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EXCERPTS FROM TERM PAPER

~~K 427~~

by

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Gila WRA Project
1943

Chapter V

BUTTE HIGH SCHOOL

The foregoing chapter was a brief summary of a curriculum course which was proposed by the Curriculum Development class at Stanford University. It tells how community schools can be developed in the Relocation Centers to provide for the present and future needs of the Japanese-American students.

In this chapter a study of Butte High School, a community school of the secondary level at the Gila Relocation Center, is made to see what educational opportunities and training are actually offered to the students.

In early September, under the able direction of Mr. Lafe Nelson, Superintendent of Schools in the Gila Relocation Center, compulsory education was planned for all grade levels from the elementary through the senior high school. According to the objective set forth by Mr. Nelson, "...Our educational program will be to teach the beauties of a Democracy,"¹ definite plans for a high school at Butte camp, consisting of the seventh through the twelfth grades, began to be formulated under the principalship of Mr. W.C. Tom Sawyer.

The faculty staff totaled about twenty Caucasian members and eight resident university graduates and students. From the very start the shortage in the number of instructors became a grave problem. To some of the prospective Caucasian teachers camp life was too great a challenge or meant too much of a sacrifice of their normal society, while others were

¹
Gila News-Courier, Sept. 12, 1942, p. 1.

dissatisfied in some way with the positions offered and decided not to teach on the project. The immediate need for teachers and teachers' assistants was called to the attention of the Japanese-Americans who had received teacher's credentials or college degrees from colleges or universities in the United States. They were encouraged to take advantage of the opportunities to become qualified teachers by taking a special education course, which would be offered by Mr. Marshall from Tempe State Teachers College.

Before the end of the second semester, many replacements and additions were made to the school staff. The number of Caucasian teachers had increased to thirty-one and resident teachers to twenty-six by the end of May. At this time there were twenty-nine resident office workers and student helpers, eleven janitors, and five librarians.

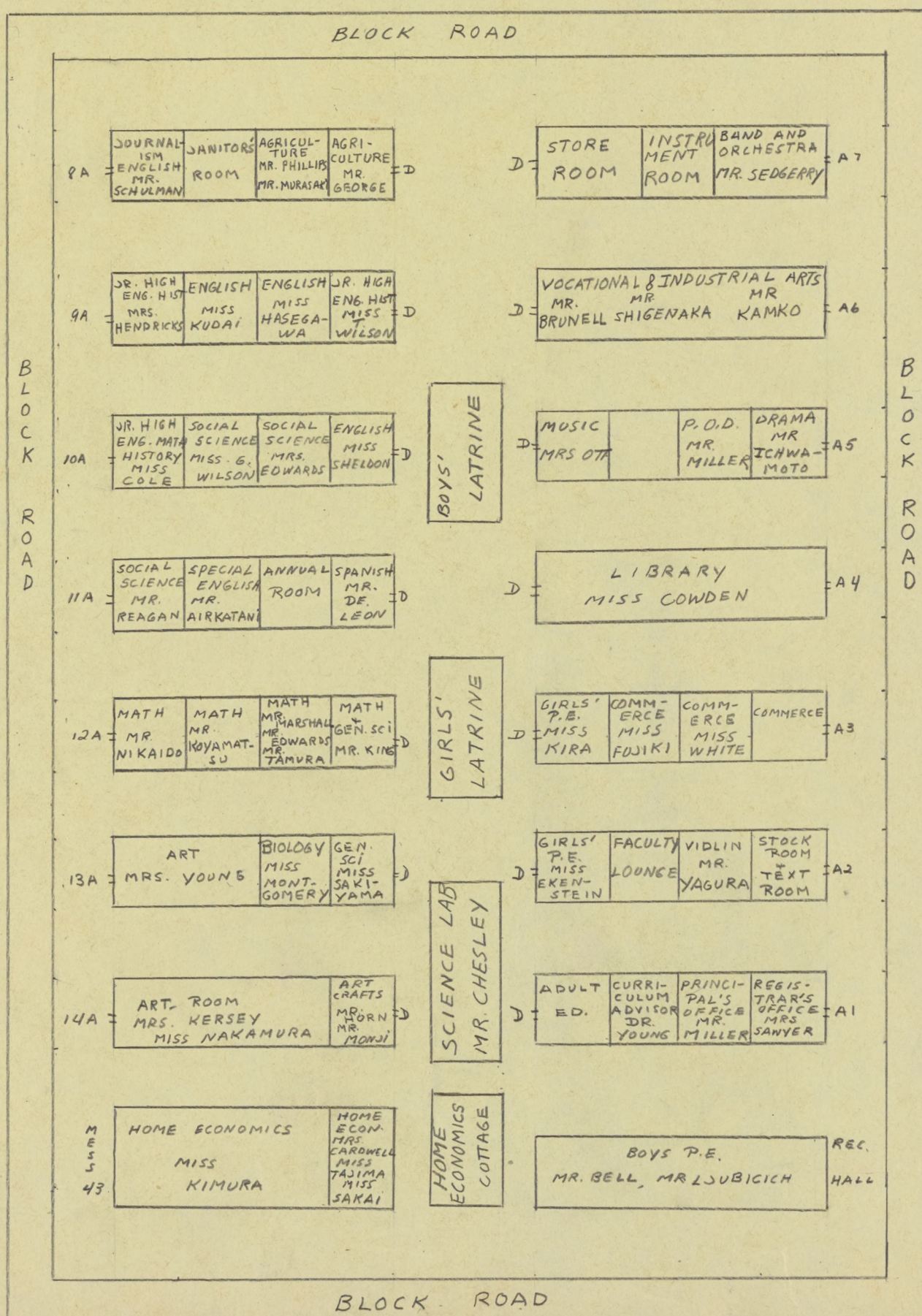
The chart on the following page, listing teachers and their classes, illustrates the set-up of Butte High School in Block 43 at the end of May.

On December 29, 1942, when the faculty of Butte High School met, they discussed and accepted the following objectives and philosophy of education as set forth by Mr. Miller:

The School's Objectives

- "1. Transmit the accumulation of knowledge.
- "2. Help the pupil to understand his world.
- "3. Help the pupil to feel that he is successfully attaining adult status.
- "4. Help him attain a better integrated personality.
- "5. Assist in social adjustment and satisfactory relations with the opposite sex.
- "6. Promote democratic ways of doing things.
- "7. Develop leaders.
- "8. Give vocational training and information.
- "9. Promote health and health habits.
- "10. Develop habits of reliability and punctuality.
- "11. Respect for reasonable authority.
- "12. Develop the attitude of honor and of consideration of how one's acts affect others.

TABLE III
SET-UP OF BUTTE HIGH SCHOOL
IN BLOCK 43



- "13 Develop wide interests for leisure time pursuits.
- "14 Provide a wholesome environment while young people are not needed in the economic world.
- "15 Promote friendliness and cooperation in the staff."²

EDUCATIONAL PHILOSOPHY

- "1 Secondary education should be an important factor in helping young people become personally successful and socially valuable.
- "2 The democratic ideal and the scientific attitude are highly desirable both as aims and as methods in the educative process.
- "3 The secondary school should cooperate with all community agencies that help young people attain the goals the school is seeking.
- "4 The secondary school should supplement the home and other agencies in providing guidance. The amount of guidance will vary with different individuals depending on how much is done by the home and other agencies.
- "5 The secondary school should provide a varied program to serve the varying needs of pupils. Pupil participation in decisions and in directing should be as much as they can successfully assume.
- "6 Teachers should individualize their attitude toward pupils and provide, as far as possible, for their varying needs and abilities. A cordial relationship should be maintained with each pupil if at all possible.
- "7 Curricular offerings should not be allowed to become static, but continuously revised in light of new knowledge and changing needs.
- "8 The school should train for the ability to get the facts, see as many sides as possible and make intelligent decisions.
- "9 Secondary education should be free to all young people of the area served. It should be open to all who are capable of profiting, except those problem cases that throw too great strain upon the school.

"10 The staff should be selected on the basis of qualifications only, and provision made for improvement in service."³

According to the original plan to affiliate the Relocation schools with the state boards of education, the following requirements were set forth to meet Arizona requirements for graduation:

<u>GRADE</u>	<u>REQUIRED SUBJECTS</u>
Ninth.....	English, Mathematics
Tenth.....	English
Eleventh.....	English, U.S. History
Twelfth.....	Problems of Democracy

In addition to these were two major requirements:

1. All students must have a laboratory science course.
2. All students must take not less than two hours of physical education each week.

The following is a list of subjects being offered at Butte High School from the seventh through the twelfth grades:

ENGLISH: English 7,8,I, II, III, IV; journalism; special speech instruction; stage crafts

FOREIGN LANGUAGE: Spanish I, II, III

SOCIAL SCIENCE: Problems of Democracy; U.S. History; world history; economic geography, American history; geography

MATHEMATICS: Arithmetic; general math; algebra; plane geometry; advanced algebra; solid geometry; plane trigonometry

SCIENCE: Health science; general science; biology; chemistry; physics

AGRICULTURE: Crops and soil

ART: Art; art craft

COMMERCE: General business training; typing; stenography I; stenography II; bookkeeping; business English

HOME ECONOMICS: Home economics

(Omitted: Drawing by Alice H. Uechyama of construction of High School)

WOODWORK: Vocational and industrial arts; woodwork; mechanical drawing; lettering and drawing.

MUSIC: Band; orchestra; choral; violin instruction

PHYSICAL EDUCATION: Boys' physical education; girls' physical education

Registration of students took place during October 5 to 9. Since Block 43 was temporarily the high school locale until the construction of a high school building around the northern half of the Butte Mountain (see illustration), the Block 43 mess hall was used for registering the 950 or so students. The teachers who did the registering, were divided into three groups, each group taking care of students whose last names began with certain letters of the alphabet.

Tabulations to October 15 revealed that there were thirty-one more boys than girls. The figures, however, did not include the estimated 300 students who were coming from Santa Anita, Stockton, and Fresno Assembly Centers.

TABLE IV

ENROLLMENT TABULATIONS TO OCTOBER 15⁴

GRADE	:	FEMALE	:	MALE	:	TOTAL
7th	:	60	:	73	:	133
8th	:	58	:	72	:	130
9th	:	60	:	94	:	154
10th	:	83	:	80	:	163
11th	:	87	:	75	:	162
12th	:	102	:	87	:	189
TOTALS	:	450	:	481	:	931

Although at the time of registration school was announced to start on October 12, class work did not actually begin until October 19, because the water system had not been completed in Block 43.

When Mr. Lafe Nelson, superintendent of schools, resigned his position Mr. W.C. Tom Sayer succeeded him and Mr. W.F. Miller, who had been serving as vice-principal, became principal of Butte High School.⁵

The school year of 180 days are divided into two semesters, each consisting of three 6-week periods. Six 55 minute class periods are held daily, but when special programs are presented or homeroom classes meet, the period are somewhat shortened.

School hours have had to be changed several times because of the weather. When school began, the hours were from nine to four o'clock; but with the coming of cold winter mornings, school was held an hour later. In May the hours from 8:00-3:00 were adopted because holding three classes in the late afternoon began to be too hot and uncomfortable.

Classes began under innumerable difficulties--no desks, inadequate seating facilities, no textbooks, no maps and charts, no blackboards, uncertain enrollment, irregular class periods, et cetera--but many of the teachers profitably spent the first few days making useful surveys. Practically all that a teacher had to start with were a barrack room, a mess table or two, a few nail barrels of various sizes with planks laid across the tops for seating purposes, a book for his own use.

"Everything had to be built from the floor up!" Students who spent the first few weeks on the floor until more planks or chairs were available will certainly agree to this comment made by one of the Caucasian teachers.

Facing many difficulties good-naturedly the teachers were quite resourceful and ingenious. They attempted to carry on classes in the most profitable way. For example, the vocational and industrial art classes

immediately set to work making desks and chairs and profited by the experience of making the furniture; consequently, the school became that much more well equipped.

In the typing classes the teachers showed their ingenuity. Since typewriters, though ordered and promised like other supplies, had not arrived, cardboards with holes cut in them in the form of a keyboard on the typewriter served the purpose.

The administrative offices, the hospital, net factory, dairy farm, nursery, all can serve as a laboratory for class work, as already pointed out. However, when teachers attempted to take advantage of the community offers, the plan was not quite so practical under prevailing conditions. Lack of transportation seems to be the major problem. For example: Miss Montgomery, the biology instructor, contemplated on taking her classes on a tour through the hospital because they are studying about diseases. The hospital, however, is a good fifteen minutes' walk from the school, and adequate transportation is not available. Is it worth spending some thirty minutes walking and the other half an hour in the hospital where the tour cannot be completed in such a short time? The teacher is most likely to think not.

In the same way other departments have been discouraged, but not for long. Since they were not able to go into the community, they brought the community into the classrooms. The art students, for instance, are often sketching and drawing different phases of camp life and the English students write about the community for their assignments; the biology classes use whatever materials are available for experiments such as eggs, the desert insects and animals, et cetera.

Improvements were made wherever possible. As a part of their class work to beautify the school grounds, the agricultural students cultivated and planted greenery around the barracks. Many teachers bought curtains for the screenless windows and tacked appropriate pictures on the bare walls to make the barracks seem more pleasant and cozy.

Just before the beginning of the second semester the much-needed textbooks and supplies began to arrive. Also, enough desks and adequate seating facilities for the students were made available. Thus, during the second semester, it was possible to offer a more complete education.

During National Youth Week, May 2-8, students were able to participate in the activities of the community. A student body election was held to select students to take over for a day the positions of project director, and other various offices, while students taking business courses were appointed to serve as secretaries, bookkeepers, timekeepers, et cetera.⁶

To acquaint students with the various occupations of the community, a tour was conducted through the farms and projects of the center. A group of fifty students made a tour of the camouflage and model ship factories, while agricultural students visited the farms, nursery, experimental fields, the hog farm, and the dairy. Also, thirty-three commercial students took over the dry goods canteen for a day.⁷

The experiences gained by students in shouldering the responsibilities of the community was significant. (1) The students who would soon be seeking a place in the business world were given a glimpse of the complex mechanisms of community life and a general idea of how they might apply the tools of

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Desert Sentinel, April 30, 1943, p. 1.

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Gila News-Courier, May 4, 1943, p.1.

of education they have hitherto accumulated.

(2) The community was made aware of the vast resources of educated youth in which it can turn to in the future.

Thus, in this National Youth program, the idea of the community school came to the fore when the students participated in the community activities.

Soon after everything at school was pretty well under control, a committee of students began formulating plans for an organized student body. The question was: What type of student government would best meet the needs of the students; Following a series of meetings a commission type of government was decided upon, for this type would give more students an opportunity to take part in supervising the extra-curricular activities.

"...In order to promote the general welfare; to assist in control of activities of the student association; to gain experience in civic responsibilities; to foster cooperation among the students of Butte High School, the faculty, and administrators of the school and project; to create and promote enthusiasm for the standards, ideals, and well being of Butte High School..."⁸ a constitution was drawn up and presented to the students for their approval. On January 22, by a popular vote of 830-135, the constitution was ratified.⁹

Just before the second semester the students petitioned and campaigned for student body offices. Many colorful posters were tacked up on the barrack walls and amidst a flurry of persuasive speeches delivered by the candidates, a heated campaign was carried on, following which primary

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Constitution of Butte High School. Preamble.

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Desert Sentinel, Jan. 29, 1943, p. 1

and final elections were held. In order to carry out the democratic ideal, voting was done by secret ballot in the homerooms where judges, tally clerks, counting clerks were appointed to conduct the election.

During the course of the second semester many affairs were sponsored by the student body to create student interest in extra-curricular activities and to make the students realize that various interesting activities can be had in Relocation schools just as much as in regular schools from which they came. Many students found interest in the five clubs which were organized--a fine arts club, Spanish, shorthand, journalism, and charm clubs.

Competitive sports such as basketball and baseball against Caucasian teams from several outside schools served to build up school morale and to create friendship between the community and the outside schools. At first the games were played in camp, but later the players were permitted to go outside to play.

The following calendar of events was compiled by the Commissioner of Activities of the Student Body:

October 19, 1942

Registration for school held at mess hall 43

December 4, 1942

Junior class social at Club 41. Jim Araki, temporary president of the junior class, acted as Master of Ceremonies.

December 11, 1942

Sophomores' "Get Acquainted Dance," at Club 41.

December 18, 1942

After a tough season, the Butte varsity football men were honored at their "Varsity Dance," at Club 41

December 22, 1942

Senior class social at Club 41; Jim Doi was M.C.

January 21, 1943

C.A.A.'s first after school affair at recreation hall 44 in order to raise funds for letter awards.

February 1, 1943

The Fine Arts Club was organized; later it was subdivided into the Royal Thespians, Scribblers' Scroll, Brush and Palette, and the Music Clubs.

February 9, 1943

Basketball games: Sacaton 23 -- Butte 40.

February 11, 1943

Royal Thespians' first official meeting.
Primary and final elections of A.S.B. officers.

February 20, 1943

"Senior Rendevous", a senior dinner-dance, was held in honor of the mid-winter graduates at mess halls 54 and 43.

Basketball game: Butte 38--Coolidge 40.

March 11, 1943

Installation of Butte Associated Student Body officers.

March 12, 1943

Student-faculty basketball game: Students 43--
Faculty 36.

March 19, 1943

The "Baille Pan Americana," sponsored by the Spanish Club was held at Club 41.

March 20, 1943

Butte High School basketball team wins Butte 'Bee' League Championship.

March 26, 1943

The A.B.C. Girls held their first dance at Club 41.

March 30, 1943

Basketball game: Casa Grande 10--Butte 3.
First game with outside school.

April 1, 1943

All Fools' Day. Boys dressed in pajama tops and girls in pigtailed and dirndls attended the "All Fools' Dance," after school at Club 41.

April 12, 1943

Sadie Hawkin's Week. Sadie Hawkin's assembly at the amphitheatre.

Baseball game--Block 28 - 17; Butte - 7

April 14, 1943

Second game with an outside school. Peoria 3--
Butte 1.
Election for the most popular students in school.

April 16, 1943

"Sadie Hawkin's Dance"; the crowning of the most
popular boy and girl.

April 17, 1943

"Basketball Victory Dance " at Club 41. Kiminori Nagano
was awarded the plaque for his outstanding sportsmanship.

April 23, 1943

Senior meeting to elect boys and girls for the National
Youth Week.
Mrs. Eleanor Roosevelt's surprise visit!

April 25 and 26, 1943

Happy Easter vacation.

May 1, 1943

Baseball game: Glendale 3--Butte 10.
"Baseball Bounce" in honor of the visiting team at mess 47.

May 5, 1943

(May 2-8, National Youth Week)
Students participate in activities of community.

May 6, 1943

Youths' Day in Administration of the Gila River Project.

May 7, 1943

"May Queen Hop", sponsored by the junior class.
May queen and her attendants crowned and honored.

May 14, 1943

Opening night of the "Kampus Karnival".

May 15, 1943

"Kampus Karnival".

May 16, 1943

"Kampus Karnival"--raffle tickets and auction.

June 4, 1943

Prizes given for raffle tickets sold by the Journalism
Club--Amphitheater.

June 5, 1943

"Snow-Time", the traditional junior-senior prom, at Club
41.

- June 14, 1943
Initiation of Quill and Scroll members at Chapel 40;
dance at club 41
- June 16, 1943
Nomination assembly for next year's student body officers.
- June 18, 1943
"Cantata" sponsored by Mrs. Ott and her music classes.
Primary election of student body officers.
- June 21, 1943
Final election of student body officers.
Pre-registration of students for the fall semester.
- June 22-23, 1943
Senior examinations.
- June 23, 1943
Honor assembly at the amphitheatre.
- June 26, 1943
Fine Arts Club's social in the music room.
- June 28, 29, 30, 1943
9th, 10th, 11th grades have examinations.
- June 30, 1943
Senior graduation rehearsal, 8:00 p.m., Amphitheatre.
- July 1, 1943
High School graduation, 8:30 p.m., Amphitheatre.
- July 5, 1943
Summer School Registration

Information from the Registrar's office revealed that on May 31 there were 1091 students enrolled in Butte High School. These students represented 144 schools in 85 different towns and cities, all located in California, with the exception of a few. Indeed, the Butte High School may be called a great "melting pot" into which the 1091 students entered to receive an equal chance of education. On account of such a large enrollment, the workers in the Registrar's office were kept busy trying to complete the file of transcripts, checking the daily attendance, taking care of scholastic records, et cetera.

The first task for the Registrar's office was to file the transcripts that were being mailed from the different schools. The transcript forms issued by the California schools were not all uniform and consistent in evaluating credits for certain subjects. For example, one school sent a transcript which gave the student half a credit each for the courses he did not complete; later the same school sent another transcript which gave no credit at all for the unfinished courses and also changed the number of credits for the previous years. Thus, the Registrar's office was confronted with the problem of deciding which of the two transcripts to follow.

The Registrar's office, furthermore, found out that course names did not always refer to the same subject matter. The term "Orientation," for example, meant social studies, art, or a course in itself. After many unexpected difficulties of this nature were settled, the records of all the students have been completed, so that now in case of transfer or other reasons, the student's credits are available.

During the first semester about 35-40 students were absent every day, probably because the school was not well organized and did not have an efficient checking system. When a system of excused and unexcused absences and tardy slips was adopted and when a truant officer was added to the list of school staff, the absence chart during the second semester showed a marked decrease to about 13-14 students per day.

Other figures released by the Registrar's office indicate that since the beginning of school to the end of May, approximately one hundred names have been dropped from the roll sheets. This decrease in the number of total enrollment has been due to the following factors: (1) completion of school--

about 51 students; (2) working--21 students; (3) suspension from school--4 students; (4) relocation--24 students.

According to the scholastic record, the graduating seniors on the whole are good students. Of the 195 July graduates 76 have a grade average of B or better; only seven have an average lower than C; but none have D's. An honor society for B or better students for the entire high school was suggested, but has not been established to date. On June 14, 1943, at the faculty meeting the motion was carried to base the honor students on three and a half years of work. Accordingly, among the graduating seniors of July, 1943, there are three valedictorians and one salutatorian, who will make speeches at the commencement exercises. By the end of May, twenty seniors had been informed that they could receive their diplomas from their former schools in California.

Summary

In September, 1942, plans were discussed for a compulsory education of approximately 1000 pupils of junior high and senior high school level in Butte camp. At this time, Mr. Lafe Nelson was the superintendent of schools in the Gila Relocation Center; Mr. W.C. Tom Sawyer succeeded him and Mr. Miller became the principal of Butte High School. During the course of the school year, some instructors resigned, while others were added, until in May there were fifty-seven in all.

Tentative plans were made to start school on October 5, 1942, and a curriculum which would meet the Arizona requirements for graduation was prepared. Registration took place during the week of October 5-9 in the mess hall of Block 43, which was to serve as the temporary high school

until the promised high school should be built around the northern half of the Butte Mountain. (This high school has not been constructed to date.)

Not til October 19, 1942, did classwork actually begin. There were countless difficulties, such as no textbooks, inadequate seating facilities, no blackboards, uncertain enrollment, irregular class periods. During the first few days, however, the teachers made the best of the situation and gathered information about their students and tried to furnish the rooms with whatever materials were available.

Although the teachers thought of carrying out the idea of the community school, their classes were not able to take full advantage of the community offers on account of the lack of transportation and other factors; yet, in some classes assignments were made to draw sketches or write about community life.

Since the 1100 or so students represent about 144 schools in 85 different towns or cities, many difficulties and problems arose. By the end of the first semester, however, the school as a whole began to show marked improvement in its general organization, supplies and equipments, et cetera. For example, the vocational and industrial arts classes began to furnish the classrooms with chairs and tables for all the students, and the agricultural classes planted flowers and trees around the barracks. During the second semester, the Associated Student Body went into action and kept the school lively with various activities.

Furthermore, philosophies and objectives were drawn up by the faculty and prospects were much better for the second semester. By May 20, when the Butte High School was inspected by Dr. Garretson, an effective education system had been developed and the school received a B rating from the Arizona State Committee on Accreditation.

Chapter VI

CONCLUSION

The mass movement of all people of Japanese ancestry from the West Coast created many unforeseen difficulties. One of these problems concerned the students who had to quit school in order to be evacuated first into the temporary assembly centers, then into the Relocation Centers. In the assembly centers, the nearest approach to education was the summer schools which tried to help the students finish their school work or else to keep them profitably occupied.

In order to be of service to the war effort, the Curriculum Development class at Stanford University studied the general conditions at a typical Relocation Center, Tulelake, and proposed a curriculum that would be applicable to any Relocation school. This Proposed Curriculum has been of value in giving suggestions for establishing the high school in Gila River Relocation Center. After a series of meetings and conferences, it was decided to have a "community school" and not a "formal school" that stood aloof from the community. Plans were made to relate the school to the community in the best interest of the students. In theory this plan was ideal, but in practice there were many unexpected difficulties that had to be solved in the course of the school year.

Butte High School may be called a great "melting pot" into which some 1100 students, representing 144 schools in 85 different towns or cities, have entered to receive an equal chance of education. The term "melting pot" does not mean that all the students will be molded into the same pattern. It means that the students will get equal opportunities to develop themselves, but the quality of that development depends on the student's own resources.

On October 19, 1942, school began under countless difficulties-- no textbooks, inadequate seating facilities, lack of equipment, uncertain enrollment, irregular classes, shortage of teachers, et cetera. Although the teachers planned toward carrying out the idea of the community school, their classes were not able to take full advantage of the community offers on account of the lack of transportation and other factors. Yet, the ingenuity of the teachers and cooperation of the students brought the school through the first semester.

Toward the beginning of the second semester, supplies and equipment began to arrive, and the school was able to offer a much more complete education. A student body was organized and soon various activities instituted a normal activity program which gave life and interest to the school. Indeed, Butte High School on the whole showed marked improvement.

On April 23, when Mrs. Roosevelt visited the school she was highly impressed with the kind of work that was being done. In reply to what she thought of the school she stated, "I should say that just going through your school is not a very good way to judge it. I should say that you are probably doing as good a job as you could with the restriction that you have. For instance, your typewriters of cardboard. I should think you used a great deal of ingenuity and really one /sic/ very well with what are inevitable shortages."¹

After an inspection of Butte High School on May 20 by Dr. O. K. Garretson, Secretary of the Commission of the North Central Association of Colleges and Secondary Schools, officials of the school were notified that the school would receive a B rating from the Arizona State Committee on Accreditation.

This decision of Dr. Garretson goes to show that the school is offering

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Desert Sentinel, April 30, 1943, p. 1.

a better than average education despite the inevitable shortages. However, it also shows that much can be done to improve the school.

The writer's suggestions for improving the Butte High School are:

1. More advantage should be taken of the community facilities.
2. The library, the science classes and the commercial classes, as well as some of the others, should be supplied with the most basic equipment and supplies.
3. Closer relationship between students and faculty should be established to solve many school problems. The students should have greater responsibility in the welfare of their school. Smoking and marking and damaging the buildings, chairs, and desks are only two of the don't's that have been violated again and again.

In presenting the problems related to the education system at Butte High School, the writer recognizes that marked improvements have been made during the course of the year in spite of almost insurmountable handicaps. Even so, in order that conditions will not become static, constant effort must be exerted to continue this progress. As the sculptor who burst into tears and wept when he made his perfect masterpiece because he realized he had reached his ideal and so could never exceed his present skill, so the educators realize that until they see the imperfections of the existing system, they cannot improve further. As long as improvements are possible, they, as well as the students, can look forward to a finer school each coming term.

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Education: Gil 2

Themes written
by students on the
subjects of educational
institutions in the center.

K4.29

WHAT KIND OF SCHOOL?

The best school I know is a friendly school. One that makes you feel at home. A school which is democratic in all ways. A school that tries to understand the problems of motives and pleasure of the rest of the world. A school which is ready to accept new ideas and new points of view.

But the tensions abroad in the world have made it difficult. The situation is difficult, even critical, but not entirely hopeless. There is much that can be done to stabilize student's lives, to develop attitudes of genuine fellowship, to furnish needed guidance for parents and children, and to prepare students for a wider fellowship. Any achievement in this direction is clear gain. Let us look at some of the factors involved.

Much of a person's attitude toward other people is the sub-soil of routine family life. If the home is a "center" in which to have company, friends of all kinds and types of people, strangers cease to be strange, and become a natural part of the environment.

Prejudice is another factor. Prejudices are unlike rocks, mighty difficult to remove and expensive. You do not remove them like rocks; the latter you dynamite away, but the former you remove by special treatment. Teaching stories, pictures, music, serve as correctives to a bad impression of a race and people and secure excellent results. At the time of the big China Relief drive, students were given a one sided view. It was felt a unit on Japan would be good for them. During the course of the unit, which continued for four months, a young Japanese

Christian visited the class about every three weeks. At first the students were hostile and wanted to know why his country was bombing the "poor Chinese." They said bad things behind his back. Nevertheless, he helped them with their gardens, brought pictures of his family and church school class in Japan, and lovely exhibits. They wrote letters to his class in Japan and sent their pictures. A new attitude was developed.

They were now prepared for a wider interest in all races. It helped this school to be more friendly to his nation.

Another attitude that merits watching is that of superiority. It often springs unconsciously. Absence of superiority toward those who serve in our home can be traced to the attitudes of the adults toward those who serve.

Wrong attitudes toward different races must be dissolved. If America is to retain her democratic ways, she must learn this lesson. The fact of the war makes it all the more important to develop beginnings of a wider world of friendly ways.

The best school, to me, is the school that makes you feel at home no matter what color or creed you may be.

By Harriett Shirakawa

Many things have changed since the days of the pioneers--notably, the manner of living which was brought about by the industrial revolution and increased transportation and communication. This change caused the people to become more closely knit together, the world was decreased in size, and one cannot help but meet more people, new and old, in the business and social world every day.

The public schools have also been changed. The youths of today no longer attend the "little red school-house" in a rural district. In most parts of the nation, the school buildings are modern buildings with good lighting facilities, more and better equipment and supplies, beautiful surroundings, and playground equipment, as compared with the schools of yester-year. Moreover, the schools are larger, and there are more teachers and more students. The curriculum has been increased, giving the students a more varied selection.

But what about the teaching methods? Have they, too, been modified as compared to teaching "to the tune of a hickory stick"? As most of us are aware, we don't see teachers with "hickory sticks" any more. So the methods must have been changed. But, have they been changed enough, enough to keep up with the rest of the community and world? What do you think? Should our educational leaders take a more radical point of view and conduct school lessons in an entirely informal manner? Or should they take the conservative stand and teach the contents of the book from cover to cover?

This grave problem cannot be answered in one sentence such as: "Yes, we should use that system"; or, "No, we shouldn't"; nor can we install one method into a school overnight.

The second method should be out completely since a school shouldn't be all books, memorizing, tests, and high grades.

For instance, in the eighth grade, all students were required to take a test on the constitution before graduation. The students memorized everything in

the constitution and when the tests were given, the section or article was written down word for word. This method was perfect for me as far as grades went as I had an excellent memorizing capacity. But what did I learn?

Another instance of this nature was in the typing class. My main object was to operate the machine faster than anyone else in the class. Since a great deal of attention was not given to the letter styles, arrangement, manuscript styles, etc., my knowledge concerning these is very vague. Just how far can an individual get in the business world by only knowing how to operate a typewriter?

Such were my attitudes, and what a narrow trail my mind must have been following! Was it all my fault? Another defect comes in that what is forced to be memorized seldom remains long in the mind.

It is only through understanding that a student will learn without being forced, and seldom will he forget. Understanding, yes, understanding will do the trick, but understanding will come only through enjoying and liking the subject, or living through it.

History dates can be memorized, but how much easier it is to know the dates if we understand. Names and places attached to historical events can be memorized, but how much more fun it is to live through them.

Authors, their nationality, their time, and their works can be memorized, but how much more easily could they be learned if we understood and enjoyed. This should be connected with history since history isn't made of only wars and peace treaties. It is made up of all the people--musicians, authors, actors, merchants, businessmen, scientists, doctors--even the common laborers--and they should be made a part of our living past. After all, authors DO reflect the time and period in which they live, don't they? With a thorough understanding of the past, one is very apt to understand the problems of the present. In other words, aside from making the subject interesting, the departments should act more harmoniously.

In order that subjects can be enjoyed, the classes must be conducted informally. The members should take

part in discussions, giving their opinions, doing research work, making charts, working on projects, etc. This offers an opportunity to work with people, doing their share and not being selfish. They can learn to get along with people, say intelligent things, and overcome self-consciousness.

The shortcoming in this instance is that very often too much time and effort will be spent on one project and it is forgotten that there are other things of equal importance.

Nevertheless, since schools are not erected overnight, these changes cannot ordinarily be brought on suddenly.

As for this school, it WAS erected overnight, and students from many schools with their own ideas and methods are represented. But open your eyes and look about you! Did you, for the first time, notice that we are all one kind of people--different from the friends we left behind? Why are we here? Could it have been prevented? What training can we acquire here which will aid us when the time comes when we can again live freely in our own free country?

Do you think that speaking eloquently of patriotism, of loving this country, of our hatred towards pro-Axis countries, etc., will help us out and enable us to live a happier life? If that is the situation, then teach us to love our nation, to worship our heroes, and our flag, hate Hitler, and his methods. Teach us to speak before crowds--anybody and everybody who will listen--until our voices are hoarse and another word cannot be drawn out. But need we be told these things? Are we so stupid that these things must be pounded through our skulls? Don't actions speak louder than words?

(Perhaps I am taking too much for granted when I say this, at any rate...) I am not bragging, nor am I speaking only for myself, but a large number of the students here, I am sure, were honor students, or students of above average grades. Does that mean anything? To me, it means that all we did in school was study, study, and more study. We did not mingle with our Caucasian friends as freely as we should have. As we grew older, the space between us steadily increased due to different customs and ways of doing things.

They joined clubs and other organizations and carried on their activities. We did the same. We did our school lessons together but that small bond wasn't strong enough to keep us together.

Then should this school teach us to be more sociable, to forget self, to forget modesty in certain instances and train us to say "I can do it, so I will"? This training will not be fruitless, I am sure.

Others think that we should study classics, learn famous quotations, so we will sound "cultured." Certainly, that would be wonderful, but what good is there in putting on a false front?

You know, and I know, that a great number of us cannot speak this tongue correctly, to say nothing of fluently. We cannot express ourselves clearly. We cannot pronounce many of the words, to say nothing of knowing the meaning of those words. If only this were accomplished, I am certain that we would not be completely lost when we step out of here. If we are only able to read, write, and speak this language half intelligently, our work shall not have been in vain, and we we shall not have difficulty in understanding.

MY PHILOSOPHY OF CANAL ELEMENTARY SCHOOL

Japanese Relocation Papers
Bancroft Library

Taro Kawa

Before we can consider whether Canal Elementary School is to be a typical community school, we must ascertain whether this relocation center is a typical American community. Rivers is not a typical American community, nor are the other relocation centers typical American communities. If we were to define "community" merely as a "body of people living together", then certainly we would be justified in calling this camp a community. But a truly American community is one where there are free enterprise and competitive employment. The placement of employment in this center is a ridiculous farce; employment here is not based on one's ability to do the job right but on the fact that vacancies must be filled, and capabilities and educational background are utterly disregarded. This community is supposed to be run on democratic gasoline but instead is running on socialistic oil.

This camp life is anything but healthy for young thinking, and this easy come-easy go life is an opium to the older people. Do you think we, as teachers, could ever educate the people here if we were to accept the idea that we are going to be stuck here in the middle of nowhere for all eternity? Of course not! We have to supply an incentive for deeper thinking, a motive for hard work, and a burning desire for more education. What then is this incentive or motive or desire of which we are talking? The word is a big one----future.

The thick fog of the obscure future has somewhat been lifted by the launching of the WRA program to resettle the Japanese in midwestern and eastern communities. Looking at this realistically, as I am prone to do, we must consider two factors which may have prompted this action. (1) The American people believe that we Japanese-Americans are loyal citizens and are therefore a vital part of our democracy. (2) American is in desperate need for farm labor and is willing to accept the Japanese, not because the Japanese are liked but because "one bird in the hand is worth two in the bush."

No matter which one of these two factors is true, there will be many families moving eastward with the coming of next spring. There are not going to be any more Japanese colonies or L'il Tokios. The Japanese people will move into strange and sometimes hostile communities. Their success to resettle will depend entirely on whether they can "mix" with Caucasians and whether they can take lots of hard knocks and discriminatory practices. They will need to be aggressive and determined never to become discouraged. The light of true democratic American must always be burning within their hearts.

In order that we, as teachers, are to help with this resettlement program, it is our duty to educate each individual so that he may find happiness in his future environment. Each individual must be taught that if he wishes to make American his home he must believe in the American way. He must speak and write English, think as Americans think, and act as Americans act. We cannot tolerate "on the fence" policies, as heretofore.

"HOW THE EVACUATION AFFECTED ME"

By Michiko Nishiura
First place winner

America is my native land, and I am proud of it. To her I owe the richness of my life, the opportunities she has offered me; to her I owe my home, my education, and my future.

I believe in the future and in the ultimate destiny of America, for always, I have been impressed by, and have had faith in the basic concepts and the traditions of those great patriots who founded our nation.

My parents came here 20 or 30 years ago across the Pacific--came here to America, the land of unlimited opportunities, freedom and justice, seeking these ends with the courage and determination to succeed and make their contributions to the communities wherever they might be. America, with its democracy, to my parents seemed to be the promised land.

They were not ones to lose faith, however, when met on arrival with various social, economical, and political obstacles because of their color--for their's was a larger vision. They were determined to lay a firm foundation for the future of their children--my future and prepare me to be a good citizen of my native land.

America offered me the privilege of equal education with the rest of the American youths. I lived, I believed, I studied and aspired as an American.

And then, December 7, 1941--Pearl Harbor attacked! I, just as my fellowmen, was shocked and bewildered beyond explanation. The land of my parents and the land of my birth were actually at war with each other. It was hard to imagine, to realize at first, but we felt its full impact.

A few months later, Commanding General of the Western Defense Command, Lieutenant General John L. De Will issued the order for the mass evacuation from the Pacific Coast of all persons of Japanese extractions. To those of us believing in the words of the Constitution, the issuing of this order was the most disheartening blow on our earnest and firm convictions of American equality and all the other high sounding platitudes of justice and brotherhood in which we had glorified ourselves up to this time. No violation was charged against us. No court of law had civilly tried and sentenced us. We had been found guilty of nothing, save the unfortunate peculiar pigmentation of our skin. The Constitution of America which I had so upheld in my esteem, had wavered, and had given way to the voices of the hysterical representatives of various race discriminatory pressure groups. All that I had held so firm, so securely, seemed to slip from my grasp--the simple joy of looking ahead, of planning for the future--a future as a respected citizen of America.

Yet quietly, without acts of violence, we gave up our freedom. But this, the parting of many dear friends, the hectic pre-evacuation period of sweat and sorrow, the giving up of homes and education, the mass internment of people like prisoners, to me was hardly as disappointing as my realization then that American democracy was not all that we had cherished it to be--that it was meant only for a certain group of people; not for all Americans, not for us Americans.

This is the way in which the evacuation affected me--not so much materially as the older nisei may have had to sacrifice, for I am still young--but young or no, it was my belief, my belief in American democracy that was challenged by this evacuation.

It takes faith, it takes vision, it takes inner stability for one who has been affected as I have, to retain that former confidence only by taking a universal view of our problems, can we stand this evacuation with calmness, and view the future with optimism.

Rather than be embittered, I too can be thankful for all that has happened to me. Yes, let me be thankful that I am alive in these times, and healthy in body and in mind to take part in the eternal struggle for freedom. Let me be thankful for the sheltered assurance of distance, the comfortable insulation from the world's ills. Let me be thankful that the misery of these days have revealed to me the things worth living and fighting for.

And though a thousand changes take place, and a thousand obstacles appear to retard us, we, the nisei are destined to triumph. Let us be firm in our conviction that out of this war-born community will arise a flame of democracy lighted by faith of new Americans whose belief in ideals will penetrate the gloom of prejudice and misunderstanding into a dawn of hope and justice!

"HOW EVACUATION AFFECTED ME"

By Machiye Maxine Nakamura
Second place winner

Strange as it may seem, it is with great difficulty that I recall the day of evacuation. Even then it is purely by chance that I recall it. It happened thus. A few weeks back, I was idly turning the well-worn pages of my journal to write down the happenings of the day. The day was stiffling hot, but a welcome breeze flipped the pages back and my eyes fell upon the word evacuation. Evacuation! Curious to know what I had written those days, I thumbed through reading several pages and the days came back to me; and I was reliving each experience, the tears, laughter, and surprise, intermingled as they were in the months of May, June, July of 1942. I remember our empty green house as we were leaving it, our going out of the town, pass the graveyard where our loved ones lay buried, perhaps luckily, I thought. I wanted to cry, but could not. I wanted to cry to show my love for what I was leaving but the tears would not come. It seemed if they fell at all, they were dry tears.

It seemed so like a vague dream that we were to leave our homes, we were thinking that if we did have to leave, there was that consoling thought that we will soon return again, but the passed and physically I began to feel the discomforts of life in Assembly Center, and the crowded effects. One single room, but to our surprise and delight six windows, and we only brought two blinds. The walls being opened at the top we hardly had any privacy. I could not sing anymore for fear of disturbing our neighbors and even embarrassing myself. Somehow, I managed to subdue my flighty manners, and instead of running, I walked. You see, I came from a closed valley, where there were green hills and a place to roam and think, where freshness is the drink of happiness, and liberty the possession of all.

There were many activities to keep us contented in Assembly Center, but I was restless. Everything seemed like mass production. Food served to masses, people waiting in masses--for entertainment. On Fourth of July, I dearly missed our fun back home, the sand dunes and the blue-green ocean. Here in Assembly Center, it was fun and that was all. There are no memorable scenes lingering in my mind.

The people affected me very much. I began to wonder at them and could not help but surmise to my disappointing realization that Japanese were not what I had always thought they were--perfect. To my surprise, among them, as among any other racial group, were babblers, fault-finders, and petty quarrelers, but all very human nevertheless with their fun and their loves, all together making life exciting and strong friendships were made, so much so that we were reluctant to leave our Assembly Center.

From Assembly Center, we came to our definite relocation. With dust in our hair, doubt in our minds, and an ache in our hearts, we entered Gila. Though with these contrary reactions, I found rest, mentally and spiritually, here where the desert lies centuries old.

There is no bitterness in me. I was taught to pity those who talk of others as they do not know any better. Yes, pity them for their ignorance. When people like Lt. Gen De Witt tell the press of

their certain belief about us, I, in the language of simple philosophy, pity them.

At first, I hated the desert that stretched miles across, and all its prickly plants, but later I learned to love them through the help of my teacher. The yesterdays are gone--now; and I say with Whittier: "Oh angels of yesteryears, fly away and let me look toward my future. Take with you the dreams that were shattered and leave with me only their experiences which will be of value for my future."

We are, as a consequence of this life, wiser and better fitted in certain respects for we know what it is to be denied them. Consequently, it is my prayer, because of our hard-learned trial here, that these cherished principles will be ~~relie~~ realized and practiced fully by the people of the United States.

A sajuaro bloomed this spring, that queen of the desert, thriving statly where no nourishment is visible. It had this message to me that even in this seared land, many things will bloom. One must stand above the sajuaro to see its beauty, so I too, must climb beyond the present difficulties, and search for that possible beauty that may come out of this thorny existence here.

~~It~~ It is a result of our internment here, condemnations of all people of different races and creed is stopped, and liberty and equality are given by our country, I am sure that this price is not too dear to pay, and this is the sajuaro blossom which I am cherishing.

"NISEI, WHAT NOW?"

by Sachiko Wada
Third place winner

Nisei, you^{re} member well, the life of pre-war times, the shock of Pearl Harbor, the mass evacuation from the Pacific Coast and the riding through the underground tunnels prior to arrival in Gila. Yes, you can never be made to forget the fear, sorrow, and turmoil within you. The days seemed endless--countless. There seemed to be no light to turn to. It was like riding through an underground tunnel--all darkness, no light. But after a period of wait, a tiny beacon of light grew stronger, clearer, until suddenly it was all around you! That is what relocation is like. It is the candlelight wavering but brave. It is the challenge for the nisei to meet! It is a rest but still the advantages are far more extensive.

Live in the present! Take for example Jim, one of thousands distorted the privilege of seeking beyond barbed wire fences, today as we visualize him, is the true mold of what youth in times of distress and turmoil may turn to be.

Only 17, he had been presented with a good home in a wholesome neighborhood, a strong faith in American ideals, the ambition to foresee and the power to control himself, but since entering camp, he seemed to trend toward wrong and detrimental methods of living.

It began with the associating with the wrong crowds, and the losing control of himself in the pure joy of finding companions as restless as he. And then the attitude of "What am I living for? The future's dark--the light is too far away--what am I living for anyway --I'm afraid of the darkness--? I want fun--any kind, and I'm going to get it! Who's going to stop me? Mother's alone and father's in a concentration camp. I'm not afraid of the law!"

So, daring and brave, Jim unthinkingly walked steadily on the wrong path until it was too dark--too late to turn back again. But one morning, the tension was broken--a telegram--it read: Father dead--am shipping body on next Train.

It was like a cold splash of water. It took tragedy to bring Jim to his senses. Need youth suffer when relocation can still remedy the pain for youth is daring--youth is courageous--and youth forgets more easily the past with the urge for looking forward.

While camp life may have turned some on the wrong path, others through evacuation, have been affected so greatly as I, that we wish to establish some method whereby future generations shall not have to undergo the conditions under which we are living.

Tom too was bitter! It was outrageous! The Japanese inherit a sense of pride and respect. No matter how little they had, they never turned to the government for aid. The government was taking care of Tom, and Tom didn't like it. He meant to make this the last time!

When my parents came here ten--twenty years ago, they came that they might partake of some of the advantages which America offered to all! Namely, the four freedoms--freedom of press, freedom of speech, freedom of religion, and freedom from want.

Like Tom, I hold these gems more precious than all which money can buy. Now Tom is happy and confident knowing that someday his children too, may enjoy the richness of American life made possible by his relocating now!

Nisei, don't push him down now, give him a fighting chance; lend him a hand. Like crystal gazers, we must meditate and plea for the future. We were taken unaware once, but need pain strike in the same place?

The former life was the goal made, and justly so by our pioneering parents. But they were young then and youth captivated their veins--but now, they have grown old--too old to rebuild--but they have not given up--they still have us--the younger generation upon whom they entrust the tools of body and mind with which to help weld and dig a path toward a tolerant, peace-loving civilization.

Their refrain is, "Son, we did it once, you can too, perhaps even better--you can--you will and you must!" Pick up this refrain and carry on!

The road was paved and smooth but now the road is bumpy and steep! You're afraid of it but carry on--each inch of progress means another inch of paved road upon which one posterity may tread.

In closing, let me repeat the words of Daniel Webster: "Let one object be our country, one whole country and nothing but one country! And by the blessing of God, may that country itself become a vast and splendid monument, not of oppression and terror, but of wisdom, of peace and of liberty upon which the world may gaze with admiration forever!"

Miss Hanky

Our road is rough and it will always be the prejudiced, unreasonable and undemocratic. Arizona has tried to take away our license for no other reason than mere prejudice. The Arizona House passed the discriminatory Bill #187 making it difficult for us to purchase merchandise. But in spite of all, we will come out on top in the end; for right is always victor. We are right because we are complying with the rules and regulations of the Government. We are right because we are giving services so needed to 15,000 residents of Rivers. We are right because we are sincere and are doing our best for the benefit of all. We are right because we believe in the Rochdale Principle, the Cooperative, the democratic way to do business. Finally, I am convinced that in spite of all of our difficulties we will have accomplished our aim. When the residents will leave this Camp, they will go out with the practical Cooperative knowledge and experience which should solve their post-war economic problems.

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These letters, when added to more, are I think interesting and valuable. Mrs. Peddy has promised to lend me any more she received. Unfortunately her contact with relocators is limited to students trying to go to college, but still a good many of them have preferred to work before going to school, and, as you will see, some of them have no hesitation about telling how they feel about their experiences. I know several more teachers who will cooperate in this way if they are approached correctly - therefore... I'll get to work on 'em.

Route 2
c/o Yoshida
Alamosa, Colorado
July 2, '43

Dear Mrs. Peddy and Mrs. Fleming,

I finally arrived at my destination 6:00 A. M. today. The trip was very boring but my shoes and I reached here, so nothing much more could very well be expected.

How's things getting along in Gila? Has the summer school started yet? I really pity the folks out there suffering in the heat. Today the temperature was up to about 75° at noon here. Quite different from Arizona. When I first go off the train at Alamosa, I actually shivered and as I put a stick of gum in my mouth, it was actually hard and stiff. It wasn't because the gum was stale either.

Here in Alamosa, in the midst of Saw Levis Valley it is really a pretty country. The family I'm staying with has about 350 acres of vegetables. They are now harvesting lettuce. Really looks nice, the green vegetables all around the place. The folks here are really nice. They have about 10 to 12 children, all girls except two boys. I really don't know how many is in the family yet, but there all really nice and I'm really going to enjoy living here.

I parted from Dick at Ashfork. I thought I would be able to go to San Juanta with him, but couldn't. I really hated to see him leave. We've been together for so long, and we've really done so much together, I really hated to part from him. As I couldn't be around to look after him any longer, I asked a couple of girls who were going to Chicago to take care of him for me. I think I left him in good hands.

After leaving Phoenix, much to my surprise, I passed through nothing but barren desolate land. It really was terrific. Especially the heat up to Prescott. From then on it started to cool off. Gazing out the window and looking over the country, I told Dick--Now we know why Arizona took so long in obtaining statehood! Confidentially, I think we ought to give Arizona back to Mexico!

At last I am out in an America at war. I am ready and willing to do my bit for, not only the defense of Democracy, but to strive for and encourage present Japanese relocation, and to establish myself favorably in this community so as to leave an impression that will mean security for Japanese Americans in a Post War America.

Please trust in me to fulfil my duty, not only to myself and my country, but to my fellow American citizens of Japanese Ancestry.

Please extend my cordial remembrance to Miss Taylor, Miss Bearss and the remaining members of the Faculty. If time permits I shall write to them individually. Though I may not be able to write to them now, I have not forgotten all that they have done for me.

I remain,

Yours sincerely,

G. I.

Please pardon my scribbling.

Evanston, Ill.
July 10, 1943

Dear Mrs. Peddy,

I know you must be roasting in Gila. And here I am in Illinois, on the shore of Lake Michigan, at that, enjoying the freedom and coolness. But I do hope it's not too hot out there.

I'm sorry I had not written to you sooner. This new life really keeps me busy. I arrived in Evanston, July 2. The train had pulled into Chicago Dearborn Station early in the morning, but I had gotten a ticket to Evanston so I had to wait about five hours for a transfer train through to Evanston. And here I could have taken an elevated car. I had quite a trip up. It was very crowded all the way. Especially from Kansas City. I made friends with three soldiers from Camp Grant. George took a Denver bound train via Pueblo about 2 hours before our train at Ash Fork, where we spent the night in an Auto Court. I got a seat after standing about three hours in which I sat continually until I reached Chicago.

I am now staying at the K. residence on Sheridan Place. I really love the place. Lake Michigan is right across the lot. It is very beautiful and refreshing breezes blow up from its midst continually. Although when it's hot, there is a sultriness in the air that is just unbearable. The K.'s are very nice people, too, it really is lots of fun working out here.

I can't possibly get into Northwestern any more. Much as I regret it. It has been converted into a Naval Training School of Radio. Part of it. So Mr. K. is trying to get me into Evanston Collegiate Institute which is also very close-by. The campus of Northwestern is really beautiful and majestic. It is just around the corner. Its large fraternity houses, gymnasium, libraries and lecture halls are superb.

Mr. K. took us to church in Chicago "Loop" last Sunday. The H. sisters from Butte are working here, too.

There's so much I like to tell you. I'll save it for next time.

I want to sincerely thank you for making it possible for me to relocate to such a lovely place. Please extend my Best Wishes to all.

Sincerely yours,

R. I.

1138 N. Leavitt Street
Chicago, Illinois
July 14, 1943

Dear Mrs. Peddy,

Arrived in Chicago on the fifth. We began work here on the fifth also. I tell you we were dead tired that night. F. K. and I work at the Lutheran Deaconess Hospital here. We do all kinds of work in the kitchen. F. is planning to go to University of Maine this fall so he won't be here much longer. I believe I'll attend Junior College first and by the time I graduate I think K'll have enough saved to continue education in a higher institution, that is if the army don't get me first. There's a Junior College near here and they told me at the hospital that I could work and attend school at the same time. I'm planning to take up either a field in Chemistry or Social Science. At the present time I'm puzzled and don't know which I should take up. What advice can you give me on that Mrs. Peddy? I'm more interested in Social Science but I don't believe there's too much future in it. On the other hand, I'm thinking that if I take up a field in chemistry the army will wait till I finish the course and also there's some future in it. I would appreciate very much any advice you can give me. Are you teaching summer school there now? I guess it's like summer there now isn't it? It's very cold cool here and it rains quite often too. I tell you the people are really nice here and isn't anything like what some people said over there. The room and board they furnish us is excellent. I don't know what more one may ask for. The hospital wants two more boys and four girls so if you know of anyone who wants to come out here please let me know. I can say it's an excellent opportunity for students who want to continue education. I just received a letter from my sister about five minutes ago. She tells me that she takes clothing from you and that you're a very nice teacher. Of course I know that too because I had you too. See that M. doesn't become naughty like me won't you? I admire you Caucasian teachers who stay out in the hot barren-desert to help us. We will repay your kindness. Well, I guess you're tired reading my uninteresting letter so I will stop before you really become bored. If there's anything interesting over there please let me know. I'll drop you a line from time to time to let you know how things are coming. Take good care of yourself. Good bye,

Your student always,

W.

~~164-29~~

Route 2
Alamosa, Colorado
July 19, 1943

Dear Mrs. Peddy,

Received your letter a few days ago and the papers today. Was very glad to hear from you and to read the camp paper again.

I hope your living through the heat alright and having a good time teaching summer school.

Yours Truly is working like the seven sinners from (censored) everyday, from 12 to 14 hours a day 6 $\frac{1}{2}$ to 7 days a week. This vegitable farm really keeps me busy, but I've gotten pretty used to it and really enjoy the work. I do everything around here from drive a team of horses, tractor to handing out vegetables. Good thing the weather is cool or I would never be able to do it.

Yesterday was Sunday, the first day I got off since I got here. A couple of boys wanted me to go fishing, so I tagged along. I'd like to tell you a great big "fish story" about how many I caught, etc. but sorry to say I can't. I paid \$3.00 for a license, \$5.00 for a pole and I caught eight trout and I'm not going again. Heck, after a weeks work I was expecting to sit under a big tree, read a magazine, eat potato chips and when the fish bites pull in the line, I was sadly mistaken. Went up the mountains, walked around 5 to 8 miles in the river looking for trout. It was worse than working. The only thing I enjoyed about it was the scenery during the trip and the noon meal. Trout fishing isn't my idea of a way to spend a Sunday which comes only once or twice a month. Nope, no more fishing for me.

Did you say Miss B. was going to Sanger, California? If its Sanger its only about 8 miles from my home town of Selma. Sanger and Selma used to be football rivals. Well, if she is going there, tell her to drop into Selma and look up Mr. H. He's a faculty member. J. and I are both from Selma.

Speaking about schools, I'd like to go to college from this September, but it's really busy here and I hate to walk out on them after all they have done for me. Guess I'll have to start next year.

I was going to Alamosa J. C. but I found out it's a Teachers College, so guess I'll have to go east. I would like to go to Temple University in Philadelphia. Could you send me the address of the National Student Relocation Council. Also, could you tell me what would be a good school for Foreign Trade, and whether I could just take economics in J. C. for two years and then take Foreign Trade in University for the last two years and finish.

J. and I were planning to go to College together, enter law school and practice law together as partners, but on second thought eight years of school was too much for me, so I decided to take up Foreign Trade instead of law. J. is sure going to be disappointed, but that's the only way out for me.

Working day after day, only one word "education" keeps me going. Education is such a hard thing to get when you have to work your way through, but I as yet have not lost hope or faith. That is what I am afraid of. After a years work, I may buy a car, start in playing, and then say--the heck with school. I'll just keep on working! I hope I may have the strength to fight that and go on to school.

When is summer school over? Are you planning on returning home after the summer session? I hope you can get a few weeks rest in a nice cool place. You really need it and deserve it.

I am afraid I shall have to close for now. Hope you can read my handwriting. Many people seem to have trouble with. Give my fond remembrance to Mrs. Fleming, and to the members of the Faculty who are yet there. Tell Doc. Yound I really like Alamosa.

Most sincerely,

G. I.

July 19, 1943
Ogden, Utah

Dear Mrs. Peddy,

Its good hearing from camp and know ~~whats~~ happening even though I may be far away.

I bet the July 4th celebration was a big affair. Many of my friends said they attended the affair. They all must have had a wonderful time.

I'm glad to hear that the bac service and commencement came out very good. It was a memorable date for the Seniors. I should have been wearing a cap and gown, too.

The other day, my sister had sent my diploma. My diploma is from my home town high school, Fowler High. There were five of us who received them, H. K., K. H., R. H., H. S., and I.

It looks nice. Its in a leather folder. Also my Honor Society Seal is on it so I have something to remember my high school days with.

Thank you for sending those articles and things. I enjoyed reading them very much and I really appreciate having you do these things for me.

You mentioned that Miss Bearss is going to Sanger to teach. Whenever you see her, ask her when she is in California to go to visit Fowler high school. Fowler is only about six miles or so from Sanger.

Many of the teacher there will be delighted to see someone who knew us in Gila. Especially Mr. E. D., our principal and Mrs. P, the office secretary.

I am working every day as usual at this packing plant. The Californis Packing Corp. produces Del Monte products. We are working with the peas at the present time. Later on, it will be tomatoes.

Teaching and working in the administration building really must keep you busy all the time. The weather must make it awfully difficult to do work, doesn't it?

Today we had a very sultry day so it was pretty hot. But on the whole, it is pretty cool so it isn't so bad. Its a good think it doesn't get as hot here as it does in Gila.

Maybe many of the teacher may not be in the project now, but please tell them hello for me.

Oh, yes, please give my best regards to Mrs. Fleming. She is still in the reports office, is she not?

Its been nice hearing from you and I hope to write as often as I can.

With Best Wishes,
J. O.

Dear Mrs. Peddy,

Well I guess its about time I let you know how I'm making out. To date everything has been going swell. It really is swell to lead a normal life again and get new ideas in starting a business. One of my intentions are if I make enough money this year I can plan to go college next year.

I bet you're glad graduation is over because it must have been one week of turmoil. Are you teaching summer school? Gee, I pity you in the heat. The weather is also hot but now and then a cool breeze or a short thunder storm comes this way. Last week J. H. and G. O. came here. I was very glad to see them again. For amusement we go to bowling and shows.

The farm work here consists of tomato and potato work. I have been driving horse here for the last 3 weeks.

I also was pleased to receive my diploma and the Rivulet. I was surprised to see that the annual turned out so good. It is good considering that is a camp annual.

Gosh it sure made me happy when M. M. was chosen valedictorian because I had the honor of taking her to the Junior-Senior Prom. And also she was nice enough to send me her picture all signed and delivered. Well enough of my romantic life. Before I close I like to thank you for sending me the papers and announcement for graduation. It interested me to the utmost. Good bye and good luck till I hear from you again. Write when convenient.

Very truly yours,

D.

1138 N. Leavitt St.
Chicago, Illinois
July 30, 1943

Dear Mrs. Peddy,

I received your swell letter a few days ago. I'm very sorry I didn't answer earlier. I heard from J. and R. a few days ago. They told me you informed them of work here and they wanted to know how it was outside. I'm glad you informed them, for the kitchen is or at least will be badly in need of help, especially for girls. R. wanted to know whether one could make his room and board while attending school. I think I could get him a job here to work on Saturdays and Sundays. He could make enough for his room and board and a few dollars besides. I hope you'll ask him if this is satisfactory and if he's interested, to write me immediately. I wrote J. tonight and asked him to come right away if he's interested. I explained the work to him in my other letter to him. The hospital got a telegram from H. Y. today. I guess she'll be here in a week or so. The supervisor wants girls to do tray work and also for the dining room. Tray girls are expected to set the tray for the patients. (Put napkins, forks, spoons, etc. on tray and also the food.) It seems like a pretty easy job. I see the girls eating most of the time instead of working. Dining room girls are expected to set the table for the student nurses and to serve food. They too are seen eating all the time, ha-ha. I won't say that we don't eat too much. You can tell the people that's interested that if he or she is the type that eats a lot this is the place. The food is excellent. The room is very good also. Every one, including the boss, treats us very nice. It seems like paradise here compared to being in camp and still don't understand why others don't budge. The only thing I don't like here is the air and the water. The air is always full of sut and the water at times has a lot of chlorine in it. I'm glad it got a little cooler in the "Valley of the Sun." I hope you have a good time at the Home economics conference. I guess this letter really bored you talking only of work. I hope to write a more interesting letter next time. Take good care of yourself Mrs. Peddy. Good-bye.

Sincerely,

W.