

J2.359

67/14
C

File

52.36

COMMENCEMENT EXERCISES



Parker Valley High School

... Class of 1944

June 10, 1944

PROGRAM

Processional	Orchestra
Invocation	Rev. Tsunoda
Flag Salute	
Star Spangled Banner	Orchestra
Presentation of Class Gift	Walter Fujimoto
Commencement Address	Mr. J. Girdler
"The Second Mile"	
Vocal Selection	Mrs. J. Girdler
Presentation of Diplomas	Miss F. Cushman
	Dr. A. Harris
Congratulatory Speech	Dr. A. Harris
Benediction	Rev. Tsunoda
Recessional	Orchestra

GRADUATES

Akahoshi, Nobuyuki	Nagata, Kimi
Akiba, Akiko Alyce	Nakagawa, Torao
Akiyama, Hidetoshi	Nakaji, Edward
Aoki, Todd	Nakamura, Misao
Asakawa, Masato	Nakano, Takashi
Esaki, June	Nishi, Ken
Fujimoto, Walter Masao	Nozawa, Yoshiko
Furusho, Ruth Hisako	Ogata, Shigeko
Goto, Patricia Shizue	Ohashi, Taro
Hamaguchi, Terryo	Osaki, Alice Atsuko
Harada, Sachie	Oto, Mary Umeko
Hashimoto, Yasuo	Ozaki, Edward Shiro
Hayakawa, Ben	Ozawa, Kikuyo Jane
Higuchi, George Minoru	Ozawa, Kei
Hirakawa, Hideko	Sakai, Yoshiko
Hirase, Elythe Isae	Sakamoto, Ruby
Hirose, Tooru	Sasaki, Miyako
Ibara, Kan	Sato, Yasue
Inouye, Ben Tsutomu	Segawa, Fred Hitoshi
Ishida, Kiyoshi Lawrence	Shimizu, Teruko
Izushita, Yuri	Shinoda, Hitoshi
Kai, Sadako	Sugaya, Takeshi
Kajioka, Mary	Taguchi, Charles Y.
Kajioka, Miyoko	Takagi, Taeko
Katano, Sam Matsusada	Tajiri, James M.
Kawamoto, Setsumi Helen	Takahashi, Dorothy Yuriko
Kawamoto, Yukio	Takanishi, Barbara Chiyeko
Konatsu, Masakazu	Takasaki, Noboru
Konatsu, Ritsuko Elizabeth	Takemoto, Kimika
Konishi, Yukie	Takeshita, Akira
Kubo, Aiko Ellen	Tanaka, Betty Chiyeko
Kuroda, Lily	Tanaka, Johnnie
Kushino, Dorothy Misao	Tashiro, Yasu
Kushino, Grace Kazuyo	Togioka, Ken
Kuwada, Emily	Tsuchiyama, Miyeko
Maruyama, Minoru	Tsuji, Mitsuko
Masukawa, Johnny	Tsutsumi, Roy Yasuo
Masumoto, Mary Shigeko	Uchida, Hiroshi
Mitsuoka, Johnson	Vetter, William Rheinwald
Miyamoto, Sau Sho	Watanabe, Teruko
Morioka, James	Watari, Makoto June
	Yamamoto, Misuno
	<i>Yanaka, Henry</i>

(IN ABSENTIA)

Imamura, Sumiko Mary
Kaminaka, Grace
Koide, Minoru
Mano, Joseph
Matoi, Hisashi
Matsuoka, Mac Morihide
Mikasa, Miyoko
Miyata, Teruko Terrie
Nakamichi, Kazuko
Omachi, Thomas Yoshio
Sakamoto, John Suyeto
Tajiri, Thomas
Takehara, Yo
Tsuida, Kiyo

Gukushima, Sally

POSTON III SCHOOLS
Poston, Arizona

CONSTITUTIONAL CONVENTION
December 17, 1942

Present at the Constitutional Convention on December 17, 1942, were Tots Ishida, senior class president; Yo Takehara, junior class president; William Fujino, freshmen class president; and all the representatives of each core study class.

Tots Ishida opened the meeting with roll call.

The meeting was opened for discussion on the preamble for the Poston III High School Constitution. It was moved and seconded that the following be accepted in the Constitution:

"We, the students of Poston III High School, in order to become informed and proficient citizens of our country, and to encourage the development of citizenship, leadership, scholarship, comradeship, sportsmanship, and service do hereby ordain and establish this Constitution for the Associated Student Body."

After the preamble was voted upon, the rest of the Constitution was discussed. They are as follows:

ARTICLE I
Name.

This organization shall be known as the Associated Student Body of Poston III High School.

ARTICLE II
Purpose.

The purpose of this organization shall be to promote and direct various school activities, to arouse the loyalty of its students, to foster the spirit of Americanism, and to aid in the general welfare of the School and its students in every possible way.

ARTICLE III
Membership

Section I

All undergraduate students enrolled in Poston III High School shall be considered members of the Associated Student Body.

Section II

Post-graduate students and other special students enrolled in Poston III High School, shall be considered Associate members of the Associated Student Body.

ARTICLE IV
Executive Department

All executive powers of the Associated Student Body shall be vested in the President of the Associated Student Body subject to the terms of this Constitution, and to the authority of the Principal of Poston III High School. The President, in the performance of his duties, shall have the power to ask for advice and assistance of his cabinet, which shall consist of the following officers: vice-president, secretary, treasurer and historian.

Section I
Duties of the Elective Officers

A. The President of the Associated Student Body shall be elected by a popular vote of the qualified voters of Poston III High School. The President shall be elected for a term of one year and shall hold office until his successor is duly elected.

B. To be eligible for the office of President, a student shall be a senior, with the exception that he may be a junior if he succeeds the vacancy created in the office; shall have a satisfactory citizenship standing, and during his most recent semester of work completed, shall have earned not less than a grade of "c" in all subjects, not including gym and study. The candidate shall also pass an examination on the Associated Student Body Constitution, to be administered by the Vice-President or by a faculty member. The President shall hold no other major office nor engage in other extra-curricular activities which shall interfere with the faithful performance of his duties.

C. The duties of the President shall be as follows:

1. He shall preside at all meetings of the Associated Student Body and of the Associated Student Body Council.
2. He shall, on his own initiative, or on petition of the majority of the members of his cabinet, call special meetings of the Associated Student Body.
3. He shall be ex-officio member of all committees created by the Council or subsidiary to that body.
4. He shall appoint all committees provided for by this Constitution unless otherwise directed by the Council.
5. He shall be ex-officio member of all Associated Student Body boards and commissions which now exist or which may be created.
6. He shall, when prompted by a majority vote of the Associated Student Body, and the Council, initiate (any activity or project) which shall promote the general welfare of the associated students.
7. He shall be responsible to the students and faculty with whom he works, for the satisfactory execution of the activities of the Associated Student Body.
8. He shall have the power to appoint the chairman and members of the election board, to conduct all student body elections.

D. The President of the Associated Student Body shall be removed from office for the following reasons:

1. Failure to meet the responsibilities of his office.
2. Failure to maintain the standards of eligibility under which he was elected.

E. On petition of 10 percent of the qualified voters of the Associated Student Body the election board shall, within two weeks, call a special election for the recall of the President. Within a two weeks period, the President may request a public hearing before a general assembly of the Associated Student Body, presided over by the Principal of the School, or by some one designated by him.

Section II Vice-President

The method of election and the term during which the Vice-president shall hold office, shall correspond to that of the President, as stated in Article IV, Section I Paragraph A, of this Constitution.

B. The eligibility requirement for Vice-president shall be the same as for the President, as stated in Article IV, Section I, Paragraph B, of this Constitution, excepting that the candidate may be either a junior or a senior.

C. The duties of the Vice-president shall be as follows:

1. He shall succeed to the Presidency in the event of a vacancy in that office.
2. He shall in the absence of the president, assume the duties of the President until the president returns.
3. He shall or a cabinet member directed by him, be the official host at all social functions of the Associated Student Body.

D. The method of the recall and the reasons for the recall of the Vice-president, shall correspond to that of President, as stated in Article IV, Section I, Paragraph D, of this Constitution.

Section III Secretary

A. The method of election and the term during which the Secretary shall hold office, shall correspond to that of the President, as stated in Article IV, Section I, Paragraph A, of this Constitution.

B. The eligibility requirement for Secretary shall be the same as for the President, as stated in Article IV, Section II, Paragraph B, of this Constitution, excepting that the candidate may be either a junior or a senior.

C. The duties of the Secretary shall be as follows:

1. He shall keep a permanent record of the proceedings of the Council and of the Associated Student Body meetings, and shall post a copy of these records on the main bulletin board and keep a copy of each for the permanent record of the Council and of the Associated Student Body meetings.
2. He shall record all activities and decisions of the cabinet and prepare the notices of each successive student body meeting. He shall post a notice on the main bulletin board of the school day for the student body reading.
3. He shall carry on all official correspondence of the Associated Student Body, unless otherwise directed by the cabinet or Council.
4. He shall be responsible for notifying members of all special meetings.

D. The method of the recall and the reasons for the recall of the Secretary shall correspond to that of President as stated in Article IV, Section I, Paragraph D, of this Constitution.

Section IV Treasurer.

A. The method of election, and the term during which the Treasurer shall hold office, shall correspond to that of the President, as stated in Article IV, Section I, Paragraph A, of this Constitution.

B. The eligibility requirement for a Treasurer shall correspond to that of the President, as stated in Article, Section I, Paragraph B of this Constitution, except in addition, he shall have a working knowledge of bookkeeping and shall have been recommended by the Financial Advisor.

C. The duties of the Treasurer shall be as follows:

1. He shall perform such duties as may be assigned to him by the Financial Advisor of Poston III High School in connection with the collection and disbursement of the funds of the Associated Student Body, and of its subsidiary organizations.
2. He shall present a monthly financial statement at the regular Council meeting, showing the collection and disbursement of the Associated Student Body funds. This report shall be read and filed with the Associated Student Body Secretary.
3. He shall advise the Council concerning the availability of funds for all requests sent to them.
4. He shall be under the direct supervision of the Financial Advisor of Poston III High School

5. He shall assume, in the absence of the President and the Vice-president, the duties of the President until the return of either of those officers.
- D. The method of the recall, and the reasons for the recall of the Treasurer, shall correspond to that of the President, as stated in Article IV, Section I, Paragraph D, of this Constitution.

Section V Historian.

A. The method of election and the term during which the Historian shall hold office, shall correspond to that of the President, as stated in Article IV, Section I, Paragraph A, of this Constitution.

B. The eligibility requirement of the Historian shall correspond to that of the President, as stated in Article IV, Section I, Paragraph B, of this Constitution, except that the candidate may be a junior or a senior.

C. The duties of the Historian shall be as follows:

1. He shall keep a record of all outstanding achievements of the Associated Student Body and of unusual events that happen, concerning Poston III High School, during his term of office.
2. He shall be responsible in the performance of his duties to the library, and shall turn over his compiled work to the librarian at least one week before the close of each semester, unless otherwise directed by the President of the Associated Student Body.
3. He shall be prepared to report to the Council at any time on the activities of his office.
4. He shall be guardian of the Associated Student Body Constitution, and shall record all the amendments and revisions of said Constitution.

D. The method of the recall and the reasons for the recall of the Historian shall correspond to that of the President, as stated in Article IV, Section I, Paragraph D, of this Constitution.

It was moved and seconded that the Constitutional Convention be adjourned until 9:00 o'clock, Monday morning, December 21, 1942.

ARTICLE V

Section I "Membership"

The Associated Student Body Council shall be made up of the following officers: The President, Vice-president, Secretary, Treasurer, Historian, Editor-in Chief of the Petrified Weekly, and the Presidents and the Secretaries of each class.

The number of seats in the Council shall be increased or decreased

upon the approval of the Associated Student Body and the Faculty and by a vote of two-thirds of the members of the Council.

Section 2 Vacancies

Vacancies occurring in the Council, shall be filled by a vote of the remaining members of the Council, unless otherwise provided for in this Constitution, or in the regulations of the subsidiary organizations concerned.

Section 3 Removal from Office

Any member of the Council shall be removed from the Council by a two-thirds vote of all the members.

The reasons for removal from office shall be, failure on the part of an officer to perform faithfully the duties of his office, failure to maintain decorum in Council meetings and failure to maintain the standards of eligibility under which he was elected or appointed.

Section 4 Rules of Procedure

The Council shall determine its own rules of procedure and order of business.

Section 5 Quorum

"The presence of a majority of the Council, shall constitute a quorum". All motions and resolutions, to be effective, shall be passed by a majority vote of all the members of the Council.

Section 6 Meetings

The Council shall hold weekly meetings. The time and place shall be determined by the Council and the Faculty Advisors.

Section 7 Powers and Duties

a. The Council shall provide for the collection of funds for the purpose of financing worthwhile activities for the Associated Student Body and its subsidiary organization.

b. Money shall be disbursed from the Associated Student Body Fund only when appropriated by a majority vote of the Council, and approved by the Financial Advisor of Poston III High School, or in an emergency, in a manner designated by the Principal of Poston III High School.

- c. The Council shall adopt a calendar of the Associated Student Body Activities not later than one month after the beginning of each semester.
- d. The Council shall affirm the election, by the Senior Class, of the Editor and the Business Manager of the Annual.
- e. The Council shall have power to make all By-Laws which shall be necessary to make effective the provisions of the Constitution. Such laws shall be passed by a majority vote of the Council, or be repealed by a two-thirds vote of that body, at a meeting held not less than one week after the announcement of the proposed law or the proposed repeal.
- f. The Council shall determine the policy to be followed in promoting Associated Student Body Activities.

ARTICLE VI
Section 1
Elections

The time for the regular election procedure shall be determined by the Election Board, provided that their decisions shall be overruled by a two-thirds vote of the Associated Student Body Council.

Section 2

An Eligibility Committee composed of three faculty members, appointed by the Principal, and two students, elected annually by the Associated Student Body, shall enforce eligibility requirements for officers.

Section 3

Nominations for Associated Student Body offices shall be by petition. This petition shall be signed by the candidate, and the Vice-principal of Poston III High School, and shall have twenty-five valid signatures of registered students of Poston III High School.

Like signatures found on more than one petition for one office shall not be held valid.

ARTICLE VII
Section 1
Finances

All moneys raised by whatever means, or for whatever purposes, by the Associated Student Body, or its organizations, shall be deposited with the Financial Adviser within five school days from the date of the activity.

Section 2

All tickets and bids to be sold by any Poston III High School club, or organization shall be audited by the Financial Adviser before being released for sale. The tickets and bids shall be accounted for within five days after the date of the activity.

Section 3

No money shall be paid from the funds of the Poston III High School Student Body, except upon presentation to the Financial Adviser, of a requisition properly completed and approved by the Associated Student Body Council, or in an emergency, in a manner designated by the Principal of the school.

Section 4

Should provide for Financial Adviser and his duties, or powers.

ARTICLE III

Subsidiary Organizations

Section 1

All extra-curricular clubs or organizations (including class organizations) of the Poston III High School Students, shall be subsidiaries to the Associated Student Body, and shall have only such powers as are granted to them through charters or through specific resolutions approved by the Associated Student Council.

ARTICLE IX

Section 1

Awards

The Associated Student Body shall have the power to give special awards to students for outstanding achievement in any field, or for meritorious service to the school.

Section 2

The procedure in making awards shall be determined by an Award Committee composed of the President of the Associated Student Body, who shall be chairman and the class presidents, the Vice-Principal, and the Faculty Adviser and one student elected by the aforementioned members.

Section 3

A member of the Award Committee, or a person designated by that committee, shall be responsible for giving to the Financial Adviser all necessary information in order that the Financial Adviser might have awards at hand when needed.

ARTICLE X

Section 1

Amendments

Amendments to this Constitution shall be proposed by a two-thirds vote of the Associated Student Body Council, or by a petition signed by 10% of the qualified voters of the Associated Student Body.

Section 2

Within a reasonable time, as determined by the Associated Student Body Council, or the Faculty Advisers, an election shall be held

at which time the proposed amendments shall be submitted to the vote of Poston III High School.

Section 3

The proposed amendments, when ratified by a two-thirds vote of the qualified voters at a special or regular election, shall become a valid part of this constitution.

60-9

Official Copy

52-34

CONSTITUTION OF THE J. S. B. C.

Preamble

We the students of the Poston III Junior High School, in order to improve relations among the various classes in the Junior High, to benefit the members of the Junior High by giving them a part in governing the school, to call attention to the members of the Junior High that they have a responsibility in forming an orderly student body, do ordain and establish this Constitution for the Poston III Junior High School Student Council.

Article I. Name

The name of this organization shall be the J.S.B.C.---
The Junior Student Body Council.

Article II. Membership

The members of this council shall be composed of one student from each Home Room in the Seventh, Eighth, and Ninth Grades. The number of representatives therefore, depends upon the number of Home Rooms.

Article III. Officers

The officers of the J.S.B.C. shall consist of the President, Vice President, Secretary and Treasurer.

Article IV. Qualifications of Officers

The President is to be elected from the highest grade in the Junior High School and should be an individual that is industrious and responsible, and one who maintains a high Scholastic standard.

The Vice President shall be a member of the two upper classes of the Junior High School and shall have the same qualifications as the President.

The secretary may be a member of any Junior High School class, and should be capable of writing a good composition.

The treasurer may also be a member of any Junior High Class and should be responsible and honest.

Article V. Election of Officers and Term

Officers of the J.S.B.C. shall be elected in the first month of school by petition and secret ballot. The officers

shall serve one semester at which time there shall be a new election. Officers shall be ineligible to hold office for more than one term in the same year.

Articles VI. Dues

There will be no assessment for membership in this organization.

Article VII. Meetings

Meetings shall be held once a week at a regular time during the school year. The President may call special meetings at his discretion.

Article VIII. Duties of Officers

The President shall preside at all meetings unless unable to do so. He also appoints all committees, and takes the responsibilities of the club.

The Vice President shall take the place of the President when absent and shall serve as chairman of all committees.

The Secretary must keep the minutes of the meetings and written records, and shall do all of the club's correspondence.

The treasurer takes care of the finances of the organization.

Article IX. Sponsor

The Sponsor shall be a member of the faculty elected by the members of the J.S.B.C.

Article X. Amendments

An amendment can be made to the Constitution by being proposed either by petition of the students or a motion of the J.S.B.C. and passed by a 2/3 vote of the J.S.B.C.

COLORADO RIVER RELOCATION CENTER
POSTON, ARIZONA

May 24, 1945

05
J2.34

Parent-Teachers Association
of Unit 3
Poston, Arizona

Dear Mrs. Hamada:

The 32 months have passed since Poston 3 Grammar and High School commenced at Block 324 barracks, under the most unusual and difficult circumstances. To my estimation, never has there been a time that teachers, parents, and students were faced with a greater problem and hardship than at that time.

There were no desks, chairs, books, or other necessary items to start a school. The students were unable to take their books home to study because the books had to be shared with other classes. Some classes did not have any books, and many had to study from a mimeographed sheets. Everything was very trying to all concerned, but with the heartfelt cooperation of the enthusiastic and magnanimous parents and teachers, we were able to combat this most difficult situation.

On October 18, 1942, the Block 324 Mess Hall was opened for the first, second and third grade students. This is one of the most outstanding activity as a warm lunch and a rest period is greatly needed by these youngsters. With the assistance of the mothers of 16 blocks, it is possible to serve some 120 students to 150 students daily, which is a huge task.

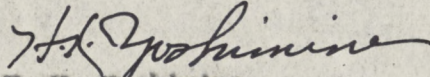
In the fall of 1943, the high school was able to move to their new location, the adobe building, which was built by our parents and friends with assiduity. This, too, should not be forgotten as they toiled with perspiration, blisters on hands, and with aches and pains for the sake of the students.

On May 18, 1944, Unit 3 High School was accredited by the State of Arizona, much before the other two Units. At this time the school was renamed Parker Valley High School. Much of the credit goes to our former principal, Miss Cushman, who with sterling effort made this possible. She had worked diligently with the teachers and students to get our school accredited.

340
PA

As the Unit 3 Administrator, I am very thankful and greatly appreciate what a great help the Parent-Teachers Association has been in carrying on the schools. Because of the WPA program we will all be relocating to all directions, wherever we may go, I shall never forget the great work of the Parent-Teachers Association.

Gratefully yours,



H. K. Yeshimine
Unit 3 Administrator

QUESTIONS RAISED BY TEACHERS AT POSTON III
REGARDING THE CORE STUDIES PROGRAM
February 10, 1943

1. The Poston schools are supposed to be community schools. Does this supposition justify a teacher's permitting a student to be excused from core class to attend to a bit of unselfish labor which will benefit the people of the community, as well as the students of the school?
2. How can we gauge classroom activities so that when the warm weather comes, we can still cover the traditional fundamentals before school closes?
3. How can we secure a better and a more definite lineup of subject matter in the high school? (Core classes)
4. What should be the philosophy of a core-study teachers (in your opinion)? Should they more or less attempt to indoctrinate students with their ideas?
5. What is a good way of filling up time when you are thru with the hour's work?
6. I am puzzled about the amount of home work required for Core XII classes. Please help.
7. As yet I have not been able to apply the wonderful things that I have learned at the Indian School last August. I understand that the policy of modern education is to meet the needs of the pupil. How can I?
8. Would it be possible to have more inter-camp conferences of Core teachers in order to have a more integrated core program?
9. What book or books would be most help-ful on methods of teaching core studies?
10. Which of the subjects constituting core studies should receive most attention?
11. With a class that has no books, it is better to lecture or is it better to read from the book?
12. Should units of work follow each other with continuity and sequence? Should there be unity in the school program.
13. Could we have a bibliography of all available material in Poston #1, 2, and 3? This would be invaluable for organizing of school work.
14. How important is it that children be taught to speak and write correctly? Does correct speech have a bearing on getting a job?
15. How is the core teacher to know what to teach out of English, English literature, English history, grammar and current events?

POSTON III HIGH SCHOOL
STUDENT PANEL DISCUSSION ON "RESETTLEMENT (?) AND THE
POST-WAR WORLD"

APRIL 23, 1943

Place: 324 Dining Hall

Students on the panel board: Mary Takasaki, Takeo Shirasawa,
Tatsushi Ishida, Miyeko Tanaka,
George Nagano, Hasuye Miyamoto, and
Moriaki Noguchi

Mr. Potts, Principal of the Poston III schools, introduced Tatsushi Ishida, Chairman of the panel discussion on "Resettlement (?) and the Post-War World".

- TATSUSHI: Where can we resettle?
- MORIAKI: I'd consider most seriously the middle western and eastern sections of the country, because the general attitude over there toward the Japanese evacuees is better.
- MIYEKO: One reason the people on the west coast do not want us back is because they have acquired our land and jobs and don't want us to reclaim them. The middle westerners would receive us more readily.
- GEORGE: We have property back home and the friends I've known all my life would like to see us return. Not unless one has property in California, would it be a good idea to go back to California, if and when they let us.
- TATSUSHI: Another reason we aren't favored on the west coast is because they think we constitute a threat to the race.
- MR. POTTS: People are led to believe that the orientals are used to a much lower standard of living, also we have always heard about the teeming population of the orient and those large numbers of people are dangerous to the United States. For economic reasons and other reasons the Americans fear the Japanese.
- FROM FLOOR: Should we or should we not go back to California? If the Japanese did go back, would they congregate?
- TATSUSHI: Those who own land should go back. In the city the people might tend to congregate, but not in the rural sections. We should all try to resettle as soon as possible.
- FROM FLOOR: Do you think the people who live on farms are less sociable than those who live in the city?
- GEORGE: If the farmers weren't social-minded before, they all landed in this Camp and now are social minded.
- FROM FLOOR: Country people are just as sociable as the city folks, if not more so. By the types of cars we have in storage and the property we have sold and have sotred, the Americans must have noticed that our standards of living have become much higher than it was before.
- TATSUSHI: Competition is another reason they don't want us in California. Because of our swift progress in business and farming, the Californians prefer to be rid of us.
- FROM FLOOR: Could the W.R.A. policy be wrong in sending us out into the Middle West where the people do not know and understand the Japanese? Psychologically speaking, it is said that the people trust those whom they know best. Californians know the Japanese best.

005.4

Education (5036)

- MR. POTTS: It is readily recognized that a leadership in the community resides in a group of age from 20-60, which age group is not particularly common in the Japanese group. One tends to know ones own age group best. The middle aged people in California do not know the middle aged Japanese in California. The isseis are not known among the Americans as well as the niseis are known. Perhaps if the War had been delayed another ten or fifteen years, the educational groups in California would have helped prevent this relocation.
- TATSUSHI: By sending us out among people who do not know us, it is expected that a better understanding will grow between us.
- MR. POTTS: The evacuees are being sent into the middle west mainly for military reasons.
- FROM FLOOR: Are the people willing to take the challenge to settle anywhere in order to prevent congregation?
- TATSUSHI: The W.R.A. should control where and how many people resettle.
- FROM FLOOR: Do Poston students need to acquire self-confidence?
- TAKEO: Participation in our weekly assemblies help the students gain more poise and self-assurance.
- TATSUSHI: By taking part in various class and panel discussions, the students may acquire self-confidence. The faculty should encourage their students to take the positive attitude towards everything.
- TAKEO: Who should go out and who should remain in the Centers? Send out first, capable persons who will be a credit to the evacuees. They will set the pace and be good examples for the rest of us.
- TATSUSHI: That means letting the leaders go out first, depriving the students of good leaders.
- FROM FLOOR: It is a tendency among teachers to always call on and depend on the leaders. A greater effort should be made to develop the reticent students into more active leaders.
- MORIAKI: If the students were made to feel at ease in the class, they would become more talkative in class.
- FROM FLOOR: To develop this type of self-confidence all high school students should take a course in public speaking.
- MISS DEEN: At the beginning of the year I almost gave up trying to teach students to speak orally. The only way to build up self-confidence was to get the people to feel that they were a member of the group. We worked and worked and after several months, finally everyone willingly volunteered to speak before the group. I am entirely in favor of having public speaking as a means to develop self-confidence.
- MR. POTTS: How does it happen that among the niseis so many have attended college?
- FROM FLOOR: In California there are innumerable colleges and junior colleges open to the Japanese. Taking advantage of this, the parents urged their children to study as much as possible to make up for the lack of education of the parents.
- TATSUSHI: Our parents were discriminated against it so they and their children had a challenge to face.

- MR. POTTS: Is it true that the isseis have brought from their homeland certain social graces which are helpful in social relations, and many of the niseis have departed from those desirable mannerisms?
- FROM FLOOR: (Caucasian speaking) That's because they've associated with us.
- FROM FLOOR: Especially in this evacuation process the niseis have departed from their former solves and picked up the wrong element of social mannerisms. Rowdyism is common among the niseis in Camp.
- FROM:FLOOR: Should the present graduating class set an example for the remaining students by leaving this camp after graduation?
- TATSUSHI: Mainly because of family objections, it is difficult for high school students to leave the center. Parents disapprove of letting inexperienced students go out alone. Going out to school would be more easier for students than to go out for employment.
- FROM FLOOR: Do you think that the graduating class of this year would go out with more enthusiasm and willingness than those who graduated a year or so ago? Have you gained more confidence by attending the Poston School?
- de
- TATSUSHI: Personally, I think I've gained confidence. If we stay in here too long we'd become a lost generation with no real future, except farming perhaps. Camp life tends to aggravate the social habits and actions of a person. Rather than after the War, it would be much easier to rehabilitate us right now, since the Caucasians would be more willing to accept us.
- FROM FLOOR: It seems characteristic for Americans to be always on the move. On the part of the is/seis and niseis in California this is not so (your parents did travel across the sea though!).
- FROM FLOOR: We Caucasians move around because we haven't found a satisfactory place to stay..like California.
- MR. POTTS: Most isseis who came to America with the intention of returning to their homeland someday stayed pretty close to the western coastline. The niseis were still young and naturally stayed with their parents, but will find some of the older niseis scattered in other parts of the country.
- FROM FLOOR: How can the schools help parents to realize the advisability of your going out after graduation?
- TATSUSHI: The parents who object to seeing their children go out will be hard to persuade. They want to protect their sons and daughters from facing the same type of ordeals they endured upon their arrival to this country.
- MR. POTTS: The first generation go through certain severe economic conditions, but statistics show that the second generation go through a less severe one. The economic difficulty you will face is pretty much about the same as the average Americans are facing. For the duration of the War there is a scarcity of labor, therefore if you have any ability at all it is relatively easy to obtain work. The middle west offers mostly domestic and seasonal farm work, which

Panel Discussion

in part is due to the ignorance of the populace, who probably got their opinions of the Japanese through movies and such. More fields will be opened to the Japanese later. I wouldn't recommend working out on the sugarbeet farms as being particularly profitable for the field worker.

MORIAKI:

Some of the teachers may be able to persuade our parents to let us go out especially to schools.

FROM FLOOR:

It'll be more effective if the student himself could explain to his parents tactfully that he has his own life to lead.

TATSUSHI:

Summary of the points covered in our discussion:

1. Resettle as soon as possible in the middle western or eastern parts of this country.
2. Only those who own property in California should return there after the War.
3. The W.R.A. should control where and how many people resettle in order to prevent congregation of evacuees.
4. All students should be required to take a course in public speaking to acquire poise and self-confidence.
5. With the aid of our teachers we should tactfully convince our parents that we should go out after graduation from high school.

Poston III Schools

J241C

CLUBS

TIME:

All Monday groups meets 1st period
Tuesday groups the 2nd period
Wednesday groups meet 3rd period
Thursday groups meet 4th period
Friday groups meet 5th period.

Teacher's Name: Thomas Tanaka
Title of Club: Badminton Club
Description:

Room Assignment: 1A
Time: Monday - Wednesday

Teacher's Name: G. Y. Morishita
Title of Club: Spanish club
Description:

Room Assignment: 1A
Time: Tuesday - Thursday - Friday

Teacher's Name: Louis M. Marpet
Title of Club: School Gardening Club
Description: To landscape the school area.

Room Assignment: 12C
Time: Monday - Wednesday - Friday

Teacher's Name: Minnie E. Atkinson
Title of Club: Knitting Club
Description: This club can meet as often as time permits or the group desires. Any age or class may join. Instruction will be given as well as social aspects.

Room Assignment: Ironing Room
Time: Monday - Tuesday - Wednesday

Teacher's Name: John A. Anderson
Title of Club: Bird Club
Description: For the purpose of learning about the local birds.

Room Assignment: 10C
Time: Thursday - Friday

Poston III Schools

CLUBS

- 2 -

Teacher's Name: George Takaoka

Title of Club: For Better Manners

Description: Would meet at least once a week at first. First step would be introduction of parliamentary law and committee work on a constitution and by-laws.

Our work would be in developing better social attitude through a recognition of the propriety of good manners. Would cover conduct at meetings (parliamentary procedures), behavior at parties, dances, theaters, and dinner.

Room Assignment: 12A

Time: Wednesday - Thursday

Teacher's Name: Chis Takahara

Title of club: Reading Club

Description: Use of library, study of authors, "book of the month".

Room Assignment: 11A

Time: Monday, Wednesday, Friday

Teacher's Name: N. Shimbo

Title of club: Service Club

Description: Beautify school rooms. Sponsor contests for ideas. Gather available material for beautifying school rooms.

Room Assignment: 12A

Time: Monday, Tuesday, Friday

Teacher's Name: Myrtle Barley

Title of club: Music Club

Description:

Room Assignment: 9D

Time: Monday, Wednesday, Friday.

Teacher's Name: Cecelia McNulty

Title of club: Dramatic Club

Description: The purpose of the Club will be to collect material for entertainment purposes and compile it into a booklet. We may go into working out some of the units such as dances, songs, skits, etc.

Room Assignment: "

Time: Monday, Wednesday, Friday

(2052)

Houston III Schools

CLUBS

- 5 -

Teacher's Name: F. Varvarovsky

Title of Club: German House

Description: German Appreciation of contributions of German people to art, music, literature.

Room Assignment: 12D

Time: Tuesday, Thursday

Teacher's Name: F. Varvarovsky

Title of Club: Latin Society

Description: Latin-Contributions of Roman people to government society. The application of Latin to the study of English.

Room Assignment: 3A

Time: Monday, Wednesday, Friday

Teacher's Name: Miss Waterran

Title of club: Travel Club

Description: The students and I could read travel books, study maps, and enjoy movie and holopticon lectures.

Room Assignment: 3A

Time: Tuesday, Thursday

Teacher's Name: Toshi Nishinaka

Title of clubs: Commercial Club

Descriptions:

Room Assignment: 11D

Time: Tuesday, Thursday

Teacher's Name: Mary Yamamoto

Title of club: Home Economics Club

Description:

Room Assignment: Ironing Room

Time: Monday, Thursday, Friday

Poston III Schools

CLUBS

- 4 -

Teacher's Name: R. Nishi
Title of club: Art club
Description:

Room Assignment: 11B
Time: Monday, Wednesday, Friday

Teacher's Name: Ayako Domen
Title of club: Spanish club
Description:

Room Assignment: 3F
Time: Tuesday, Thursday

Teacher's Name: Suma Himaka, A. Kodama
Title of club: Girl's Athletic Club
Description:

Room Assignment: 3E
Time: Monday, Wednesday, Friday

Teacher's Name: Tom Doi
Title of club: Ping-Pong club
Description:

Room Assignment: 10E
Time: Monday, Wednesday, Friday

Teacher's Name: Masao Yoshimine, Thomas Tanaka, Take Taniguchi,
Title of club: Mathematics Clubs James Okada Naojiro Kite
Descriptions:

Room Assignment: 10D - 11C - 12E
Time: Monday, Tuesday, Wednesday, Thursday, Friday

72 417

VOLUNTARY COOPERATION
The Basis and Unifying Objectives of The Public School.

The teachers of Poston Junior High School, Camp III, have laid particular emphasis on social aspect of individual's responsibility, relative to group problems.

In the foregoing circular, we have selected those objectives, that are of vital importance to us. These objectives are listed in the following order:

Heading A - Emphasis on Social Responsibility

1. Develop habit of cooperation
2. Encourage sharing of tools and materials
3. Encourage cooperative problem solving
4. Develop the spirit of humanity
5. Encourage service to the group
6. Develop world consciencousness
7. Develop concern for common good
8. Promote social understanding

Under Heading B - Emphasis on individual development

1. Develop responsibility
2. Encourage freedom of expression
3. Develop self-control.
4. Develop habit of open-mindedness
5. Help pupils study personal problems
6. Develop right attitudes toward future

Under Heading C - Suggested subject matter

1. Use educational resourses of Poston.
2. Enrich the experiences of the pupil.
3. Help the pupils keep abreast of "outside" world.
4. Acquisition of fundamental knowledge, attitudes, skills, techniques.
5. Promote American speech, habits and customs.
6. Begin developing perspectives.
7. Study problems of living in Poston.
8. Develop global view of present war.
9. Begin to study basic issues of present war: totalitarism versus democracy.
10. Encourage care of things at hand.
11. Work for economic independence.

Under Heading D - Reference to mental hygiene factor in education.

1. Try to develop confidence(or faith) in themselves (pupils), in religion, in government, in administration, in races.
2. As much as possible try to develop happy working conditions.
3. Promote adjustments in Poston situation.
4. Develop morale, spirit, etc.
5. Develop understanding of individual (personality)
6. Create on orderly school atmosphere.

- b. Expression of aesthetic
- III. Develop Morale among the students by
 - A. Building self-confidence
 - 1. Through happy working conditions
 - 2. Through an orderly school
 - B. Building feeling of belonging
 - 1. Through community problem solving
 - 2. Through participation in student government
 - 3. Through setting and evaluation of standards
- IV. Build Social Integration by
 - A. Voluntary Co-operation
 - B. Relating Poston to "outside"

Questions For Group Study

1. What administrative services should be arranged for carrying out these problems?
 Answer: P. T. A. meetings, forums, lectures etc., teas and programs for parents, parties, athletics.
2. What important qualities of experience are implied in this central emphasis on co-operative learning?
 Answer: Emphasis on particular phases of subject matter - such as: Co-operation and aesthetics in life around us
 - a. On the desert
 - b. In English, history, economics, science, art, etc.
3. The emphasis on co-operation in democracy would mean in teaching of English
 - a. Stressing political theories of government
 - b. Discussing and reading Utopias
 - (1) New Atlantis
 - (2) Utopia
 - (3) Looking Backward
 - c. Discussing political theories in literature and in life.
 - d. Tracing the emergence of the democratic ideal in literature as in Burns "The Cotters Saturday Night" and Elegy of a Country Churchyard" and in many other poems, essays, and novels. This means showing students how literature which began with the celebration of a national hero developed into two types, celebration of kings and courts and also the ballad of the common people. Gradually concern for the individual emerges and respect for kings and courts declines. This must be emphasized.

Edith Rosenberry
 Edith Waterman
 Cecelia McNulty
 Frances Warvarovsky
 Mr. Anderson

✓

In view of the peculiar conditions in Poston, and the complexities to which an individual child must adjust himself, we believe that the hypotheses that the social theory is the basic controlling factor in the educational program, and that the Poston Public Schools be organized and managed as community schools, are valid and are the only basis on which to develop a curriculum.

Inasmuch as our work is in the primary department, acceptance of these hypotheses would perhaps affect our work to a lesser degree than it would work on the intermediate and the secondary levels. All subject matter involved in this department would be pertinent to the environment. Training a child to be observant and intensely interested in his environment would necessitate drawing upon subject matter tangible or visible to the individual. Hence the community school is the type of institution that would fill the needs of the beginning child. As firm believers in the democratic principles, we would place the promotion of voluntary cooperation as the basic aim in our program, in order that the pupils may, in their early years, develop habits of cooperation, critical thinking, and democratic living. As teachers we can encourage the development of these habits with implicit and explicit practices within the classrooms, e.g., committees, open discussions, class participation in the formulation of aims and activities.

We are rightly concerned about post-war assimilation of the residents of Poston. It is the aim in our department to develop habits of clear thinking, healthful attitudes, and cooperative dispositions in the pupils to make them accept-

able to post-war society.

The establishing of a community school connotes democratic cooperation from the community at large. The medium through which interest in the school policies and problems can be stimulated is the Parent-Teachers' Association. In order to foster the close relations necessary, we believe it commendable to establish a P.T.A. council of several members to work together with the administration in formulating administrative policies. Also, we believe that interest in the individual classes, and in a larger sense, the school as a whole, can be stimulated by the organization of mothers' club for individual classrooms. By these several ways we believe that the give and take between the school and the community will be established.

Logically the only way to evaluate one's work as a teacher is to observe the results. Have the pupils developed the desired attitudes, skills, and habits? Is there a carry-over from their classroom conduct to their social conduct outside the school? In the higher levels of the primary grades, test may be used as a method of evaluation in the academic subjects.

Reports to the parents on the child's progress should be written and in addition, verbal where the situation deems such a procedure necessary. The written reports should stress the favorable progress of the child. In situations where the teacher believes that more cooperation and understanding on the part of the parents would prove helpful, the teacher should call on the parents to speak to them concerning the problems involved.

We firmly believe that, in view of the world conditions and the post-war problems of assimilation of the residents of Poston into the main stream of American life, the only type of education system is the democratic-voluntary co-operative system involving the pupils, teachers, and parents.

POSTON III PRIMARY TEACHERS

Signed:

Louise Anderson
Asako Takusagawa
Stanlye Lambert
Willene Gilchrist
Martha Hayakawa
Carl Yoshimine
Mariko Nakaji
Alice Wake

THE BASIC AND UNIFYING
OBJECTIVE OF THE PUBLIC
SCHOOL--AN HYPOTHESIS

A. Emphasis on the Social

1. Practice democratic living.
2. Develop habit of cooperation,
 - a. Encourage sharing of tools and materials
 - b. Develop friendliness
 - c. Develop courteous manners
 - d. Develop habit of taking turns and helping another
3. Develop school as home

B. Emphasis on individual development

1. Enrich experience of pupil
 - a. Develop interest in studies
 - b. Wholesome interest
2. Promote health
3. Develop habit of open mindedness
 - a. Develop responsibility
 - b. Loyalty
 - c. Honesty
 - d. Self-control

C. Suggested to Subject matters

1. Enrich experience of people
2. Develop appreciation
 - a. Promote American speech habits, customs
3. Understanding of family

D. Reference to Mental Hygiene Factor in Education

1. Develop happy working condition
2. Develop morale and spirit
3. Develop understanding of individual

E. Reference to thinking

1. Encourage intelligent living
2. Development habit of open mindedness

307-Rec. Hall
Teachers
Charlene Kobayashi
Yoshiko Nakamura
Yukiye Nakamura

GROUP STUDY ON HYPOTHESES

In view of the fact that the people of Poston are living in a highly socialized form of human relation, these hypotheses are valid.

The administration can help in several ways to further an understanding between parents, teachers and pupils. In developing a better understanding, these groups can better work together in the formation of the policies of the school group. Although the P.T.A. organization should and usually does develop out of the interest of the parent group, the administration can co-operate to stimulate interest. The encouragement of the formation of classroom Mother's Clubs to bring about a better understanding and co-operation between individual teachers and the home situation. Other social affairs such as Mother-Daughter and Father-Son socials can be encouraged. Exhibits and entertainments which bring the parents to the school, would bring some that might be backward in attending other affairs. Since the lack of understanding many times develops from the lack of the ability to communicate ideas, the encouragement of parents to learn the English language would help in policy making.

In the homemaking program, the pupils have an opportunity to learn voluntary co-operation through the use of the laboratory and sharing of materials and supplies. The laboratory must be kept orderly and much of the equipment must be shared. Personality traits such as co-operation, responsibility, honesty, and unselfishness can be developed. This development could become our basic aim.

In choosing our subject matter, the stress should then be placed on social living, home co-operation, manners and social customs, home management, and family relations.

We should endeavor to develop co-operation, responsibility, initiative, tolerance, understanding and leadership. Some of these traits can be brought out better than others.

Responsibility can be taught by the care of their own equipment, also the supplies and equipment belonging to the school. The monitor system can be used. Keeping the room orderly, the care of books, machines etc. should be made the pupils direct responsibility. Let the pupils share equipment that is hard to get.

The teacher can evaluate her work both by observation, and by personality tests given as a pre-test and afterward.

Written reports should be submitted to parents.

Signatures:

<u>Alice Sogo</u>	Homemaking teacher
<u>Mary Yamamoto</u>	Homemaking teacher
<u>Minnie Atkinson</u>	Homemaking supervisor

✓

A. Social

1. How to develop understanding and practice democratic living
 - a. Encourage cooperation
 - b. Develop satisfaction
 - c. Develop service
 - d. Develop understanding
 - e. Develop civic pride

B. Emphasis on individual development

1. How to develop responsibility
 - a. Develop responsibility
 - b. Develop initiative
 - c. Develop interest in work and play
 - d. Encourage freedom of expression
 - e. Develop self-control
 - f. Develop individual satisfaction
 - g. Develop leadership
 - h. Develop loyalty
 - i. Develop honesty
 - j. Develop open-mindedness

C. Suggested Subject matters

1. How to develop understanding of life
 - a. Use education resources of Poston
 - b. Provide normal school experience
 - c. Help children understand Poston
 - d. Acquisition of useful attitude of skill techniques
 - e. Promote American speech, habits and customs
 - f. Encourage the care of things we have

D. Reference to mental hygiene

1. How to develop confidence in themselves
 - a. Develop happy working conditions
 - b. Develop sense of security
 - c. Develop clean speech
 - d. Create an orderly school atmosphere
 - e. Teach parents as well as children to live a more intelligent way of life.

324 Nursery
Teachers
Helen Sasaki
Betty Aoyagi
Haruye Koga

✓

We think that the hypotheses mentioned on page five are valid because we feel that it is necessary to teach the children the democratic way of living.

The Parent-Teacher Association is one of the means to foster a greater degree of pupil-teacher-parent participation and policy making.

In endeavoring to develop in our pupils the attitude of friendliness is taught them. Sharing with others, respect for the teachers, the ability to converse with others; and also we try to work for good motor development, the ability to do things for themselves as in drawing, putting their things away and all the other learnings which are necessary for child development.

To undertake the above developments we get them into smaller groups, games, sharing books, sharing crayons, good toilet habits, putting away toys after playing with them, having them sing with the group and also alone to give them self-confidence.

We are trying to lay a good foundation for their future schooling-the Kindergarden. It is up to us to plant in them the way of cooperation getting along with others.

Reports of progress are made to the parents of their children's attitudes towards others and their aptitudes in their work, study and play.

Report of 310-10D Nursery School group.
Hatsue Tashiro
Emma Sato
Shizuko Nishimine
June Ozawa

7

322 NURSERY SCHOOL

These are the main points which can be adapted to our way of teaching nursery children.

A. Social development

1. Develop friendliness
 - a. Learning to play together or groups
2. Develop habit of co-operation
 - a. During games and rest period
 - b. Giving in
3. Encourage sharing of tool and materials
 - a. With toys, crayons, papers, books
4. Develop courteous manners
 - a. In speech
 - b. At the table
 - c. When having visitors
5. Develop school as a home
 - a. Beautifying the school by leaving their handicraft work
6. Develop group satisfactions
 - a. Working in a group
7. Develop habit of taking turns
 - a. Taking turn in passing out toast
 - b. Playing with toys
8. Develop habit of helping one another
 - a. During the play period

B. Individual development

1. Develop responsibility
 - a. Taking care and putting away of tools and materials
2. Develop initiative
 - a. Free drawing or clay work
3. Encourage freedom of expression
 - a. Talking within the group
 - b. Singing
4. Develop self-control
 - a. Trying not to cry
 - b. Giving in on the fight or quarrel
5. Develop leadership
 - a. Lead songs during music period
 - b. Give praise for something well done or have done first
6. Promote health
 - a. Washing hands before eating and after toilet
 - b. Checking students when entering school

C. Mental hygiene factor in education

1. Develop confidence in themselves
 - a. Praise on their work
2. Develop happy working conditions
 - a. Pleasant environment

Setsubko Sugaya
Tayeko Osaka
Laura Iguchi
Mitzi Masukawa

A. Emphasis on Social

1. Understanding and practicing democratic living
2. Encouraging cooperation
3. Developing courteous manners
4. Developing group satisfaction
5. Developing spirit of humanity and service
6. Habit of taking turns
7. Develop habits of helping one another
8. Developing of civic pride

B. Emphasis on Individual development

1. Develop responsibility
2. Encourage freedom of expression
3. Develop self-control
4. Develop wholesome interest and honesty
5. Develop habit of open mindedness and promote health

C. Suggested Subject matter

1. Prepare for transition to outside society
2. Provide normal school experience
3. Develop appreciations
4. Promote American speech, habits, and customs
5. Encourage care of things at hand

D. Reference to mental hygiene and factors in education

1. Develop happy working conditions
2. Create an orderly school atmosphere

Kimiko Mayeda
Reiko Suwa
Mary Kunitake
Lillie Kita

Discussion on the hypotheses ----- Conclusions.

1. We should teach the students in the society he is in.
2. In special courses, such as Math and Sciences, the primary purpose is to teach subject matter rather than to adjust a pupil to any given society.
3. Honesty, responsibility, and ability to think are the basic traits for democracy.
4. Why have such a complicated theory when the "Golden Rule" can take its place----"Do unto others as you want others to do unto you."
5. Religion is the only thing that can change a selfish man to unselfish man because it stresses love of greater or higher order.

What administrative arrangement ought to be devised in order to foster a greater degree of pupil-teacher-parent participation.

1. Agriculture.
 - A) Have parents bring in soil samples for student to analyze.
 - B) Also have students go to various parent for advice.
2. Home econ:
 - A) Have parents bring food samples for the Home Econ. department to analyze its content.

Acceptance of the second hypotheses.

1. We have accepted the second hypotheses and already it is being practiced in our (math) classrooms.

What attitudes, skills, abilities and disposition would we endeavor to develop in our pupils?

- 1) Attitudes.
 - a) Honesty
 - b) Responsibility
 - c) Ability to think
 - d) Respect for law and order
- 2) Skills.
 - a) Accuracy
 - b) Neatness
 - c) Promptness
 - d) Clearness
 - e) Systematic
 - f) Foresight
 - g) Power of analysis
 - h) Use of logic
- 3) Abilities
 - a) Ability to think
 - b) Power of analysis
 - c) Foresight
 - d) Ability to follow regulation or direction
 - e) Ability to give direction clearly.
- 4) Disposition
 - a) Cheerfulness

How would we go about to develop these habits.

1. Give plenty of exams

2. Go about in a indirect method.
 - a) Teachers set the example to the students.
 - b) By giving subtle remarks.
 - c) Give students an opportunity to develop it.
3. Direct method.
 - a) Teacher have a list of good traits in a predominant places for students to see and read.

How to evaluate students work.

1. Improvement--graphical method.
2. Frequent short tests on attitudes, skills etc. that we are trying to develop.
3. Disposition of the student.
4. Few long exams
5. Attendance

Reports to parents.

1. On cards--written form.
 - a) Progress of students in learning subject matter.
 - b) Disposition of the student.
2. Oral conference between parent-teachers on the conduct of the student.

The foregoing report is the opinions of the majority of the math teachers and not of any one teacher.

Math Teacher of Camp 3

✓

10th Core Studies

1. Yes
2. The following arrangements in policy making are desirable:
 - a. Home visits to parents
 - b. Open school week
 - c. P.T.A. meeting
 - d. Teacher-Parent conferences at school
 - e. Field trips
 - f. Athletic meets
 - g. Social events--parties, teas
 - h. Dramatics, lectures, movies, debates
3. The literary quality of experiences as acquired through the following:
 - a. Oral reports
 - b. Dramatization
 - c. Socialized recitation
 - d. Classroom discussion
 - e. Panel meetings
 - f. Term papers and reports
 - g. Notebook and scrapbook activities
 - h. Short plays
 - i. Letters and diaries
 - j. Newspaper articles
 - k. Map making
4. Basic aim should be preparation for cooperative living. The school should sponsor such training as follows:
 - a. Vocational
 1. Industrial arts and crafts
 2. Part-time work
 3. Apprentice training
 4. Hobbies
 5. Community activities
 - (a) Beautify surroundings
 - (b) County Fair
 - (c) Exhibits
 6. Study of occupational opportunities at Poston
 - b. Civic
 1. Co-operative committee work
 2. Classroom Government or organization
 3. School government
 4. Clubs
 5. Teams
 6. School newspaper
 7. Committee leadership activities

c. Personal and Social

1. Personality development through study of:
 - (a) Individual and Community life
 - (b) Social events--parties, movies, books
5. Subject matter should be related to community life and current problems. The school work should be pragmatic rather than formal and academic.
6. Give the students a goal. Arouse their curiosity. Challenge them to solve it, if you will. Make education purposeful. I would aim for the following outcomes:
 - a. Improved thinking and judgment
 - b. Ability to evaluate
 - c. Development of initiative
 - d. Improved personality
 - e. Improved health
 - f. Increased knowledge
 - g. Develop habits of co-operation
 - h. Encourage Community living
 - i. Develop friendliness, courtesy
 - j. Develop civic pride
 - k. Develop habit of helping one another
7. I could use as a measuring rod for my success in teaching the amount of co-operation and intelligent planning the students show towards their school and community.
8. Oral reports to parents.

Louis M. Marpet
Henrietta Schugt

GROUP STUDY

A. Emphasis on Social

1. Understanding & Practicing democratic character and living
2. Develop friendliness
3. Encouraging cooperation
4. Developing courteous manners
5. Developing school as a home
6. Developing group satisfactions
7. Encouraging service to the group
8. Develop habit of taking turns with tools & materials
9. Developing habit of helping one another
10. " understanding and contribution toward community living.
11. Loyalty to Golden Rule.
12. Promoting racial understandings
13. Encourage physical development

B. Emphasis on Individual Development

1. Enrich experience with pupils
2. Develop initiative
3. Develop responsibility & leadership
4. Encourage freedom of expression
5. Develop self-control
6. " wholesome interest in study & work
7. " moral character
8. " open-mindedness
9. Foster desire for learning
10. Help pupils study personal problems
11. Develop right attitudes toward future

C. Suggested subject matters

1. Use educational resources of Poston
2. Enrich experiences of pupils
3. Provide normal school experiences
4. Help pupils keep abreast of outside world
5. " children understand Poston
6. Encourage thorough education

7. Acquisition of useful knowledge, attitudes, skills, techniques.
8. Develop understanding of life
9. Develop appreciations
10. Promote American speech, habits, customs
11. Understanding of family
12. Provide a rich variety of subject matter
13. Encouraging care of things at hand.

d. References to Mental Hygiene factors in Education

1. Develop confidences in themselves, in people, religion, government, in races
2. Develop happy working conditions
3. " sense of security
4. " understanding of individual personalities
5. Develop morale
6. Create an orderly school atmosphere

E. Reference to Thinking

1. Encouraging problem solving
2. Encourage intelligent living
3. Develop habits of open-mindedness

We Nursery School, and Kindergarten teachers I feel that these points are the best and most practical to apply to the children and schools in which we work.

Submitted by,

Betty Taguchi
Michiko Kamikawa
Irene Ibara
Sumi Kamiya
Raiko Konatsu
Aiko Konatsu

from Camp #3, 11th and 12th Grade Teachers

After studying and analyzing Circular No. 4, dated November 7, 1942 the teachers of these grades of Poston High School have agreed upon the following principles for a basic and unifying objective of the curriculum

Objectives

- I. Co-operation in Democracy.
 - A. Understand and practice democratic living.
 - 1. Develop habit of co-operation in
 - a. Schools
 - b. Sharing of tools and materials
 - c. Do-operative problem solving
 - d. Community living
 - B. Participate in World Service
 - 1. Prepare for co-operation after war
 - a. Developing spirit of humanity by
 - (1) Understanding of others
 - (2) Service to others
 - (3) Courtesy at home
 - (4) Courtesy at school
 - 2. Develop Racial Understanding by
 - a. Concern for common good
 - b. Study of National problems
 - c. Study of international problems
 - C. Develop Habits Contributing to Group Welfare
 - 1. Sense of Responsibility
 - a. In school
 - b. In the community
 - 2. Loyalty to Democracy
 - 3. Self Control
 - 4. Open mindedness
 - D. Integrate individual satisfactions with group welfare by
 - 1. Freedom of expression
 - 2. Leadership
 - 3. Initiative

II. Subject Matter

- A. Participation in a democratic world requires
 - 1. Acquisition of useful knowledge
 - a. Skills
 - b. Techniques
 - 2. Understanding of history and social institutions
 - a. Knowledge of the mores of various groups
 - b. Tracing of ideals in world history
 - 3. Must be balanced with culture i.e.
 - a. Appreciation of aesthetic
 - (1) On the desert
 - (2) In literature
 - (3) In art
 - (4) In science
 - (5) In history

Under Heading E - Reference to thinking.

1. Encourage thinking (problem solving).
2. Develop initiative.
3. Develop scientific approach to problems.

In category B, called suggested subject matters. There are two problems which are of abstractical nature. For example; What is meant by providing normal school experiences? Encourage thorough education?

These two problems should be clarified by the school administration.

In the foregoing statement we have carefully analyzed the following teachers objective in the circular. We came to the conclusion that the stress or the emphasis should be placed fully upon the individual's responsibility to the group.

As teachers, we should think about the following quotations:

I am only one;
But, I am one.
I cannot do everything
But, I can do something.
What I can, I ought to do;
By the grace of God,
I will do.

QUESTIONS FOR GROUP STUDY

1. Yes, the foregoing hypotheses are valid?
2. An arrangement where by parents, pupils and teachers could form a co-ordinating council (or council for advice in policy making) might be feasible in Poston. Here the situation is such that parents are free to give more time and thought to school affairs if they can be persuaded to take the responsibility to guidance.

Another arrangement might be one which would allow members of the Student Council to be present at Community Council meetings to learn more about community affair in the making.

3. Other important factors or qualities implied in this central emphasis on cooperative learning---This statement was not clear, so we did not attempt to answer it.
4. Acceptance of the second hypotesis would certainly affect the program of Junior High School. Promoting democratic-voluntary cooperation would be the basic aim.
5. Selection of subject matter---Since our aim is to build a better society, much of our subject matter would concern actual problems of the community, and information could be obtained from many other sources, as well as textbooks.

6. We would endeavor to develop:
- attitudes--unbiased, free from racial or class prejudices;
an inquiring mind; willingness to share responsibility.
 - skills--skills in the fundamental processes which will enable
the pupil to study independently in later life.
 - abilities--ability to adapt himself well to life situations;
ability to make friends; ability to see beyond each
day's work; ability to value and appreciate the
beautiful in life.
 - dispositions--to put group welfare above his own selfish
interests; disposition to cooperate.

We would undertake to develop these habits through group problem solving and by leading pupils to test the validity of facts before they accept them as truth.

7. We could evaluate our work as teachers by observing whether or not the individual pupil was showing improvement in adapting himself to classroom situations.

We believe that only time will show a true evaluation of our work.

8. Reports of progress to parents--We would like some form of grade sheet or card which would indicate the child's progress in all phases of his work. These should be made up in such a way as to notify parents not only of skills, but of attitudes, abilities, and dispositions as well.

SIGNED:

-Junior High School Teachers-

Brief Report on Administrative Circular #4, "Voluntary Cooperation", etc., by teachers of the Intermediate grades of Poston Public School #3.

The Teachers of the intermediate grades find themselves in thoughtful agreement with the outline concerning Voluntary Cooperation, the Basic and Unifying Objective of the Poston Public School. The following points in the list of expanded objectives particularly appeal to us:

I In Group A

- a. Develop relations with "the outside"
- b. Develop spirit of humanity

II In Group B

- a. Encourage freedom of expression
- b. Develop habits of open mindedness

III In Group C

- a. Acquire useful knowledge
- b. Develop skills and techniques

IV In Group D

- a. Develop confidence (or faith) in themselves in people, in religion, in government, in administration here, in races, etc.
- b. Create an orderly atmosphere in school

V In Group E

- a. Encourage Thinking

Keeping these points in mind we believe in the unifying objective of our school, that of "voluntary cooperation". For as in the economic world so in "the educational world of tomorrow"

"Brief Report on cooperation, not competition, must be the key
Administrative
Circular #4" word. Too long the school has been apart, not a
part of the community life..

The appointment of assistants, both faculty and pupil assistants, in the school administration department fosters better understanding and greater pupil-teacher participation in policy making. The work of the Parent-Teachers Association increases understanding and cooperation between home and school. Committees on which pupils, teachers, and parents function bring ever larger participation of the groups concerned. In Poston 3 we believe we have two capable newly-appointed Assistant Principals, Mr. Tashiro and Mr. Takaoka. Both pupils and parents have been brought closer to the Administration by this sharing of responsibility.

Accepting the above-mentioned basic aim should and will determine not only the selection of the unit of work but the methods used in presenting the unit in each class room. Isolated subject matter will go out of the window while that which fits the pupil for community participation will have its rightful place. For instance, thought problems in arithmetic will be very important, but a pupil able to get along well with his fellows will receive a higher rating than the one who gets good grades only.

In regard to skills needed by all pupils, we suggest orderliness, consideration of others, constant search for the truth, appreciation of the unseen as

well as the seen, along with the ability to work happily with others. These attitudes and skills can be developed through committee work, election of class officers, the monitor system, student initiation and leadership on the playground as well as in the classroom, and also the use of a good bulletin board.

When possible accept student leadership and suggestions in regard to the selection of subject matter and class discipline for they work toward the same end. Classroom parties and assembly programs promote wider fellowship and create interest and foster cooperation.

Evaluation of the work of the teacher may be partially checked in various ways such as the standardized achievement test. Another way of checking each pupils' work is by means of chronological records.

The pupils seem to like the old "report card system", and some of us do, too. But others prefer taking letters showing children's progress to the parents and visiting in the homes. Some of the teachers approve of giving rewards for work "well-done". However, others do not like this method, especially the use of report cards, believing pupils should participate in the learning process for the joy and satisfaction it brings.

We welcome visits from the parents at stated

times (some like it every day or any day) as they
thus have another opportunity to see the progress
of their children.

Signed

Margaret Arakawa
Mary D. Finch
Nell M. Flynn
Aiko Sasaki
James Urata
Takeo Asakawa
Mari Matsumoto

REPORT ON ADMINISTRATIVE CIRCULAR NO. 4

In a group comprised of science and agriculture teachers of Camp III, we believe that the hypothesis stated in Administrative Circular No. 4 are valid for the reason that this is a community school differing much from an ordinary school circumstance in a normal community life. We further believe that a close cooperative educational system can be organized between the school and community because the compensation scale here is such that high school students may work hand-in-hand with professional people as well as those engaged in manual labor.

Our opinions are arranged directly from the questions suggested.

1. What administrative arrangements ought to be devised in a greater degree of pupil-teacher-parent participation?
 - a. Proper understanding of pupil's school-work by parent.
 - b. Open house gatherings.
 - c. Father and son banquets.
 - d. Conferences between teacher and parent.
 - e. Informal P.T.A. meetings.
 - f. Closer working relation between industry and other departments in camp with the school.
 - e.g. Chem. and Ag. Dept. working together on soil analysis and other types of analysis.
2. What other important factors or qualities of experience are implied in this central emphasis on cooperative learning?
 - a. The ability of student to think individually, to think logically and rationally without bias.
 - b. Create confidence in the student so that he is able to express his own opinions and viewpoints.
3. How would acceptance of the second hypothesis affect your work in that phase of the program for which you are responsible? Would it become your basic aim?

The acceptance of the second hypothesis would affect the science and agriculture department very much. As we interpret the second hypothesis, there is a voluntary accept-

ance of community problems by the school and the active participation of the school toward the solution of the community problem. As to how it would affect the science and agriculture department, it is best shown in the form of examples.

e.g. Chemistry Dept.
Sanitation (Also Biology)
Diets (analysis, etc.)
Analysis of soil, etc.

e.g. Ag. Dept.
Poultry
Swine
Vegetable Production
Field Crops
Nursery stock
Subjugation
Irrigation
Hatchery

e.g. Math and physics dept.
Testing building materials
Mapping

The coordinated work between school and community would not become our basic aim since we think it is secondary to the academic education of the student.

4. What difference would it make in your selection of subject matter?
The examples would illustrate how the different departments would react to the different problems of the community.
5. What attitudes, skills, abilities, dispositions would you endeavor to develop in your pupils? How would you undertake to develop these habits?
 - a. Attitudes
Cooperativeness
Honesty
Responsibility
Promptness
 - b. Skills
Manual skills
Technical skills
Good organization
Accuracy
Analysis

- c. Abilities
 - Improvement of all mental and physical abilities
 - e.g. Ability to think
- d. Disposition
 - Cooperative
 - Responsible
 - Congenial
 - Cheerful

All these factors can be developed in the classrooms through discussions, examinations, talks and forums, and class room work such as drawing and diagramming.

- 6. How would you undertake to evaluate your work as a teacher?
 - a. By the response of the student toward the teacher.
 - b. By the attitude of the student toward the teacher.
 - c. By the interest of the student in the work.
 - d. By the results of teaching methods, relative to academic work.
- 7. What sort of reports of progress would you desire to make to parents?
 - a. Improvement of attitudes toward the present situation, school, society at large, etc.
 - b. Improvements of skills in definite fields of studies.
 - c. Behavior.
 - d. Comparison of a particular student with other students on campus, and average students in a normal community school.

The foregoing report is the combined opinions of the various members of the Science and Agriculture Department of Camp III.

Kei Kitahara
Mas Yoshimine
Masami Nakamichi
Haruo Tashiro