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Colorado River War Relocation Project
Poston, Arizona

April 12, 1943

Mr. Maurice E. Harrison
Chairman, Advisory Board
Committee of American
Principles and Fair Play
465 California St.
San Francisco, California

Dear Mr. Harrison:

The combined staffs of the schools of the Colorado River War Relocation Project at Poston, Arizona will assemble for a three day conference on April 22, 23, and 24. On Thursday, April 22nd, the first evening session of the conference will be a general mass meeting featuring the theme, "the significance of relocation." Dr. Miles Cary, director of education, has suggested that your work with the Committee on American Principles and Fair Play makes you the logical choice for the speaker of the evening. I concur with him and therefore extend to you a cordial invitation to visit Poston during the conference to address the first evening convocation.

You can arrive in Parker, Arizona, by Santa Fe train from Los Angeles at 7:00 a.m. on April 22nd, and can return any evening at 10:40 p.m. We will arrange for your transportation by car to Poston, seventeen miles from Parker, and will reimburse you for rail transportation costs.

I hope that you will be able to grant our request for I am sure the people of Poston would welcome the opportunity to hear you speak.

Very cordially yours,

W. Wade Head
Project Director

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POSTON EDUCATIONAL CONFERENCE

April 22 - 24, 1943

THURSDAY, APRIL 22
Poston II Block 211 Church
Morning Session 9:15 - 11:45

THEME: W.R.A. RESETTLEMENT POLICY

Chairman: Miss Findley
Music
9:30-10:30 Address: Galon M. Fisher, Representative,
Committee on American Principles & Fair
Play
10:45-11:45 Panel: Guidance in Resettlement,
Mrs. Masuda, Mr. Zimmerman, Mr. Balderston,
Miss Cushman, Miss Morrison, Donald Abe,
Martha Kitaoka, Jim Kanno
Discussion
12:00-1:20 Luncheon--210 Mess Hall
Luncheon Conference, Chairman, Mr. Cary
Plans for Fort Apache Summer School:
Mr. Howard, Mr. Beatty

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Afternoon Session 1:30-3:00
Poston II Block 211 Church

Chairman: Mr. Burge
Introduction of Speaker: Mr. Head
1:35-3:00 Address: Resettlement, Dillon S. Myer,
Director, War Relocation Authority

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Evening Session 8:00-9:15
Mass Meeting, Poston I, Block 4 Stage
THEME: SIGNIFICANCE OF RESETTLEMENT

Chairman: Mr. Head
Music: Poston Symphony Orchestra
Mass Singing
Address: Members of committee on American
Principles and Fair Play, Galon M. Fisher

FRIDAY, APRIL 23
Poston I II III
Morning Session 8:30 - 10:00

THEME: RESETTLEMENT AND THE POST WAR WORLD

8:30-10:00 Panel Discussion by High School Students
Poston I, Rec. 35, Mr. Peavey & Student
Co-chairman
Poston II, 211 Church, Mr. McLaren and
Student Co-chairman
Poston III, 324 Dining Hall, Mr. Potts
and Student Co-chairman

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Afternoon Session 1:30-3:30
Poston II, 214 Church

Chairman: Mr. McLaren
1:30-2:30 The Denver Conference: Dr. Cary
Resettlement and the curriculum: Mr. Gibson
2:30-3:00 Observation: Mr. Howard
3:00-3:30 Discussion

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Evening Session 8:00-9:15
Poston I, Mess 31 Poston II, Mess 210
Poston III, Mess 324

THEME: WILL RESETTLEMENT BE SUCCESSFUL?

Chairmen: Poston I Mr. Balderston
Poston II Mr. Crawford
Poston III Mrs. Takemoto
Speaker: An Evacuee from the Middle West
General Discussion

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SATURDAY, APRIL 24
Poston II
Morning Session 8:30-11:30

8:30-11:30 Regular In-Service Training Classes

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Afternoon Session 1:30-4:00
Hospital Ward 7

THEME: PROJECT ADMINISTRATION AND THE
WORK OF THE SCHOOLS

Panel Discussion

Chairman: Mr. Gelvin
Assistant Chairman: Dr. Cary
General Policy: Mr. Head
Procurement: Mr. Empie, Mr. Potts
Transportation: Mr. Haverland,
Mrs. Robertson
Housing: Mr. Harris, Miss Findley
Employment: Mr. Zimmerman, Mr. McLaren
Maintenance: Mr. Popkin, Miss Breeze

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CONFERENCE COMMITTEE

Mr. Head, Honorary Chairman
Mr. Harris, Chairman

| | |
|----------------|---------------|
| Mr. Balderston | Mr. Sosnowski |
| Mr. Gelvin | Mr. Aihara |
| Miss Morrison | Miss Cushman |
| Mr. McLaren | Miss Breeze |
| Mr. Barrett | Miss Lawton |
| Mr. Vaniman | Mrs. Takemoto |

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COLORADO RIVER WAR RELOCATION PROJECT
EDUCATIONAL CONFERENCE
April 22, 23, 24, 1943

THEME: DOING A BETTER JOB OF EDUCATING FOR RESETTLEMENT

THURSDAY, APRIL 22
Pavilion II Block 210

Morning Session 9:15 - 11:45

THEME: W.R.A. (RESETTLEMENT ?) POLICY

Chairman: Miss Findley

Music

Introduction of Speaker: Mr. Head

10:00 - 11:00

Address: New Comes (Resettlement ?) Mr. Myer

Rep. West Coast Committee (?)

11:00 - 11:45

General Discussion. Chairman: Mr. Harris

12:00 - 1:20

Luncheon

Luncheon Conference. Chairman, Mr. Cary

Plans for Fort Apache Summer School:
Mr. Howard, Mr. Beatty

Afternoon Session 1:50 - 4:00

THEME:

Chairman: Mr. Burge

1:35 - 2:10

Address: (Resettlement ?) and Education:
Mr. Gibson

2:10 - 3:10

(Resettlement ?) initiated in Pavilion: Mr.
Zimmerman, Mr. Balderston, Miss Cushman,
Miss Morrison, and Students.

3:10 - 4:00

Discussion

Evening Session, 8:00 - 9:30

Mass Meeting

Peston I

THEME: SIGNIFICANCE OF RESETTLEMENT

Chairman: Mr. Head

Music: Peston Symphony Orchestra
Mass singing

Address: Members of Committee on American
Principles and Fair Play.

Address: Mr. Myer

FRIDAY APRIL 23
POSITION I, II, III

Morning Session 8:30 - 10:00

THEME: (RESETTLEMENT ?) AND THE POST WAR WORLD

8:30 - 10:00

Panel Discussions by High School Students

Position I Mr. Peavey and Students co-chairman

Position II Mr. McLaren & Student co-chairman

Position III Mr. Petts & Student co-chairman

(During the balance of the morning, teachers
will work on third quarter reports to parents)

Afternoon Session 1:30 - 4:00

Position II

Chairman: Mr. McLaren

1:30 - 2:30

The Denver Conference: Mr. Cary
Resettlement and the curriculum: Mr. Gibson

2:30 - 2:40

Adult Educ.: Mr. Powell

2:40 - 3:10

Observations: Mr. Howard

3:10 - 4:00

Discussion

Evening Session 8:00 - 9:15

Position I, II, III

THEME: WILL (RESETTLEMENT) BE SUCCESSFUL?

Chairman: Position I ?
Position II Mr. Crawford
Position III Mrs. Takemoto

Speaker: An Evacuee from the Middle West

General Discussion

SATURDAY, APRIL 24
Pesten II

MORNING SESSION 8:30 - 11:30

8:30 - 11:30

Regular In-Service Training Classes

Afternoon Session 1:30 - 4:00

THEME: PROJECT ADMINISTRATION AND THE WORK
OF THE SCHOOLS

Panel Discussion

Chairman: Mr. Gelvin

Assistant Chairman: Mr. Cary

General Policy: Mr. Head

Procurement: Mr. Empe, Mr. McLaren

Transportation: Mr. Haverland,
Mrs. Robertson

Housing: Mr. Evans, Mr. Harris, Miss Findley

Employment: Mr. Zimmerman, Mr. Petts

Maintenance: Mr. Perkins, Miss Breeze

Evening Session - Socials in Peston
I, II, III, if desired by teachers

8:00 p.m.

Conference Committee

POSTON EDUCATIONAL CONFERENCE

Thursday, April 22, 1943
Block 211 - 9:15 --11:45 p.m.

The recreation hall is crowded with about 300 teachers at this opening session of the educational conference.

Mr. Sosnowski, accompanied by Mrs. Sosnowski, plays two violin solos. There is loud applause.

The chairman, Miss Nell Findley, rises to make the introduction, "This is, I believe, the first educational conference in the city of Poston. The theme is "Resettlement Policy.".....This morning we have with us a person whom the world knows as a great writer, who has many wise plans, who has been head of the YMCA in Japan for many years, but I know him only as a friend of mankind. He represents the Committee on American Principles and Fair Play. Mr. Galen Fisher.

My only qualification to speak before this group is that I'm a long ways from home. I'd like to share with you some thoughts on educational emphases in our Democracy in Wartime.

(Mr. Fisher carefully reads his talk.)

The race between education and catastrophe apparently ended in September 1939 with a victory for catastrophe. But none of us would admit for a moment that education was permanently out of the race. That was only the end of one lap in a centuries-long relay race. But we would all grant that this war is posing some hard problems for educators all over the country, and I suppose those are aggravated in the Relocation Centers.

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I. What do we mean by "Education" and "Democracy"?

To make any headway in determining Educational Emphases in our Democracy in Wartime, we must start with a general agreement on what we mean by both "Education" and "Democracy." I find in the Report of the Regents' Inquiry into Education in New York State, directed by Dr. Luther Gulick, some statements as to educational objectives that appeal to me. I quote:

"Education aims to give a rational, scientific and ethical approach to the world and to human life." (P. 30). And again: "We want the rising generation to grow up into men and women who, of their own volition, will budget their time and their lives intelligently and effectively between their work, their rest, their recreation, their growth, their intimate friends and family, their civic responsibilities, their artistic interests, and their spiritual life."

In general, that defines fairly well the aims of education in America today and tomorrow.

Then, as to democracy, one of the most illuminating recent definitions of it occurs in the Rockefeller Foundation "Review for 1942," written by Raymond B. Fosdick, President of the Foundation. He says: "Like freedom, democracy is a conception which must also be reinterpreted from generation to generation. It is not a fixed creed. It is not a body of dogma. Its ultimate outlines were not circumscribed by the political concepts of the eighteenth century. Rather it is a growing, dynamic faith, a perpetually enduring adjustment between freedom and justice, between individual values and the demands of society.....Democracy is a promise, a

method of evolution, a maturing way of living, a conception of human relations that is rooted deep in the yearnings of many races and peoples. If this war has meaning and purpose, it is to extend the idea of democracy vertically in America and horizontally throughout the world, wherever the soil is ready." (pp. 13-14.)

II. Special Emphases Called for in Wartime. The war has created such a climate of thought and feeling and attitudes as makes it exceedingly difficult to develop in our youth any such ideals of education and democracy as we have just read. You all know what I have in mind, but to be specific, let me set down some of the elements in the demoralizing social climate: (1) The exaltation of brute force. (2) The concentration of energy and resources on destruction of life and property. (3) The production of food and munitions at the sacrifice of many requirements for nurturing the spiritual life. (4) The condoning of deception, hate, and curtailment of free speech and press to the extent needed to win the war. To sum up the whole situation, the scale of values which youth is unconsciously and almost irresistibly imbibing is so badly distorted that only the most artful and persistent counter-influences can save them from lasting injury.

The situation has been forcefully characterized by the Corporation of Yale University, in this recent statement: "The Corporation wishes to impress upon Yale graduates and upon the general public the danger of the impoverishment of the nation's mind and soul. Should the less tangible values of our culture be allowed to shrivel while our energies are devoted to the task of winning a war to maintain them. Of what worth is freedom

from want, if our minds be on a lower intellectual level; or freedom from fear if we have a less cultured life to defend; or freedom of speech if we have poorer thought to express; or freedom of religion if we bring a less enlightened faith to the worship of God?"

To put it in a nutshell, we are in peril of letting the material means necessary to win the war crowd out the spiritual ends that make life worth living at all.

The blunt question now confronts us: What can the school do to help avert this peril? You can answer that better than I. But as my contribution to the answer, I would say that the main thing will be for teachers to make such interpretations, to lay such emphases, to suggest such supplemental reading, to devise such projects, and to stimulate such extra-curricular activities as will counteract the evil influences in our wartime climate and will realize the aim of education, "to give a rational, scientific and ethical approach to the world and to human life."

I am quite aware that when I press for "interpretation" and "Emphases" calculated to "give a rational and ethical approach to the world and to human life," I am asking teachers to enter the controversial field of Weltanschauung and religion. But it is religion in the broadest sense, undogmatic and ethical. It would consist essentially of these assumptions: that through the universe one increasing purpose runs; that every person possesses dignity and worth; that the individual conscience is supreme; that the unity and growing interdependence of all mankind should lead us to work toward

making universal human welfare the touchstone of social policy. Some of us would find it possible to go further and communicate to our pupils the theistic faith which underlies these assumptions, and which is boldly engraved on the Lincoln penny, "In God we Trust."

In this connection, it is pertinent to quote the conclusion at which the eminent English historian Arnold J. Toynbee has arrived. Speaking of the cement needed to bind together the diverse nations into some kind of workable unity he says: "There is no other way of creating an international ethos than the preaching of the Gospel of God as the Lord of the nations, and as the Father of the men, women and children out of whose mutual relations the mirages called nations are conjured up. There can be no international ethos without a religious basis." (The Church and the New World Order, by W. Paton, p. 160)

My point, however, is not to urge teachers to become preachers, but simply to encourage them to give their pupils the elements of a rational and ethical basis for their approach to social and individual problems.

Thus far we have been discussing education in wartime with reference to the country as a whole. Let us turn now, in conclusion to consider the situation in the Relocation Centers.

III. Education and Democracy in the Centers. Here I shall walk softly, for I am wise about education in the Centers only in the sense that I know little I know.

That the situation in the Centers is quite abnormal goes without saying.

One thinks at once of the fractional and detached nature of the population; the impairment of social control, especially of parents over children; the weakening of incentives to work and plan; the uncertainty and anxiety as to the future; the strain upon confidence in the justice and genuine democracy of the American Government and of the people as a whole; the forced intimacy of social contacts; the cliques and schisms; the increase of friction between older and younger generations; and the paucity of facilities for recreation and aesthetic satisfaction. This is a formidable array of handicaps to enjoying the good life, and you can readily add to it.

The question is, what in particular can you and your associates in the educational and other activities in this center do to overcome these handicaps and measurably achieve the objectives for democracy and education which we have described.

I will steer clear of teaching methods and materials and confine myself to the ideas and attitudes you might well attempt to develop, or should say, continue to develop. I fear I am carrying coals to Newcastle.

(1) Encourage the evacuees to take the long view, both of our national policy touching them, and of their possibilities for hewing out new careers for themselves. Great nations like ours move slowly. It takes, time for reason to come out from behind a wartime emotional eclipse. Already within a year some restrictions on freedom of movement by evacuees have been removed, and the Courts are reasserting the rule of liberty under law.

(2) Continue to appeal to the initiative and heroism of the Nisei

to rise above resentment and, to the limit of their power, exemplify their own ideal of democracy and tolerance, despite the galling denials of democratic rights which they may have suffered in the emergency.

(3) Encourage the Nisei to free themselves from the undue domination of their elders and to assert themselves individually, and in groups, such as the Vidry Volunteers. At the same time, the Nisei need to be warned against herd-mindedness.

(4) Stimulate the evacuees to emulate small social groups and nations, such as the Quakers and the Danes, aiming at quality not quantity, at an excellence that will lessen the handicap of racial unpopularity. At the same time, they would be silently rebuking American megalomania. It's my old teacher, teacher, William James, has pungently put it: "I am against bigness and greatness in all their forms, and with the invisible molecular moral forces that work from individual to individual, stealing in through the crannies of the world like so many soft rootlets, or like the capillary oozing of water, and yet rending the hardest monuments of man's pride, if you give them time. I am against all big successes and big results; and in favor of the eternal forces of truth which always work in the individual and immediately unsuccessful way, under-dogs always, till history comes, after they are long dead, and puts them on the top." (Letters of William James, II, p. 90.) (applause)

*(Calvin M. Fisher: one of the founders of the Committee on American Principles and Fair Play; Research Associate, Dept. of Political Science, Univ. of California; Adviser, Institute of Pacific Relations, Bay Region Division. Formerly, Executive Secretary, Rockefeller Institute of Social and Religious Research, New York; Senior Secretary in Japan of International Committee Y.M.C.A.)

Miss Findley thanks the speaker and allows the delegates five minutes in which to stretch and relax before the panel discussion.

Panel: Guidance in Resettlement

Miss Findley introduced the following panel members: Mrs. Masuda, Executive-Secretary of the Student Relocation Council of Poston, who has helped one hundred students were caught in a whirlpool of racial prejudice and are once again in the main stream. Mr. Zimmerman, Head of the Employment Placement Division. Dr. W. Balderston, who has charge of Community Activities of the three units and is also "a friend of man." Miss Cushman, High School Guidance Director who is naturally interested in high school students. Miss Morrison, faculty member who works principally with young students and teachers of the young. Donald Abe, freshmen; Martha Kitaoka, senior; and Jim Kanno, senior: students from Poston I.

Kitaoka: I'm making plans to go to college. Will the colleges accept our diplomas?

Cushman: This is not exactly a spontaneous discussion for the questions were thought up beforehand by the students. Many schools are accepting our credits without any question. They will be aware of the school the students have been attending before Poston. Poston schools don't have a history but the colleges know that. California schools were willing to graduate our students in February because we did not have graduation in February. Fifty diplomas because we did not have graduation in February. Fifty diplomas were given by these California schools on the basis of work done in the fall.

Abe: Do you think it's worth studying in Poston? (Laughter from the crowd).

Cushman: Donald is a freshman. The real student is intellectually curious. He has questions and will find answers to them. A person who is really interested in education attends school because he wants to learn something. A student can't afford to take the attitude that he is going to suspend his education temporarily.

Kanno: How can I select my college? What should I specialize in? And what can I prepare for? (Laughter at the large order of questions)

Masuda: I will try to answer just the first question and leave the rest for someone else. How shall I select my college? This problem is quite different from those under normal conditions. Evacuation has brought on many problems. There were 2,000 students in schools who were victims of evacuation and who wanted to continue study immediately. Many organizations such as the Y.M.C.A.'s, the Y.W.C.A.'s, and church groups wrote to schools asking if they would accept them. There was a need for organization. Individuals and organizations who wanted to help decided to get together. Last May representatives of various groups met in Chicago and established two offices, one in Philadelphia and one in San Francisco. They formed the Student Relocation Committee. The San Francisco office was to collect applications and records of the students and find a school for them. The Philadelphia office scouted around for schools. Many schools were opened up and at the present there are about 500 schools

which accepted Niseis and were approved by the War Department. Many of these schools do not yet have any niseis.

We asked students to fill out questionnaires which would indicate their plans and goals, interests, majors, etc. The committee evaluated the student from this information and sent students to approved schools. Some students thus could not go to the school to which they wanted to go. Until January 1, the Student Council asked for educational leaves for about 1,000 students out of about 2500 applications.

Cushman: I'll try to answer the other question. How shall I go about now in making plans to go to college? The original form for leave clearance is returned by the student to the school office. The school office will attach the transcripts and letters of reference to the leave form, and the whole thing is filed together and sent to Mrs. Masuda and the Student Relocation Committee. Thus the time of communication by students with the San Francisco office is cut by several weeks.

Masuda: The student shouldn't contact all the schools he wants to go to individually. It is much wiser with the total picture in mind to let the Student Council act as agent and they will try to place students in the college of their preference. The problem is that many technical schools are not open. The student council tries to keep technical schools open for technical students and send liberal arts students somewhere else.

Backus: (From the floor): What about seniors in their last quarter of school? Should the student wait until he relocates or should he start the wheels rolling here?

Masuda: If a student goes out with his family, he does not have to apply to the Student Council, but the latter is very willing to help. There are, however, questions of quotas and changing community sentiments. Many schools are also inaccessible because they are taken over by the army. Many schools will open up for Japanese as other Niseis make good.

Kitaoka: Can a person apply for leave clearance if he is underage at the time but would be seventeen by the time he is ready to go out?

Zimmerman: The age limit is a matter of technicality. It is wise to apply and get your papers in. Leave clearance takes time. There are no rule against anyone under seventeen applying. Leave clearance is handled in the project in 90% of the cases. There are restrictions on granting indefinite leaves to students from the projects. Since the Student Relocation Council is in Philadelphia, Washington wants us to apply to Washington and to Philadelphia to check on questions over and above loyalty. If a student is going out on work leave, and especially if he is under seventeen and going out with his family, he doesn't need a leave clearance.

Abe: My ambition is to be an engineer? What courses do I have to take and should I prepare for a specific vocation in Poston?

Cushman: Donald knows specifically what he wants.

Balderston: As to a specific vocation, no one knows what he is going to do six months from now. The best thing is to plan to what you want to do, but don't tie yourself up. There are many opportunities for specialized training on the outside but little more than mechanical drawing, shop work and agriculture here. With opportunities of resettling many students will be well advised to take a broader training than usual. In this way there will be wider opportunities.

Zimmerman: I hope that students will look ahead five to ten years. They shouldn't train just for those professions which are open now. They should look into housing, plumbing, construction opportunities. Opportunities also might open up in chemistry and electricity. There were too many machinists up until the war broke out. There were also too many civil and mechanical engineers. I'm just guessing when I say this, but a person should look beyond the immediate professional field. What about professional practice? There is a shortage now for professional men. This shortage may aid in the break-down of barriers that have against the Nisei. The Nisei needs the pioneering spirit. They should widen out their horizon. As for teachers there are some teachers in the East. Many Nisei teachers went to private school in the East because they didn't have a teacher's certificate. Many races and territories will have to be covered in

the teaching profession. There may be opportunities opening up for the Nisei in this field.

Kanno: I have a financial problem. What kind of work is open to students who want to go to school?

Balderston: Students going to school and looking for part time work have invariably found it. They encounter no trouble in finding part time employment.

Abe: What jobs are open for vocational training in Poston?

Zimmerman: Many poorer paying jobs in the cities have been eliminated because of the lack of workers. There are many part time jobs now. Even in non-industrial cities, people have moved to industrial cities thus opening up more jobs. I have just received instructions from the WPA to set up vocational guidance and opportunities in Poston. The Drafting department probably would help in this program. We have here a manpower shortage which will open up many more opportunities for part-time workers. There are opportunities here in the machine shop, engineering department, in the clerical and bookkeeping fields. There is lithographic work. At the present time Mr. James wants an apprentice printer. However, it is a fallacy that a good worker is always a good teacher. The education department has problems in vocational training. There are lots of opportunities in shorthand and typing. I hope Mr. Meyers isn't here now but I question how far we should set up this

vocational training program in Boston. We should take advantage of all the natural openings on the outside. Airplane factories will take on students or trainees and pay them \$25.00 a week. Apprentices are put on payrolls and in many cases a person gets ten to fourteen weeks' training before going to work. Many of these training centers have men who are experts both in the practice work and in teaching.

Kenno: What are the opportunities for high school graduates?

Zimmerman: Work in the lower paying jobs are open first. There are many jobs in the \$20 to \$30 bracket. A person wanting to become a C.P.A. might start applying as a office boy in a C.P.A. office.

Kitacka: What openings are there in civil service?

Morrison: My secretary applied for a civil service position. There will be a definite procedure set up for those who have had civil service positions. Civil service ratings will probably be transferred but the mechanics of this procedure have not been completed yet. Right now all civil service positions are frozen temporarily for both Japanese and Caucasians. People of Japanese ancestry have been able to take examinations in the past. The Japanese probably will be included in the new openings.

Zimmerman: A number of the better positions are frozen. 99.5% of the civil service positions no longer require examinations. The background and experience of the applicant is the main consideration. Those without civil service ratings will be given speed

tests, for example. To apply for a civil service job you make up two or three copies of form 57.

Morrison: There are civil service teaching positions open in the Indian Service. It requires an A.B. degree. This opening however is limited.

Kanno: What can I find out about the Middle West and what can I learn about it in school?

Balderston: You might start correspondence between students here and students here and students elsewhere. You might make social studies of the Middle West, provide newspapers of the middle West. These are not available yet. Mrs. Masuda, however has correspondence from those who have gone out.

Abe: If my family were resettled, will the boys and girls of my age accept me? (Laughter)

Balderston: The number of the younger Nisei on the outside is limited, but there should be no trouble in getting to school. There are many local organizations to help you get adjusted as easily as possible. The prejudice of the West is by and large non-existent in the Middle West and in the East. The problem is mostly a matter of vast ignorance. A process of education is going on, however, especially by the personal contacts of the evacuees. Ignorance is turning into ready acceptance of the Nisei.

Masuda: Letters from students who have gone out have been invariably favorable. (At this point she reads a number of excerpts from letters and a general murmur of approval is heard from the

audience.)

Kitaoka: There have been many changes going on of which we are not familiar.

One question in my mind is how much do we have to earn to make a living now.

Morrison: The cities are much more crowded than they used to be. Adjustment will be easy and you can take them in your stride. The first time I used a ration book, I felt perfectly lost, but the clerks in the stores help you a lot. People rely on them a great deal. Some of the mistakes we make are such as asking for things that are no longer on the market. Things change very rapidly and there are as many changes for those people on the outside as there are for those going out from relocation centers. There are hostels available where one would never be pushed out until he finds a job. Board and room at the hostel is \$30 per month. There are six hostels. There are 50 men who are relocation supervisors scattered all over the country. They will take care of all problems. All sorts of adjustments can be made with them. There is a revolving loan fund to help the evacuees. A review of Emily Post in the core classes might be good. Soldiers are being very strictly educated in etiquette. We're getting a Poston vocabulary even in the mess halls and we must polish up a bit.

Kanno: If I decide to relocate to a certain community will it be closed to me if too many people relocate there.

Zimmerman: We have practically frozen Denver. The situation there is getting quite tense. How are we going to disperse the people? We will have to find out what the saturation point is for each city. Chicago is very large

and 5,000 or 10,000 can easily be relocated there is they don't concentrate in one district. Students must be educated that Colorado is not the eastern boarder of the United States. Missouri, Iowa, Wisconsin, Minnesota are very fertile areas.

Kitaoka: What are the difficulties in obtaining transfers for younger students.

Morrison: The requirement of A.B. degree for elementary teachers was first set up but we could not maintain it. Only four states in the United States have this requirement. Now the requirement here is that the teacher have at least two years of college training. This puts us at least on an average with the country or better.

We took standard tests in December but they showed only the academic background of the student before Poston. They did best in arithmetic. They lost six to ten points in language. This will not affect them considering the total strength and weakness of the children. They have a definite language difficulty, losing six points on the average in this area. The best methods to improve this handicap is very wide reading. Vocabulary and reading skill are built up by wide reading.

Kanno: What are the restrictions on leave clearance?

Almeyer: Leave clearance is not what we deny but what we are permitted to grant. Mr. Head is restricted in granting leave clearance to six different categories. In all these cases the individual can apply himself and then follow through. After he receives a denial, he then makes an appeal. Question 27 is not restrictive in the case of paroled aliens. Leave cannot be denied, but we can't issue the leave clearance. He applies anyway to Washington where they have more definite conditions.

He needs to initiate the action himself. If he goes through the procedure very likely he can go out.

Cushman: Teachers should be informed as to some of these facts.

Findley: (chairman): Are there any questions from the floor? We don't want any speeches, please. (There were no questions raised so Miss Findley thanked the participants. Applause)

(Dr. Gary made an announcement about the Saturday night drama at Block 4 at which all teachers were invited. Refreshments would be served in the block 4 dining hall.)

The meeting was dismissed.

After-noon session
April 22, 1943--1:45
Recreation Hall 211

About 350 were present and the crowd overflowed onto the steps of the recreation hall.

Mr. Burge introduced Mr. Head who in turn introduced Mr. Cozzens of the WRA at San Francisco, Mr. Glick, WRA solicitor general, and Mr. Meyer, director of the WRA who is very much interested in this relocation program.

Head: I hope you will feel absolutely free to ask any questions of Mr. Meyer.

Mr. Meyer: I am hesitant to speak in Boston because after the last time I spoke in November something happened here akin to an explosion. I am pleased with the amazing progress and the spirit of friendliness. I hope it will still be friendly after the talk.

I don't know exactly what to talk about but I have no alibis since I came specifically for this conference.

First, I would like to give you a short background of the philosophy of the W.R.A. I came into the WRA in mid-June last year. (1) this program assumes that the evacuees will continue to live in the United States and that the citizens as well as the rest of them are mostly loyal. (2) This is a temporary abode until people can be relocated. The WRA believes in democracy and the rights of citizenship. However, in times like these emotions run high. We find we are not far from the jungle after all. Impulses in times of stress and strain lead many to say things which are inconsistent with the bill of rights. There have been frustrations, a groping for security. I believe we have lapsed through most of that stress and strain. The registration brought added strain again, especially to those who could not express their emotions before. Some of the problems and emo-

tions of evacuation had to boil out somewhere and the people felt better for having expressed themselves.

The W.R.A. is basing its program on some of the above fundamentals. It is providing information to those who can write and who can talk well. We don't believe in giving out too many press releases. Last April we expected a large agricultural program in the various centers as it was thought unfeasible to relocate the people then, but in November the objective was to relocate the evacuees. (1) We laid plans to formulate policies. (2) We established offices throughout the United States. Even with the help of the Friends, the churches, etc., the WRA had to help lay the groundwork for understanding.

People are generally afraid of the unknown. That's why we grope for security. People don't know the Japanese. We're trying to introduce the Japanese as to who they are and what they are. Key offices have been set up with many local offices surrounding them. The first job of the relocation officers is to acquaint themselves with the WRA policies. Then they began to make face to face contacts with local civic groups and individuals. The majority of offices planned have been established. They are testing community sentiment and are doing an educational job which was badly needed. It is not possible to do this job by press or radio. It had to be face to face contacts. Real progress is now being made and the program is really beginning to roll. Last March in Manzanar more people left in that month than in all the rest of the months put together excepting the seasonal leave.

We will have more field people in the western areas to assist seasonal workers. We'll have increasing problems, but we are making progress and we are meeting with success. Now with the project clicking along, I hope, we are hoping to devote a great deal of time to outside field offices. We have found the most marvelous response from people who have never seen a Japanese before. Sure, we have had people who were interested primarily in exploitation. Many think the Japanese have no further background than in domestic jobs. This is a matter of misunderstanding and lack of education.

The WRA is placed in a paradoxical situation. We try to relocate people and at the same time try to make living possible in the relocation centers. There are little things interfering with relocation. Most of the folks in the relocation centers haven't been widely traveled. They are afraid to take the jump and make mistakes. This, however, is not a little thing to those who haven't traveled widely before. I remember my experience of the first week in college. It took me three months to decide whether or not to stay in school. If it weren't for the friendliness of three or four students I would have gone home. You teachers have a practical job to teach about traveling. We don't like to look foolish in the eyes of the public. In geography, special emphasis can be placed on areas where the people are likely to be relocated.

I'm delighted to see the progress in the school buildings.--Although it is a year late--but I am still delighted with the progress. (Laughter) I am delighted to see the reports on the progress of education in Poston.

I don't think there's anything more closely connected with the W.R.A. than the job you are doing in the schools. You may have done a lot of soul searching because of the bitterness of some people but you are doing a grand job.

(Applause) Mr. Burge asks for questions

Question: What is the program for relocating our parents?

Answer: It is easier to relocate Niseis. There will be many opportunities for parents providing the program is geared up properly. We have offices trying to find opportunities adapted to anyone's skills. There are many types of skills not fitted to war time. (1) Many younger people are going ahead and are arranging to send for their parents. (2) There are agriculture opportunities for small groups of families. A great deal of thought is being given to this field. It will be much harder for older folks to move out and make adjustments. I hope you'll help us to make this program effective.

Question: Can the evacuees go directly to the Eastern defense command?

Answer: Yes, providing they are approved by a joint board. I hope you have a successful conference and hope it will help in relocation.

Burge: We will be looking to you for your full support.

Evening Session 8:00 --9:15

Mass Meeting, Poston I, Block 4 stage

Theme, Significance of resettlement

Chairman: Dr. Cary

Music: Poston Symphony Orchestra

There was a sparse crowd of about 250 people, although the meeting was open to the general public part of the audience was composed of teachers.

After three numbers by the Poston Symphony Orchestra Mr. Sosnowski lead the group in the singing of the "Stars Spangled Banner" and "America the

Beautiful."

Dr. Cary introduced the speaker, Mr. Galen Fisher, represented the West Coast committee on American Principles and Fair Play to combat the forces which were imperiling our civil liberties. Gen. Baylows was worried that there may be violence against Japanese in the West Coast. We talked it over and I brought the matter up before the Institute of Pacific Relations, however, felt that it should restrict itself to purely research and academic matters and therefore could not support the committee but all the members were willing to back it individually.

The committee urged scrupulous observance of American principles. During the summer Gen. Baylows resigned as chairman because of his military activities, and Dr. Henry F. Grady succeeded him. The committee was reformed this winter so that it would include all of the Pacific Coast. It needed a full-time executive secretary. In February the new organization was consummated. Mrs. Ruth Kingman was appointed the executive secretary and acted under the advisory board headed by Dr. Sproul honorary chairman, and active chairman Maurice Harrison, and under the executive committee headed by Dr. McGiffert, president of the Pacific school of Religion. These are some of your many friends on the Pacific coast. The tides are turning in the right direction, Democracy is going to be vindicated.

It has been hard to maintain faith in democracy but it is cheering to know that freedom of speech and freedom of press are not yet impaired. Hateful as it is to resort to violence to call a moratorium on complete freedom of the individual, the choice was the devil or the deep blue sea. We have chosen the deep blue sea of restraint and are wading up to the waist so to speak.

My heart goes out to you. Unless we stand together our cause is weakened. You may think what are 110,000 of you or 72,000 of you citizens against the millions in this country, but I believe the people on the outside are not consciously opposed to those rights which are highly prized. We must pay a high price for our liberties. I appeal to you to stand firm through thick and thin.

Garibaldi and Mazzini, heading a small minority at first, organized for the unification of Italy. They soon gained an overwhelming majority following. They promised only hardship, they asked for no compromise, no bargaining, no soft jobs, but unity was assured and liberty was gained for the people for a few decades--only to lose it again because the people had had only a taste of liberty. We have a democratic background.

Arnold Toynbee in his Study of History a review of twenty civilizations which have died has this thesis: What has been done in the world, has been done by a creative minority against a dominating majority. The creative minority in Israel were the prophets who defied the penalties of the land for the sake of the social good. The Japan of the Meiji era rose through the efforts of a small creative minority which was thinking of the national good. In the revolutionary era in this country a small minority rose up against a dominating majority which was England. Some how or other it was always the truth that vindicated. Lincoln was hated and vilified. He was a lonely man. William Stoddard, his secretary, heard him after the defeat of Chancellorsville pacing up and down in his room from nine o'clock in the evening until three o'clock in the morning without ceasing, tormented and anguished by his worry for the Union. cause but the next morning Lincoln arose

radiant and confident.

You and I who are called to play our part have the part of the creative majority waiting for us.

Democracy is dynamic. The main principle of democracy is that the individual regardless of race, color, or creed shall be held invaluable. The philosophy of democracy is that the universe has a purpose. Behind that purpose is a universal father. That principle must be present or we can't have democracy of any form. Democracy has to be rewon and revindicated every generation. Very few civilizations have arisen to the height of our democracy, but we must reifhgt for it again and again.

Resettlement--you are in an abnormal, undemocratic situation. Democracy was put on the shelf when you were evacuated. But let us not regret the past too much. Let us learn a lesson and regard our loin. You are being called to the front. That front is resettlement. It is not a very heroic thing to which you are called, but it is privately heroic. It is not a goalpost run but the work of a linesman. It is an obscure but heroic task to resettle.

Possibly it is your duty to stay with your parents. That is a decision for you to make but whatever decision you make, be sure it is a matter of conscience.

Sociologically it is sound for you to go out--not to a ghetto or to Little Tokios, but to go out and merge yourself with the body politic. You can be a source of great strength by dispersed settlement. The most rapid method of Americanization is this way. The longer you stay here the more you tend to be japonified, not because you want to be but

be but because it is inevitable.

The anxiety of many of you concerning resettlement is not well founded. Students are being welcomed in New York, Chicago and elsewhere. There have been a large number of Japanese who have inter-married in New York. A little less than 50% of the Issei have married Caucasians. There was no discrimination.

You can restore normal family life. In this communal life here parental restraint has been weakened, although I understand Poston is better in this respect to other centers.

You will be able to receive normal wages if you resettle.

You will reduce the criticism of those who say, "They're willing to loaf. They just want to lie down on Uncle Sam."

There is an increasing demand for you. WRA has been heroic. They have breasted opposition for your sake and primarily for democracy's sake.

If you go out you can do twice as much as we can to sell yourself.

Re-registration for the draft was bungled to some extent, but some of the high army officers at Washington were fighting hard to relax the restrictions against the Nisei. It took eight months to win this battle--the army has all gradations from liberals to reactionaries but democracy is going to win out if we join hands and work together.

I stayed in Japan for 21 years. I understand the better Japan--the old Japan. I have no respect or love for the modern Japan. Stealthily, craftily the military clique put the shackles on the modern Japanese nation.

Many Issei are idealizing the Old Japan. They are thinking of the darker side of the picture here and on the other hand the brighter side

of Japan.

Victory will be at the expense of a million or two lives of Japan and billions of dollars. Hateful and terrible as it is modern Japan must be defeated. Democracy must win out....God Bless America, God bless humanity.

(There was a very enthusiastic applause. Mr. Sosnowski lead the audience in the singing of "America.")

Friday, April 23, 1943
Morning Session 8:30--10:00 a.m.

THEME: RESETTLEMENT AND THE POST WAR WORLD

Poston I, Rec. 35---Mr. Peavy Chairman

There are about 75 or 80 teachers and 35 or so school children who range from 1st graders to seniors in high school. The first graders and other young children are sitting in front and are very well behaved.

MR. PEAHEY: Visitors have all been impressed by our schools. They have held up their hands in horror because we have not taught our students what is supposed to be taught according to the American Legion and Native Sons of the Golden West.

Etiquette is being taught in the first grades in the 10th grade, in fact, it permeates through the whole school system. Later the 3rd graders will give us a skit on the tragedy of trying to live along.

Introduces Henry Nakabayashi, chairman of senior group, who gives report of unit in progress on "Post War Reconstruction".

Mr. Nakabayashi: Mr. Chairman and faculty members, the core studies has appeared to be a combination of social studies and English. We worked with the teachers (suggest topics and units of work, and we decided that our first unit would be a study of the "Problems of Post War Future". Each student was asked to read and a review a social studies book on post-war. We also received material on post-war by reports. Our instructor gave us an outline of the Post War Agenda, Prepared by the National Resources Planning Board. This outline serves

as a basis or foundation for our present work. We don't know all the answers, but through the amount of books we are able to answer what are almost unanswerable questions.

A few students found references in the library which helped, but the majority of the references were found in our own library in the class which is better than the school library.

We wrote on specific subjects and handed it in. We drew up conclusions from the materials collected. The students will give you a reports on this studies. But first I'll introduce our class librarian.

Librarian: We began our unit of work by studying social studies books such as American Social Studies; Our Country by West AND West; Our Country Today and Tomorrow by Bowman etc. We made a bound bibliography and we filed newspaper clippings in envelopes. At this time I wish to express appreciation to Dr. Harris, Dr. Cary and other teachers and students who helped make these materials available.

Mr. Nakabayashi then calls on various members of the class who each gave brief reports on "Demobilization". Plans for private Enterprise" and "International Government", respectively.

NAKABAYASHI: After every report, the student makes a bibliography. References of each book are made on 3" x 4" cards, the bibliography will be a definite part of the unit.

We plan to follow through by dividing up into committees and they will present forums, debates, and round table discussions. This has been a rather academic presentation, but we have attempted to give a unit in progress report.

Mr. Peavey introduces 1st graders who present a scene of "Mother's Cottage". The children made their playhouse and furniture. They sing

a few songs, play with their toy horses and playhouse and file out. John Nelson, a Caucasian student, domineers the other Japanese children and orders them around.

The 3rd graders present a skit on the man who tried to live alone. Mr. Potts goes into the woods to build a house for himself. The house is full of mice so he goes to town to buy a cat. The cat needs milk so a cow is bought. The cow has to be tended so Mr. Potts obtains a boy to help him. The boy wants playmates who wish their parents and relatives to visit them, and soon there is a town with churches, schools, and stores. The town is named Pottsville in honor of the man who tried to live alone. One of the students reads the skit while the others put on a pantomime.

The 6th graders demonstrate an experiment which tests the various types of soil which we have in Poston. They have also studied the type of plants found in Poston. The first experiment is to see which type of soil water goes through the fastest. There are 3 bottles with sand into adobe, and top soil respectively and with these is poured water. They also demonstrate which type is most absorbent. Water went through sand the fastest and through adobe the slowest. Most water was absorbed by adobe and the least by sand. Other experiments were to show the composition of the soil, demonstrated by shaking the soil with water and observing how the different types of soil settled in layers) and to test the acidity or alkalinity of water by observing the reactions of pink and blue between paper which moistened by casual water and water from other sources.

The last item of this morning's program is a very clever, original

play written entirely by a junior core class with the assistance of Miss Imoto, their core teacher. The class studied the problems of resettlement. They wrote letters to various cities and capitols for information and statistics. They found that the north central states were especially important for re-relocation. After the unit was completed the class wrote this play concerning resettlement and everyone participated in choosing parts and deciding what each should say. The play was made as realistic as possible to show what the nisei are up against. It was completed in one and a half weeks. Judging from the presentation, the class must have tremendously enjoyed working on this unit of study. The performance is enthusiastically received by the teachers.