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February 4, 1943

Adult Education Forum "Are the Students getting a proper
Education in Poston?"

Rec Hall 36C

7:30 p.m.

Capacity crowd of about 100--many students and teachers present.

Chairmans: Tom Y. Sakai

PARTICIPANTS: Miss Cushman
Dr. Harris
Dr. Peavy
Mr. Kazuo Kusada (Pres. of Sophomore class)
Miss Kiyoko Tamura (Senior)
Miss Martha Kitaoka (Vice President Senior Class)
Mr. Franklyn Sugiyama (Chairman TCC)

MISS CUSHMAN: "The Educational Program Intended for Poston".

Last summer a curriculum group met at Stanford University.

They thought that they could plan the pafect curriculum here since this was a new community. But while we were registering students for school last fall, we realized that the curriculum had not considered one thing, the fact that the students had a past--that they were not willing to accept anything which was new. We should give assurance that students are making progress.

Core studies mean general education; what everyone needs to know; how to think; how to adjust oneself to various situations, etc. When registering students for classes, they asked, "What is core?" But I've finished my requirements in English. Why should I have to take core?" We were too idealistic, but we've many adjustments since then.

The policies of the school were: (1) The school was to be a community school. (2) 50% of the students time was to

be in core. Specific education--vocational education--shop, Spanish etc.

DR. Arthur Harris: "Educational Difficulties in Poston".

There are four kinds of difficulties in Poston---(1) Physical facilities---There is the matter of the distance to be walked between classes. The other community activities occupied the first locations early in the life of the community. The school necessarily had to take the outlying recreation halls. In the secondary school, students had to criss cross back and forth to go from one class to another, no chalk, no books, no blackboards. There was not a sign of a furniture except for the teacher's desk and chair. It took courage for students and teachers to begin school this way.

The teachers in many cases were teaching for the first time and were without training, or they were teachers who faced such a situation as this for the first time, who had had everything before in the way of teaching material.

Now our rooms have partial partitions. The books are coming in. We have paper, chalk, etc. But we still have scattered classrooms.

2. Psychological Difficulties---The evacuees were brought from communities having some of the best schools in America. All of the people in Poston felt that evacuation was a breaking of faith on the part of the country. As children and citizens, they had certain constitutional rights. Evacuation seemed to be a deviah of all that. There was a psychological block to education because of the poor facilities we could provide.

There was a lack of the sense of security. The students felt that the past was lost--that the gains of the past were lost. The sense of hopelessness was very evident among students. This especially applied to those who had planned to go on to higher education. The attitude was "what's the use? Why exert oneself?"

There was some tendency or reaction to want to take it out on something or someone. A tendency of taking it out on something which happens to be that closest to you--very often the teacher. I believe I'm right saying that these are some of the psychological difficulties we faced in October.

3. Social and cultural difficulties--first, there is the matter of language--The medium of expression is now limited to the Japanese language here than in the past, as in the past students had the opportunity to use English in every other activity except in the homes.

Culturally, the same is true. For the first time the people have been forcedly confined to a single racial group and naturally it constitutes a difficulty in the school which is based on the English language. Because of this close ingrowing association, there is some changes of forward outlook and of security to the feeling that America has closed the doors on them, and they should turn back to the culture of their origin, and even to the country of their origin.

4. Professional training. Many of the teachers are not trained. Many of those who are trained are assigned to courses

of which they were not too familiar. Most of the Caucasians were part in the general studies field where teaching of English was the most important function.

What has been the effect on the total picture of education? Will the credits granted in the secondary schools in Poston be accepted in any other schools? Parents have from time to time expressed doubt.

Unless the present handicap of buildings is remedied, many of our courses will have to be non-credit courses. A year unit of credit has to be a minimum of 40 minutes and 45 minutes is usually the minimum of practice. Mostly, the actual time is 55 to 60 minutes for 180 days. In Poston, the classes approach the 40 minutes time requirement. There are frequent absences of students. In some cases, there is not enough attendance by students to justify the awarding of credit.

We need centralization of the schools to cut down the time of class transition and to cut down absences. We need it so supervision can be centralized. Certain courses require equipment which can't be set up in halls which are used as recreation halls part of the time. No school accepts a credit for a lecture auto mechanics course or a home making class without any practice by students. The shop course is limited to a few hand tools and these facilities are not acceptable to secondary courses. Double period classes require a minimum of 90 minutes of class time.

There is a recommendation that after the first semester all courses not worthy of credit be closed and that we continue only classes which are more centrally located.

In the Poston I High School, there are only 35 classrooms for 1475 students. Any school that size has at least 50 rooms. You must have long periods--8 hours a day. Teachers have no place for conferences of special help or places for study halls. The buildings are constantly occupied. There is one library at block 12. These are all handicaps to the high school program.

New books have started to come in. In the past few months 122 old books have disappeared from the 35 classrooms. Pencil sharpeners, yardsticks, rulers--often all 35 rulers in a room---have disappeared. The paper supply has disappeared. Some times a teacher finds two weeks supply of paper scattered all over the room.

These evidences are not typical of the behavior of people in Poston. It is an unnatural behavior, but one which can't be controlled.

MR. GEORGE PEAVY: "Some of the Problems of High School Teachers"

Perhaps I've been more optimistic than other teachers who came later. I had the privilege of working with Dr. Cary in McKinley High School, Hawaii, and saw his program working out. Core teaching has had a past. This to me (shows large volume) compiled at McKinley high has in it the reactions of students and teachers to the core studies program.

Teachers set out on four premises. Kilpatrick and Dewey have contributed much to this educational program. (The school program must be such as to orient the school to the life of which it is a part. The pupils must be made to know that we are trying to orient them to the difficulties of Poston. But our students say, "We don't want to know anymore about Poston, we hate Poston; and we want to get out of Poston. "There is much good work being done and some very good projects and books are being produced.

(2) The school must provide the situation to direct the attitude of students. The teachers are trying to lead the students progressively to certain attitudes to which students must have certain loyalties to and allegiance. Teachers have tried to make students feel that they themselves can be true to the attitudes and goals which they set up.

(3) The school should aid the development of independent thinking. There are certain things boys want to do. They have a love for things mechanical. Here we have no materials to work with except a few books--second hand books. Few core teachers have been lost. If they couldn't maintain interest in one field of study, they have succeeded in holding interest in other fields. There is the urge of girls to have a home. Where can she learn to cook--to hang curtains, etc? Not in Poston. The core studies teachers are keeping the girls busy in other interests.

(4) The school must provide the environment for better understanding of the democratic way of life. We have a school but no school atmosphere. For the study of democratic life there is a pamphlet put out by the National Resources Planning Board.

In this pamphlet is outlined a program for a post war world. Teachers and students can save articles on post-war reconstruction. They can diligently read anything on Post war in the books. In the Poston High School we have a representative assembly and class organizations. I spent 90 minutes the other day talking over the constitution with my class. For the first time since school began one of the girls spoke up of her own volition.

Finally, we must face frankly the fact that you can't contribute to social progress until ~~th~~ you reconstruct your own social procedure. "Get off the dive, and you'll have better schools."

Kazuo Kusada (President of the Senior Class)

There are two main factors which make education in Poston difficult.

(1) Lack of centralized location. The prevailing atmosphere is not one that makes you feel that you are in school, that you mean business.

(2) There is doubt in the minds of sentiments as to the qualifications of teachers both Caucasian and local. We need to be assured that our school measures up to any in the country. (Kazuo drew comments on his poise and deep, rich voice)

Kiyoko Tamura: "What is wrong with Poston I High School.

There is lack of cooperation between teachers, students, administration and parents. If our parents would cooperate we wouldn't

have to walk so far (laughter). They should volunteer to work in the adobe plant. Students (ditch" classes because they dislike their own teacher. (Laughter from audience). More students ditch on evacuee teachers than on Caucasian teachers. Teachers are incapable because they don't explain enough so that we can understand what they're talking about. (Another round of rocking laughter). They use expressions such as "your voice has 'thorns in it". They take too much for granted. Caucasian teachers try to teach us pro-Japanese ideas. We hate our teachers because they don't know how to teach. (another roar) Phi beta Kappas don't necessarily make teachers. The evacuee teachers are bashful. As for Caucasian teachers--some are swell and they gave up good jobs to come here. But some don't care a rap. Some don't like this place. If they don't like it here, why did they come here?

(loud laughter). Students aren't doing their homework. There is no proper place to study--There is lack of proper atmosphere. But if everyone would cooperate, the problem would be solved. (loud applause)

Martha Kitaoka (Vice president of senior class)

Attitudes of students?

The students- teacher relationship isn't very good. Caucasian teachers go on telling us about democracy and our constitutional rights, but they don't understand our problems. Nisei teachers lack experience. In our core class, we have had eight teachers already. This turnover makes it hard on both the students and the teachers.

We resent teachers who feel "so sorry for us. We don't want them to feel sorry for us. There are teachers who are always referring to the good jobs they could have had on the outside. One teacher is always talking of "progressive education" and saying that history is boring. Well, I think history is a very important thing to know. The grammar and accent of some of the Nisei teachers won't improve the students any. There is lack of confidence on the part of students in general towards the school.

There are rumors circulating that we won't receive credits for the work we do here.

There is a great lack of materials for the school. There is no uniformity in teaching matter. Seniors are studying anything from ("MacBeth" to "Oriental history (laughter). The schools back home were systematic, of course, we're just getting established here.

Students carry a chip on their shoulders and this reflects on school life.

In conclusion, I'd like to say that we do have a fine group at the head of our school and I'm not trying to apple polish either.

(applause)

Frank Sugiyama (chairman of the TCC)

I felt like Miss Tamura did at first, but after listening to these students tonight, I think they're damn good, and it's a reflection on the school. (Tries to be facetious and tells a corny joke.)

The council has been working on the problems of "How to overcome Educational Difficulties."

There was a proposal made that the warehouses be used for the schools. But the warehouses are full of food. There are vacant warehouses in camps II and III but they have to be kept open.

2. Another proposal was to move in empty barracks from Unit II, but the administration didn't know who owned the buildings.

3. The possibility of using tent was considered but there is a priority on canvas.

4. We might use the school building in camp 2 by transporting the students.

5. One of the important suggestions was to vacate a block for school use, but opposition to this idea in the blocks grew rapidly. Mr. Head didn't want to move any block of people compulsorily.

6. The other plan which is now effect is to have each block contribute 5, 6, to 8 workers every day to the construction of the schools. It is unfair to expect students to go to school under the present handicaps. As for construction material--there is a sufficient amount for six buildings. Yesterday, the 1st day this plan was put into practice, the results were very good. We need more manpower.

This problem concerns all of us. It's up to us to take active part in the building of the school. If 200 men work daily, 1 building will be built in 6 weeks.

SUGIYAMA: Mr. Head phoned and obtained 2 adobe masons in Phoenix who will come here in a couple of days.

Question: Why not have a de-merit system for students to discourage tardiness and absences.

HARRIS: A de-merit doesn't have value if the students aren't interested in education.

Question: Has there been any improvement in evacuee teaching ability?

Answer: (One of caucasian teachers) Their improvement has been by leaps and bounds.

Question:

Miss Tamura: Evacuee teachers still valuable.

Miss Cushman: At a PTA meeting the question was brought up. "What about the evacuee teacher"? Most students have gone into classrooms and have made it difficult for the teachers. You must learn to have confidence in your own leaders. The evacuee teachers have the hardest job in camp. It's easy for students to blame their teachers.

Harris: Most people in Poston who are in administration offices or who are working as foremen are in work which will benefit them later. The evacuee school teachers took jobs in which they have no hope of building a future. Only 2 or 3 of 45 evacuee teachers hope to make teaching a career. The evacuee teacher is the one who is doing missionary work and not the Caucasian teacher who feels so sorry for the Japanese.

Q. Do you have a reserve of teachers?

A. (Harris) We have no reserve. There is an acute shortage of

teachers. There is a lack of volunteers largely because the students have made the life of teachers so miserable. I have asked for 12 more secondary teachers at the employment office. They have sent me one. For certain, we know several teachers are leaving for re-relocation in the next 2 weeks. We need volunteers because there will be many teachers leaving before fall, and we need apprenticeships.

Miss Cushman: The shortage is due also to the lack of centralization. I couldn't stay home and build fishponds for myself when Poston II and III are having such a good system and getting along so well. Students are suffering from loss of time and they are building bad habits. The schools in Poston II and III are unified. Leadership has a chance to permeate through the whole school. Students in Poston I have difficulty making their leadership felt. In Poston III they have a central library, 4 basketball courts and 3 volleyball courts.

Harris: The gang problem became much more evident during and after the strike, but the situation has dwindled. Bad leadership would soon be discredited in a total school population, but when students are stuck in corners of the camp, bad leadership often get a preponderance of followers.

Q.

A. Harris. It has been suggested that we suspend the auto mechanics class until the shop building is finished and then run classes extra time in the summer to make up the time lost. The woodshop class

is making its own shop and is getting valuable experience. The students did the actual work and calculating. Each student in the classroom puts in one whole day a week to help build the shop. We are meeting the minimum true requirement, but the laboratory requirements are not entirely met. We could suspend these courses until facilities are available.

Question (Miss Kunitani) You implied that courses for which we can't give credit will be suspended. At the end of the year you may find a large group of embittered students.

About this point the chairman terminated the meeting as it was getting late.

September 4, 1944

from Washington

Dr. Van Buskirk/ gave a report of what is needed in the Adult Education Department.

Suggested plans:

I. Teachers and students write up simple third or fourth grade materials.

A. Subject matter

1. Current events
2. Science
3. Health and dietics
4. Table arrangement and how to serve
5. Comparison of Japanese and American customs

B. Have editing committee so that the article may be ready for production.

II. Core class act as community services.

III. High school students should analyze radio programs and interpret in Japanese to parents.

IV. Have group discussion and panel discussion to arouse the interests of the parents and help parents understand and keep up with the world.

A. Problems

1. What we intend to do in the next two or three years
2. What adjustments are necessary when we relocate
3. What are the situation on the "outside"
4. Problems after the war
5. Race relationships

V. Help parents teach English

Miss Cushman read some of the students' summary of what they have accomplished during the year of 1943-44.

Things for the teachers to remember:

I. Keys

- A. One key charged to the teachers
- B. One key belongs to the key board
 1. If borrowed, it should be returned at once.
- C. One key belongs to the janitor

II. Property

- A. Teachers are responsible for the property
- B. Report property damage to Dick Watanabe

III. Windows and doors

- A. Report windows locks if they are missing.
- B. Be sure to have last period students lock windows.
- C. Lock doors

IV. Chairs

- A. Have students put chairs on top of desk last period
- B. Auditorium chairs are all numbered

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- V. Fly sprays and wax available from Dick Watanabe
- VI. Janitors housed in room 8.
- VII. Purchase requests and supply requests should be handed in the office. They should be addressed to principal.
- VIII. Each room should have pencil sharpener, thermometer, waste basket, papers.
- IX. Pencil are distributed once a month in core classes.
- X. No books should go out of school room unless carefully checked out and having been kept record, as there are no home works this year. Teachers are responsible for books lost if no record has been kept.
- XI. Mails will come directly from Camp I.
- XII. Teachers bulletin board will in Adult Education room . No students are allowed in the Adult Education Room. It is for faculty only. Rest room in Adult Education Room for women and one near the main office for men.
- XIII. Book shelves may be taken from room 8, 15 or 19.

ADULT EDUCATION STAFF

Kenji Yoshida

Director (Caucasian): A person experienced in adult education work, having a general knowledge of many subjects and detailed knowledge of a few subjects.

Student Chairman: A person experienced in organization work, chairmanship of all types (forums, lectures, etc.). He must have an interest in the adult education program in general. He should be at least a college graduate.

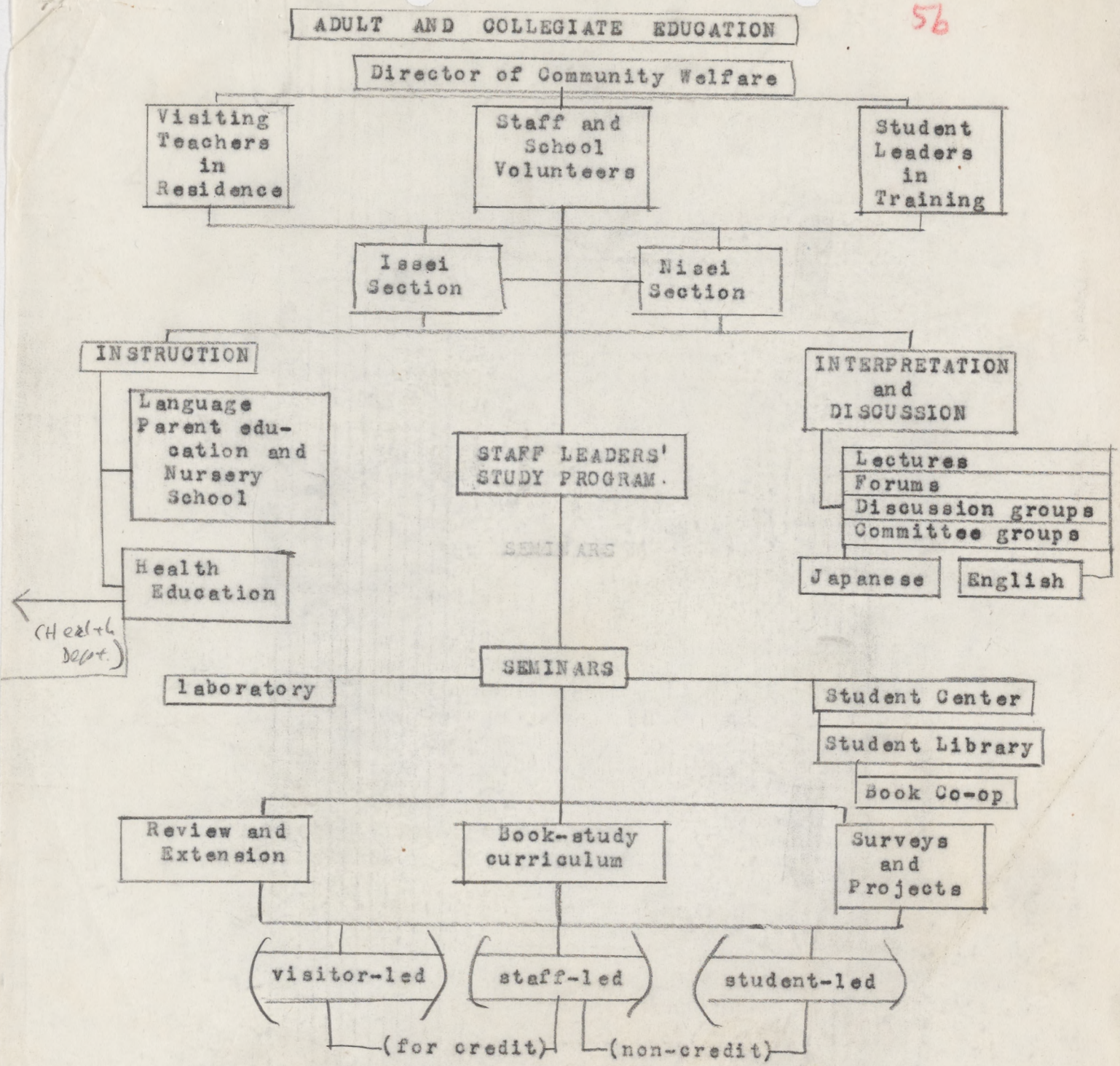
Assistants: The student chairman needs about six assistants to help him organize various interest groups and plan the adult education program (under the supervision of the Director). Preferably, each assistant is a college graduate in a particular field such as engineering, social science, etc. These chairmen will provide the initial impetus in the particular interest group in which he is interested.

Secretary: At least one secretary is needed to take shorthand notes on lectures and discussions and to do other routine work.

Translators: About eight persons well qualified to do translation and interpretation work are needed to convey information to the isseis. They should have had a college education. These translator-interpreters can be utilized to help in the planning of an educational program for the isseis.

Contact Men: In each block there should be one or two persons who would be responsible in conveying all necessary adult education information or notices to any and all people in his block who might be interested. His only qualifications is interest in the adult education program and an ability to arouse the interest of others. The work of the contact men is voluntary.

After the program gets under way the administrative staff will have to increase gradually according to need. Each study group or interest group may find it necessary to have additional full-time workers. (This depends largely upon the type of interest group.)



B. Community Activities, II

2. Adult and Collegiate Education
(see chart)

- A. This program is also under the direct personal charge of the Director of Community Welfare and Placement. His total Division includes a service for vocational guidance, seeking to fit one person to one job; I don't know why the Director should be fool enough to ignore the same rule in trying to hold eight portfolios himself, in three separate governments.

At the present time, the Adult Education program consists of an ongoing series of talks by members of the Administrative staff to a select audience of English-speaking evacuees, mostly college graduates. Two discussion-meetings were also included in the plans for the series. There are also two English classes being taught to older women; and two groups ~~xxxxxx~~ of discussion-leaders are working on plans for (1) a Student Center and study-hall with library, and (2) an Issei interpretation program of education.

- B. The present staff in this department includes a Caucasian woman, paid during the summer months by the Methodist Board of Missions, whose main task is English teaching. She lived for 25 years in Japan, and speaks the language; and has taught English there. The evacuee student-chairman is a college graduate, a boy fertile in ideas and untiring in carrying them out. He has gathered two staff-groups: a group of Nisei, college people, from the sciences and the social studies, who are interested in both the college and the adult education programs and will try their skill as discussion leaders; and a group of older men whose work, in churches, legal service bureaus, etc., has made them familiar with the Issei-Nisei adjustment problem, and who want to work on that problem as "co-ordinators" (their word) of the points of view of the two generations. In addition, the student chairman has enlisted "contact men" in every block, who ~~xxxxxx~~ selected and signed up people for the lectures, and who know their blocks in ~~xxxxxx~~ terms of the education and the interests of the people in them.

- C. The chart represents plans rather than actualities. It is an attempt to integrate two sets of plans ~~xxxx~~ on the college level, and to include the adult program within the same framework.

The functional differences between the college and adult work lie chiefly in the undergraduate's need for credits, and his wish to continue some lines of technical study in which the general adult student is not interested. Second, there are the specific needs of the Issei adults (and to some extent, of the Kibei, the American-born who were educated in Japan). Apart from these spécialités de la maison, the basic program should be the same for both age-levels.

- D. The three major functional divisions are INSTRUCTION, INTERPRETATION, and STUDY. The corresponding forms are the class (English teaching, for example), the discussion-group or committee, and the seminar.

a. INSTRUCTION

English teaching is a major need, and the clearest case of an instructional procedure. It should be planned and carried out under competent people, with evacuee aides to help with those who have some English already and need chiefly practice in using it, or in mastering other kinds of reading than newspapers.

As suggested in the memorandum on "A City of 20,000," the teaching might begin with mastery of Basic English as its goal, and the advanced section could be working on the great documents whose simple language has contributed to the making of the American mind and language, both. At this point, the English teaching almost merges with the basic study-curriculum of some of the Seminars; and the goal of the whole English program should be to prepare its people for membership in the Interpretation and Study programs.

Instruction will also be carried on in other ways and fields, and in other sections and departments. Vocational instruction in the school program; recreational instruction in the athletic and crafts departments; instruction in working skills, through actual participation in the agricultural and industrial projects, as a form of apprentice training; health education, pre-natal care, child care, and parent education through the co-operative nursery school: all these must be included in our understanding of the adult instruction program, though they will not all appear on the chart of the Department.

This Department regards Instruction as a necessary evil, preparatory to Education but not in essence part of it. Education deals with the ways in which people use what they have been instructed in. Instruction can make a machinist, or an English-speaking tongue. Making the machinist into a citizen, the tongue into an organ of social communication, is an educational problem.

B. INTERPRETATION

This is the Discussion program. It includes lectures and forums to general audiences and on general topics; discussion groups of young people, old people, in English or in Japanese; and it includes the use of the Committee form as an educational device. The major content of this section of the program is the problem of Poston itself: understanding it, evaluating it, planning for different phases of it.

This content therefore can range very widely: sex-hygiene discussions, ~~xxxxx~~ mothers' club topical meetings, co-operative discussion committees, civic planning committees, forums on the block-vs-town problem in its various forms, talks on medical care, informal meetings of scientists or engineers or visiting professors with interested students, of an evening, and carefully arranged lecture-courses such as the original Poston orientation series: all these belong under the generally informal heading of "interpretation." It is distinguished from Instruction by the informality of arrangements, and the spot-nature of its content; and from Study, by the absence of planned and consecutive curricula and the absence of book ~~xxxxxxx~~ materials or project situations organized in such curricula.

c. STUDY

This is the backbone of the education program, both as college education and as adult education. It is conceived as a planned and purposive set of curricula, for parts of which college credit may be given.

The leadership would come from three sources:
 visiting professors in residence
 members of the Project staff suited to, and
 interested in, group-study leadership; and
 members of the Schools faculty similarly
 qualified;
 student leaders, some of whom may be regarded
 as in training to become adult education
 professionals.

- i. The most informal level of Seminar work would be that of small groups of college students interested in reviewing, or advancing in, a given field: physics, mathematics, history, language, literature, or whatever. The most advanced student would presumably serve as leader. Staff and visiting-resident leaders could be drawn on as additional resources; but these groups would be regarded as principally the students' own.

Extension course materials can be made available to such groups; it is preferable for such materials to be used by small groups, rather than by individuals working alone, though this may also be done. One or two sets of correspondence material might serve as basis for a group of six to eight students, at need. Those who wished could register for the correspondence course credit; examinations could probably be given on the Project under conditions acceptable to the Extension Division.

- ii. Parallel to the Committee-action discussion groups of the informal Interpretation program might be set up Survey and Project seminars, whose work would be the assembling of information or the carrying out of activities under group leadership. Examples might be:

Agricultural: the working of a farm plot, jointly by younger and older men, among whom 4th boys and girls could be included, as a study in farm management; leadership from agricultural teachers and administration men, materials from extension service.

Sociological: survey of family-life trends, emphasizing changes introduced by Relocation. Interview technique (carefully supervised) supplemented by reading and writing of reports.

A Regional Study of Poston as a going city might become a most useful study project for a group of college students; use Middletown and related studies as basic pattern-materials.

(All these suggestions would depend in practice upon the finding of the right person to lead; other persons, other studies.)

iii. Book-Study Curriculum

Based on the work of the Experimental College at the University of Wisconsin, and on that of the School of Social Studies for adults in San Francisco, there would be worked out a sequence of basic readings in the great books and documents that have underlain the American philosophy of experience and of government and social relations.

These materials would be studied by groups of about 15, under the leadership of two or three people from the Administration staff and of visiting professors in residence.

It would be the expectation of this Department that the guest professors would teach by the Seminar method entirely, saving their lectures for the general Interpretation programs of forums and discussions. In separating Study from Instruction, as far as the professorial leaders are concerned, we have meant to indicate an emphasis on what the students learn to do, rather than on what the professor can tell them about what he has done. It is vital to select guest-teachers who can stimulate study and intellectual ferment, rather than lecturers. This sometimes means a preference for younger teachers -- not always, however. Young in spirit and mind, always.

The selected books would depend at first upon who the group leaders were. At Poston, we can draw upon an anthropologist and a philosopher, both with fairly wide backgrounds in the social studies at large. There may be a scientist or two with lively social intelligence also available. In addition, there may be one or more guest teachers. So it is safe to say that the core of the curriculum of book-studies will be in anthropology, social organization, and social philosophy. American documents and studies will be given preference, though it will be remembered that Plato, Rousseau, and other great Europeans are part of the American mind.

The chief reason for this emphasis is that the town of Poston will have as its foremost task the arrangement of its own social organization, and the provisions for self-government, economic and civic. It is important that the educational center of gravity for adults should coincide with the center of the community's most serious attention.

All members of the discussion-leaders group will be required to enroll in the study-group curriculum, as part of their preparation for the groups they lead. In addition, staffs of administrative divisions will be invited to be members of these central groups. As far as possible, all other phases of adult and collegiate educational activity will be focused into, and developed out of, what goes on in the staff groups.

It should be obvious, to hark back to something said at the start of this section of the report, that the heading up of such a program of adult and collegiate education, with three main divisions and subsidiary divisions into diverse languages and generations, for three separate cities totaling 20,000 people, $3/4$ of them eligible for adult education of one sort or another, is a full-time job; perhaps three full-time jobs, since the director should be a teacher in the group-study program himself.

Questions in search of answers:

1. Are the difficulties of using Center activities for on-the-job training so great as to preclude use of this resource? Some of the difficulties are:

Conflict between production needs and retraining plans.
Lack of skilled apprentice trainers.
Lack of time to devote to apprentices on the production unit.
Lack of equipment, space, materials.
Need for determining what operations are to be covered in
apprentice training in many different fields and how much
time is to be spent in such training.
Lack of educational staff to properly supervise such a program.

Is this resource important enough to warrant continuous efforts at meeting these difficulties?

2. Are there common steps in determining what Center activities offer important training opportunities?
3. What are some of the occupations for which training may be obtained in Center activities?
4. How can firemen in Center activities be helped to train raw beginners?
5. Is specialized personnel necessary to aid in this program? If so, can such personnel be made available?
6. What part does the OSYA program play in training? How many Centers have such programs now or look forward to obtaining such help?
7. What training resources do NYA resident training centers provide? In what occupations do they offer training? What are the limitations of this resource?
8. Can NYA be brought into the Centers? What are the advantages and disadvantages of this scheme?
9. Can War Industry Training Programs be brought into the Centers?
10. On the assumption that NYA resident training centers can provide a training resource for young people, are there similar resources for evacuees over 24 years of age?
11. In what ways can Washington help with the Center training program?
12. Is a counselling program a necessary concomitant of retraining? If so, how ambitious should it be?

DENVER CONFERENCE OF WRA SUPERINTENDENTS OF EDUCATION

Concerning The Vocational Retraining Program an agreement be reached that:

1. Retraining should lead toward relocation-employment or work in center activities.
2. The program should be the joint concern of education and employment. It must, of course, have the support of the project director.
3. The active participation of residents in planning the program should be sought.
4. Emphasis should be placed on training for occupations needed in the war effort. On a priority basis, these would start with the metal trades, agriculture, and occupations important in maintaining the health of the nation, clerical.
5. Only those residents should be admitted to training who do not already possess skills of value to the nation.
6. Training should be short-term. The maximum training period should be six months.
7. Unit skills should be provided rather than all-around proficiency.
8. Methods of training should vary with the needs of the Center. However, the following approaches seem most important; On-the-job training in Center activities, the OSYA program, out-of-center training opportunities, trade classes within the Center.

January 25, 1943

Jan
1-29-43

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MEMORANDUM TO: All Adult Education Departments

FROM: John Powell, Director of Community Activities

SUBJECT: Japanese Language Teaching

WRA official Instructions specifically forbid the teaching of the Japanese language in Relocation Centers, in either public, elementary and high schools or in adult classes.

At the present time, a number of Japanese language teaching groups are being started, some openly and some under subterfuges. The Department cannot, under its instructions, permit these activities to continue.

The matter of language teaching is one which I have already argued with the WRA, as I believe it is desirable to have it carried on under authoritative educational supervision. I shall reopen the subject with WRA, on the basis of recent evidence of interest and need.

Until the ruling is changed, however, instruction in Japanese language must be discontinued.

John Powell

JEn



Jan, 29, 1943
Read at Blk mgs mtg

NOTICE

J228

To: Translation Students

From: Adult Education Department

Subject: No class Monday Jan. 3, 1944.

There will be no classes held this Monday night dued to many new year socials.
But the following Monday Jan. 10, the translation classes will go on as usual.

Kazuo Kozeki
Kazuo Kozeki
Adult Education Supervisor

APPROVED BY:

Kenji Uyeno

POSTON TWO

J228
November 10, 1943

MEMO TO: Advanced Typing Students

FROM: Adult Education Department

As there will be a Benefit Bazaar on Saturday, November 13, the scheduled Advanced Typing class for Saturday, November 13 has been cancelled.

However, regular classes will be resumed on the following Saturday, November 20.

It has been asked that you aid in the preparation and clean up of the Bazaar. Following is the schedule for the preparation and clean up.

Friday 3:00 p.m. - 5:00 p.m.

Saturday 8:00 a.m. - 12:00 noon

Sunday 8:00 a.m. - 12:00 noon

Kazuo Kozeni
Adult Education Department

5228

NOTICE

From

Adult Education Dept.

To: Those who are interested. Subject: Doll Laundry Bag Making course.

Doll Laundry Bag Making Course will be held from Monday, Dec. 20.

This course will be assigned in groups of blocks as listed below.

Instructing will be held at 221-11-C for people of Quads 4 & 5.

Monday Afternoon - Dec. 20 - 2:00 to 4:30 p.m. - for blocks 229-227-226.

Tuesday afternoon - Dec. 21 - 2:00 to 4:30 p.m. -- blocks 222-221-220-219.

Instructing will be held at 210-2-B for people of Quads 1 - 2 - 3.

Wednesday afternoon - Dec. 22 - 2:00 to 4:30 p.m. - blocks 216-215-214-213.

Thursday afternoon - Dec. 23 - 2:00 to 4:30 p.m. - blocks 211-209-208-207.

Materials required for this course.

2 white sacks or $1\frac{1}{2}$ yd white material.	$\frac{1}{2}$ yd. ribbon.
$\frac{1}{2}$ yd colored material.	16" x $1\frac{1}{4}$ " stick.
8" square pure white material for face.	Scissor and pencil.
Blue, brown and red emboriedery thread.	Needles and sewing thread.

DEC 14 1943

Samuel Davis
Adult Education Dept.

Samuel Davis
Boston III Administrator

J2.28

N O T I C E

TO: Block Managers

From: Adult Education Dept.

(Please announce this notice in your mess hall. Thank you.)

Laundry Bag Making course and the Chinese Chow Dog Making course will be postponed until further notice -- due to the rush work of the ending of the year.

Also there will be no Knitting classes held from Monday, Dec. 20, until sometime after New Year's Day.

Marjorie Kozani
Adult Education Dept.

Robert Lyons
Poston Administration

DEC 17 1943

52.28

N O T I C E

TO: Evening course students

From: Adult Ed. Dept.

There will be no evening classes held on the following days:

Dec. 24 - Christmas Eve.

Dec. 31 - New Year's Eve.

Dec. 25 - Christmas Day

Jan. 1 - New Year's Day.

TO: Translation Class students and Instructors:

Beginning Monday, December 27, all the classes will start

from 7:00 p.m.

APPROVED BY:

Kenji Uyeno

Layne Logan
Adult Education Dept.

DEC 23 1943

J2.25

NOTICE

From

Adult Education Dept.

To: Those who are interested. Subject: Chinese Chow Dog Making Course.

Chinese Chow Dog Making course will be held from Tuesday, Dec. 21.

This course will be assigned in groups of blocks as listed below.

Instructing will be held at 210-2-B for people of Quads 1 - 2 - 3.

Tuesday afternoon -- Dec. 21 -- 2:00 to 4:30 p.m. - for blocks 207-208-209-
211.

Wednesday afternoon -- Dec. 22 - 2:00 to 4:30 p.m. - for blocks 213-214-215-
216.

***** ***** * *****

Instructing will be held at ²²¹211-11-C for people of Quads 4 & 5.

Thursday afternoon - Dec. 23 - 2:00 to 4:30 p.m. - for blocks 219-220-221-
222.

Friday afternoon - Dec. 24 - 2:00 to 4:30 p.m. -for blocks 226 - 227-229.

Materials required for this course.

2 balls yarn or floss of white, pink, or blue.

No. 2 Bone crochet hook.	1 yard narrow ribbon.
1 yad. each of red and black yarn.	1 box kppak (cotton).
1 yad. narrow white tape.	10 inches light wire.
2 black bottons for eyes.	8" square card board.

$\frac{1}{2}$ yd. white material.

Kazuo Kazumi
Adult Education Dept.

Kenji Uyeno
Poston II Administrator

DEC 14 1948

犬ちんこの講習

今回

プレゼント用犬ちんこの講習白を
致しますから希望の方はお出
で下さい。

場所 ブラック二百十番二、B

期日 十二月二十日

火曜日 午後二時—四時半

十二月二十一日

水曜日 午後二時—四時半

2	1	3.	2	0	7.
2	1	4.	2	0	8.
2	1	5.	2	0	9.
2	1	6.	2	1	1.

場所 ブラック二百十番十一、C

期日 十二月二十三日

木曜日 午後二時—四時半

2	1	9.
2	2	0.
2	2	1.
2	2	2.

十二月二十四日

金曜日 午後二時—四時半

2	2	6.
2	2	7.
2	2	9.

材料

ニッスの毛糸、白、ピンク、ブルー、其外
好みの色一種、編物針（オニ登）
一ヤードのセマキリボン、一ヤードつきの赤黒糸
綿一ヤードのセマキ、テープ、十インチ針金
ニッの黒ボタン（眼用）八対四角の型紙
半ヤード白いきれ、尺はさみ、はり、ねい糸と
まち針。

成人教育部

監事 小銭一恵

DEC 14 1943

APPROVED BY:

Kenji Uyea

人形のランドリバーグ講習白

会場

クリスマスプレゼント向き人形の洗濯物
入れ袋の講習白を致し、まうかり、皆様
お出で下さい。

場所 ブラック二百二十番十一、二

期日 十二月二十日

月曜日 午後二時——四時止

2 2 9.
2 2 7.
2 2 6.

十二月二十一日
火曜日 午後二時——四時止

2 2 2.
2 2 1.
2 2 0.
2 1 9.

場所 ブラック二百十番二、三 学校内

期日 十二月二十日

水曜日 午後二時——四時止

2 1 6.
2 1 5.
2 1 4.
2 1 3.

十二月二十三日

木曜日 午後二時——四時止

2 1 1.
2 0 9.
2 0 8.
2 0 7.

材料

米サグニ枚、或は一ヤード半の白いきれ。
半ヤードの色きれ、八寸四方の白きれ。
(顔用) 半ヤードリボン。

十六寸の長さで、一寸と四分の一の巾のステッキ。
縫縫糸の茶・ブルー・赤・針・鋏・まち針。
縫糸・尺。

成人教育部

監事 小銭一連

DEC 14 1943

APPROVED BY:

Kenji Tyeas m

N O T I C E

From

Adult Education Dept.

To: Those who are interested.

Subject: Moth Ball Doll Making Course.

Moth Ball Doll Making Course will be held from December 13,
Monday.

The schedule for this course will be assigned in groups of blocks
as listed below.

Instructing will be held at 221-11-C for people of Quads 4 & 5.

Monday afternoon -- Dec. 13 -- 2:00 to 4:30 p.m. -- for blocks 229-227-226.

Tuesday afternoon - Dec. 14 -- 2:00 to 4:30 p.m. -- for blocks 222-221-220-219

*
*

Instructing will be held at 210-2-B for people of Quads 1 - 2 - 3.

Wednesday afternoon - Dec. 15- 2:00 to 4:30 p.m.- for blocks 216-215-209-208
207.

Thursday afternoon- Dec. 16 - 2:00 to 4:30 p.m. - for blocks 214-213-211.

Materials required

White material and colored material.

Ruler - cotton - embroidery thread.

Needle - sewing thread - scissor.

Karen Kase
Adult Education Dept.

Robert J. Taylor
Poston II Administrator

NOTICE

From

Adult Education Dept.

To: Those who are interested.

Subject: Yarn Belt Making Course.

Yarn Belt Making Course will be held from Monday afternoon, Dec. 13.

The schedule for this course will be assigned in groups of blocks as listed below.

Instructing will be held at 210-2-B for people of Quads 1- 2 - 3.

Monday afternoon - Dec. 13 - -2:00 to 4:30 -- for blocks 207-208-209-211.

Tuesday afternoon -Dec. 14 -- 2:00 to 4:30 - for blocks 213-214-215-216.

Instructing will be held at 221-11-C for people of Quads 4 & 5.

Wednesday afternoon- Dec. 15 - 2:00 to 4:30 p.m. - for blocks 219-220-221-222

Thursday afternoon - Dec. 16 - 2:00 to 4:30 p.m. - for blocks 226-227-229.

Materials Required

Yarn or rug yarn in 2 different colors.

Ruler - scissor - pencil and paper.

Adult Education Dept.

Poston II Administrator

毛糸ベルトの講習

今回、クリスマスプレゼント向キ、ベルトの講習を左の日程によつて同キします。ご希望の方はお出で下さい。

場所 ブラック ニ百十二番 学校内

期日 十二月十三日

ブラック分

月曜日 午後二時 — 四時半

1. 7. 8. 9.
2. 0. 0. 0.
2. 2. 2.

十二月十四日
火曜日 午後二時 — 四時半

1. 3. 14. 15. 16.
2. 2. 2. 2. 2.

場所 ブラック ニ百十二番 学校内

ブラック分

十二月十五日
水曜日 午後二時 — 四時半

1. 9. 2. 0. 1. 2.
2. 2. 2. 2. 2.

十二月十六日

木曜日 午後二時 — 四時半

2. 2. 6. 7. 9.
2. 2. 2. 2. 2.

材料

毛糸又はラグマーンニ色尺鉄

成人教育部

小銭一恵

APPROVED BY:

Kenji Uyeno

モスボール人形袋講習会

クリスマスプレゼント向きのモスボール人形袋の講習を開きます。お申し込み希望のお方々はお出で下さい。

場所 ブラック二百二十番・十一C

期日 十二月十三日

月曜日 午後二時より四時半

ブラック分

229
227
226

十二月十四日
火曜日 午後二時より四時半

222
221
220
219

場所 ブラック二百二十六 B 学校内

期日 十二月十五日

水曜日 午後二時より四時半

207
216
215
209
208

十二月十六日
木曜日 午後二時より四時半

214
213
211

材料

白小ざね、其の他色物の小ざね、尺、わたし、繡縫糸、ぬい糸、鋏、針、尺

成人教育部

監事 小銭一恵

APPROVED BY:

Kenji Uyeno

N O T I C E

From

Adult Education Dept.

To: Those who are interested.

Subject: Hand-bag Making Course.

Hand-bag making course will be held from Monday, December 6.

The schedule for this course will be assigned in groups of blocks as listed below.

Instructing will be held at 210-2-B for people of Quads 1 - 2 - 3.

Monday afternoon- Dec. 6 -- 1:30 to 4:30 p.m. - for blocks 207-208-209-211.

Tuesday afternoon- Dec. 7 - 1:30 to 4:30 p.m. - for blocks 213-214-215-216.

-----*-----

Instructing will be held at 221-11-C for people of Quads 4 - 5.

Wednesday afternoon - Dec. 8 -1:30 to 4:30 p.m. - for blocks 219-220-221-222.

Thursday afternoon - Dec. 9 - 1:30 to 4:30 p.m. - for blocks 226-227-229.

Items needed for this course

White cloth for face, legs, & hands.

Any kind of material for bag.

Cotton- to stuff it in head, legs, & hands.

Embroidery thread, needle and scissor.

Paste, brush, pencil and papers.

Please come on the day and time you are assigned.

APPROVED BY:

Kenneth Dyer

James Dyer
Adult Education Dept.

NOTICE

From

Adult Education Dept.

To: Ikebana students.

Subject: Ikebana practice.

The weekly Ikebana practice will commence to begin this coming Monday evening, December 6.

It will be held at 210-2-B for Quads 1 - 2 - 3.

The schedule for this course will be assigned in groups of blocks as listed below.

Monday evenings --- 7:00 to 9:00 p.m. -- for blocks 207-208-209-211.

Tuesday evenings-- 7:00 to 9:00 p.m. --- for blocks 213-214-215-216.

Practice will be held at 219-11-C for Quads 3 - 4.

Wednesday evenings - 7:00 to 9:00 p.m. - for blocks 219-220-221-222.

Thursday evenings - 7:00 to 9:00 p.m. - for blocks 226-227-229.

Kenji Ikeno
Poston II Administrator

James R. [Signature]
Adult Education Dept.

NOTICE

Blt. Manager Super

To: Students of grade 2
From: Adult Education Dept.
Subject: Change of class room.

Translation clas students of Blocks 219 - 220 - 221 - 222 -
of grade 2 are asked to come to room 19 from this coming Monday
evening, December 6.

We would appreciate your cooperation.

Kazue Kozeni

Mrs. Kazue Kozeni

Adult Ed. Supervisor

210-1-D Camp II

謹告

アドベ新校舎ルームが二十四号の龍譯

の組に出席して居る生徒の中
左のブロックに住居してゐる方々

Block.

219.

220.

221.

222.

は都合により来る月曜(六)夜、組
ルームが十九号にお移り下さる様
お願い致します。

十二月三日

成人教育部

監事 小銭一恵

APPROVED BY:

Kenji Kuroki

人形袋衣物の講習

啓

人形袋衣物の講習を左の日程によつて致し、ますから、希望のお方はお出で下さい。

場所

ブラック二百丁二丁目

学校内

期日

十二月六日

月曜

午後一時半—四時半

ア
ラ
ッ
介

火曜

十二月七日

午後一時半—四時半

213. 214. 215. 216. 207. 208. 209. 211.

場所

ブラック

二百二十一丁

十二月八日

水曜

午後一時半—四時半

十二月九日

木曜

午後一時半—四時半

219. 220. 221. 222. 226. 227. 229.

材料

白の小ざね(顔と手足) 袋用カミサレ

わたし 刺繍糸 少し 針 縫糸 針
ペースト ブラッ シ

大人教習部

監事 小銭一恵

APPROVED BY:

Kenji Tugawa

ベビーローズの講習

今回ベビーローズの講習を開きます
から希ひます お方々はお出で下さい

場所 ブラック二百二十一番十一C

期日 十二月六日

ブラック分

月曜日

午後二時より四時半まで

十二月

七日

火曜日

午後二時より四時半まで

222. 221. 220
220 220 219

場所

ブラック二百十番二B

学校内

期日 十二月八日

水曜日

午後二時より四時半まで

6. 5. 9. 8. 7.
110000

十二月

九日

木曜日

午後二時より四時半まで

14. 13. 11.
222

材料

ピンク又は白のクレツポペーパー
グリンのクレツポペーパー
ワイヤー中細ハイスト鉄

成人教育部

監事

小銭一恵

Kenji Tugend

生花のお稽古日就

久しく休んで居りました生花の
週のお稽古を始めるに
なりまして左に其の日程
をお知らせ致します。

場所

二百十、二百 道子校内

期日 十二月六日

月曜日

夕七時

九時

207.
208.
209.
211

フランク

十二月七日

火曜日

夕七時

九時

213.
214.
215.
216.

場所

二百十九、十一、C

期日 十二月八日

水曜日

夕七時

九時

十二月九日

木曜日

夕七時

九時

226.
227.
229.
219.
220.
221.
222.

成人教育部

監事 小銭一恵

APPROVED BY:

Kenji Sugano

Discussion: Miss Grube, Miss Peavy, and Miss Cheney

How do the Kibei fit into the educational organization?

Many Kibei go back to Japan knowing too little Japanese to continue school at the level they reached in the United States. If they go back as small children they begin in elementary school, but if not they may be set back a year or so, or given special tutoring. Many go to private schools and universities, where there are often special courses for them. However, there are so few that they are not a problem in the educational system itself.

When is tuition charged in the schools and how much does it amount to?

The first six years, i.e., elementary school, the student buys his own books, supplies, etc., but pays no other fees. Tuition is charged in middle school, and of course at the universities. For middle school it may be from five to eight dollars a month, which often entails considerable sacrifice on the part of the parents. If a student cannot afford to attend the higher schools he does not take the qualifying examinations. However, if a student takes the examinations and passes them in expectation of going on and an emergency arises which endangers his opportunity, a family council is called to try and find some solution to the problem.

It is difficult to work one's way through school, but many students earn part of their expenses. Also, many well-to-do or moderately well-to-do families take children and young students into their homes to help them with their education. There are a few scholarships in the private schools, none in government schools, and in no place does the number of scholarships available approach the American situation.

Fees are low in normal schools, probably because the importance of teachers is recognized.

How much specialization is there in the middle schools?

There is a great deal of opportunity for students to specialize in middle schools as well as in the universities. There is a course for those planning to take the university entrance examination, another in commerce, one in navigation, a normal school, etc.

The occupational expectation of the students is often commerce. For a time there was difficulty in college graduates getting jobs. The student groups have been thoroughly purged of any who indulge in dangerous thought. There are many opportunities for college graduates in government service.

(4344-A)

How much do Japanese students study abroad and where?

The government and large commercial houses both finance study abroad for promising students. Fewer Japanese students go than Chinese, perhaps because there are more facilities in Japan than in China. Most to the United States and England, most medical students to Germany. There are few foreign students in Japan, though quite a number come from Korea, and some come from China and Siam.

Is military service required of young men?

All men of 20 are required to spend three years (formerly only one) in military training. They are allowed credit for the training they get in school. If they are in school when they become eligible for service, it may be postponed until they finish school. Some even go into business for a short time before taking the regular training.

How are the traditional aspects of culture perpetuated?

In the schools classical literature is studied. However most music and drawing is western in character. In family training, the children learn the old customs and traditions. Girls go to bride schools where they are taught flower arrangement and other arts. There are many amateur associations for cultural activities such as flower arrangement, flower growing, and so forth. People work hard at their hobbies. Symphonies, opera, the theater, and other entertainments are generally western European in character, and are privately operated. The government sponsors certain cultural societies.

Recently, the government has encouraged Japanese culture at the expense of Western European culture. There is a decided emphasis on the national aspects of the arts.

ADULT EDUCATION WEEKLY FORUM

February 25, 1943

7:30 p.m., Rec. 36

Chairman Tom Sakai

Topic: How shall the dividend fund be distributed?

The dividend fund was established when workers in the garnishing net factory volunteered to contribute 35 per cent of their earnings (after subsistence, taxes, and other expenses have been deducted) to the other members of the Work Corps. Now the Problem is to distribute this fund equitably, so that everyone will be happy: Who should cut in on the melon? Should everyone in the Work Corps share equally? Or should only key-workers share in the fund? Who is to determine essential workers and non-essential workers? These and similar questions will be considered in the discussion.

- I. General conditions in the net factory,
in regard to working conditions, earnings, etc.

Frank Kuwahara

II. How shall the dividend fund be distributed?

1. The ideal goal
2. Viewpoint of a camouflage worker
3. Viewpoint of the Issei Advisory Council
4. Viewpoint of the Poston I Community Council

K. Nakane

Bob Kinoshita

George Katow

Franklyn Sugiyama

III. Questions from the floor

J2.45

STATEMENT

Oct. 7, 1944

#5 Sewing School
(Block 35)

		Balance
Tuition fee for October	53.50	53.50
Oct. 7, 1944 Paid to teacher	38.50	15.00
Balance from last month	55.91	70.91

Payment as follows:

Name	Cash Allowance	Clothing Allowance
Miss Miyata	\$16.00	\$3.50
Mrs. Tanaka	16.00	
Mrs. Matsumoto---Special Allowance	\$3.00	

H. Arita
Hagemu Arita

J2.45

~~62~~

STATEMENT

Oct. 7, 1944

#4 Sewing School
(Block 21)

		Balance
Tuition fee for Sept.	\$76.75	\$76.75
Oct. 7, 1944 Paid to teachers	61.00	15.75
Balance from last month	20.00	35.75
Transfer to Sewing Center	15.50	20.25

Payment as follows:

Name	Cash Allowance	Clothing Allowance
Miss Matsude	\$ 16.00	\$ 3.50
Mrs. Sasaki	16.00	3.50
Mrs. T. Sasaki	16.00	
Miss Umeda---Special Allowance	\$ 3.00	
Miss Fujiwara " "	3.00	

H. Arita
H. Arita

STATEMENT

October 7, 1944

#3 Sewing School
(Blk. 12)

		Balance
Tuition Fee for Sept.	\$71.50	\$71.50
Oct. 7, 1944 Paid to teachers	51.00	20. ⁵⁰ 00
Balance from last month	72.39	⁸⁹ 92.39

Payment as follows:

Name	Cash Allowance
Mrs. Watanabe	\$16.00
Mrs. Ikuma	16.00
Mrs. Omori	16.00
Mrs. Asatani--Special Allowance	\$3.00

Hagemu Arita

STATEMENT

October 7, 1944

#6 Tailoring School
(Block 42)

			Balance
	Tuition fee for Oct.	\$82.50	\$82.50
Oct. 7, 1944	From balance paid as sup- plemen tary payment for Sept.	.50	83.00
Oct. 7, 1944	From balance paid for three months expenses	10.54	93.54
Oct. 7, 1944	Paid to teachers	83.00	10.54
" " "	Paid for expenses for June, July and August.	10.54	----
	Balance from last month		47.71

Payment as follows:

Name	Cash Advance
1. Mrs. Ikeda	\$16.00
2. Mrs. Kuratomi	16.00
3. Mrs. Neeno	16.00
4. Miss Tanaka	16.00
5. Mrs. Tanesaki	16.00
6. Mr. Urata---Special Allowance	\$3.00

H. Arita
Hagemu Arita

STATEMENT

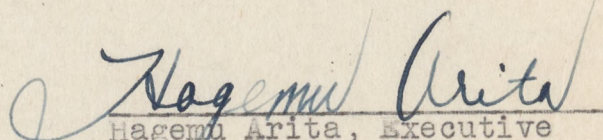
Sept. 7, 1944

#2 Sewing Center
Blk. 21

	Balance
Income fee for August \$77.50	\$77.50
Sept. 7, 1944 Paid to teachers 76.00	1.50
Balance from last month 6.13	7.63

Payment as follows:

Name	Cash Allowance	Clothing Allowance
Miss Inada	\$11.50	\$3.50
" Yoshimura	11.50	3.50
Mrs. Inoto	11.50	
" Watanabe	11.50	
" Yamada	11.50	
" Nishimoto	11.50	


Hagemu Arita, Executive
Secty of Local Council

STATEMENT

September 7, 1944

#3 Sewing School
(Blk. 12)

		Balance
Tuition Fee for August	\$81.00	\$81.00
Sept. 7, 1944 Paid to teachers	54.50	26.50
Balance from last month	45.89	72.39

Payment as follows:

Names	Cash Advance	Clothing Allowance
Mrs. Watanabe	\$16.00	\$3.50
" Ikuma	16.00	
" Omori	16.00	
" Asatani- Special Allowance	\$3.00	

Hagerm Arita
Hagerm Arita, Executive
Sect'y of Local Council

STATEMENT

Sept. 7, 1944

#4 Sewing School
(Blk. 21)

		Balance
Tuition fee for August	\$21.00	\$21.00
Sept. 7, 1944 Paid to teachers	61.00	20.00

Payment as follows:

Names	Cash Advance	Clothing Allowance
Miss Matsuda	\$16.00	\$3.50
Mrs. Sasaki	16.00	3.50
" T. Sakai	16.00	
Miss Umeda-Special Allowance	\$3.00	
" Fujiwara "	" 3.00	

Hagemu Arita
Hagemu Arita, Executive
Sect'y of Local Council

STATEMENT

Sept. 7, 1944

#5 Sewing School
(Block 35)

		Balance
Tuition fee for August	\$58.50	\$58.50
Sept. 7, 1944 Paid to teachers	42.59	15.91
Balance from last month	40.00	55.91

Payment as follows:

Name	Cash Advance	Clothing Allowance
Miss Miyata	\$16.00	\$3.50
Mrs. Tanaka	16.00	
Mrs. Matsumoto- Special Allowance	\$3.00	
Mrs. Matsumoto- Supplementary payment for August	\$4.09	

Hagemu Arita
Hagemu Arita, Executive Sect'y
of Local Council

STATEMENT

June 7, 1944

#2 Sewing Center
(Block 21)

	Income for May	\$80.68	Balance
June 7, 1944	Paid to school	\$80.25	\$.43

Payment as follows:

	Cash Advance	Clothing Allowance
1. Miss Inada	\$10.00	\$ 3.50
2. Mrs. Emoto	\$10.00	
3. Mrs. Masunaga	\$10.00	
4. Mrs. Nishimoto	\$10.00	
5. Mrs. Watanabe	\$10.00	
6. Mrs. Yamada	\$10.00	
7. Miss Yoshimura	\$10.00	\$ 3.50
8. Mr. Masaki - Allotment fee	\$ 3.25	

Revised

STATEMENT

June 7, 1944

#3 Sewing School
(Block 12)

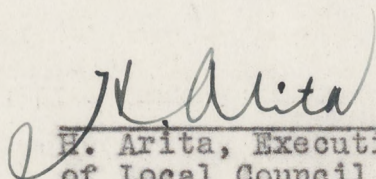
Balance

Balance from April \$87.00

June 7, 1944 Paid to the school 73.75 \$13.25

Payment as follows:

	Cash Advance	Clothing Allowance
1. Mrs. Watanabe	\$16.00	\$ 3.50
2. Mrs. Ikuma	16.00	
3. Mrs. Omori	16.00	
4. Mrs. Wakimoto	16.00	
5. Mrs. Asatani - Special Allowance	\$3.00	
6. Mr. Masaki - Allotment fee	\$3.25	


H. Arita, Executive Sect'y
of Local Council

STATEMENT

June 7, 1944

#4 Sewing School
(Block 21)

	Balance from April	\$91.75	Balance
June 7, 1944	Paid to the School	\$88.25	\$3.50

Payment as follows:

	Cash Advance	Clothing Allowance
1. Miss Matsuda	\$13.00	\$ 3.50
2. Mrs. Nagamatsu	13.00	3.50
3. Miss Nishimoto	13.00	3.50
4. ^{Mrs. Y.} Miss Sasaki	13.00	3.50
5. Mrs. T. Sasaki	13.00	
6. Miss Umeda - Special Allowance	\$3.00	
7. Miss Fujiwara " "	\$3.00	
8. Mr. Masaki - Allotment fee	\$3.25	

H. Arita
H. Arita, Executive Secretary
of Local Council

STATEMENT

June 7, 1944

#5 Sewing School
(Block 35)

Balance

Balance from April \$70.75

June 7, 1944

Paid to the school 57.75

\$13.00

Payment as follows:

Cash Allowance Clothing Allowance

- | | | |
|--------------------------------------|---------|---------|
| 1. Mrs. Miyata | \$16.00 | \$ 3.50 |
| 2. Mrs. Matsumoto | 16.00 | |
| 3. Mrs. Tanaka | 16.00 | |
| 4. Mrs. Fujikawa - Special Allowance | \$3.00 | |
| 5. Mr. Masaki - Allotment fee | \$3.25 | |

H. Arita
H. Arita, Executive Sect'y
of Local Council

STATEMENT

June 7, 1944

#6 Sewing School
(Block 42)

			Balance
	Tuition Fee for May	\$113.00	
June 7, 1944	Paid to school	86.25	\$26.75

Payment as follows:

	Cash Allowance	Clothing Allowance
1. Mrs. Ikeda	\$16.00	
2. Mrs. Kuratomi	16.00	
3. Mrs. Neeno	16.00	
4. Mrs. Tanaka	16.00	
5. Mrs. Tanesaki	16.00	
6. Mr. Urata - Special Allowance	\$3.00	
7. Mr. Masaki - Allotment fee	3.25	

H. Arita
H. Arita, Executive Sect'y
of Local Council

June 6, 1944

STATEMENT

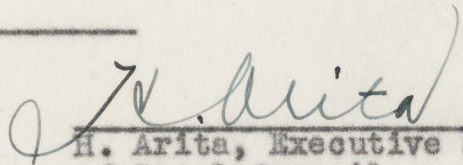
#6 Tailoring School
(Block 42)

Janitor Fee

June 1, 1944- As Janitor Fee for April and May
Twenty-four dollars and twenty cents.
(\$24.20)

At the Trusty Meeting of June 5, 1944 it was decided
as follows:

1. Twenty-four dollars and twenty cents
(\$24.20) pay to the janitor for the
month of April and May.
2. From June 1, 1944 there shall not be
any collecting of fees for the janitor.


H. Arita, Executive Sect'y
of Local Council

STATEMENT

June 7, 1944

Mr. Y. Masaki

Service fee for the month of June	\$16.00
Clothing Allowance	3.50

V. B. Bita
Executive Sect'y of
Local Council

Mr. Sumida

May 29, 1944

#3 Sewing School
(Block 12)

Janitor Fee

5/13/44

May
17.40

At the Trusty Meeting of May 24, 1944 it was decided
as follows:

1. Eight dollars (\$8.00) pay for janitor.
2. Balance nine dollars forty cents (\$9.40) keep
for necessity of school

May 29, 1944

#6 Tailoring School
(Block 42)

	April	May	Total Balance
5/19/44	\$.25	\$ 160.25	\$ 160.50
5/23/44		6.00	166.50
5/25/44	.50	1.00	168.00
5/29/44	Paid 55.00 to school		113.00

As tuition fee for April \$ 55.00

As tuition fee for May 113.00

Teachers: Sodeko Ikeda
Kimiko Kuratomi
Tsuneko Neeno
Aya Tanaka
Shigeko Tanesaki

May 29, 1944

#5 Sewing School
(Block 35)

	April	May	Total Balance
5/17/44		\$103.75	103.75
5/29/44	Paid \$33.00 to school		70.75

As tuition fee for April \$33.25

As tuition fee for May \$70.50

Teachers: Mrs. Kimi Matsumoto
Miss Fumiko Miyata
Mrs. Kiku Tanaka

May 29, 1944

#4 Sewing School
(Block 21)

	April	May	Total Balance
5/15/44		\$128.00	\$128.00
5/19/44		2.00	130.00
5/25/44		1.75	131.75
5/30/44	Paid \$40.00 to school		91.75

As tuition fee for April \$ 41.25

As tuition fee for May 90.50

Teachers: Ikiko Matsuda
 Hatsuye Nagamatsu
 Haruye Nishimoto
 Yoshiye Sasaki
 Teruko Sasaki

May 29, 1944

#3 Sewing School
(Block 12)

	April	May T	Total Balance
5/13/44	\$42.00	\$87.00	\$129.00
5/29/44	Paid 42.00	to school	87.00

As tuition fee for April \$ 42.00

Teachers:

Mrs. Bunya for two weeks	7.00
Mrs. Ikeda for two weeks	7.00
Miss Yasuda for two weeks	7.00
Miss Shigetomi for two weeks	7.00
Mrs. Watanabe for full month	14.00

Price List

(Thread included)

Dresses

Cotton	\$ 1.00
2 pc. cotton	1.25
Spun rayon	1.25
2 pc. spun rayon	2.00
Rayon	2.00
Jersey and silks	2.00
2 pc. jersey and silk	2.50- 2.75
Mixed rayon and woolens	2.00
Woolens	2.25- 3.00
Linen	2.00- 2.50
Silk	2.50
2 pc. silk	3.00

Gowns

Wedding Gown, without train	5.00
Wedding Gown, with train	7.00
Other gowns	4.00
Children's gown	2.00

Suits

Woolen and others, without lining	1.50- 2.00
Woolen and others, with lining	3.50- 4.50
Corduroy	1.35- 1.75
Butcher Linen	1.50- 2.00
Woolen and others, strictly tailored hymo. Supplies included except lining.	10.00
Men's Suits	15.00

Jackets

Corduroy	1.50
Woolen, without lining	1.50
Woolen, with lining	1.50- 2.00

Coats

Woolen and others, without lining	2.50- 3.00
Woolen and others, with lining	3.50- 5.00
Woolen and others, strictly tailored hymo	10.00

House Coats

Cotton	1.25
Silk	3.00
Corduory and Woolens	2.00

Men's Shirts

Short Sleeves	.75 - 1.00
Long Sleeves	1.25 - 1.50
Pajama	.75 -
Gown	.50
Nihongā	.65

Blouses

All types	.75 - 1.50
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SLACKS

All types	1.00 - 1.50
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Skirts

All types	.50 - 1.00
Accordion pleated	2.00

Children

<u>Dresses</u>	Cotton	.50
	Spun rayon	.75
	Rayon	.85
	Silk	1.00
	Woolen	1.75

Patterns

.25 up

Men's Alteration

Pants	Cuff	.25 - .35
	Waist	.35 - .50
	Khaki jacket	.50 - .75

Prices will vary according to the quality of materials and style.

and furnished

*checked
03/10/45*

STATEMENT

De, 7, 1944

#2 Sewing Center
(Blk. 21)

Income for November	\$95.50	Balance
From Sewing School	7.50	\$103.00
Dec. 7, 1944 Paid to teachers	103.00	-----

Payment as follows:

Name	Cash Advance	Clothing Allowance
1. Miss Inada	\$16.00	\$3.50
2. Miss Yoshimura	16.00	3.50
3. Mrs. Emoto	16.00	
4. Mrs. Watanabe	16.00	
5. Mrs. Yamada	16.00	
6. Mrs. Nishimoto	16.00	

H. Arita

H. Arita, Treasurer

STATEMENT

December 7, 1944

#3 Sewing School
(Blk. 12)

Tuition fee for Nov.	\$93.50	Balance \$93.50
Dec. 7, 1944 Paid to teachers	51.00	42.50
Balance from last month	127.89	170.39

Payment as follows:

Name	Cash Allowance
Mrs. Watanabe	\$16.00
Mrs. Ikuma	16.00
Mrs. Omori	16.00
Mrs. Asatani - Special allowance	\$3.00

H. Arita
Hagenu Arita, Treasurer

STATEMENT

Dec. 7, 1944

#4 Sewing School
(Blk. 21)

		Balance
Tuition fee for Nov.	\$81.00	\$81.00
Nov. 7, 1944 Paid to teachers	61.00	20.00
Transfer to Sewing Center	7.50	12. ⁵⁰
Balance from last month	49.00	61.50

Payment as follows:

Name	Cash allowance	Clothing allowance
1. Miss Matsuda	\$16.00	\$3.50
2. Mrs. Sasaki	16.00	3.50
3. Mrs. T. Sasaki	16.00	
4. Miss Umeda - Special allowance	\$3.00	
5. Miss Fujiwara " "	3.00	

H. Arita
H. Arita, Treasurer

STATEMENT

December 7, 1944

#5 Sewing School
(Blk. 35)

	Tuition fee for Nov.	\$53.50	Balance \$53.50
Nov. 27, 1944	Paid Style Book	.92	52.58
Dec. 4, 1944	Paid Drafting chalk	1.00	51.58
Dec. 7, 1944	From Balance of last month	39.11	90.69
Dec. 7, 1944	Paid to teachers	58.00	32.69

Payment as follows:

Name	Cash Advance	Clothing Allowance
1. Mrs. Fujikawa	\$16.00	\$3.50
2. Miss Miyata	16.00	3.50
3. Mrs. Tanaka	16.00	
4. Mrs. Matsumoto - Special allowance		\$3.00

H. Arita
H. Arita, Treasurer

STATEMENT

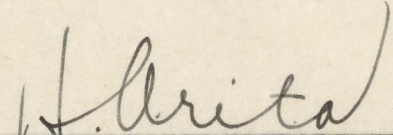
December 7, 1944

#6 Tailoring School
(Blk. 42)

		Balance
Tuition fee for Nov.	\$77.50	\$77.50
From Last month Balance	27.71	105.21
Dec. 7, 1944 Paid to teachers	83.00	22.21

Payment as follows:

	Name	Cash Advance
1.	Mrs. Ikeda	\$16.00
2.	Mrs. Kuratomi	16.00
3.	Mrs. Niino	16.00
4.	Miss Tanaka	16.00
5.	Mrs. Tanasaki	16.00
6.	Mr. Urata - Special allowance	\$3.00


H. Arita, Treasurer

STATEMENT

Oct. 7, 1944

#2 Sewing School (Block 21)

Income fee for September	\$87.50	Balance \$87.50
From Sewing School	15.50	103.00
Oct. 7, 1944 Paid to teachers	103.00	----

Payment as follows:

Name	Cash Allowance	Clothing Allowance
Miss Inada	\$ 16.00	\$ 3.50
Miss Yoshimura	16.00	3.50
Mrs. Emoto	16.00	
Mrs. Watanabe	16.00	
Mrs. Yamada	16.00	
Mrs. Nishimoto	16.00	

H. Arita

H. Arita

bal.
Total Sewing School
and Center Unit I 231.76

mi Sumida

STATEMENT

November 7, 1944

#2 Sewing Center
(Blk. 21)

			Balance
	Income for Oct.	\$93.00	\$93.00
	From Sewing School	10.00	103.00
Nov. 7, 1944	Paid to teachers	103.00	-----

Payment as follows:

	Name	Cash Advance	Clothing Allowance
1.	Miss Inada	\$16.00	\$3.50
2.	" Yoshimura	16.00	3.50
3.	Mrs. Emoto	16.00	
4.	" Watanabe	16.00	
5.	" Yamada	16.00	
6.	" Nishimoto	16.00	

Hagemu Arita
Hagemu Arita, Executive Sect'y

STATEMENT

Nov. 7, 1944

#3 Sewing School
(Blk. 12)

		Balance
Tuition fee for October	\$86.00	\$86.00
Nov. 7, 1944 Paid to teacher	51.00	35.00
Balance from last month	92.89	127.89

Payment as follows:

Name	Cash Allowance
Mrs. Watanabe	\$16.00
Mrs. Ikuma	16.00
Mrs. Omori	16.00
Mrs. Asatani - Special allowance	\$3.00

Hagemu Arita
Hagemu Arita

STATEMENT

November 7, 1944

#4 Sewing School
(Block 21)

		Balance
Tuition fee for October	\$99.75	\$99.75
Nov. 7, 1944 Paid to teachers	61.00	38.75
Balance from last month	20.25	59.00
Transfer to Sewing Center	10.00	49.00

Payment as follows:

Name	Cash Advance	Clothing Allowance
1. Miss Matsuda	\$16.00	\$3.50
2. Mrs. Sasaki	16.00	3.50
3. Mrs. T. Sasaki	16.00	
4. Miss Umeda- Special Allowance	\$3.00	
5. Miss Fujiwara "	" 3.00	

Hageme Arita
Hageme Arita, Executive Sect'y

STATEMENT

Nov. 7, 1944

#5 Sewing School
(Blk. 35)

Tuition fee for Oct.	\$25.50	Balance \$25.50
Balance from last month	70.91	96.41
Nov. 7, 1944 Paid to teachers	^{50.00} 46.50	^{46.41} 49.91
Oct. 19, 1944 Paid 2 rolls paper	7.30	^{39.11} 42.61

Payment as follows:

Name	Cash Allowance	Clothing Allowance
Miss Miyata	\$16.00	\$3.50
Mrs. Tanaka	16.00	
Mrs. Fujikawa	8.00	350
Mrs. Matsumoto - Special allowance	\$3.00	

Hagemu Arita
Hagemu Arita

STATEMENT

Nov. 7, 1944

#6 Tailoring School
(Blk. 42)

		Balance
Tuition fee for Oct.	\$63.00	\$63.00
From last month balance	20.00	83.00
Nov. 7, 1944 Paid to teachers	83.00	_____
Balance from last month		27.71

Payment as follows:

Name	Cash Allowance
1. Mrs. Ikeda	\$16.00
2. Mrs. Kuratomi	16.00
3. Mrs. Niino	16.00
4. Miss Tanaka	16.00
5. Mrs. Tanesaki	16.00
6. Mr. Urata - Special allowance	\$3.00

Hagemu Arita
Hagemu Arita

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File
Education

INVITATION TO FREEDOM

A proposal for a program of liberal adult
education, submitted by
Raymond Wilburn

Poston, Arizona

September 1, 1942

GENERAL PREFACE

This report proposes in detail an adult education system for the Japanese relocation project at Poston, Arizona. The report has been made possible by the faith and understanding of the American Friends Service Committee who advanced \$1000.00 for the expenses of an initial investigation and trial of the plan proposed below. The operation of the plan depends upon the philanthropy of an American foundation. American Friends Service Committee have already indicated their desire to act as protagonists for the plan in enlisting the support of philanthropy. Thus, it is to the American Friends Service Committee and to philanthropy that the following pages are addressed.

The Superintendent and Staff at Poston are the ones upon whom the success of any activity at the Project most immediately depends and upon whom failure most sharply falls. To them also, the report is submitted for review and approval.

BACKGROUND AT POSTON

The eighteen thousand Japanese who have been relocated at Poston constitute a community almost unique in American experience. They have been torn from their roots by a force beyond their control but within their understanding. Compelled to put down new roots, they have sought and found sympathy and aid from the Caucasian administrators who are at once their friends and the representatives of the race they are for the moment subject to. Whether the new roots grow deep and strong or tenuous and shallow depends upon two factors; the wisdom of the administrators in indicating a direction of growth and their success in turning over the actual process to the Japanese; secondly, the quality of the spiritual materials available to build the fibers of the roots. There is no question that the first condition is satisfied. The second states the problem of this report.

The most spiritually insecure group among the evacuees are the youth, the young people just beginning on their own careers, and the people in early middle age. These are the age groups from 16 to 40. They are bewildered not only by the paroxysms of a world at war but

by the justice of a violent fate that overtook them at crucial periods in their lives. They have been denied even the opportunity to share the common sufferings of their countrymen at war. The young to middle age Japanese know they are suffering because of the war, but they feel there is a kind of perversion latent in the experience and they fear that the perversion will become active in them. These are the people for whom this segment of the Adult education program is designed, the people who have the power to make the most significant conversion of catastrophe into wisdom and opportunity. These are the people specifically excluded from educational guidance by a law which provides funds for instruction only through high school. These are the Nisei, American born citizens of Japanese parents.

Already in operation at Poston are various classes for the Issei, the first generation, or alien Japanese. The instruction is mainly linguistic and is designed to ameliorate the bad effects of the intensely organized Japanese colonies which existed on the West Coast. This part of the adult education problem is highly important and should not be slighted but does not equal the continuous and complicated educational puzzle of the Nisei. For the most part, the Issei at Poston are farmers and they are already practicing their art. The planned economy of the community is agrarian.

FOREGROUND OF THE PROBLEM

In spite of the evident determination of the Japanese to make new lives for themselves at Poston, there is a tentative atmosphere, an air of expectancy in the community. As a young Japanese girl expressed it, "We have unpacked our luggage but not our minds." The barracks which house the people are eloquent on this subject. The feeling is given outside expression and justification in the efforts of agencies to find a more permanent and adequate solution to the "Japanese Problem" than concentration and isolation. One of the most active of these agencies is the American Friends Service Committee which has taken the initiative in student relocation, i.e., the replacing of Japanese college students in colleges situated in areas approved by the Army. This work is slow and arduous and can

be depended upon to solve the adult education problem only in small part. Still, the acceleration of the relocation, not only of the student but of the entire evacuee population, must be kept well in mind in planning for the future at Poston.

Such a contingency makes any exclusive solution of the educational problem by means of vocational training unrealistic. In addition to the educational disproportion and dangers that exclusive vocational training engenders, the practical difficulties that would beset it as a result of the war effort would be great. The pool of trained vocational teachers surely has been drained dry by the war industries and the services. Machinery and tools for training purposes do not exist. Even typewriters are unobtainable. There is no question of the educational value of vocational training, particularly in the crafts, but vocational training is part of a good education, not its whole. Every effort should be made by the Government to meet the vocational training needs of the evacuees with the available resources, but specialized training should not be forced on them for lack of a coherent plan of general education.

THE GREAT BOOKS

By contemporary convention, "general" education means an expensive assortment of scholar-specialists. The conventional methods are lecture and quiz section. Such faculties and methods are not available to the Japanese relocation projects, but in the form of books and discussions a more impressive faculty can be assembled from the men who have shaped Western Civilization than even the most richly endowed university can boast of. In overwhelming majority these teachers are available to the untrained general public. A great book is not only a lecture which took the author years to prepare; it is half of a good conversation for the student who makes a determined and organized effort to talk back. The reverence we are accustomed to pay the great books by keeping our distance from them is born of sloth and the misconception that they listen only to the pleas of "finely trained minds". If the books had not spoken the common language of men, they would not be the heroes of Western Civilization. It is true that they hide their secrets from the willfully inept but they invite ever more warmly

those honestly in search of truth.

On the whole, it is easy to determine what these books are. They are the books read by the greatest number of people in proportion to the time the book has endured. They are the books which make the most consistent demand upon our printing presses in spite of the currently fashionable text book or book of the month. They are by authors like Homer, Plato, St. Paul, Euclid, Shakespeare, Darwin, and Freud. They have been the master builders of civilization, and to ignore their building is to invite our own structures to crush us under them.

Certainly the most serious problem that will face our age is the reconstruction of the world after the war. The rebuilding of cities will be only a fragment of the task. The world that we will face will pose questions that require great courage to meet and great depth to answer. The questions will be fundamental, the kind of questions that the great books turn over and over. For the Japanese in this country, those questions will be intensified many times. There will be another relocation, probably to be accomplished under more unfavorable conditions than the first. Especially will the Nisei need the ballast of wisdom which facing the fundamental questions provides. If they do not have it, they will be swamped from their own lightness of mind. If their understandings have been deepened by constant contact with great issues, the American people can count upon the Japanese to bear the greater part of the inevitable burdens that will accompany the next relocation.

THE SEMINAR

When we talk with the great books, it is wise not to try to talk entirely alone. The initial art of understanding must by nature belong to an individual, but it should be increased and deepened through conversation with other individuals intent upon the same set of ideas. A seminar is a group of students, from fifteen to twenty in number, each of whom has read the same book in preparation for the seminar, and each of whom has the same purpose in meeting, to understand the book through discussion and thereby to increase their understanding of themselves and the world. It should be led, not by a specialist in the field, but by a teacher who, as a student,

is somewhat more conversant with the book than the other students are. A co-leader is helpful, particularly in providing the opposition through which ideas are so often clarified. Leader and co-leader are in essence simply the most inquiring of the students.

The preliminary investigation at Poston shows that from four to six seminar leaders are available in the Caucasian administrative staff. The trial seminars have revealed a larger number of Japanese co-leaders, several of whom should become competent to assume full leadership after a short period of training in the seminar method.

THE SCHEDULE AND ORGANIZATION

The curriculum which will be proposed below is planned for a two year period. The first year of work runs from December 1942 to December 1943, the second year from December 1943 to December 1944. Within the yearly cycles, the work is divided into three terms. Each term represents a separate unit of general subject matter so that the students who must be prepared to move from Poston on short notice will take a minimal risk of not completing a task begun. The terms, however, should be offered only in series, as each is planned to depend on those antecedent.

Work has not been planned for the month of July and August. The summer heat suggests a shift from the formal routine to play production. Although there should be no attempt to choose the particular plays at this time, the great books curriculum would be neatly supplemented by productions of the Greek dramatists, of Shakespeare, Moliere, and Ibsen.

The seminars should meet at least twice a week and each meeting should be at least two hours long. The terms are fifteen weeks, but reading is planned for only fourteen of these. The final week of each term is left open for examination and the completion of term essays. Students should choose essay subjects in consultation with the seminar leader by the middle of the term.

The translation of the seminar work into the various systems of conventional credit hours is facilitated by the simple organization of the curriculum. Whenever it is feasible, the permission of the California colleges and universities to grant academic credit for the seminar work should be sought in advance. The reluctance of

human institutions to pass judgment "before the fact" must be remembered, however, and should not be allowed to jeopardize an educational scheme which should have its real reasons for existence in its educational virtues.

THE CURRICULUM

Term 1

December 1942 - March 1943

<u>Seminar Meeting</u>	<u>Author</u>	<u>Book Title</u>
1	John dos Passos	U.S.A.
2	" " "	" " "
3	" " "	" " "
4	Thomas Wolfe	Look Homeward, Angle
5	" "	" "
6	" "	" "
7	Tolstoy	War and Peace
8	"	" " "
9	"	" " "
10	"	" " "
11	"	" " "
12	"	" " "
13	Dostoevski	The Brothers Karamazov
14	"	" " "
15	"	" " "
16	"	" " "
17	"	" " "
18	"	" " "
19	Shakespeare	King Lear
20	Tacitus	History
21	"	"
22	Aeschylus	Agamemnon
23	"	Choephoroe, Eumenides
24	Sophocles	Antigone
	Euripides	Electra
25	Aristophanes	Clouds, Birds
26	Plato	Apolog y, Crito
27	Aristophanes	Thesmophoriazusae
28	Sophocles	Oedipus the King

The fundamental theme of this list of books is the individual's constant struggle in the cross currents of personal freedom, morality and institutional authority. The work of dos Passos and Thomas Wolfe face this issue in the American scene. War and Peace and The Brothers Karamazov are among the greatest statements of the moral issues in the modern Western World. King Lear is caught between the domestic and the political aspects of morality. Tacitus' picture of the disintegration of Roman public life is transitional to the clear formulations of the same issues by the Greek dramatists and by Plato's report of the trial and death of Socrates.

Poets, dramatists, and novelists were selected because it is their task to synthesize the many aspects of life into a whole picture. The best introductory material is of this kind.

Term II March 1943 - July 1943

<u>Seminar Meeting</u>	<u>Author</u>	<u>Book Title</u>
1	Thucydides	History of the Peloponnesian War
2	"	" " " " " "
3	"	" " " " " "
4	"	" " " " " "
5	Plato	The Republic
6	"	" "
7	"	" "
8	"	" "
9	"	" "
10	"	" "
11	Aristotle	Politics
12	"	"
13	"	"
14	Machiavelli	The Prince
15	"	The Discourses on Livy
16	"	" " " "
17	Locke	Second Essey on Civil Govern-
18	"	" " " " " ment
19	Rousseau	The Social Contract
20	"	" " "
21	"	" " "
22		The American Constitution
23	Hamilton, Jay	The Federalist
24	and Madison	" "
25	Geo. Russell	The National Being
26	" "	" " "
27	R.H. Tawney	The Acquisitive Society
28	" "	" " "

This sequence proposes a further investigation of the issues in Term I in the context of politics and government. Thucydides' account of the catastrophes which grew from the pride of the Athenian Empire, Plato's model state, and Aristotle's analysis of the virtues of states set the scene for the particular solutions of the problems of government by Machiavelli, Locke, and Rousseau. The final part of the term is given to the American formulation and the social and economic questions that have arisen around it since the adoption of the Constitution.

Term III September 1943 - December 1943

<u>Seminar Meeting</u>	<u>Author</u>	<u>Book Title</u>
1	Old Testament	Major Prophets, Job
2	" "	" " "
3	Plato	Meno
4	"	Symposium
5	Aristotle	Poetics
6	Plato	Philebus
7	New Testament	The Gospels of St. Mark and
8	"	" " "St. John
9	New Testament	Romans, Corinthians
10	Cicero	On Duties
11	"	" "
12	Rousseau	Emile
13	"	"
14	"	"
15	Kant	Prolegomena to Ethics
16	"	Principles of Morals and
17	Bentham	Legislation
18	"	" " "

<u>Seminar Meeting</u>	<u>Author</u>	<u>Book Title</u>
19	Emerson	Essays
20	"	"
21	"	"
22	Steffens	The Autobiography of
23	"	" " Lincoln Steffens
24	Henry Adams	The Education of Henry
25	" "	" " Adams
26	" "	" " "

Term III presents the major problems of Terms I and II from the position of the major ethical plans of our society. The fundamental Christian background is provided by the Old and New Testaments, the Greek formulations by Plato and Aristotle, and the duties of a Roman citizen are told by Cicero. Rousseau educates Emile to be the ideal citizen of the eighteenth century, Kant and Bentham state the opposite poles of ethical standards in reason and in pleasure and pain, and Emerson, Steffens, and Henry Adams are the American models of the fusion of these standards in actual life.

Term IV December 1943 - March 1944

<u>Seminar Meeting</u>	<u>Author</u>	<u>Book Title</u>
1	Plato	Timaeus
2	"	"
3	Aristotle	Physics
4	"	"
5	Euclid	Elements; Books I-IV
6	"	Elements, Book V
7	Francis Bacon	Novum Organum
8	" "	" "
9	Harvey	On the Motion of the Heart
10	"	" " " " " "
11	Descartes	The Method
12	"	The Method
13	Darwin	Origin of Species
14	"	" " "
15	"	" " "
16	"	" " "
17	Freud	Selected Papers
18	"	" "
19	"	" "
20	"	" "
21	"	" "
22	"	" "
23	Whitehead	Science and the Modern
24	"	" " World
25	"	" " " "
26	"	" " " "
27	"	" " " "

Term IV is an examination of the fundamental concepts of natural science. Plato, Aristotle, and Euclid have been the models for pure deductive science, Francis Bacon is the hand book for experimental investigation which Harvey followed in such a classic manner. Descartes is the focal point of the problem of the relation of experimental to pure science, and Darwin and Freud are high

developments of the problem. Science and the Modern World reviews the fundamental concepts of physical science from their genesis in the Renaissance and their classic formulations in the seventeenth and eighteenth centuries to the modern developments from them and the scientific revolutions in the quantum and relativity theories.

TERM V March 1944 - July 1944

<u>Seminar Meeting</u>	<u>Author</u>	<u>Book Title</u>
1	Adam Smith	Wealth of Nations
2	" "	" " "
3	" "	" " "
4	" "	" " "
5	Marx-Engels	Communist Manifesto
6	Engels	Anti-Duhring
7	Veblen	Nature of Peace
8	"	" " "
9	"	" " "
10	"	" " "
11	Ralph Linton	The Nature of Man
12	" "	" " "
13	" "	" " "
14	" "	" " "
15	Lynd	Middletown in Transition
16	"	" " "
17	"	" " "
18	"	" " "
19	"	" " "
20	"	" " "
21	Dewey	Freedom and Culture
22	"	" " "
23	"	" " "
24	"	" " "
25	Meiklejohn	Education: Between Two Worlds
26	"	" " "
27	"	" " "
28	"	" " "

Term VI September 1944 - December 1944

<u>Seminar Meeting</u>	<u>Author</u>	<u>Book Title</u>
1 - 10	Beard	The Rise of American Civilization.
11-16		Selected Supreme Court Decisions; e.g. Marbury vs. Madison, the Dartmouth case, the Dred Scott Decision.
17-22	Veblen	Theory of Business Enterprise
23-28	Plato	The Republic

Terms V and VI present the genesis of the contradictions we are facing in our social and political institutions. The classic statements of Adam Smith and of Marx and Engels are put side by side for comparison of the development of their themes, being followed through in Veblen, Linton, Lynd, Dewey, and Meiklejohn into the present world wide conflict. Term VI emphasizes the

American part in this development through Beard, the Supreme Court decisions, and the "Theory of Business Enterprise." Plato's "Republic" is used as a final scene into which all the characters previously introduced can be assembled side by side.

OPERATION IN THE COMMUNITY

This report has been worked out in collaboration with Dr. John W. Powell, Director of Recreation and Adult Education at Poston. His understanding of the community function of the liberal curriculum is that it shall proliferate into every community group. It is planned to implement this proliferation by offering supplementary tutorial instruction wherever the demand for the instruction exists and in whatever quarter the personnel for instruction can be obtained. Classes in languages, literature, mathematics, natural science, including laboratory, and work in the various social sciences will be effective supplements to the seminars. Dr. Miles Cary, the Superintendent of Elementary and High Schools at Poston, greatly desires his entire teaching staff to become active in the program. An administrative seminar has been begun in the trial period and should be continued. The Japanese leaders in the community will be urged to consider enrollment in the seminars as implied by their responsibilities.

THE BUDGET

The preliminary survey shows that there are leaders and co-loaders for 10 seminars of 15 students each, a total of 150 students. It is almost certain that more students will apply for admission to the seminars than can be accepted. Of the 150 students who can be enrolled, perhaps 25 can buy their own books. The figures given below are consequently based on 125 copies of each book. In selecting the editions to be used, special attention was given to the many good collections of works that have been published during the last ten years in inexpensive volumes, especially in the Modern Library, Everyman, and Scribner Series. Often one volume contains a half dozen titles which appear in the book list.

The general educational value of the curriculum is greatly increased by the simultaneity of the reading program. The limited staff and problems of scheduling make it necessary that all the students be engaged in reading the same book at the same time. Conse-

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quently, the number of copies has been estimated minimally at 125.

The total budget originally suggested for the entire project is \$10,000. Of this amount, \$1,000 has been advanced by the American Friends Service Committee with the understanding that it would be returned if there was success in enlisting philanthropic aid.

The budget has been computed by school terms, of which, the first three running from December 1942 to December 1943 should be thought of as a unit and provided for together. The budgets for Terms IV, V, and VI are included to give the complete plan. The fluid character of the relocation projects has made it seem wise to request funds for Terms I, II, and III as an initial venture with the expectation that a supplementary request will be made by Dr. Powell in 1943 to provide for the operations of Terms IV, V, and VI. It should be understood that the first year, i.e., the first three terms, are only the first half of the job, and that only a radical change in the character of the Poston Project or in the stream of world events should prevent the second year's work from being carried to completion.

In addition to the books listed in the curriculum above, there are a number of supplementary and collateral books that should be provided to facilitate more individual research into questions raised in the seminar. It is not feasible to list the titles of these books at this distance from the actual operation of the seminars, but they will be books like the Encyclopedia of the Social Sciences and the abridged version of Sir James Fraser's Golden Bough. Also there will be certain books which are important but out of print and selections from these will have to be mimeographed at Poston. Government funds can be used for the typing but not for paper and stencils. For these purposes, \$500 should be provided to be spent at the discretion of Dr. Powell.

In addition to these budgetary items, a fund of \$1,000 should be provided for the tutorial work already mentioned, i.e., the closer instruction in languages, literature, mathematics, natural science, and the social sciences. It is impossible to predict just what the tutorial demand will be and consequently what the specific book titles will be. These can be easily furnished later when the organizational work of the program has advanced into a more specific stage.

The cost of the books was figured at publisher's list price less 20%, the usual discount. Recent rises in price were taken into account where they were known.

The book budget at best is a close approximation, for editions are exhausted and others printed from week to week. Dr. Powell should consequently not be expected to follow the details of this proposal too closely. Mr. Homer Morris of the American Friends Service Committee has suggested that Dr. Powell be authorized to purchase the materials, to check their receipt, and to forward the bills for payment to the American Friends Service Committee in Philadelphia. An arrangement of this kind would greatly facilitate the handling of what would otherwise become overwhelming administrative detail.

BUDGET REQUESTED FOR 1942 - 43

Term I

125 sets @ \$20.75 list less 20%\$2,075.00

Term II

125 sets @ 14.30 list less 20% 1,430.00

Term III

125 sets @ 10.30 list less 20% 1,030.00

For Tutorial and "Close Study" books 1,000.00

For Supplementary and Collateral books 500.00

Total Request\$6,035.00

Advanced by A F S C 1,000.00

TOTAL for 1942-43\$7,035.00

BUDGET PROJECTED FOR 1943 - 44

Term IV

125 sets @ \$8.30 list less 20%\$ 830.00

Term V

125 sets @ \$16.95 list less 20% 1,695.00

Term VI

125 sets @ 5.50 list less 20% 550.00

TOTAL\$3,075.00

CARE AND DISPOSITION OF BOOKS

It is planned to set up an Adult Education Library with a trained and regular staff. The books would be available to the students under the usual library loan regulations. When there is no longer any use for the library at Poston, it is suggested that they be passed

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on to a set of trustees for ultimate disposal. The American Friends Service Committee should be empowered to set up such a board of trustees which might be composed of one member from the W. R. A., one from the American Friends Service Committee, and of a Japanese member of the Adult Education Committee at Poston.

FINAL AUTHORITY

This report could not have been made without the cooperation of Dr. John Powell and the Japanese Adult Education Committee at Poston. The hard work of actualizing the report into fact will fall squarely on them. Since he has the immediate and direct responsibility for adult education, Dr. Powell should be given the powers and authority that will make intelligent administration possible.

INFORMAL CONFERENCE

Issei Representatives
and
Administrative Staff

Sponsored by Public Relation Division
Adult Education Dept.

Director: Dr. Powell

* * * * *

A G E N D A

I. Recommendations on actual workings and future practices of the Project Policy.

- A. Discussion on duties and privileges of Issei residents.
- B. Discussion on Nisei ability, training and experiences.
- C. Discussion on good relations between Issei and Nisei.
- D. Discussion on Personnel, employment, medical service and various social services.

II. Discussions on the future of the economic life in Poston. How can we conduct successful Community Enterprises?

- A. Explanation by the Administration Staff on the guiding principles and policies for the Community Enterprises.

For instance--

- 1. No private enterprise permitted.
- 2. Profit should be reverted to the people.
- 3. Democratic control of the business organization, etc.

- B. What type of cooperative system should be adopted in Poston?

Officials and Delegates--Project Director and his staff; also Issei block representatives. (Strictly invitational)

DATE: Aug. 3, 1942 8:30 P.M.

PLACE: Dining hall Block 36

一在代表「政策懇談會」

議事内容

(一) 政策遂行或は実施に對しての希望要項

A. 一在の責務及びその資格に就いての討議

B. 二在現在の力量如何

C. 一、二在の融和問題

D. 人事、職業、醫藥、其の他の社會

施設一般問題

(二) ポストン發展の爲に如何なる經濟機構

が適當なりや。

A. 当局の根本的經濟方針についての明確なる

説明

例——a. 個人企業を許さず

b. 一般へ利益配当

c. 民主的なる營業

B. 如何なる形式の共同組合組織によつて

經營さるべきか。

時日 八月三日 午後八時半

場所 二 ブラック 廿六 食堂

第七十一号

一在 情報局