sense to be based upon a block system, to make the best use of the block spirit and get a wider participation.

IV. Phone-amplifier systems be purchased to make the social activities possible. These should be placed at the disposal of the equipment clerk mentioned below.

V. Buildings be made available under a central scheduling person or office for more complete use and better coordination of the program. This committee recommends the clearance of the following buildings at the present time for activities:

Recreation Halls: 5, 10, 36, 31, 32, 38, 20, 34, 41, 8, & 37

Dining Halls: Be made available for quiet games in evening and possibly for study.

That all recreation halls be cleared for recreational purposes eventually and that partitions be made available in some cases in order that space and halls be used to best capacity.

D-E
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- VI. Not only buildings, but personnel and equipment be pooled in order to gain a better coordinated and complete use of the same on a community and school basis.
- VII. Small fees be charged to cover cost of replacing some equipment and to cover cost of other equipment which would become private property as in the case of craft club projects.
- VIII. A registration be held to determine the desires of the community in types of recreation. Based upon this registration the committee will offer part or full time activity in the several types as the condition warrants.
- IX. All of these activities are to be tried during the summer months. If the program is successful it will be carried on in a modified form during the regular school year.
- X. The use of these activities, we feel, are justified in that we hope they will aid in the control of the delinquency problem and furnish an outlet for gang tendency traits. It will especially aid the individuals of all ages to develop socially so that they might fit into a program of major relocation outside the project.

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E.

FAMILY LIFE

The breakdown in family life is due to the lack of understanding, in a large part, between parents, children, and organizations within the community. To develop better relationships with these groups, the following proposals are recommended:

1. That the Family Life Council continue to function, not only along the lines in which it has achieved results, but to assume a good deal of responsibility by putting into effect those recommendations pertaining to family life problems as suggested by the various committees of this institute. It is further recommended that representatives from the following groups be added to the present council: Adult Education, Parent Teacher Association, and the Committee of Committees which is working with the City Council.
2. That more people be encouraged to enroll in the Adult Education Basic English courses to improve and refine their English; that encouragement be given to the speaking of more English wherever feasible in Adult Education classes; that conversational periods in blocks be encouraged for people to come together to converse in English. (The latter to be under the direction of block representatives.)

3. That parents should be urged to participate more actively in such organizations with which their children are affiliated. Such organizations include: Red Cross, Boy Scouts, Girl Scouts, YMCA and YWCA, churches, recreation clubs, block organizations, P.T.A., etc.
4. That attempts be made to develop contacts and provide deeper understandings between the home and the schools. Suggestions for improved home-school relationships include the following possibilities:
 - a. Inviting parents to participate in school excursions.
 - b. Working directly in schools, as in the present pre-school program.
 - c. Parents being utilized more completely when they have contributions to offer to class discussions, or can act as experts in other ways.
 - d. Schools sponsor more open-house programs and more classroom entertainments of various kinds for parents and friends.
 - e. Schools and teachers encourage wider understanding of child-development problems with parents by sponsoring more individual and group conferences.
 - f. That home visitations be carried on when there is a legitimate reason, such as visiting the sick, going on an errand, visiting on invitation from parents, but never as a routinized thing done just for the sake of saying that so many homes have been visited.
 - g. Capable mothers be encouraged to join the library staffs in developing more early evening story hours.
 - h. Parents participate in summer program, help direct special interest groups where qualified, such as music, science, crafts, gardening, etc. Fathers join a woodwork club to make dining hall high chairs.
5. That, if possible, Saturday matinees for children should be sponsored so that younger children would spend more evenings at home. In this connection, it is felt that parents and teachers, working through the P.T.A. might constitute a committee for the selection of afternoon films to be shown at the schools.
6. That study groups of various kinds should be sponsored to give healthier attitudes and better understanding between children and parents:
 - a. Clinics for mothers, concerned with health, sex educations, and general development of young children. This is to be worked out between the hospital staff and the Family Life Council, with the latter organization assuming the initiative.
 - b. That more people be encouraged to participate in the Americanization programs already being conducted in the community by the Adult Education program to reconcile patterns of thinking.

- E-F
- c. That regular meetings be sponsored by the block organizations and the P.T.A. representatives concerning problems of youth. It is suggested that the Education Department survey the leadership available to assist in such discussions when such leadership is requested by the block organization (which might mean that two or more block groups could be organized together).
 - d. That weekly or bi-monthly town forums be organized in which community members, parents and children, teachers, administrators of all kinds, and even experts from the outside discuss pertinent problems of the day, such as:
 1. Problems of youth
 2. Problems of Relocation
 3. Attitudes toward registration, repatriation, etc.
 4. Acquainting people with what is being done in the community.
 5. What is going on outside.

The above is to be sponsored by Forum Committee under Dr. Bane's department.

7. Developing more congenial living within blocks through increased recreation programs. This would be organized on a block basis.

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HEALTH AND PHYSICAL WELL BEING

- I. This committee submits its observations on four phases by considering them from the point of informing and of educating the community.

A. Analysis of Topaz health

1. Information: The general health of the community is excellent. To date there have been 30 deaths and 70 births in Topaz. It is to be expected that this ratio should continue to obtain for some years to come. In the past seven months there have been just over one thousand hospital admissions.
2. Education: The general health of the country at large as in all the allied nations is unusually good. The project hospital is larger than the usual needs of a community of this size. It's 200 beds, however, are designed to carry the great share of the burden of an epidemic of serious nature.

In the past 2 weeks we have had "an epidemic". This has been the grippe or mild influenza. It is now definitely on the decline. A more serious disease on the same scale would provide a real community problem.

B. The Sanitary System

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1. Information: The sewage system at Topaz as in other relocation centers is first class. The sewage disposal plant is entirely acceptable from the health standpoint. At present it offers a nuisance when the wind is from the west. It is oiled to prevent mosquito or fly breeding. Soon the waste fluid will be drained to the south and west.
2. Education: The necessity of teaching a community the responsibilities for the cleanness of common washrooms, showers, etc., is an educational problem. With screens provided the community must learn the necessity of using screens at all times. Waste water should not be thrown on the ground.

C. The Need for Health Education

1. Information

- a. Timely health bulletins, about diseases occurring in the community.
- b. Prompt announcements of unusual health conditions in the community to be announced in the Topaz Times. This should include the facts and the steps being taken to offset the condition.

2. Education

- a. Board of Public Health. This is already being organized by the community council and is to include a member of the resident medical staff who will act on a part-time basis.
- b. Health displays using posters and pictures to be shown in the public libraries, church buildings, or other community meeting places.
- c. Group meetings such as Boy Scouts, Girl Scouts, YMCA, YWCA, church groups, clubs and special forums to which resident physicians should be invited to speak on topics of general health. This is particularly desirable for the older aged group and in Japanese as well as in English.
- d. Tuberculosis as special program of education on this subject is desirable.

D. Specific activities desirable to improve health conditions

1. Information: The community must be informed of the obvious scarcity of professional personnel in all civilian life in the United States. In some communities there is only one doctor to 2500 - 3000 people.

In Topaz at present there is one doctor to about 900 people. The scarcity of nurses is far more critical at this time. It is therefore obvious that the community must be responsible for those or care on a voluntary basis.

2. Education: It was suggested that when the necessity arises, the community will pitch-in and help. However, there is need for the community to plan ahead, just as coastal communities have prepared for air-raids. This takes educational steps. Simple recognition of the peculiar health habits of our next door neighbor is an education in itself. We must recognize the need of patience in considering these idiosyncrasies.

II. The committee further makes the following recommendations:

- A. We give a vote of approval to the Community Council for the formation of a Board of Health. We recommend that steps be taken to expedite prompt action by this board.
- B. We further support the Community Council in its appointment of an executive secretary and recommend that the executive secretary be asked to recommend an immediate appointment of a board of a doctor and a group of five.
- C. It is felt by our committee that the outstanding health need is for a community educational program and that the Board of Health emphasize such a program. The Board of Health should advise the Health Service in the timely issuance of health bulletins, health information, and in the conduction of health lectures.
- D. It is further recommended that, to effect the above, two appointed members of our committee approach the health committee of the Community Council.

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G PUBLIC SECURITY AND CRIME AND DELINQUENCY

In our effort to keep law and order within the center, and to keep at a minimum any delinquent tendencies, the committee makes the following recommendations and suggestions, some of which are referred to particular sections and institutions:

1. Education Section: It has been suggested by this Committee that a Student Judiciary Committee composed of high school students be organized for the purpose of handling their own minor cases within the school. There should be at least one advisor during the hearing of each case.
2. Internal Security: Public consciousness should be aroused as to the seriousness of harboring information leading to the correction of juvenile delinquents. To stimulate thought along these lines, it is suggested that debates, forums, oratorical contests, panel discussions be held among different groups in order to stress this point in an indirect manner to the general public.

3. Topaz Times: Referring to the above, publicity should be given whenever such contests are held in order to have camp-wide participation.
4. Religious Organizations: It has been suggested that the various religious organizations increase their activities such as socials, carnivals, bazaars, etc.
5. The committee recommends a curfew for all youngsters under 12 years of age unless accompanied by an adult.
6. Education Section and Community Activities Section: Competitive sports should be increased in the high school and the junior high school with awards given to outstanding performers to stimulate interest among the students.

We recommend campwide participation in track and field events for all age groups.

7. Various recreation halls not now being used in the evenings should be made available to persons wishing to study. However, we recommend that suitable individuals be selected to look after the welfare of the halls during and after such use.
8. We recommend better lighting facilities for the entire camp in order so safeguard our girls going to and from their destinations.

REFERENCE GUIDE

Though these reports are of vital interest and concern to all who are responsible for the general community welfare, the Transmittal Committee calls attention of the specific organizations and offices in our project to the following designated sections and paragraphs of this report.

<u>Organizations and Offices</u>	<u>Sections in this report</u>
Community Council	A, C, D-V, E-2, F, G-5
Block Managers	A, D-III, E, F, G-7
Inter Faith Ministerial Ass'n.	A, C, D, E, F, G-4
Co-op Congress	A, B-6, C, D-IV, E-5
Library	B-4, E-4-g
Parent Teachers Ass'n.	A, C, D, E, F
Adult Education	A-6, B, D, E-1, E-6-b
High School	B-5, C, D, E-4, F, G-1, G-6
Elementary School	D, E-4, F
Leave Office	B-7
Topaz Times	A, B, C, E-4, F-G-1-b, G-3
Project Director	A, B
Community Activities Section	A-6, C-III-B-2, D, E-7, F-G-2-c, G-6
Community Welfare Section	A-6, D, E, G
Community Services Division	B
Employment Office	B-8
Project Reports	B-8
Hospital	E-6, F
Internal Security	G-2
Public Work	G-8

We trust that all concerned will take these comments and recommendations in the good graces in which it is here given.

ADDRESS ON CHARACTER EDUCATION BY DR. REUBEN D. LAW,
PROFESSOR OF ELEMENTARY EDUCATION
BRIGHAM YOUNG UNIVERSITY, PROVO, UTAH
GIVEN AT THE
TOPAZ EDUCATIONAL CONFERENCE ON FEBRUARY 18, 1944

CHARACTER EDUCATION AS CARRIED ON IN THE
SCHOOLS OF UTAH

Superintendent Noble and other friends:

I am thoroughly delighted to be here, and I say friends advisedly, because I feel that I am among friends. I have had an exceedingly rich experience already in the short time that I have been here at Topaz. I made the remark after going through the hospital over here, which is one of your very remarkable services, that even though I sense keenly the inconveniences, the trials, and tribulations that the Japanese people went through in being transplanted here, I feel that the tremendously significant social experiment that is going on here may in the long run be worth much to our social order and much more than offset adequately all of these inconveniences, embarrassments, and disappointments.

I have had the privilege of at least going through your schools. I saw some interesting things going on and many indications of very good work. Before I go further, may I congratulate you upon your leadership here. For a good many years I have been acquainted with Superintendent Noble, Miss Robertson, and Mr. Nuttall, and I know them as capable leaders. I am sure if I knew the rest of you better, I should congratulate Topaz upon your services as well.

I probably should promise Superintendent Noble and you that I shall do my best not to be a "camel speaker" here today. A camel may be defined as a kind of animal that can go on and on without knowing how dry he is.

I remember that nine years ago this coming spring as I was leaving one school district to go to another, a party was held in the out of doors by the upper waters of the Bear River. We played games, enjoyed each other's company in various ways during the afternoon, and as evening came on and darkness began to settle, we built a huge bonfire, roasted weenies, ate sandwiches and so on, and then we sat around the fire telling stories. As we sat there telling stories I heard something rustle in the grass beside me.

I looked down and there was a little green salamander. He was making his way toward the bright fire. I watched the little fellow as he got closer and closer to the blaze. I assumed, of course, that when he got where it was really hot, he would turn back, but he didn't. He kept going nearer and nearer the fire and would have perished completely in the red hot coals if I hadn't grabbed a stick and flip him back. Attracted by the brightness of the blaze, he was worshipping a false value. Even after he had been burned once, he turned around and went right back toward the hot fire and again would have perished had I not saved him. He was pursuing false values--salamandering.

Sometimes young people, and older people for that matter, salamander. Sometimes we advisors in trying to help the younger folks salamander. The business of character education is related to the whole field of values. Of course, the field of philosophy is in the field of values. Sometimes, as an educator, when I have asked people to give me a few statements indicating some factors of what their philosophy of education is they stammer and stutter and don't know what to tell me, but when I say "tell me something of your system of values in education," they can tell me. When we deal with character education we are dealing with values in action.

In 1939, the legislature of the State of Utah, as a result of great interest on the part of the electorate, passed two laws that have been referred to as character education laws. One of those laws dealt very specifically with the problem of alcohol and narcotics and requires the schools to teach the students the ill effects of alcohol, tobacco, and other narcotics. The other law is the general character education law, which specifies that the State Department of Education should provide guides, outlines, encouragements, and supervision in the field of character education and that schools are to give adequate attention to the character development of pupils. Obviously this was not the beginning of character education in Utah, as you might well know, but it was an added emphasis. People of Utah, as well as people in other places, have been keenly interested in character education from the very beginning. They have been interested in all phases of worthwhile education right from the beginning.

In 1847, when the first company of pioneers arrived in Utah, one of the first things to be done was to set up a school in

a tent and later one of the first buildings to be built was a school. Those people and their successors have been interested in education from the very beginning, and they have been keenly interested not only in education as education, but in education from the point of view of its contribution to life being lived--life in action. Of course we believe in all good education and use the term "functional education" a great deal these days.

Now I should like to point out that which you already know, that character education is not and cannot be a department by itself. It can't be a subject by itself. Character education is involved in the whole of living and learning. It is related to all experience. Dr. W. H. Kilpatrick of Columbia University made a statement that "Everytime we respond in any way in any situation, we have, in so far for good or ill, influenced our personality."

Education is a process of responding. You can define education as the acquisition of new response or the modification of old response. Every experience counts. Every teacher is a teacher of character education. We certainly can't organize our school system in such a way that we can say that certain teachers are character education teachers while others are not. We cannot get away from the fact that every teacher is a teacher of character education.

Dr. A. S. Barr, of University of Wisconsin, made the statement that "the teacher takes his whole self to teaching." Teaching is a genuine expression of that which one is; not a mere parading of that which one knows. Especially is that brought to mind when we think about the influence of teachers upon the lives of the boys and girls with whom they work. Likewise, every parent is a teacher of character education. You cannot get away from that. Education doesn't wait to begin until the youngsters are brought to school. I know that parents are concerned about their youngsters when it comes time to get them ready for school, watch them leave the house, and probably watch them as they go out of sight, and if those parents think in terms of the children getting all their education at school, they are mistaken. They get only part of their education at school. Education is a 24 hour a day process. Whenever we are responding in any situation, learning may be going on. This learning process doesn't wait for us to plan for it to go on. Yes, even tranquil sleep has its influence upon the educational, emotional, and social development of young

people. Realization by the children that they are sleeping in a home safeguarded and supported by mother and dad who are working together, struggling, planning, taking things on the chin so that these young folks may grow up safely and well has great influence on the youngsters.

Someone has said, "We become like the things we do." I believe there is a lot of truth in that. That is just another way of saying that all of our experiences have their influence on us, on our attitudes, our thinking, and so on. The very fact that this is true brings with it a problem. It means that character education is everybody's business. It isn't the business of just a few of us. It is necessarily everybody's business. Sometimes we here say "That which is everybody's business is nobody's business." We certainly cannot allow character education to be nobody's business. The field of character education is a field in which we give emphasis to all factors concerned with the character development of people, but it isn't a field where any person or any group of persons can have a monopoly.

Sometimes we create our problems with boys and girls and with youth. I am sure many of the schools in the past and some today have been guilty of creating many problems, because of being too fixed, rigid, unreasonable in standards and so forth. It is very possible for us to place students in a situation where they just can't help but develop into problems. Sometimes parents fail to adjust the home conditions in terms of children's needs. At this point I wish to quote a paragraph from Messinger: An Interpretative History of Education: "When the food does not agree with the baby, we change the food; we do not throw away the baby. When a doctor finds that his medicine does not help his patient he tries changing medicine rather than changing patients. If the instruction we give goes not improve Johnny, what should we do? Try to find something which will help Johnny or send him home and look for another pupil who will be helped by our instruction? It is our job to find out what will benefit the pupils most, not to find out which pupils can swallow the greatest amount of our curriculum."

Any experience that children have which tend to get values out of proportion is getting in the way of real character development. The teachers in the public schools who have

students work for stars, nice little colored things which they put opposite the youngsters' names, are having those youngsters work for false values.

I should like to emphasize at this point that it is of paramount importance that we take the positive, constructive approach and not the negative, pessimistic approach. I think the pessimistic approach seldom, if ever, brings about any improvement. I think we need more of the sensibly, optimistic, realistic type of approach, and not the darkened pessimistic approach. Someone has said that "an optimist is an individual who sees a light in the darkness," and "a pessimist is some darn fool that comes along and blows the light out." We don't want to blow out any helpful lights. There's just no point in being a pessimist; no point in causing young people to feel that we have lost confidence in them. I have a lot of confidence in the young people of today. They are the product of the type of environment in which they have been living, and we older folk must bear the responsibility largely for what they are. Many of these youths are youths with problems but I think the situation is not a discouraging one by any means. There are always several ways of looking at any picture. Two people may look at the same situation and come through with different interpretations, depending upon the frame of mind. I might give two illustrations here:

I heard a mother one time say to her daughter, who came home feeling very very discouraged. "Look daughter, here is a cup. Will you please fill it half way to the top." She did so and the mother asked, "Is that cup half full or half empty." The daughter said, "I think I see what you mean."

Two well buckets were fastened in the well, such that when one went up, the other went down and vice versa. As the story goes, they got stopped one time half way up and half way down the well. One well bucket said to the other, "Isn't it terrible, no matter how many times we come up full, we always go down empty." The other said, "I don't look at it that way. No matter how many times we go down empty we always come up full."

I am not talking about the gushy, Polyanna type of optimism. I want to be a realist and I want these young people to be realists. I want them to face real situations where they are with courage and with hope. Unfortunately, there have been a lot of unreliable quotations of supposed statistics that have been circulated.

Attitude building is tremendously important in emphasizing this character phase of education. In fact, I can almost be safe in saying that attitudes are pretty nearly the stuff of which character is built. The way we feel about things makes a great difference in both the choice and the results of that which we do. It is highly important we carry loyalties, that we have great purposes toward which we work. Apply that to Topaz if you will. No matter how upset some of the residents may have been as a result of evacuation, in terms of their own welfare, it is important that they feel sincere loyalties to this country. This is their country, of which they are citizens. That might be quite a bit to ask but that is exactly what I ask in terms of the welfare of the Japanese people themselves, and I assume most of you feel great loyalties, even though temporary difficulties arise as a result of the war. It is important that the right attitudes be carried, because we cannot dodge the effects upon our personalities of the attitudes that we carry, and we owe it to ourselves to carry wholesome attitudes. Mere knowing is not enough.

May I refer to another word of advice relating to character education here in school and in the home? Sometimes I find teachers making the mistake of making students stay after school to do otherwise delightful school work as a punishment. Sometimes I find parents in the home sending children to bed as their punishment and then wondering at other times why the children constantly dislike going to bed. I think we need to think very carefully and clearly through that problem and see cause and effect relationships in what we are doing. We only get in the way as a hindrance to effective learning by methods such as keeping a student after school and making him write a certain sentence 500 times. Of course, you wouldn't do that.

A Los Angeles teacher driving to school was late one morning and in her anxiety to reach school in time, she unintentionally passed through an intersection at a red stop light. She should have stopped but in her nervousness she didn't see the light until it was too late. She looked around to see if any cops were near and not seeing one breathed a sigh of relief. But a patrolman had seen her and shortly stopped her. She tried to explain to him that she was a teacher and she was late for school, and that it wasn't a habit of hers to pass through the red light. However, the patrolman insisted that she must tell her story to the judge; at the appointed time she appeared and began her explanation, and when the judge found that

she was a school teacher he exclaimed, "Ah, I have been waiting 11 years for a teacher to come to my court. "Now you sit down there at the table in the corner and write 500 times, "I should not have passed by the stop light."

It is highly important that we allow youngsters, the children and youth, to participate in the planning of things that are done; yes, to participate in the preparing and making of plans, initiating plans, if you please, and then carrying out these plans. We adults have been all too prone to decide everything for young folk. As a part of parental treatment in the home, it is important that the children be given an opportunity to help in planning many of the things that are done. I am forever grateful to my father (now deceased) for the part he permitted me to take as a boy in thinking and planning regarding the operation of our farm.

Following these two character laws that were passed by the State Legislature of Utah, we set down what we called "Eight Points of Emphasis in Character Education and School-Community Relations," which we hoped would serve as a guiding basis for the program of character education in the schools and in the homes and in the communities of Utah. I quote them here as follows:

"Eight Points of Emphasis in
Character Education and School-Community Relations"

- "1. Emphasis upon the fact that all teachers are character education teachers, that character education is an inherent part of all living and learning; a functioning awareness on the part of all teachers regarding character education possibilities in all relations with students in and out of the classroom, and in all relations among students themselves, and with other people.
- "2. Stimulation of greater enlightenment regarding scientific facts pertaining to alcohol and narcotics and the development of desirable social attitudes regarding alcohol and narcotics.
- "3. Recognition of phases of responsibility in relation to certain types of school work such as social studies, health, physical education and recreation, homemaking, etc.

- "4. Increased and improved emphasis upon organization and administration of effective guidance for all students.
 - a. Individual
 - b. Group--clubs, special interest organizations, etc.
- "5. An increased but sane community consciousness regarding character education and youth problems, and more thorough recognition of all influences affecting growth and development of young people.
- "6. Effective coordination of the efforts of all community groups and organizations interested in and affecting the welfare of youth, such as the school, P.T.A., federated women's clubs, service clubs, civic organizations, chambers of commerce, churches, youth organizations, etc. Organize and keep functioning community coordinating councils for the improvement of the local environment and most effective use of all educative resources and influences, all agencies including youth itself to be represented.
- "7. Law enforcement for those minorities who do not respond to more positive approaches and who provide detrimental influences for youth.
- "8. Cooperation with teacher education institutions in further stimulating the application of a functioning philosophy of character education."

The emphasis on character education is now going forward under the wise guidance of the present State Director of School-Community Relations, Antone K. Romney.

We have tried to emphasize the positive approach to character education, believing that wise guidance and prevention are better than cure. A poem, "Fence or Ambulance" by an anonymous author may help to further emphasize this approach.

FENCE OR AMBULANCE

'Twas a dangerous cliff, as they freely confessed
Though to walk near its crest was so pleasant,
But over its terrible edge there had slipped,
A duke, and full many a peasant,
So the people said something would have to be done

But their projects did not at all tally.
Some said, "Put a fence round the edge of the cliff."
Some, "An ambulance down in the valley."

But the cry for the ambulance carried the day,
For it spread thru the neighboring city,
A fence may be useful or not, it is true,
But each heart became brimful of pity
For those who slipped over that dangerous cliff
And the dwellers in highway and alley,
Gave pound or gave pence, not to put up a fence
But an ambulance down in the valley.

"For the cliff is alright if you're careful," they said,
"And if folks ever slip and are dropping,
It isn't the slipping that hurts them so much
As the shock down below when they're stopping."
So day after day as these mishaps occurred,
Quick forth would these rescuers sally,
To pick up the victims who fell off the cliff
With the ambulance down in the valley.

Then an old sage remarked, "It's a marvel to me
That people give far more attention
To repairing results than to stopping the cause
When they'd much better aim at prevention."
"Let's stop at its source all this mischief," cried he,
"Come neighbors and friends, let us rally;
If the cliff we will fence we might almost dispense
With the ambulance down in the valley."

"Oh, he's a fanatic," the others rejoined,
Dispense with the ambulance? Never!
He'd dispense with all charities too, if he could.
No, no! We'll support them forever!
Aren't we picking up folk just as fast as they fall?
And shall this man dictate to us? Shall he?
Why should people of sense stop to put up a fence
When the ambulance works in the valley?

But a sensible few, who are practical too,
Will not bear with such nonsense much longer.
They believe that prevention is better than cure,
And their party will soon be the stronger.
Encourage them then with your purse, voice and pen
(And while other philanthropists dally)
They will scorn all pretense and put a stout fence
On the cliff that hangs over the valley.

Better guide well the young than reclaim them when old
For the voice of true wisdom is calling,
To rescue the fallen is good, but 'tis best
To prevent other people from falling;
Better close up the source of temptation and crime
Than deliver from dungeon or gally;
Better put a strong fence 'round the top of the cliff
Than an ambulance down in the valley.

Either we help these young folk to build good fences to
keep them from falling off cliffs and precipices in social
living and help them to rise to be fine citizens, or else
failing in that, we must furnish ambulances to take care
of the wreckage. Let us be sure that we provide strong
fences instead of ambulances.

Topaz, Utah
April 28, 1944

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

Report of
Visits and Conferences With
Recommendations

April 24-28, 1944

N. E. VILES

TOPAZ SCHOOLS
April 28, 1944

The following report will provide some information on conditions found, summaries from and decisions reached in certain conferences, together with recommendations where such seem to be pertinent:

Teaching Personnel

Conferred with Supt. Noble and Mr. Lafabregue, Personnel Officer, on school personnel for 1945. This seems to be the biggest problem facing the schools.

The high school teaching staff is pretty well completed and few pressing personnel problems are now apparent.

The elementary schools probably will qualify for 16 to 18 teachers for the first quarter of 1944-45. Ten teachers are now available but it seems that 5 or 6 may leave, hence there may be 12 or 13 vacancies. The schools cannot function properly with a 25 percent staff, particularly when only a few qualified resident teachers will be available.

Anticipated or possible losses in the school administrative staff may also add to the personnel problems.

In order to counteract these possible deficiencies it seems desirable to:

1. Obtain assurances, through resignations or otherwise, of vacancies in cases where teachers have made definite plans to leave.
2. Request that Jerome transfers be completed as soon as possible in order to know how many of these teachers may be available for Topaz.
3. Obtain CSC and WRA permission to employ now, while teachers are making contracts for next year, teachers for assured vacancies with new teacher to enter on duty at some fixed future date.
4. Urge the CSC offices to step up recruiting program on local and for national basis that teachers may be available as needed.
5. Fill all allocated teaching positions as rapidly as possible.

Nursery School Program:

The nursery schools are supervised by Mrs. Tomi Sasaki under the supervision of the elementary principal. School is held in four centers, two hold only morning sessions and two hold morning and afternoon sessions. There are six different nursery school groups enrolling 205 pupils. A few 2-year old pupils are now enrolled, but no new 2-year enrollees are being accepted. The work is well organized. There is much interest and there seems to be no reason to recommend changes at this time.

Adult Education Program:

The adult education supervisor was away from the center, hence certain proposed conferences and discussions were omitted. With the assistant supervisor, several excellent classes in English and in other subjects were visited. The total enrollment of 2324 is handled by 34 teachers, and the work is progressing nicely. In a conference with the adult education teachers, appointed staff members, and others, the following points were discussed:

1. Adult education should stress preparation for successful relocation, provide opportunity for personal improvement, and give some attention to avocational and leisure time activities. In all of these some attention should be given to the improvement of "English" and to bridging the gap between the past and possible future living.
2. During the summer months, the services of some of the appointed teachers might be made available for the teaching of certain classes.
3. If possible, some appointed teachers might be encouraged to help train resident adult education teachers in the methods of presenting English and other essential courses to evacuee classes.
4. Attention should be given to the development of an effective project committee on adult education for the purpose of encouraging participation in adult education classes, to aid in correlating the adult education program to the purposes and principles of WRA and to assist in providing teachers and teaching aids that the adult program may contribute most to successful relocation.
5. An overall WRA education program may be made more effective by having more specific helps from the Washington Office. In the Topaz center, the vocational and adult education

programs have operated successfully under the direction of one supervisor. As long as the present supervision is on the project it probably will be desirable to continue this supervisory plan.

Elementary School

The program is well organized. The principal supervises closely the work of appointed and resident teachers. The morale of pupils and teachers is good and there is a general attitude of a "going concern."

High School

Through unavoidable circumstances (death in family) the high school principal was away from the project, hence some of the proposed plans for high school improvement could not be completed. There seems to be a need for more specific planning and direction in the high school and the following suggestions merit the attention of the school officials:

1. A well ordered plan of office administration may aid in permitting the principals to devote more time to the important duties of program planning and teacher supervision. This may make it necessary to place more responsibility on the home room teachers, to require that pupils assemble with the home room teacher upon arriving at and perhaps before leaving school, and of having the home rooms serve as the school home for a certain group of pupils and the home room teacher to serve as the school parent or coordinator for her group of pupils.
2. Classroom supervision through visitation and consultation is vital and can be made more effective if principals, head teachers, and class room teachers have reserved time to plan in advance and then use the visits as a means of checking on the effectiveness of the plans and the teaching.
3. Cooperative advance program planning and coordination of the offerings in the various subject matter fields is desirable. When pupils and teachers are working on a plan where each feels an interest disciplinary problems decrease and the general school morale improves.

It seems desirable that the school officials study these suggestions and that they report through proper project channels of steps and procedures of carrying them into effect and/or of other steps taken to obtain the desired improvements and that later reports indicate the results obtained.

Public Relations

The cooperation of the Topaz schools with the State Department of Education, both regular and vocational sections, educational organizations and institutions, and with neighboring schools have been excellent. This is fortunate and commendable and every effort should be made to continue these relationships.

Relationships and understanding between the education and other project sections is good.

School Finance, Accounting, Property Control, Procurement

Conferences were held with various section heads and others and most of the agreements and recommendations made in the October, 1943, conferences have been carried into effect. There still seem to be a few minor discrepancies in cost accounting reports, but these are being ironed out. Some teachers have failed to plan programs in advance and to present grouped requisitions months in advance of need. This should be called to their attention, else their supplies may not be available as needed.

In the main, supplies and equipment are now available in usable quantities. Market limitations have delayed securing some needed equipment for certain classes such as the auto-mechanics. A study is now being made of the Jerome surplus lists that requisitions may be prepared for certain items.

The School Plant

Many of the improvements recommended in October, 1943, have been completed. The high school auditorium and the industrial arts shop have been completed. The home economics and science unit building is under construction. Gravel walks have been laid, rooms have been painted, large coal piles next to the class rooms have been reduced, door mats have been provided, some of the foot scrapers installed, and the housekeeping generally improved.

There is still a need for: shelves and storage cases in many rooms, more foot scrapers, improved electric lighting, additional windows, particularly in the elementary buildings, removal of blocking inside vestibule units in many rooms, removal of stove to side of the room in some rooms, and some additional blackboard space. The remodeling program for elementary buildings was recommended by the Washington Office when high school building program was changed. This remodeling is vital to the elementary schools. It seems that plans and WPB requests have not yet been presented to Washington.

If these buildings are to be ready for September occupancy, plans should be completed as soon as possible.

There are some evidences of a lack of pupil appreciation of and pride in the buildings. School pride and school morale are essential to pupil and school success and these lapses merit the attention of all school officials and teachers.

This report is submitted as a basis for constructive planning and not alone as a means of criticizing procedures. The Washington office will stand ready to assist in carrying out these proposals.

DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington

Topaz

C O P Y

February 28, 1945

To: Dr. Lester K. Ade
From: Mr. Richard B. Johnson
Subject: Visit to Central Utah Relocation Center

For three days, Thursday, February 22 through Saturday, February 24, I was at the Central Utah Relocation Center at Topaz. During this period I visited with qualified groups and individuals concerning matters appropriate: (a) to vocational education, (b) to adult education, (c) to general education.

Meetings were held separately with the Project Director, Mr. Luther Hoffman; with Chief of Community Management, Mr. Ray Sanford; with Superintendent of Schools, Dr. LeGrande Noble; with Adult-Vocational Education Supervisor, Mr. Perry Carmichael; with High School Principal, Dr. Laverne Bane; with Elementary School Principal, Miss Florence Thorp; with the staff of the Community Management Division; and with the vocational staff.

Unscheduled and informal conversations were had with other persons qualified to assist in an evaluation of the items identified above.

At Central Utah there is agreement that the program of elementary and secondary education shall terminate on June 1. Adult and vocational education however will continue until June 30, and may continue even later if the welfare of the Center and the needs of relocation make this desirable. "Anything beyond June 30," said Mr. Carmichael, "will be given only if it prepares for specific relocation jobs." This thought was further developed in a statement of policy formulated in conference on Friday, February 23, a copy of which I forwarded to you immediately. Attached below is a second copy.

Compared to conditions observed on the occasion of my visit to the Center from May 4 through May 10 last year, vocational training at Topaz is much improved. For some time a single committee has functioned both for vocational and adult programs. The membership of this committee includes key personnel. Under Mr. Carmichael a "production through training" point of view has developed. The courses now in operation are solidly based. They are meeting needs. Instruction is effective. Student morale is excellent. Equipment is adequate. Acceptance is widespread.

Of the four types of training provide, the State-aided OSYA courses and the adult vocational courses are most active. Of the latter, Mr. Hibi's Art School and Mrs. Inuki's Sewing School are among the oldest and most active. Both were visited and excellent activity was observed. Both evening and day sessions of classes in OSYA Auto-Mechanics, Welding and Electricity were audited. Outstanding work was observed in all instances. Learnerships, In-service, and high school pre-vocational and practical arts courses are weakest.

Little has been done to provide high school students an opportunity to benefit from well organized activity in Industrial Arts, Homemaking, or Agriculture. Says Dr. Bane, "Our teachers urge students to take their solid courses first, and leave the frills till later."

Reference to my memorandum to you dated January 5 will show 27 Learners registered in six courses, 311 high school students in eight courses, and 115 adults in six-out-of-school courses including 72 in three different OSYA courses. After June 1 OSYA courses (auto Mechanics and Welding) will continue if the Project Director and the Adult-Vocational Education Committee find direct relocation value in same. In this connection, Mr. Myer and Mr. Pitts have approved the employment of qualified appointed personnel as part-time OSYA instructors. Such employment would be beyond the regular 48 hour WRA week and would be paid by the State of Utah.

No special plans are being made for "last-minute" short term courses of the type being inaugurated at Heart Mountain and Minidoka. However, Mr. Carmichael is aware of developments in these two centers, and I reviewed with him types of such training which might be possible at Topaz should the need develop. Already a group of evacuees have requested a course in cooking of American dishes.

Pictorial documentation of the vocational training program already is under way. Vocational teachers are thinking of their final reports. Mr. Carmichael and I have reviewed thoroughly the outline for his terminal statement. Inventories are up to date. Requisitioning has been curtailed. Little progress has been made in the development of the English-Japanese dictionary of common trade terms in Automobile Mechanics. Copies of the monthly narrative report from the Vocational Training Supervisor to the Superintendent of Schools will be forwarded for the Washington Vocational Training file. In the past only the monthly form WRA 245 has been forwarded.

Concerning elementary and secondary education: Mr. Smith, Assistant Principal, now is in Salt Lake City with USCS; Mrs. Bowen, Teacher-Training Supervisor still functions as such. Staff morale is "very good" (Dr. Bane) to "excellent" (Dr. Noble). All teachers will "stay on the job" through Friday, June 1, the day

of High School graduation, and the last day of school. On the staff are three evacuee teachers: Mr. Mura, Art; Mr. Kusunoki, Tailoring; and Miss Herasi, Typing.

The entire school staff is complete except for two vacancies on the secondary level. No difficulty is anticipated in the placement of teachers in "outside" positions next fall. In this connection, however, they would appreciate help in locating especially desirable teaching and supervisory opportunities. All are expected to leave WRA by September 1, though about 85% wish to remain at Topaz through August.

Nursery schools will close June 1. After this date, if a need develops for the supervision of children; child care centers, staffed by teachers, may operate under auspices other than the Education Section. About one third of the elementary school staff are available for such an assignment.

Student morale is "good" (Dr. Bané) to "very good" (Dr. Noble). No unusual trouble is anticipated during closing days. However, plans have been completed to control mischief and vandalism if such develops. A "Juvenile Board" has been set up. Membership includes key personnel from Education, Welfare, and Internal Security Sections, and the City Council. Dr. Noble will forward for your attention an outline of the Board and its plans.

School records are in good shape. Inventories are up to date and now are checked every month. The Internal Security section is assisting in the location of missing property. Surplus material is surveyed promptly. Already in storage are twenty large boxes containing athletic and other equipment no longer needed.

Four thousand copies of WRA Form 393 have been mimeographed and are ready for use. WRA forms 282 and 283 are up to date. Pupil transcripts are up to date. WRA forms 280 and 281 will be ready for Washington by March 31. The Committees suggested in Memo. No. 2 already are functioning. Their first report is due March 5. The report called for in Memo No. 3 is in process.

Concern was expressed by Dr. Bane over the effect on the record program of possible relocation by any or all of the evacuee secretaries now engaged in this documentation. At the moment three full time and two part time girls are so engaged.

On the basis of expressions by key center personnel and from experience and observation while at Heart Mountain, Minidoka and Topaz, I feel it is highly desirable at this time for a representative of the Washington Education Section to be in the field. I urge you and Dr. Viles to visit remaining centers. Aside from an extension of needed help in the crystallization of thinking with reference to the termination of the educational program, the

presence of someone from the "home office" seems to contribute a psychological impetus and a conviction that the time actually has arrived.