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June 4, 1942

Report of the meeting of the Cooperative Education Group held on June 4, at 4:00 p.m. in the Block 11 Dining Hall.

The minutes of the last meeting were read and corrected. Present at the meeting were members of the cooperative educational group and also the committee members of the movie technicians, the barbers, and the beauticians.

Stone Ishimaru gave a report on the future plans for the development of a movie cooperative. Dr. Powell put the following questions before the members:

1. If we have to charge admission and organize memberships, how can we limit the people?
2. How can we show a picture and how can we control it?

It was decided that an advisory board be elected by the share holders.

Mr. Stanley Tsuchiya was asked to give a report on the barbers' meeting held in the morning. A barbers' committee consisting of six members was formed. Prices set for hair cuts are as follows:

Children: 15¢
Adults: 25¢

Working hours:

8 a.m.--11 a.m.
7 p.m.--9 p.m.

By a rough survey, there are approximately 27-30 barbers available at the present time. Ten hair cuts for five hours was considered reasonable.

A committee representing the beauticians gave a report on their recent meetings. Ten licenced beauty operators are available. Working hours--five hours a day. Six to eight customers in five hours.

Discussion took place on whether accrued profits should be used for community development or returned to customers as patronage refunds. The question of rebate was to be left up to public preference. It was suggested we study the alternative of running a beauty shop as a community enterprise or as a cooperative enterprise at the present time.

Today's discussion was more or less taken up on the organization of movie, barber, and beauty shop cooperatives. The next meeting of the educational group was set for next Tuesday, at Rec. Hall 37, at 4:00 p.m. It was suggested that the Cooperative Education Group meet on Tuesdays, Thursdays, and Saturdays but not accepted. Future meetings to be decided at the meeting Tuesday. The group was asked to be thinking about political and economic relationship in cooperative community.

54 Beatty
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Meeting held in Block 19
July 8, 1942

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The chairman introduced Dr. Beatty to speak on the educational program of Poston. Dr. Beatty's talk is summarized as follows:

There is much that could be said with regards to our school program, but I am going to limit my initial talk.

We know that most of the children who will be going to school in Poston come from the schools of California, so we will do our best to follow the California educational system. Many of you have been taxpayers, and the State of California feel that they owe you people something, at least in the education of the children.

I spent five days in Los Angeles conferring with Mr. Walter Dexter, Superintendent of the California Schools and Mr. Kiersey, Superintendent of the Los Angeles Public Schools. Despite the fact that Mr. Dexter is in the midst of a reelection campaign for Superintendent of Public Schools, he hopes to find a legal way in which to pay for the educational system in Poston through the Indian Service. The fact that Poston is in Arizona complicates the situation seriously. There are very few laws which at the present time permits the State to pay money outside the State. However, I think that I can assure that we can get textbooks manufactured by the State of California for our schools. Mr. Dexter thinks that there is a way in which we can obtain the text books, and Mr. Kiersey assures us that he will try to get books from Los Angeles for at least those children from the Los Angeles district. Both of these men are very much

interested in the education of the children in Poston, and will do their best in assisting us.

Now, with regard to the actual problems in Poston. We thought at first that the Army was going to build our schools. However, they did not do so, and the appropriation was given to the Indian Service with very limited amount of money. It was assumed by the Army and the War Relocation Authority that the labor supply existed in Poston to build schools as well as the others things needed for this community. As you have already been told, it was decided to build these schools out of adobe, as it has advantage in the way that they protect against heat and the cold. Actually, the physical labor involved is not much different from building with wood.

Mr. Popkin of the Construction Department, and I spent four days in cement, wood for roof, doors, etc. These materials should arrive here shortly.

We face one problem that was not expected two or three months ago, and that is that you have more children than you are supposed to have. In view of the fact that the excess of the students is in the high school level, I take my hat off to the older gentlemen and women for their fertility.

We must build an elementary school for about 1200 to 1300 children in this camp. Out at the end of the east-west boulevard we will build a high school. In Camps #2 and 3, we must build elementary schools to hold about 600 children each. And we must build another high school, or as Mr. Carey, who will be Superintendent of Schools here, hopes, two small high schools in each

of the other two camps.

The first thing to be done seems to be the building of a place for Caucasian teachers to live. There are no additional quarters to take care of them, and we need at least seventy or eighty teachers. We plan to build a club building near the high school where they will be housed two to a room in this camp, and then we must build others for Camps #2 and 3.

When the teachers are here, it is conceivable that we can teach school in the recreation halls until the school buildings are completed. In setting up the budget, the Congress said that half our teachers must be Japanese. That raises several problems, as you must know that there are only three people in camp who hold California Teachers' Certificates. But we will have to have 75 to 80 Japanese teachers. Therefore, we are planning to start a summer school in the latter part of July, running for about six weeks, to give men and women with college degrees an opportunity to train themselves so that they will be able to teach school. I am asking Mr. Homer Howard of the Indian Service to arrange for such a summer school. Mr. Dexter is loaning us some specialists from California to help us. Mr. Kiersey of Los Angeles is loaning us some of his specialists. And the Indian Service also will assist us. At the end of two years, we believe that these young Japanese teachers will have enough training so that they will be able to obtain California

Teachers' Certificates.

The first problem before us at the present time is to run a summer school to train Japanese teachers to teach our children. Secondly, is to build a club building or buildings to house the Caucasian teachers. Lastly, is the actual building of the schools. This is your work and my work, too.

Just before I close, I want to say two other things. As I have talked with a number of Japanese people in Poston, I understand that they want two things for which the Government has made no provisions. The women tell me that they want Kindergarden and nursery schools, and about six hundred young people have said that they want some education beyond the high school, such as the junior college. These are things we can have if you want them badly enough.

These can be had if we had more adobe, and the program can be carried on with trained people among ourselves. We have women interested in nursery schools, and arrangements have been made to give them better equipment and training. And we also have a number of men and women who have taught at American College who are willing to teach in the junior college if we have one.

I have done just about all I can. We have gotten materials for our schools; we are trying to train Japanese people to teach our schools; we are trying to get Caucasian teachers; and we are trying to make nursery schools. To do all of these things, there is a lot of work to be done, but I have no way of telling you how to do the physical work, such as making the adobe,

and actually constructing the building. So much of the work in building these schools is unskilled labor, partly in the lowest rate of pay. But I have worked with Indians who have donated their labor to build their schools if the materials were supplied them. And I come from an American family who lived in a community where much labor was donated to build schools and churches, and where many times the materials were bought by the taxpayers of the community. My feeling regarding the schools in Poston is, it isn't how much you want to get paid, but how much you want a school.

I might say one more thing about the schools. There will be a library in each of these schools to serve the adults as well as the children. There will be a shop in each school which will be open to the adults after school hours and on Saturdays and Sundays. It is impossible to tell you now how much equipment can be obtained for these shops as they are all under priority and we do not know how much the Army will let us have. There will be home economics department in each school which will be available to the women. There will be an auditorium attached to each school, and they will be available for church services on Sundays. We are also planning to develop playgrounds, with grounds for basketball, baseball, and volley ball. We want them to be community centers in every sense of the word.

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Education

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Meeting held in Block 35
Mess hall
July 10, 1942 8:30 P.M.

The chairman introduced Dr. Beatty to speak on the educational program of Poston. Dr. Beatty's talk is summarised as follows:

In turning the camps over to the civil administration, the War Department has made no provision for school buildings. It has been taken for granted that these would be built with Japanese labor just as many of the other community activities are being taken care of by the work of the residents.

Congress has given us an amount of money for the purchase of building materials for schools which is very similar in amount to that which has been spent on the barracks for the rest of the camp. To provide a little better facilities and to obtain space for nursery schools and for some work in advanced education, we have chosen to use adobe bricks made from the soil right here at Poston for the walls of the school buildings. In this way we will not have to purchase the lumber for the walls.

The original plans approved by the War Relocation Authority for the Poston schools have had to be changed because we find that there are more children than we had expected. On the basis of the California census figure, we had expected about 1,700 high school children. As a matter of fact, it appears that there are about twice that many. On the other hand, the total number of elementary schoolpupils is not quite as great as was anticipated. We now plan to build five schools. One

elementary school in each of the three communities, one high school here at Poston at the west end of the main street and a second high school just to the south of Community Two. The Poston elementary school will face the recreation area just north of the central street at the place where the adobe factory is now operating. The buildings will all be of one story and each school will be an assembly of small buildings, each accommodating four classrooms.

We plan to make the schools community centers. Each will have an auditorium which can be used by the adults as well as by the children. Each school will have a library which will be open to adults in the afternoons and evenings. Each school will have a shop and home economics unit which can be used by the adults for the construction of things in which they are personally interested. How much machinery we will be able to install in these shops and how many sewing machines we will be able to obtain is a problem for all of these things are covered by priorities.

The auditoriums and classrooms of the school buildings will be available for use by the various churches in each community for Saturday or Sunday services. We hope to have space in each of these buildings where nursery school work may be carried on, which I understand is very popular with the women. We also hope to provide space for the operation of a junior college. Just how many of these broad community activities we can actually carry out will depend pretty largely on the type of cooperation which we receive from the residents

of the community in working on the school construction project. Compensation for work in making adobes or in other phases of the program will be on the same rate as for other work in the community. However, the speed with which we will be able to get our schools ready for use will depend upon the number of people who elect to work on the school construction program. We need truck drivers, we need men who can get behind a shovel or a hoe and bring in the necessary soil, sand, and gravel. There is a place for you to work tomorrow and everyday until the school buildings are completed.

We know that most of the children who will be going to school in Poston come from the schools of California, so we will do our best to follow the California educational system. Many of you have been tax payers, and the State of California feels that it should help in the education of your children.

I spent five days last week in Los Angeles conferring with Mr. Walter Dexter, Superintendent of the California Schools and Mr. Kersey, Superintendent of the Los Angeles Public Schools. Despite the fact that Mr. Dexter is in the midst of a reelection campaign for Superintendent of Public Instruction, he hopes to find a legal way in which the State can help pay for the educational system in Poston through the transfer of money to Indian Service. The fact that Poston is in Arizona complicates the situation seriously, and it will be difficult for California to pay money outside the State. However, I believe that we can get textbooks manufactured by the

State of California, for our schools.

The first thing to be done seems to be to build a place for Caucasian teachers to live. There are no additional quarters to take care of the, and we need at least seventy or eighty teachers. We plan to build a club building near the high school where they will be housed two to a room, and then we must build other clubs for Camps No. 2 and 3. When the teachers are here, it is conceivable that we can teach school in the recreation halls until the school buildings are completed.

In setting up the budget, the Congress said that half our teachers must be Japanese. There are now only three people in camp who hold California Teachers' Certificates. But we must have 75 to 80 Japanese teachers. Therefore, we are planning to start a summer school in the latter part of July, running for about six weeks, to give men and women with college degrees an opportunity to train themselves so that they will be able to teach school. Mr. Homer Howard of the Indian Service is here to arrange for such a summer school. Mr. Dexter is loaning us some specialists from California to help us. Mr. Kersey of Los Angeles is loaning us some of his specialists. And the Indian Service also will assist us. At the end of two years, we believe that these young Japanese teachers will have enough training so that they will be able to obtain California Teachers' Certificates. The first summer school will be held in August and September of this year.

7-18-42

16 am. - Y.W.C.A.
P K Along with Miss Findley and Mr. Howard, I gave a speech
for the Y.W.C.A. S

Y.W.C.A.
Miss Findley compared work opportunities here with those in Hawaii and elsewhere and reminded the girls that great difficulties had sprung up in the working lives of people everywhere. Mr. Howard spoke about the opportunities in education and vocational training that would arise, but urged the girls to think first of preparing to be wives and mothers. Good training, he thought, was most important to a successful family life. He pictured the days after the war when there should be many new opportunities for work for girls when industry would be shifting back to fulfilling peace time demands. He also urged them to think of the land and the crafts related to it as among the most secure ways of living. (AHL) I spoke about democracy by sketching some pictures of intolerance and trying to show how they were due to using glittering generalities, treating people as if they were all alike, etc. I showed that the people who had done the persecuting of minorities who had come here to find a new life, but who when they found it, did not share it. I challenged them to think deeply on this and not sin as they were sinned against. Not all the people in minority groups were so blind, there were more today reaching out for understanding than ever before. It would be the job of these girls to prepare themselves with understanding so that they could join with these other people to make a nation where there were not groups of people, but just people. I tried in the course of the talk to give them some historical perspective and a sense that their suffering was not unique, but part of the groaning of humanity's evolution. I also tried to show that most of the great progressive changes

Mr. Howard
Dr. Leighton

in the world both in individuals and in society came at times of upheaval and suffering. Now as the time for them to think deeply, to understand, and to avoid the errors of others. (AHL)

A few questions were asked. One girl wanted to know if the money they got would have to be paid back to the government if the cooperative enterprise of the community failed. She said she had been afraid to spend it in case after the war she would be kept in camp paying off the debt. Some wanted to know if mothers with children had to work or pay the \$20.00 fine. "No" was the answer by Miss Findley to both of these. I got asked three questions that were pertinent, and to which I must give thought.

1.) What is democracy? I said it was a society so ordered that each person had a chance to develop to the full extent of his capacity, and in which each individual is respected as an individual and for what he can do.

2.) Why are we here? I said I didn't know, but I thought glittering generalities had something to do with it.

3.) What practical steps can the girls take here and how to increase their understanding and ability to participate in democracy? I suggested discussion groups, and that those who were interested should come and see me and we could map out a program.

7-21-42

Mr. Head's secretary Marvel, and two girls I met walking told me they had liked my speech, "gave us something new to think about."

Yesterday evening at a meeting, the chairman, Mas Kawashima Jono, said he wished he could have some of my "philosophical talks". His sister was at one and "like the challenge you gave them."

(AHL)

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Edrc.
7-18-42

JOINT MEETING OF HA HA NO KWAI*
-and
FUJIN KWAI** OF QUAD A***

Meeting was held at Mess hall #12. About 100 people were present; all female except Dr. Cary, the principle speaker, Reverend Kowta, the interpreter, Frank Okamoto, a harmonica player, and myself. Most of the people were issei, or the first generation; about one fourth of the audience were nisei or second generation. There were a few girls of teen age and a few infants in arms.

The program began with a harmonica solo by twelve years old Frank Okamoto who received a good applause. This was followed by the main speaker of the evening, Dr. Cary who was the Principal of McKinley High School in Honolulu, Hawaii for seventeen years. He isto be the Director of Education here in Poston. A brief but interesting outline was presented on the methods of teaching to be used here by him. His talk was then translated into Japanese by Reverend Kowta. This was followed by questions from the audience who seemed to be very eager to know about the educational facilities that are to be had for their children.

Following this, a girls' quintet, composed of girls about 10 years of age, sang "Chattanooga Choo-Choo", which was well received by the audience, not that a majority understood the song, but for the way it was presented with certain gestures. About this time, Dr. Cary had to leave with Miss Findley to speak to another gathering elsewhere in camp. On his way out, he paused briefly and told me that he wanted to discuss matters with me soon, pertaining to the relation of public health and the school system.

Then I was called to discuss the feeding problem of children and

nursing mothers. The discussion was started by answering the following questions which were turned into us previously:

1. Whether powdered milk or special milk can be made available through the government?

Ans: Powdered milk is considered unnecessary here with an abundance of canned milk--three varieties. Carnation, Pet, and Nestle. If powdered milk is used, it will have to be purchased personally.

2. Whether canned strained vegetables can be made available for babies?

Ans: Canned strained vegetables will not be available but can be purchased at the canteen.

3. Whether a clinic can be held once a month in each quad for babies and pregnant women?

Ans: Clinics will be held at the hospital and at the present time, transportation is to be provided by the block managers who have authority to stop any vehicle to obtain transportation for the needy.

4. Whether ration cards can be issued to mothers for canned fruits juices or vegetables from the kitchen for babies?

Ans: Ration cards for mothers to obtain canned fruit, fruit juices or vegetables are not practical according to Mr. Best.

5. About special diets for pregnant and nursing women?

Ans. Special diets for pregnant mothers will be provided if the mother has a letter from a physician.

6. Immunization shots for babies and at what ages?

Ans: Immunization of babies will be started very soon---typhoid
innoculations to be started at one year of age.

7. Different vitamins necessary for growth and maintaining health?

Ans: The question of vitamins for children is not supposed to
be very serious here, with all the sunshine and vitaminized milk,
brea, etc.; the cod liver oil and ascorbic acid is to be sold
at the canteens.

A few additional questions were asked, such as, the treatment for heat
rash. The questioner was referred to the Out Patient Department. Another
question was whether the older children (10-15) years would be given any
milk. They were informed that if any milk was left over after supplying
the more needy group, this older group would probably get their share.
The matter of distribution of milk was briefly discussed. It was stated
that the tentative plan for the method of distribution was as follows:

First Choice	1 1/2 -- 6 years
Second choice	6 to 10 years
Third choice	Invalids
Fourth choice	Nursing and expectant mothers

They were informed that the above plan was purely tentative and that
questionnaires were distributed to the different mothers' clubs for their
suggestions and approvals.

A business meeting was held thereafter, and this party was excused.

GK/k

August 6, 1942

THE FIRST MEETING OF THE EDUCATION GROUP IN A SERIES OF WHICH ENTITLED "EDUCATION IN DEMOCRACY" WAS HELD IN THE EVENING IN THE COOKING SCHOOL BUILDING.

The main feature of the meeting was an address by Commissioner Collier. The subject of his talk was announced as that of the general series "Education in Democracy". There was an attendance of perhaps 300 to 350, primarily those in training in the teachers institution, but also a large number of the administration personnel. Mr. Collier began by saying that he had no idea what he was going to say and immediately launched into a feelingly expressed statement of the misfortunes of the evacuees. He said, "You have been subjected to an act of injustice and you are now living under conditions of pain and frustration". This theme was elaborated in various ways and was returned to often during the talk, the term frustration being used frequently.

Mr. Collier then turned to a brief sketch of the world situation, speaking of evacuation as merely one tiny facet of the total situation. He described the present war as a part of the general social revolution behind which lie the forces of nationalism and technology. He described the struggle as one between democracy and totalitarianism. He developed definitions of democracy, defining it always as an active thing which must be participated in in many sided fashion by every individual and on the aspects of his life.

He described it as something which must be conscientiously built up and worked for by each individual. He then turned again to the Poston situation saying that the pain and frustration are necessarily part of human life, the overcoming of which makes character. He went so far as to say that those who live successfully in Poston will look back on their experience as the most important and even beneficial period in their lives. The burden of this portion of the talk was really the general one of salvation through individual moral effort. Mr. Collier's talk which had been delivered throughout with great intensity ended by saying, "Well, this has been a speech, this has been a sermon, but I have given you new thoughts". Then he sat down amid prolonged clapping. Questions were asked for and after a considerable silence, Dr. Cary asked Mr. Collier to elaborate his idea of democracy participation. This, Mr. Collier did by reference to "Athens in the Periclean Age " and also by reference to primitive society. Then he sat down. Mr. Noguchi, the sculptor, rose to ask a question as follows:--"You spoke of democracy and I wonder whether we are supposed to wait and let it be given to us or are we supposed to take it." Mr. Noguchi spoke in a rather intense and agitated manner. Mr. Collier was on his feet immediately saying it can't be given you. With the same promptness Mr. Noguchi said, "Then we must seize it." And then went on quickly to say something like the following:--"But here you can't seize anything. Anything you want has to be

requisitioned." The term "requisition" brought down the house. There was a sudden and general laugh spread through the whole audience. A laugh which obviously Mr. Collier didn't share in and which disturbed him. He walked over toward Mr. Noguchi and began, it seemed to me, to talk to him as a teacher does to a misbehaving pupil. The burden of what he said was the reiteration of the theme that the Poston experience is a moral test and that each individual must save himself through utilizing his own moral efforts. There were no further questions and the meeting was adjourned around ten o'clock. In front of the dormitory, a little later, a young Japanese man, whom I do not know, was talking with a great deal of intensity to Mr. Sheppard along the following lines: "What Mr. Noguchi said was very right. I know what he was talking about. We are all suffering now from the lack of tools and any other equipment to do anything with. The men are all rested up now after the trip here in getting settled. Now they want to begin doing something and they are stopped at every turn because there is nothing to do it with. I know very well what is happening and I am sure that morale is declining. At first it went up during the period the people were adjusting, but it is now going down and people are wondering what they can do."

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8-8-42

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Last night, August 7th, 1942, at Block 32 dining hall, Dr. Beatty spoke to a group of about less than one hundred people. Most of the attendants were prospective school teachers and they were required to attend the lecture. Some of the audience, including myself, came prepared to hear Mr. Collier's talk but later it was learned that Mr. Collier spoke in the nearby administrative personnel dining hall. Mr. Howard introduced Dr. Beatty to the group. Dr. Beatty spoke on the general subject of "Democracy and Poston" attempting to give his own view of how democracy and a democratic community can be developed here in Poston. He said that democracy can never be perfect as it is a continually changing process. What was thought democratically ideal ten or twenty years ago is now outmoded and inapplicable to a democratic society. He said democracy is a chain of moving events and it must adjust itself continuously to the changing times. He pointed out what totalitarianism as existing in Germany, Italy, and Japan stood for in contrast to democracy as supposedly represented by United States, Great Britain, and other countries. He said that in totalitarianism the life of a national group is molded and directed by a few people in power. The people are kept in ignorance and are prevented from learning the political set-up of the country. This is done through fear on the part of the few people in power that if the people

were educated to the fact that they were being cheated out of much of the freedom and liberty that are enjoyed by people of a democratic country, they (the people) would rise against the ruling dictator group. In direct contrast to the dictator nation, the democratic people feel it is essential to educate the people in order to fulfill the ideals and aspirations of a true democracy. Dr. Beatty said in a democracy it is only natural that there are various factions and groups representing different opinions and interests. He explained that the administration is between two opposite interests groups. On the one hand the administration has to comply and conform to military regulations as dictated by the army; on the other hand they have to satisfy the residents of Poston who earnestly desire more freedom and liberty. He said the administration would like to grant the maximum freedom and liberty to the people of Poston in order that this community might become a truly democratic city. However, they are forced to conform to military regulations over which they have no authority. He cited many actual cases that have occurred in the past which illustrated the watchful guidance that the army is exercising and the conflict that has resulted from the administration's effort in providing the people here a large measure of freedom. He said that the administration is earnestly and sincerely working towards

granting the community the maximum measure of democratic principles and procedures. He said that all this must come about very slowly but if the people sincerely and actively cooperated with the administration towards this end, the maximum democracy will be realized.

My impression of the talk by Dr. Beatty was that he was attempting to explain the trials and difficulties that democracy has to experience to become even partially realized. It seemed that he was acting in defense of the administration's efforts so far as he outlined the many pressure groups that the administration has to inevitably encounter. He spoke at great length on many specific cases, many of which some of the people/^{thought}was irrevelent to the subject of his talk. It was very evident to me that towards the end of the talk the audience was becoming very uneasy and somewhat boresome. After the meeting was over, I heard quite a few unfavorable comments about the meeting in general. It seemed that the lecture was rather drawn out and the people felt that they had been told many things that had already been said in other lectures.

(T.Y.)

8-20-42

41
COOPERATIVE EDUCATION

Implemented
COOPERATIVE

BLOCK 35 DINING HALL

MR. LIONEL PERKINS, MISS MARY ARNOLD, MR. AND MRS. LINSON

A meeting was conducted by the Cooperative Education Department last night (8-20-42) at the Block 35 dining hall. There were four Caucasian discussion leaders and speakers present, all of whom represented the cooperative movement in eastern United States.

Mr. Lionel Perkins was introduced as registrar of the cooperative movement in New York City. Miss Mary Arnold was introduced as chairman and director of the eastern division of the National Cooperative movement. Also present were Mr. and Mrs. Linson, who are connected with the cooperative in Maine. There was also another Caucasian woman member but as she did not speak, it was not learned whether she represented the cooperative movement or was just an interested audience.

The audience consisted of thirty people most of whom were young nisei men and a few nisei women. The tables, which have benches attached to them, were arranged in a semi-circle formation and most of the people sat on the outskirts of the semi-circle. It appeared to me that the Caucasian members tried to scatter themselves about the semi-circle so that they may get to know the people more intimately. However, their attempts were not too successful as they sat on the inside benches of the semi-circle and only a few of the niseis sat on the inside benches.

The meeting presumably began about 9 p.m. for when I arrived a few minutes after nine, the meeting was already on its way.

Mr. Lionel Perkins was speaking and he reviewed the very beginning of the cooperative movement which began with the Rochdale Weavers. He explained how this small group of weavers were having great difficulty, in fact were in heavy debt, with the economic system that prevailed. These weavers felt the need for a new sort of economic set up and the idea of a cooperative seemed very feasible. They started the cooperative in their small village with just one small store. They encountered many obstacles and discouraging experiences that they almost gave up the whole idea. However, with their strong faith and determination, they overcame these initial difficulties and established the first successful cooperative.

Mr. Perkins stated that he had attempted to reveal to the people present that the establishing of the cooperative is not without the trying experiences and difficulties in the initial stages, and that the people of Poston, if and when they decided to organize a cooperative on a permanent bases, should be made conscious of the obstacles that they inevitably would have to cope with. Mr. Perkins then introduced Miss Mary Arnold, who is rather an elderly woman with a great deal of experience in the cooperative movement.

Miss Arnold related the story of how the fishermen on the coast of Maine organized their cooperatives. She spoke at great length of how the numerous little villages of the fishermen on the Maine coast were suffering from the economic system that had prevailed. The fishermen all worked very hard but all they received was an average of about \$35.00 per month per family. From the dissatisfaction of their economic system there grew up the idea of a cooperative society. In due time the numerous

little villages of the fishermen were all established on a cooperative basis.

After Miss Arnold had spoken, the chairman for the meeting, who is a young nisei, stood up and apologized for not introducing to the people the first speaker, namely, Mr. Perkins. Mr. Perkins then stated that this meeting was for the purpose of getting more acquainted with each other, besides revealing a general idea of a cooperative system.

A question was raised from the audience about the post-war status of the cooperative society here in Poston, if and when it is established. Miss Arnold replied that the Poston cooperative may be able to gain membership in the National Cooperative Organization.

Mr. Bob Sakai asked about the very beginning of the Maine cooperative, that is to say, where did the Maine fishermen get the idea of a cooperative. Miss Arnold stated that in the very beginning she and a few others had little knowledge of the cooperative system, and they met in a small group and studied and discussed the whole phase of the cooperative.

The question was raised about all the possible problems that may arise if a true cooperative society is established in Poston. Miss Arnold replied that the greatest problem in any cooperative is ignorance on the part of the people over the basic principles and workings of a cooperative.

The question was raised as to the advantages of a cooperative over the present community enterprise system here in Poston. Miss Arnold referred the question to Mr. Perkins. Mr. Perkins stated that there are three advantages: (1) the people themselves will have taken the initiative to establish a cooperative---

it isn't something given to them, (2) the people own and run the cooperative--they appoint their own Board of Directors who actually administers in cooperative, (3) patronage refunded. Mr. Perkins went on to explain the Rochdale principles; open membership, one vote per member, limited interest on capital, market prices, cash trade, patronage business returns, neutrality (anyone may join), accounts are open, educational program, and few other functions.

The question was raised as to how study groups can aid in cooperative organizations. Miss Arnold referred the question to Mr. Linson. Mr. Linson laughingly stated that he would prefer to call the study groups "study action groups". He went on to explain how various small "study action groups" can accomplish a great deal through action as well as study. While sitting, Mrs. Linson spoke and commented that probably it might be well to explain the program and principles of the cooperative to a mass group, and from this possibly many other people, if not all, might get interested in it and make further inquiries into the matter. Miss Arnold immediately added that a cooperative should not be looked upon as all work, but on the contrary there must be provisions made for social gatherings.

Mr. Elmer Yamamoto raised a question as to how large an average village of the Maine fishermen was. Miss Arnold did not answer the question directly but stated that there are about 10,000 people in the 60 towns and villages in which the fishermen of Maine reside.

Mr. Yamamoto stated that the people of Poston came from all over California and do not know each other very well. He

said this matter might prove an obstacle to the formation of a cooperative society. Miss Arnold replied to this by saying that this difficulty present in Poston was also present in the villages of the Maine fishermen. She said, however, this difficulty can be over-come through frequent public social gatherings.

Mrs. Linson stated that as the people in Poston come from different parts of California, the main and common problem of the people should be to establish a firm community here by establishing the most ideal social, political, and economic systems.

Mr. Yamamoto again spoke and stated that another difficulty is that the Japanese people are characteristically very individualistic. To this Miss Arnold challenged anyone in the group to find any group which is more individualistic than the Maine fishermen. She said she would risk a bag of peanuts on that bet. This brought a big laugh from the entire audience.

The chairman explained that the next meeting is to be held on Saturday night (8-22-42) at the same place. Some one pointed out that the "bon festival" is being held the same night and suggested that the meeting should be postponed. Miss Arnold suggested that the next meeting be set for Monday night (8-24-42) as per schedule. All agreed to this arrangement. Just before the group was dismissed, Mr. Perkins asked the people what they would like to discuss along the lines of cooperative during the next two weeks that they, (cooperative leaders), will be in Poston. One man stated that as Poston will have agriculture as one of its major projects, perhaps it should be stressed in connection with the cooperatives. It was finally agreed upon that all different phases of the cooperatives will be discussed cate-

gorically--that is, discussion on credit union, consumers cooperative, producers cooperative, etc. The chairman then adjourned the meeting. This was about 10:45 p.m.

(TY)

Mr. Linson explained that the capital of the cooperative should be raised by the people themselves and the rate on capital should not exceed 6%. He outlined three different ways whereby people may gain membership into the cooperative:

- (1) Outright purchase of official share or shares
- (2) Purchase of a share may be extended over a period of time
- (3) Through regular patronage at the cooperative store one may automatically become the owner of a share over a period of time.

Mr. Linson pointed out the danger of allowing the purchase of shares to people outside the community. He said that if this is allowed, the controlling interest of the cooperative may become established outside the community. However, he stated that the directors of the cooperative may approve some transfer of shares outside the community.

He explained further that the books of the cooperative are always kept open and members are encouraged to examine them at any time. Also full reports of the activities of the administration are given from time to time. This solution of cooperatives requires 2/3 vote of the entire membership.

He spoke about reserves and declaring of dividends. He said dividends, if and when they are declared, should be on the basis of patronage and not on ownership of the amount of shares. Regarding its savings, he stated that in all typical cooperatives funds are set aside for educational, community welfare, and other useful purposes.

He said that the cooperative should be very careful in defining the specific duties and responsibilities of the members, directors, and officers. The final controlling interest of the cooperative should be

the members themselves, but the directors should be given some definite administrative powers. This concluded the talk by Mr. Linson and a general discussion followed.

In answer to a question Mr. Linson explained that the cooperative movement in the United States has a national league and Roachdale Institute is only a school for a training cooperative leaders and experts. A question was asked as to how much capital was necessary to start a cooperative here. Mr. and Mrs. Linson stated that they did not know for sure, but guessed that probably about \$30,000 would be the approximate amount. A long discussion followed about the Community Enterprise status and its past activities. Several of the people present, severely criticized the manner in which the Community Enterprise has carried on its activities. It appeared that the people felt the Community Enterprise was being carried on by the administration heads and a temporary Board of Trustees and the people were being kept in the dark as to the exact nature and set-up of the Community Enterprise. They felt that the people should know about the activities being carried on for after all it's the people themselves who are doing all the purchasing here in the community. One person said that he was almost chased out of the office when he asked whether or not he could examine the books of the canteen. Another person said that Mr. Fister and the others directly connected with the Community Enterprise would not clearly explain to the people the exact status of the Community Enterprise. The question of membership was raised and Mr. Linson stated that only those who have purchased or secured a share or shares in the cooperative become official members.

A Miss Sugita raised an interesting problem when she told of how she was trying to set up a dress factory here in Poston. It would provide the

people, especially the women folks, with low-priced clothes or low cost clothes. She said she has asked the Community Enterprise to extend her about \$150 cash so that she may begin this project immediately. This \$150 is for the purchase of accessories necessary to make the clothes, such as buttons, pins, buckles, etc. She said that besides providing minimum priced clothes to the people it would provide employment for many men and women. She asked if this project could be run on the cooperative basis. Mrs. Linson answered that it would be considered a consumer cooperative and could be established as such. She requested Miss Sugita to see her the next day to talk over further details of the plans outlined.

Miss Sugita asked what a cooperative was and this brought some laughter from the audience. Mr. Linson defined cooperative simply as a group of people who have organized themselves in a unit and who conduct their economic system on a non-profit and co-operative basis. Few announcements were made about postponing the scheduled meetings for at least a week and until further notice is given. The meeting adjourned about 10:30 p.m.

(TY)

9-14-42

S 2

50
Notes taken from meeting of council committee on education
and education staff--Dr. Cary's office--8:00 P.M.

Those present:

Council committee on education--

Mrs. Tachibana, chairman of committee

Mrs. Robert Sakai

Education Staff--

Dr. Miles Cary, Director of Education

Dr. Arthur Harris, High School Principal, Camp I

Miss Ida E. Morrison, Supervisor of Elementary Schools

Miss Frances Cushman, Director of Guidance

Mrs. Nelson, Head of Commercial Department

Mr. Nelson, Head of Science Department

Students who lack only a few weeks of school work to get
credits or diplomas will be taken care of by correspondence
by Miss Cushman.

We are buying 7,000 chairs of assorted sizes. There will
be enough tables for the three camps. They will be 2' x 4'
and of varying heights with two chairs per table. Chairs
should arrive in a short while. Perhaps students may need
to use boxes, etc. to sit on for the first few days. All new
schools nowadays use tables and chairs rather than the old
style fixed seats. Tables and chairs are much more convenient
and useful.

Textbooks -- The process of buying textbooks has been
slowed up. We will begin buying by the end of the next week.
All books will be new, first class, standard texts. We won't
have as many books as some schools, but we'll have a much ri-
cher variety. (Samples of texts now on display at Recreation
Hall 14 in the afternoons.)

Budget appropriated by Congress to the Indian Service for

Poston Schools for fiscal year July 1, 1942 to July 1, 1943:

		Per Stud. (5590)	
Personnel Services (teachers, etc.)	\$126,410	\$ 22.61	excl.
Travel Expenses	500	.09	nurs.
Transportation (freight)	5,000	.89	
Communication (telephone, telegram, etc.)	500	.09	
Supplies and materials	40,780	7.29	
Equipment (library, shop, home econ., etc.)	92,220	16.49	
Total	<u>\$265,410</u>	<u>\$ 47.46</u>	
Building Materials	\$500,000	89.44	
Surplus from Indian Service Budget of last fiscal year (given to Poston)	23,000	.41	
Grand Total	<u>\$788,410</u>	<u>\$137.31</u>	

Teachers will be of high caliber and teaching services will be very, very cheap. Our local teachers will have had as much training or superior training to other teachers in the country. We are planning teachers' training all through the year and a more intensive one again in the summer. As for our supervisory program, we have almost as much guidance as in the schools in San Francisco. Many towns are without supervision and guidance. Outside teachers will also be in continuous service-training. They are all college graduates having had at least eighteen hours of professional training and they will have had at least one semester of teacher training. Two years of teaching experience is required by us until two weeks ago.

Of all members of the Educational Administrative staff five or six have doctor's degrees. This is a very high set-up. Professionally the staff will be among the superior among the country. Most teachers have had several years of experience.

School will begin on October 5th. Most teachers will come on the 26th of September. There will be teachers from all parts of the country such as from New York, Florida, Washington, Illinois, and California. We would like to have a committee of resi-

dents to welcome these teachers. We are planning an orientation week for new teachers. The general program we have in mind is as follows:

From 8:30 to 9:45 A.M.--general sessions at which time we are planning to have speakers such as Dr. Collier, Dr. Beatty, Mrs. Lucy Adams, who is Director of Education, and Dr. Dexter, who is Superintendent of California Schools.

From 10:00 to 12:00 A.M.--We plan for work shop groups. Miss Morrison will take care of the grade groups. Dr. Harris of secondary core groups, special interest group under the various department heads.

From 1:30 to 3:30 P.M. --There will be work shops in the separate camps. The various directors will organize and adjust the teachers and the facilities. We may have meetings in the evenings.

On Sunday, September 27th there will be a Caucasian staff meeting. On Monday night, there will be an administration reception for all teachers, local and outside. Tuesday night we would like to have a reception for all teachers by the parents of the respective camps.

The proposal by Dr. Gary that we have a meeting with the

parents and block representatives to see that they wish us to supervise play activities of students from dismissal time to 5:00 P.M. What hours the parents desires for school hours? What time should school start? Should there be a rest hour just after lunch? What should the lunch hour be? When to start school in the afternoon?

There will be nursery classes with proper lunch facilities for nursery children. There will be trained nurses and kindergarten teachers in each camp who will supervise the mothers and local teachers in this work. The ages for nursery children and kindergarten children are from two years and nine months to five years and nine months. We have a suggested budget for play of about \$5,000 or about \$1 per pupil. First graders must be six years of age by the 30th of November.

We are planning a three year continuous guidance program. If the pupil is slow at the end of the third grade, he may be put in a "transition period" rather than directly into the fourth grade. The child thus keeps going ahead without failures. You will have continuous advancement without actually lowering the scholastic standards. This program has been tried successfully in Minneapolis.

Our estimate of the enrollments in the various camps is as follows:

- 1,050 in the elementary schools in Camp I
- 1,550 in the Junior and Senior High School in Camp I
- 1,400 in the 12 grade schools in Camp II
- 1,380 in the 12 grade schools in Camp III

Shop buildings will probably be the first to be built. They will be available to non-students in the evenings and week ends. We have about 60 to 80 thousand adobe bricks made. 800,000 bricks are needed for the schools.

Vocational Guidance--Students can work on pay with supervision.

Teachers' salaries are set by the Indian Civil Service standards. Elementary teachers -- \$1,620. High school teachers -- \$1,800. No outside teachers will be here for money, but they will be here with the idea of service. Local and outside teachers will be treated exactly equally by principals and supervisors.

There's a great need for adult education. Parents shouldn't make derogatory remarks about teachers in front of students. Parents should have faith in local teachers who may be perhaps more capable than outside teachers. Standardized tests will be given in periodical intervals. Proof of the ability of the local teachers will be shown by the results of these tests.

We would like the Education Committee to arrange for a P.T.A. before the start of school.

54 Desk
TEACHERS OF THE BOSTON
SCHOOL SYSTEM

9-27-42
S
WELCOMING OF NEW TEACHERS

Education I

WARD 7, HOSPITAL

DR. MILES CAREY, MR. H. IWATA, DR. T. ISHIMARU, MR. WADE HEAD, DR. WARD SHEPARD

The inner sanctum of the Sociological Research bureau office was rudely interrupted by the many passing feet of the teachers. Ward 7 served as the temporary auditorium for the teachers. In order to enter the auditorium, the teachers either had to enter through our office or use the side entrance. The majority preferred to use our office as a hallway. The teachers arrived in front of Ward 7 shortly after eight o'clock. The Japanese teachers grouped themselves in one group and the Caucasian teachers grouped themselves in another circle. They stood around talking in small groups, but neither seemed to make an attempt to mingle with the other nationality. A few minutes later a large truck loaded^{down} with chairs pulled up to the door of our office and commenced to use our office as a passage way to unload the chairs in the auditorium. Teachers, speakers and our office staff helped to unload the chairs. After the chairs were all placed in the meeting room, a man went outside to call the teachers in. As they filed through the room, I noticed that the Caucasian teachers entered first and sat together in the front of the auditorium. Then the Japanese women came in next and the Japanese men brought up the rear. The Caucasians (the majority) sat in front, with the Japanese teachers sitting in the back. The Caucasian teachers seemed to be predominately past their middle age while the Japanese teachers seemed to be more on the youthful side. There were approximately one hundred and fifty teachers present. The meeting started about thirty minutes late. Dr. Carey opened the session by stating that the delay in starting was caused by the insufficient number of chairs. And that this would be the case for some time until the desks and chairs ordered for

the schools arrived. These chairs had to be moved from one meeting hall to another--depending on the meeting places used. Dr. Cary gave a brief outline of the events that would take place in the orientation of the new teachers to Poston life. He gave the schedule of the reception dinners, group meetings, departmental meetings, panel discussions, and the camp tour for the coming week. He also called attention to the flower arrangement display worked out by Mr. Noguchi and Mr. Kato.

Dr. Cary then introduced Mr. Iwata from Poston III. Mr. Iwata gave a few words of welcome in behalf of the residents of Poston III. He said that the teachers in Poston had an enormous problem ahead for they had to supplement the lack of home life by helping the children adjust themselves to a new life. He also said that his fears of the educational system was dispelled after seeing so many eager, understanding teachers. After Mr. Iwata finished, Dr. Cary asked for Mr. Head, but Mr. Head was still absent from the audience. Dr. Ishimaru then spoke in behalf of Poston I and for the Community Council which he heads. He gave a brief resume of the work of the Council and what their duties were. In closing, he invited the teachers to sit in on some of their meetings. Dr. Cary then gave a brief welcome to the new teachers. He outlined some of the problems that they, as teachers, would face during the coming year. During his talk, Mr. Head entered the room with Dr. Ishimaru. After Dr. Cary finished with his talk, Mr. Head gave a short welcoming talk to the group. He said that he had welcomed 21,000 people to Poston since May 11th--and it was getting to be a problem. He gave a brief talk on how Poston was built and how much opportunity there was for development. He also said that it was a challenge to the teachers to fill the gap between the life the children left and the one they would be returning to after the war is won.

Dr. Cary then introduced Dr. Ward Sheppard, Director of Planting in the

Indian Service. He was the main speaker of the morning. His chosen topic was on "Education and Freedom." He traced the early history of education from the early days to the present. He treated the philosophy of Plato, Des Cartes, and ~~Spencer~~ in regards to their ideas of education. He made this challenge to the audience, "Why can primitive people govern themselves, yet we are supposed to be modern and scientific, but we must have specialists to take care of us." In answer to the many queries concerning the lack of equipment and materials, he said that the laboratory is the children and the finest material is the student themselves. In summing up his talk he said that we have grown soft in the past few generations and that this toughening process will make men and women out of us.

(TT)

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9-28-42

5

EDUCATION DEPARTMENT

WELCOME TO THE NEW TEACHERS

Education

WARD 7, HOSPITAL - 9:00 A.M.

DR. CAREY; MRS. IWATA, DR. ISHIMARU, DR. SHEPPARD, MR. HEAD.

A meeting was held in Ward 7 for the purpose of welcoming the new Caucasian teachers of Poston. There was a crowd of more than 200. The room was decorated with two flower arrangements in the two corners of the west end of the hall. Dr. Carey acted as Chairman. Almost all the Caucasian teachers sat at the front end of the hall while the Japanese teachers came in somewhat later and remained seated toward the rear.

Dr. Carey: (Begins by speaking about the difficulties of getting chairs; ^{apologize} for the lateness of the meeting which was due to having to bring the chairs from the Administration Building. Reads program for week devoted to acquainting the teachers with the community and its problems.) Now I want to call your attention to these decorations in the corner, (pointing to the flower arrangements which consisted of cactus, dry and barkless mesquite branches and other desert shrubs.) This is a kind of art which some of us folks haven't given much thought to. It is a kind of universal language of the flowers. (Calls attention to Mr. Hannah's study of education in Relocation Centers saying that the teachers should acquaint themselves with it. Speaks of "This thing that's happened" in reference to the evacuation. Introduces Mr. Iwata, Chairman of Poston III Community Council.)

Mr. Iwata: (Rises where he has been sitting at the table facing the audience and begins an address of welcome.) We in Poston

have been worried about the teaching personnel and the type of set-up which we would have for the schools. We parents were not sure what we would have. Now that you are here our fears are dispelled. I want to assure you that we are well aware of the handicaps of being in Poston. We realize the difficulties which you teachers will be working under. You may realize the lack of home life in Poston. We hope that you will think about this and we believe that you teachers may help to fill this. We are looking to you to provide the rightful education for our children. (applause)

Dr. Carey: Is Dr. Ishimaru in the audience? If you are, I wish you would come forward and give your address of welcome. (Dr. Ishimaru, Chairman of the Community Council of Poston I.)

Dr. Ishimaru: (Rising from his place half way back in the audience and comes up to face the audience.) I want to welcome you to the third largest city in Arizona. (laughter) For a long time they have been telling us what to do. ~~No~~ I have a chance to tell you what to do. (laughter) You are to be here for a long time helping us out in educating our children. You will be here 6, 7, 10, 15 years. (A Japanese teacher in the audience shouts "No". There's general prolonged laughter, shuffling of people to see who shouted "no" and general confusion in the audience.) You will be able to teach the right conception of justice in

American democracy, this thing of Americanization that they want us to get. The teachers are responsible for teaching this. It is true you have difficulties, but remember that the heat now is not comparable to what it was. (laughter) We have self-government here. You will want to work with us on self-government, civic classes and things like that. You will want to get acquainted with us. We have a council composed of 36 men. We have committees which have been working here. They have been working to alleviate things prevailing in these camps. We welcome you to work with us.

Dr. Carey: (Explains program of panel discussions to be carried out during the week. One to be carried out by the teacher trainees, one on Adult Education, and one entitled "People of Poston - *what?*". Explains that this has to do with "our Japanese citizens and friends".) I want to welcome you to Poston. You have come into this anachronism. We thought that it just couldn't happen. We have not been able to believe it, but here we are. There's a responsibility which challenges our finest thinking. The situation will ~~project~~ ^{involve} actual body ^{if} pain at times. But we have the opportunity here to initiate the task of movement toward finer relations among the races. In the United States we know that racial equality has not been ^{the} approved, sentimentality. We must admit that.

There has been *lip-service* to the ideal of equality, but our actions have not been in line with the data of anthropology. With the true answers to the questions, "Is one race superior to another? What happens when races inter-marry? What do we mean by talking of races that have been Americanized?" We can deal with these questions here in the class rooms. We can deal with them sharply. It is a new thing in American Education. Here we can support the ideal of equality.

(Calls on Mr. Head who has arrived in the mean time.)

Mr. Head: (Comes far forward among first rows of audience. Speaks in low voice.) I am going to talk just three minutes. It is a big task to welcome a new group. I want to tell you we have welcomed 21,000 people since the 11th of May. We have here the third largest city in Arizona. We have not put in all of the features of any city of that size. We hope that it will all be over soon and so perhaps we will not need to have all the conveniences of a city of that size. You here have more than a job of classroom work. You have the challenge of Poston. You will have to consider that the time spent in the classroom is a very small part of your work done. You teachers have the biggest job of all. You have the job of morale. It depends on you whether the children who are in Poston who will have several years taken out of their lives not leave just a big gap. On you depends whether these children will say at a later time

"The people of America stole from me five or six years of my life." There are five or six thousand children to think of. They are American children to be sent back as good Americans. Now the second week of April in this year there were only 2 persons here in this place of Poston. Two weeks later there were 3,200. All around there were mesquite thickets. This is a land which is very fertile, one that is the the most fertile in the United States. It happened to be on Indian Reservation, we hoped that it be held for the Indians. It was not settled because it was an Indian Reservation. It was not wasteland and we hope that after a time it will go back to the Indians. The people who make up the population of Poston are almost all Californians. They are returning to California after this trouble is over. Our school system is recognized by California. It will not be easy to work here. You will lack school buildings and equipment for a time, but eventually you will have good school buildings. We must have them. I want to welcome you to our city. It will not be easy but the hard work will be good for you. Perhaps we have been too soft.

Dr. Carey: (Sits for a moment looking over the audience then says,) I would like to see all of you teachers come together, cooperating with each other. I would like you to see you mingle and ^{be} neighborly. I would like to see you sitting among each other here. (Introduces Ward Sheppard stating saying that this is the main event of the morning and that Mr. Sheppard is interested in the

sociological side!"

Mr. Sheppard: I am going to speak on Education and Freedom. This is a community characteristic^{ized} by the absence of some of the freedoms. It may seem strange to talk about freedom in it, but I want to emphasize positive aspects with the situation. I'll discuss the historical background of education and freedom. We find that there is a philosophy underlined^{ing every} after civilization. All cultures have their underlying ideas. Those which have dominated^{Platonic} in our civilization are, first, the practical ideal; second, the mechanistic or the Cartesian. If you read the 7th book of Plato you find^{an} ultra-modern statement of a society, a society of spiritual goals. If you examine the 19th century things, you find the cultural expression of mechanistic, individualistic, atomistic conception. Herbert Spencer was an extremist; who maintained that the state had only one function, that of police power; that it didn't have even the obligation to educate its people. This is the extreme development of the Cartesian ideal. The symptoms of that underlying philosophy of our civilization are a music which ^{has} ~~is~~ degenerated to the juke box. We have no great tragedy. There is no significant poetry. These are symptoms of a degeneracy. (Reads ^{a quotation} ~~the condition~~ from ^{Santayana} ~~Sente~~) Anita. The problems of individuals in a civilization have been spoken of as arising from frustration, ^{+ from much} ~~of moral~~ adjustment. We find frustration

and ~~moral~~^{moral} adjustment of the individual all through our civilization as for example in a system of production which is devoid of significance in the spiritual sense. There is bureaucracy, the tendency towards setting off each aspect of life so that some few can manage others. This is one of the currents of the intellectual degeneracy which is a part of ~~athletic~~^{atomistic} individualism which has made people unable to run their own local affairs. It is the ~~the~~^{era} year of the specialist. We will remember he is defined as the person who knows more and more about less and less. If kept on this ~~democracy~~^{specialization}, would lead our ~~democracy~~^{university} to become like the monasteries of England. There is ~~the~~^{the idea} that specialists may be gotten together and will sit down and produce a democracy, but this is impossible. It can't be done by specialists. The question is what kind of a study is needed to produce the greatest number of great and complete individuals. The human spirit cannot exist under this type of materialistic frustration that has been going on. I can never remember figures. Our education can become more dynamic or much more fundamental. The figures say that 93% of the persons in our universities come from 5% of the population. This is a system of and we may see that freedom of inquiry cannot be attempted under it. We can ~~have~~ contribute to

freedom for the coming America.

Dr. Carey: I want to thank Dr. Sheppard for this presentation of the intellectual and practical problems. He gave us a satisfactory conception of freedom, presents ^{us} to us our basic task. (After a few announcements by school principals the meeting breaks up.)

(EHS)

14 Entertainment

The meeting was called to order by James Oita, President of the Poston II Student Council. He introduced the members of the tentative Council and explained that the group would not be able to make definite plans because it did not have the power to vote.

Tets Ishida introduced the members of the Poston III Leadership Class.

A Poston II member reported on the "Ground Breakin Ceremony" being planned by the Poston II High School. The principals and Council members of the three Camp High Schools will be invited to this Ceremony.

Another member reported on the Poston II High school Constitution. The term of office for student body officers is to be one school year.

The treasurer reported that there is \$171.44 in the school treasury. The Principal, Mr. McLaren, is holding this amount in trust. 50% of this fund will go to the Student Body treasury and the other 50% will be divided equally among the Class treasuries.

Teyoko Hattori reported on the Poston III School newspaper, the Petrified News. She said that the publication was mimeographed and consisted of 4 pages, each page having an editor.

Yo Takehara explained the Physical Education set-up in Camp III. Already formed are the Varsity and B basketball teams. As soon as the Poston III school colors are chosen, Camp II will be notified so that there will be no conflict in the two schools.

Camp III is planning for a Junior and Senior Prom. Expenses most likely will be covered by the money taken in through the sale of bids. Camp II high school is sponsoring pay-noon dances. The object is to improve dancing and at the same time collect funds for the Junior and Senior Proms.

A necessity for a Student Court in the Camp II schools was brought up. Laxness of discipline, cutting of classes, etc. was getting some of the teachers fairly well disgusted.

Another meeting of this type will be arranged between the two student councils as soon as student body elections of both schools are over. A tentative date for a future meeting would be sometime within two or three weeks.

The Camp III high school girls are anxious to play basketball against the Camp II teams. As yet the physical education program in the Camp II School is not set up, so although the girls of Camp II are in favor of this suggestion, no definite plans can be made.

Tets Ishida explained the function of the Leadership Class in the Poston III School. He said that the group was tentative and that it would probably change when the new Student Council comes in.

Because the members of the Camp III group were scheduled to return back to school in order to see the Parker vs. Varsity basketball game, the meeting was adjourned.

52-b High School
School files
Student Council Meeting (05)

1/11/43

5

Present at the meeting were: Tots Ishida, Terry Nishida, Grace Kushino, Shinobu Kodama, Miyoko Mikasa, Kazuko Nakamich, Violet Takeda, Masato Asakawa, Teyoko Hattori and William Fujino.

Tots Ishida called the meeting to order and asked if the Council was ready to vote on whether or not the group would disband as a leadership class. After discussion, the group decided that it would postpone any action of disbanding until the work which has been "put on the table" was completed. A motion was made, seconded and passed unanimously to elect a faculty adviser for the class. The following were nominated: Jimmy Urata, Miss Gilchrist, Miss Atkinson and Miss McNulty and George Takaoka. Jimmy Urata received the majority votes, so he will be asked if he would accept the position.

Mr. Tashiro stepped in and inquired if the Leadership Class knew about the flag being donated by Mr. Ted Hiramote to the school. He explained that Mr. Hiramote is sending for his flag at home and will donate it to the school if the express charge is taken care of. In the meantime, Miss Wavorovsky's Core Class had taken it upon themselves to launch a campaign to collect contributions from the core classes in order to purchase a flag. The boys in the class even went so far as to go out into the woods to chop down a tree for a flag pole. Mr. Tashiro suggested that the money already collected could be used to pay express charges on Mr. Hiramote's donated flag. A council member said that the classes had decided to return the contributions and that the Senior Core Classes will pay for the express.

Since Mr. Jimmy Urata who was elected faculty adviser of the Leadership Class is not a high school teacher, the group decided to reconsider the election. A motion was made, seconded and passed to hold re-nominations. Mr. Take Taniguchi was nominated. The nominations was closed, automatically electing

52-b -- High School
School files
Student Council Meeting, 2

1/11/43

Mr. Taniguchi. The council will ask Mr. Taniguchi if he will be willing to accept the position.

Toyoko Hatteri presented a bill from Industry for \$1.00 charged to Mr. Potts. The purchase was crepe paper for the Assembly of January 7, 1943. Tets Ishida is drafting a letter to withdraw \$1.00 from the Student funds in the Community Enterprise.

The leadership class will make dittoed ballots for the school colors. These ballots will be distributed to the Core Classes.

The meeting was adjourned.

EDUCATIONAL COUNCIL, POSTON I, II, III

SV

February 26, 1943

Time: 7:30 p.m.
Place: Block 30 Dining Hall

Dr. Cary opened the meeting with the explanation that this was the first of meetings and studies that he hoped would gradually expand and contact more and more people in Poston. The group will put every effort in surrounding the Poston children with conditions to conserve their lives while the settlement process is going on.

Reports on the teaching situation

Dr. Harris--"9 teachers have left the staff. Within the next two or three weeks 2 will be going into the Army. 5 or more teachers are planning to leave the Center. The gap in Core 12 will probably result in the consolidation of two Senior cores, since there are no assistant teachers to take it over. There is only one assistant teacher left on the Poston I staff. If the departures continue, whatever steps that seem feasible and necessary will be taken in order to protect the educational program in Poston I."

Mr. McLaren--"Poston II's teaching staff is in better condition than ever before. However, there are no reserve teachers to call for and the Community is pretty well exhausted of prospective teachers."

Mr. Potts--"No reserve teachers of high school level in the Poston III schools. One class which has been without a teacher for a week will probably be disbanded. 9 teachers have left the Center; 5 have volunteered for the Army; 2 are going into camouflage work; and 1 is transferring into the Social Service department. At the teachers' meeting it was disclosed that several others are contemplating transfer into the camouflage work. According to answers from Administration Circular #31, 10 teachers still on the staff intend to leave within this year, 24 will continue teaching, and 17 are undecided. The teacher situation in Poston III is the most serious problem we have faced up to now."

Miss Breeze--"Enrollment in the six elementary grades, which are divided into 28 classrooms, is 916. The teaching staff consists of 13 regular evacuee teachers, 2 special music teachers, 8 apprentice teachers, and 15 Caucasian teachers. Among the evacuees, 1 stated she was leaving and 13 are undecided; Caucasians, 3 leaving, 4 undecided, and 6 remaining. The 8 apprentices are in training and acting as assistant teachers. If necessary some girls could be hired as helpers to act as substitutes when teachers are ill.

Dr. Cary presented the following possible solutions to the teacher problem:

1. Assign certain teachers additional pupils.
2. Assign certain elementary teachers morning and afternoon classes. Half-day schooling for children.
3. Use the services of young women with less than two years of college work as teacher helpers.
4. Ask certain mothers to act as substitutes when teachers are ill.
5. Look for more prospective teachers within the Camp.
6. Shift teacher among the Camps to equalize distribution.
7. Invite evacuees from other Centers to accept teaching positions in Poston.
8. Encourage evacuee teachers to remain in Poston by possible salary increase of teachers.

A suggestion was made that salary increase through bonus from the camouflage factory might be arranged for the local school teachers. Dr. Cary asked that an education committee of the three Camps be organized to work within their communities with the purpose of convincing the Fair Practice Committee that teachers should be given a high rating in the camouflage bonus scale. The following were appointed on the Committee:

Poston III--Mrs. Mabel Hibi, Mrs. Celia Takemoto, and Mr. Kegiwada
Poston II --Education Council of Poston II-Mr. Shikuma
Poston I --Mr. Mori will ask Mrs. Tachibana to form a Committee

Dr. Cary will prepare a statement of the whole teacher situation and present it to the newly formed committees. At this time when vital policies are going to be made, he advised that teachers also organize to see that their side was represented.

Miss Cushman stated that the basic problem faced by students was the feeling of insecurity in regard to leaving the Center. Already in some core classes, the students are corresponding with students living in the Middle West and are rapidly becoming familiar with customs and conditions in the different localities. She emphasized the need of stabilizing the teaching staff in order to keep up student morale.

Dr. Harris commented that an attempt to orient the outside to the pupils and every effort to encourage interest in re-relocation should be made.

Ted Kato, a Core class student, agreed that from his correspondence with an American student in Evanston, Illinois, he has gotten a better picture of life on the outside. He remarked that while in the Poston classroom, he has been doing ill-mannered things which he would never have done if he were back in his pre-evacuation classroom. He asked if something couldn't be done about the school environment to help neutralize his lethargic attitude.

Having over-heard discouraging talk about the inability and inadequacy of evacuee teachers, Instructor Sadao Nakashima wondered if the general public had that attitude also. In reply Dr. Cary advised the teachers not to take such talk to heart. Soon Dr. Cary will release a data which he is compiling in regard to the teacher situation in Poston, comparing the Poston standards with that of schools all over the United States. George Takeoka, Vice-Principal (Poston III), also agreed that the evacuee teachers were doing exceptionally well and urged them to continue driving their own intense interest into their students. Rev. Imai (Poston III) recommended that educational speaking teams visit the mess halls and convey to the residents just exactly what is going on in the schools.

Dr. Cary summarized the discussion thus far:

1. Setting up of a Committee to work with the Fair Practice Committee.
2. Importance of the P.T.A.
3. Continuation of classroom correspondence with outside schools and students.
4. Importance of the new school buildings.
5. Miss Cushman to serve as a "clearing house" of questions from students. The answers will be sent out in mimeograph form.

Mr. McLaren said that a lot more than letter writing has to be done for students leaving the Center for jobs. The leave office or employment department should see to it that there be a force on the outside to help the youngsters find proper living quarters, etc., such as a N.Y.A. Residence Center or Youth Hostel.

Since the Seniors are the most concerned, Dr. Cary requested that each senior core class undertake as a second semester project-- "Plans for Re-relocation". Each high school is to set up an office to get information to students about outside employment.

A motion was made, seconded and passed that the Educational Council, Poston I, II, III, meet again in Camp III on March 26, Friday evening. A motion was made, seconded and passed that Dr. Cary, as Chairman of the conference, be empowered to draw upon the P.T.A. Council for material for the next meeting.

Miss Yasuko Ishida
Secretary Protem

Note: The following persons attended this conference:

Parent-Teacher Student Conference
February 26, 1943
Poston I

<u>Name</u>	<u>Address</u>	<u>Organization</u>
Itsumi Oita	211-6C	Poston II High School
Yasuo Abe	220-9D	Poston II High School
Takako Yagi	227-8C	Poston II High School
Kenji Shikuma	215-14B	Education Committee
M. Tano	215-14D	Education Committee
H. Ted Kato	226-14A	Education Committee
George Mukishima	229-1B	Poston II High School
Rudy Tokiwa	213-4A	Poston II High School
Arthur L. Harris	34-D7	Poston I High School
Dallas C. McLaren	"MP" Bks. Camp II	Poston II School
George T. Aihara	213-6C	Poston II School
Tsuya Tsukao	6-5C	Poston I
Frances Cushman	34-E-11	Poston I
George M. Ohi	30-1-C2	Poston I
Helen Hirata	4-5A	Poston I
S. Nakashima	326-14D	Poston III Elem.
Y. Mohri	31	
F. E. Kagiwada	325-2D	Poston III P. T. A.
K. Imai	309-10B	Poston III Christian Ch
C. W. Perkt	H2	
Mary D. Jesse	H9	Poston
Mrs. Claire Hamada	6-3C	
Mrs. Mabel Hibi	329-10C	
Yasuko Ishida	329-1C	
Chester Potts	Poston III Schools	
Mrs. Arthur Takemoto	306-7C	
Martha Hayakawa	306-8D	
Mary Courage	Poston II	
Miles E. Cary		Director of Education

April 23, 1943

Place: 324 Mess Hall

Time: 8:05 p.m. to 9:25 p.m.

(Approximately a half hour period was enjoyed by all, which included refreshments of sandwiches, iced tea, and cake, and community singing following the business meeting which ended at 9:25 p.m.)

Attendance: Approximately 100, including parents, teachers, Block Managers, Councilmen, and Issei Advisors. The latter three were special guests as were various Caucasian notables.

P.T.A. Meeting

Subject: "How can the schools help in the resettlement program?"

Guest Speakers: Miss Nell Findley, Mr. Galen Fisher and Mr. Iwao Ishino.

Special Guests: Mr. Galen Fisher, Mr. and Mrs. Morris Burge, Miss Cushman, Miss Findley, and ____.

Interpreter: Mr. Kagiwada

Special Music Performers: Miss Kay Imai, Miss Dorothy and Rose Takahashi, Aiko Tashiro, Margaret Takahashi and Betty Wake.

The platform was more elaborately decorated than the morning session. Many artificial flowers adorned the stage as did a large cardboard cut-out of a Easter bunny. Mrs. Ikemoto was the Chairman.

The Chairman extended a few words of greetings to the audience. She stressed the fact that we are experiencing hard times and that if we all strive together, we shall come out the best in the end.

She introduced the special guests and then called upon Miss Dorothy Takahashi to render a violin solo accompanied by Miss Rose Takahashi, after which Miss Findley spoke. Miss Findley began by thanking the P.T.A. for their various invitations to attend the meetings. She extended her apology for not arriving at the last P.T.A. meeting, which was blamed on a flat tire. However the truth was that the Camp III police force forgetting as they had previously promised that the Special Forces. She spoke on relocation and what it means to us here. She compared us with some historical people who had also undergone hardships as we are going through now. They came out of their hardships gloriously and that we can also come out of ours. She illustrated the evacuees as being caught in a whirlpool in the American stream of life. She considered the evacuation as being a grave mistake, but that there is a new life ahead for all of us. Some of the evacuees have found their ways to the outer edge of the whirlpool, and they have

entered the normal American life again. Since we have never left the American way of life, she hated to hear people say "re-enter" the American way of life. She continued and made this emphatic statement, "The brave and the young must go out." The old and the middle-aged people were cautious, and that is why the parents hesitated to let their children go out. She commented on a girl who had gone to Chicago, and stated that this girl was enjoying her stay there. In closing, she read a letter written by Mr. Harold Ickes, Secretary of the Interior, who stated why he had hired evacuees. He made 2 points in his letter. (1) He wanted to help, ease the burden of hardship imposed upon the evacuees. He felt that it was the duty of the American so help their fellow Americans. (2) These people had a background of farming in California, and people like that are needed badly.

Succeeding her, Mr. Galen Fisher spoke for several minutes. In his speech, he brought out 3 points: (1) One Dr. Charrington said that this war is not only a war of guns, but also a war of ideas. The war of ideas is carried out on the home front, and all of us are taking part in it. If one should lose the battle of ideas, then the victory gained in the battle of guns is of no avail. He went on to say that a committee of fair play was organized under the chairmanship of Dr. Grady. This committee expanded and became the committee on American Principles and Fair Practice. Among the various chairmen are Dr. Sproul, Mr. Harrison, Mr. McGiffin and Miss Kindman. This committee is financed by a \$2.00 membership fee, and strives to work behind the scenes and to help the evacuees. He cited an example of a recent case, where a Senator in California had proposed a bill to defranchise all Japanese American citizenship rights. This committee wrote letters to many top men in Washington and California, and succeeded in defeating the bill. Among the activities of this committee are to clarify matters pertaining to evacuees of which many interested citizens may ask. (2) That the evacuees should be a "shock troop and go out themselves. There are lots of people on the outside who are ready to fight for the evacuees. He feared that the evacuees were holding back waiting for the Caucasians to do all of the work. He stated that evacuees themselves should be willing to take the risk and go and help to overcome the prejudice. Prejudice is due to ignorance and fear, and it will be melted away if the evacuees would go and show them what they really are like. He urged the evacuees to be aggressive and take their stand. (3) Mr. Fisher was convinced that the evacuation was a violation of the Bill of Rights. He felt that at times, various people make mistakes and slip below the level, but then they would gradually work up again to remedy that mistake. He felt that America was slow in making amendments, and if given a little time, she would remedy these mistakes. He gave 2 examples how not to give up. (1) During the Revolutionary War, the William and Mary College was stripped of all it's students and teachers. Nevertheless, for 7 whole years, the president of the college always walked into the hall in the morning and rang the bell so

that the principles of education would continue. (2) Quoting William James, "I am against big things, I am for little and invisible things which like a Juniper tree would sink it's roots into the most difficult and unsurvivable places and survive. He explained this by saying that a seed of a Juniper or Pine tree can grow into a huge tree on the hardest granite rock if there is just a little soil there where it can imbed itself. That is the quality of truth and liberty. He stressed the fact for people to go out and mingle in the American communities. He thanked the people for the opportunity of speaking to them and said he loved them all. He has been to Japan for 20 years and has had many friends in California. He concluded by saying that there are a host of friends to welcome the evacuees.

Following Mr. Fisher's speech, the Easter theme was carried out by the rendition of the song, "The Lord Is My Shepherd", by the trio. Following the song, Mr. Iwao Ishino spoke.

Mr. Ishino gave his account of his stay in Denver. He stated how he felt when he first stepped off the train into the mass of people, not with yellow skin and black hair, but with red and blond hair and white skin. He further stated how embarrassed he was when he first walked into a restaurant and saw in addition to the fork, with which he was familiar, a "little piece of cloth", you know one of those things, a napkin. He was surprised that people should go out of their way to greet a newcomer. "They are just as afraid of you as you are of them." The best way to begin a conversation was to catch up on the sport news and thus break the ice. The school gave him a fine reception and various religious organizations were doing a marvelous job in carrying out the problems of the evacuees. They were really sympathetic. He commented on the jobs there, which were mainly bus boy jobs, cooks and pantry workers in the larger hotels, clerical work and egg sorting jobs. In the Civil Service job category, there are a vital statistician and a job for a secretary to a shipping concern. The girls had the better opportunities in Civil Service because of the secretarial work. The people are now less reluctant to take the lower class jobs but should they take them, it's only for the purpose of using them as a stepping stone. Lots of people were going to bat for the niseis by sponsoring dances and attempting to show the niseis a good time. In regards to the population in Denver, before the war, there were only 300 Japanese and now, there are 1000. He concluded his talk by stating that various leaders are attempting to solve the housing situation in Denver. He felt that evacuees should write and keep in contact with others on the outside to create a friendlier feeling.

Mr. Ishino's talk concluded the business portion of the meeting. Refreshments were served and a community singing was enjoyed by all. The meeting was then adjourned.

APRIL 23, 1943

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NOTES TAKEN AT MEETING - mf
HIGH SCHOOL - PANEL DISCUSSION

R.C. 100 Outgroup Relations
70 Evacuation

As a feature of the three day Educational Conference, the Poston III High School held a Panel Discussion at the 324 Mess Hall.

THEME: "Resettlement and the Post War Period"
TIME: 9:00 a.m. to 10:40 a.m.
ATTENDANCE: Approximately 70 people composed of teachers, Caucasian and Nisei, School secretaries and students, and Administrator, Moris Burge.
PARTICIPANTS: Panel members: Chairman, Tots Ishida, Hasuye Miyamoto, Mieko Tanaka, Mary Takasaki, George Nagano, Moe Noguchi, and Takeo Shirasawa, Principal Chester E. Potts and various teachers and students.

A large array of lowers, artificial, adorned the platform in addition to two small vases of artificial flowers, adding much color to the occasion.

The discussion was scheduled to begin at 8:30 a.m. However, it did not start until 9:00 a.m. Music was furnished for half an hour to entertain the attendants.

Mr. Potts, the Principal opened the Panel Discussion with a few words of explanation, "The panel was prepared under the guidance of Miss Warvarvsky and Mr. George Takaoka. Panel discussions are presented in various forms and we reserve the right to conduct ours in any way seemed fit. By that I mean formal or otherwise. I wish all the teachers were here, perhaps some of them went to Camp II by mistake. Some of them almost went to Poston II be mistake. I wish the seniors and the juniors were here. I wish the remainder of the hall were filled with the adult population of this community, by that I mean, parents. Why should this be so apathetic, could it have been that we did not advertise sufficiently? However, this meeting will be recorded, reproduced and presented to the interested groups. It is my opinion that attitudes can be explained more strongly in spoken words than in written words. Why is it that Japanese are accepted in the middle west and not accepted on the coast? We shall attempt to deal with this problem this morning. There will be no holds barred in this discussion. We are dealing with realities and we should be sincere. Please ask any questions that may arise as there are no barriers. We are here not to hear a cut and dried discussions for we are learners. People should seek to know the truth. The truth is relevant and we should get as near to it, at a certain time and place, as possible. We are not congregating here as students and teachers but as learners, there will be no speeches. I hope you will ask questions and I hope there is frankness in those questions. Now, I shall introduce Mr. Tots Ishida, the Chairman, who I probably should have introduced long before, Mr. Ishida.

9:05 A.M.

Tots: The theme of our Panel Discussion is "Resettlement and the Post War Period." At this time I would like to introduce the panel members: Mary Takasaki, Takeo Shirasawa, Hasuye Miyamoto, Mieko Tanaka, Moe Noguchi and George Nagano. The first question we have is,

Q: Where can we resettle?

A: Well, I think we should consider more seriously, the east and the middle west in our resettlement plans, because according to the newspapers, I understand the conditions on the conditions on the west coast are pretty bad. I think there is no prejudice in the middle west and the east.

Another A: Now that Japanese have been moved from the west coast, the Caucasian and other types of races have taken over the land that the Japanese once used. So they now have a sense of security. They may resent the return of of the Japanese because their security may be jeopardized. Most of the people in the middle west have never really seen a Japanese as he really is. We must go out and show them what we are really like. We must go out and show them our true selves. We won't be resented too strongly because we will not be taking anything away from them as we would, should we go back to the west coast to take back the land. The friends we had back in California have one answer to this also---due to the propoganda and the pressure from the outside and the lack of communication between us, their ideas might change to fear and suspicion.

Q: How about the aldn owners going back to California?

A: They have a chance to go back because they have a place to go back to. In that way, they will not feel insecure when they are released. I think it is best not to go back unless you have property.

(Some discussion followed about the prejudice and about how Japanese are not wanted. A girl spoke up and said, "I think the worst fault of the Japanese is that if they are not wanted, they won't go. They should go and show them." Another fellow said, "That is easy to say but how could you go out at it, because persons that are not wanted are constituted as a threat.")

Mr. Potts; I think I can look at it more subjectively than you can. From the very beginning, the Orientals have been considered as a dangerous threat to American culture, because they have been used to a lower standard of living. Most of the American public have faith in this belief that the Japanese and the Orientals have been a dangerous threat to the United States. I have heard one teacher of a

PANEL DISCUSSION AT EDUCATION CONFERENCE

college in Minnesota who has been to the Orient say, "They believed that they will dominate the so-called Aryan races because they, the Aryans do not do anything about feeble-mindedness. Thus it is believed that more and more have become feeble-minded." He further added that there are no feeble-minded people in Japan or China. Thus, it was believed that the Orientals' superior intelligence will soon dominate us. Call it propaganda if you will. It has been carried from the coast to the middle west. However, the economic reasons, that is, the lower standard of living is more recognized by the people there, and it is a fact.

Q: Do you think there is an increase or a decrease in population?

A: I don't know anything about the birth or death rates.

Q: Should we go back to the west coast and congregate again in certain areas? or should we go to the middle west?

A: If we own land, we should go back.

Q: by the asker of the previous question: But, I am emphasizing, should we congregate again or should we separate?

A: On the large farms, we can't congregate because of the great distance, but in the towns you can.

Q: Should we resettle now or later?

A: I think it is better to go out now because it would be easier to be accepted into the normal American community.

Q: What do you mean by normal American community? Aren't we in an American community now?

A: By normal American community I meant to mingle with all types of races, while in here we are only mingling with one type only.

Q: Everybody is under the belief that the people living in the towns were more sociable than those living on the farms. Is this assumption correct?

A: I think that the rural people have just as many friends as those living in the large cities because in the cities you are all so close together that you hardly ever know your neighbor across the hall. However in the rural districts, you have a tendency to become lonely and you know humans are gregarious, so, they may have to travel a long distance but they have lots of friends. I think that the rural people are just as social minded as the urban people.

Another A: Most of the people here are from the rural districts. If there were any question of their not being social minded, look at them now.

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PANEL DISCUSSION AT EDUCATION CONFERENCE

(There was some discussion in low tones. Suddenly one Caucasian teacher said something about the Isseis owning land. A few minutes were spent in clarifying this issue that the isseis were not allowed to own land, that all the land is bought in the niseis name.)

Q: What is the standard of living in Japan? I have heard that they work long hours, that they survive on few foods, in fact, they are practically slaves.

A: No doubt that the standard of living is low in the Orient. Even though there may be equalization of wages and working hours with the Occidentals, the living standards are still quite low. People do things by habit. Thus, even though economic standards may be raised, it will take several generations, 2 or 3, to raise the standards. If there is an economic opportunity for any group of people to have a higher standard of living, I believe that even though a first generation may make money they will put it into the bank and succeeding generations will spend it.

Q: Don't the Japanese in America have a higher standard of living?

A: That is probably true. But I think 3 generations are needed to raise the standard of living.

Another A: In that way competition has been given to the Caucasian and that maybe one reason why there is such a howl of "No return of the Japanese."

Q: According to psychology, one tends to like another person because he knows him. Now, why is it that there are so many people who are anti-Japanese in California where the Japanese have been for a long time and that the people should know them by now.

A: It has been assumed that the Americans knew the Japanese.

Q: That assumption is false. It is readily recognized that the people tend to associate with people in their age group. Now, the average age group of the leaders is 30 to 50 years. This is not characteristic of the American Japanese for they are young. The leaders in California do not know the Japanese socially. They do not know the foreigners because there is the economic and language differences.

The Niseis, in other words, are all young, just in high school or just out of high school. Had the war been postponed from 10 to 15 years, and thus given a chance for the Niseis to grow older and consequently become leaders, this thing like evacuation might not have happened. I don't know if that is true but it may be. Japanese here in America have been thought by most people to be a symbol of the Japanese in Japan. (Discussion in low tones ensued for a few minutes-----)

PANEL DISCUSSION AT EDUCATION CONFERENCE

Q: Are the people aware of the problem of congregating? Are they going out thinking of meeting their friends in Chicago, Cleveland or elsewhere, or are they going out with the idea of resettling?

A: It is a natural tendency for people to go where their friends are. It is better because then they will not be friendless.

Another A: Well, if too many people go to one place, the WRA can cut it out can't they?

Q: Well, I think the students should be taught here in this school to take a more positive attitude toward life. They should be urged to speak before the class, in order to help them form a more positive attitude. Students should go out and make friends and not rely on old friends to be where they are going.

A: They should be encouraged to take this positive attitude.

Q: What can the school do for teaching students leadership?

A: The most common way would be for them to take part in oral recitations or form leadership clubs and take part in assemblies.

Q: Should the students be allowed to go out, which ones should be allowed to go and which ones should remain?

A: Those who are leaders should be allowed for they are the ones who can mingle.

Q: If we send out all of the leaders, won't the younger Niseis be influenced by the Isseis?

A: The younger Niseis must be taught leadership, they cannot be dependent upon the older ones.

At this time a Caucasian teacher said, "There is a tendency of the teachers to call on those known to be leaders. I think we should recognize that others must be given chance to be leaders. At least, I catch myself calling on those who are known to be leaders."

Another Caucasian: I called upon others but they politely refuse. (More discussion followed in low tones about this polite refusing.)

Q: What does the Panel think that teachers can do to make leaders?

A: There can be no polite refusal for one must force oneself to go up, regardless of their shyness and inferiority complex.

Another A: People should make shy ones feel at home, they must be made to feel as part of the group so that they may gain self confidence.

Q: How would you develop self-confidence?

A: I think the best method is public speaking. There, the students will be sure of themselves which is a requirement to gain self-confidence.

Q: But when the shy ones go up, they have a tendency to be embarrassed, they stutter and finally give up. After they give up, they hardly go up to go through such a predicament again.

A: That is to be expected.

Someone spoke up and said, "Have him do something in which he excels in. If he is an expert in harmonica playing or is an artist, he should be allowed to go up in the front of the class and explain the art of playing the harmonica or his drawing. In that way, he will overcome his self consciousness, because he will be superior in his own art and forget his inferiority in making speeches. They won't give speeches if they have this inferiority complex." To this someone said, "I don't know about that because in my Core Class, everyone got up and talked." At this point, a Public Speaking teacher rose and said, "The only way to make people feel superior is to make feel that they are a member of the group. In my class, the students were hesitant at first but I carried out this volunteer plan where students themselves arose to give speeches. I think this type is best because everybody volunteered to speak including all the shy ones. But, I must stress this point, this cannot be done in a hurry, it takes time. It must be learned like anything else."

Mr. Potts : I had a privilege of coming into a community of 3000 people as a teacher and as a principal. Another group with which I am familiar, 1/3 of the group were 1st generation and 2nd generation Germans. Out of this group, I knew that there were only 3 persons who had gone to college. The children did not want to go to school, consequently, there were no leaders. How does it happen that so many of another group has gone to college?

A: Perhaps it could be the environment. Most of the people here come from California where higher institution of learning are abundant. There are many state colleges which are accessible to students. What I have said about this group of unlearned people is mostly true of most immigrants. One reason for people of Japanese ancestry to have college education is because they have confidence in themselves. Another reason is that we all know that Orientals have been discriminated against. Thus, they have a strong determination to become educated and climb up into the world.

PANEL DISCUSSION AT EDUCATION CONFERENCE

Mr. Potts: Is it true that Isseis have brought from their country, polite manners helpful in social relations? If this is true, why have the niseis departed so far away from these social mannerisms?

A: Can it be blamed onto associations? People tend to be like those whom they go around with.

A: I think they became discourteous after coming into camp because they weren't like that back home.

Q: Should the graduating class set an example by leaving the community at the close of this term?

A: Some can't due to economic reasons, and because their parents will not let them go.

Q: If they can't afford it, the WRA will give a helping hand. In that case, should they go out and work?

A: If given financial aid, yes.

Q: Are those who graduate in Poston more eager to go than those who graduated a year ago?

A: Some of those who have graduated a year ago have not even attempted to go out and thus shows a loss of ambition of "don't care" attitude.

Q: Do you suppose you people graduating in Poston have gained more confidence in camp?

A: I don't know about others, but I think I have. But still the parents might refuse to let people go out.

At that point, a Caucasian teacher arose and said, "If I may, I would like to take a little time to tell you my own experiences of how I became a missionary. When I was young I received a scholarship to the Chicago Missionary School. When I told my parents of my plans, they said no, that they could not let me to to that big and dirty city all by myself. I argued and argued trying to convince them to see my viewpoint. Finally one day, they said, 'You are living your own life, and what you do will reflect on your life, you may go if you wish, but remember that it is your life that you are living.' So, I went. The fear of the unknown is a great problem. I would like to know if you recognize it, and have the courage to overcome it. I have heard Miss Findley say, 'If you young people do not go out now, you are a lost generation.'" In reply to that statement someone said,

A: I think that the sooner we go out, there is a better chance

PANEL DISCUSSION AT EDUCATION CONFERENCE

to resettle because after the war, it will be difficult to be accepted by the communities, but there is always a question of money.

A: There is financial aid from the WRA.

(Discussion followed in low tones, and finally, the statement, "to go out to sugar beet work" was heard. A girl replied to that with "sugar beets is a means of gaining financial support, but girls can't go out on sugar beets.")

A: Well, the head of the family can go out and call others out later.

(There was a discussion about the parents with only one child refusing to let that one go out because he is their only child, and they want to cherish him.)

One Caucasian teacher said, "It seems to me that one characteristic of the Caucasian is that they are always on the move. There is tendency on the part of the Caucasian to always be on the move. You Niseis shouldn't be afraid to go out into the unknown. Look at the Isseis, they took even a greater risk than you Niseis would have to. They (Isseis) traveled clear across the Pacific Ocean out into the unknown where the language and culture was different. They came here where there were an entirely different type of people. They settled and attempted to adjust themselves to the strange land. You Niseis don't have to take this risk. You are familiar with the language, the culture and the American way of living.

Mr. Potts: I resent any propaganda viewpoint, not to imply, of course, that anyone has taken it. Each individual must ask himself the questions, where shall I go? when will I go? and why should I go? Each question must be answered by the individual himself.

There was some discussion on California, and finally, the question was asked, "How does it happen that California being one of the largest states in the union does not have the largest cities? Why is it that there aren't more people in California?"

A: I don't know about that. But it seems to me that everyone goes to California because it is such a good state. I'm from Iowa, and it seems like all the farmers when ready to retire, move to California to spend the rest of their lives. I guess that is why people in California don't care to move anywhere because they have found a good state.

Another A: Another reason why the Japanese did not scatter is because the Isseis all felt that they would like to go back to their old country, they knew that they had to cross the ocean, and hated to add another half a continent to their expenses, and that may be their reason why they stayed on

PANEL DISCUSSION AT EDUCATION CONFERENCE

the coast.

Mr. Potts: I have talked with some Isseis and they told me that they came here with the hope of going back to Japan after making economic gains. Also, I believe they found it best in California. Then too, Japanese have strong family ties, which tend to keep them together. However, the niseis are still young and perhaps, when they become older, they might get "itchy" feet and begin to travel. Already some have traveled.

Q: What things must be done to help the parents realize that you want to go out? Do you have any solution which the school can do to help your parents realize that you should go out? Do you think that the teachers meeting with the parents would help the P.T.A.?

A: The trouble with that is most of the parents do not go to the P.T.A. meetings. Only the grammar school mothers attend the P.T.A. meetings.

Another A: I believe one reason why the parents are so reluctant to let their children go out is because they had such a trying experience that they don't want their children to go through the same.

Someone made the statement, "I think there is a sort of a pattern that all immigrants go through. The first generation go through severe economic conditions and the second generations go through a less severe economic condition because they do not have the barriers which tend to handicap the first generation. Thus many opportunities are opened to the second generation which was closed to the first generation. The type of economic differences faced by the third generation is the type that all Americans face. The field of greatest difficulties for you is probably social. You still find many pathways of social opportunity barred to you. That is because social status comes from the parents and handed to the children. Thus the 3rd generation will probably face the same status as all the others. Due to the war and the scarcity of labor, it is just "apple pie" for you to get a job, if you are capable of doing something. In the middle west, job opportunities is mostly domestic, which is probably due to ignorance. Soon people will learn that you are capable of doing intelligent work. So it won't be hard to convince your parents that you are not going to do sugar beet work all your life. Incidentally, sugar beet work is based on child labor. If you do have a large family, don't go into it."

Someone suggested: "Why not have the teachers go to see the parents and speak to them about the possibility of letting their children go out?" This question was unanswered.

PANEL DISCUSSION AT THE EDUCATION CONFERENCE

10:37 a.m.

Mr. Potts: I am going to ask this panel discussion to close unless there is an unanimous opposal. We did not solve very many questions but we may be able to continue at another date. Is someone who is in the panel prepared to give a summary of what has been discussed today?

Chairman: I shall make a few statements on the chief things go keep in mind. (1) Take a positive attitude and seek more contact, don't wait and see whether you are accepted, but go out and take the positive attitude and be accepted. (2) Students in school must be taught self confidence. Also, although this wasn't discussed in the panel, but geography and attitudes of the varicus states you plan to go to should be studies. (3) Whether California accepts us depends a lot on what we can show.

Mr. Potts: Thank you all for coming to this panel discussio~~n~~. You teachers know of the meeting in Poston II this afternoon, don't you? Dr. Carey will speak on the recent conference which he recently attended in Denver. (The meeting was adjourned at 10:40 a.m.)

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May 28, 1943

The Junior High School Student Body Assembly
Place: Block 4 Stage
Presiding officer: Kenge Matsumoto
Time: 8 A.M.
Advisor: Miss Kay Damon

This was the first meeting of the Junior High School student body meeting of the Poston I High School held for the purpose of introducing the candidates for the various offices. All the candidates and their managers with the presiding officer and the principal, Dr. Harris were all seated up on the stage by the time the students were all there. On one side of Dr. Harris sat Kenge and on the other side sat one of the feminine campaign managers who at first appearance was most shy. After a time she became relaxed and I believe that she was quite thrilled at the thought that she was sitting next to the principal. At intervals she would shy away and look at Dr. Harris and giggle. Of course, Dr. Harris always has an encouraging smile for her. Kenge did a most beautiful job of presiding. He did such a super job of the whole thing that this afternoon I heard several of the Junior High School teachers complementing him and wondering who the student was. It is not like Kenge to appear as he did for the teachers present at former meetings have had to push Kenge along to get the meeting over. He appeared reserved and dignified, and I'm sure that he spent many an hour over his part of the meeting. There wasn't an error or any unnecessary act committed along the way. The meeting ran as follows:

"The meeting will please come to order.....This is the first assembly of the Junior High School this year. It is a very important occasion because we are about to hold our first annual election of officers for the Junior High School. As president of the temporary and, later, of the permanent Junior Student Council, I know how big a job the officers of this body have ahead of them. I know, too, how important it is to have the right person in the right position. So I hope that you will all cooperate in electing candidates who you really and truly think will be a success.

Now, before we listen to the speeches of the various candidates, it is my privilege and pleasure to introduce Dr. Harris, our principal. Dr. Harris....."

Dr. Harris made the statement that the students have had a difficult time this school year. Now that the student body does have government, it doesn't mean that the task will be any easier. The task will be more difficult; it will call for greater demand from each student because next school term there will be a centralized school plant, which there will many more activities going on. He expressed his congratulations to the students and their interest in the school.

"Now we are ready to hear the candidates. Please let me remind you to mark the list of candidates you have brought with you, to help remember, when you get back to your class-room, which candidates you wish to vote for. I shall give the candidates' names, though some of them will have their campaign managers to speak for them.

First, we will have the speeches of all of the candidates for the office of president of the Junior High School and of the Junior Student Council. The president must preside at all assemblies and at all Council meetings. He must be a person who will take real responsibility and faithfully perform his duties. I now take pleasure in introducing Goro Fujii....."

Goro had girl campaign manager who introduced him. The boys centered around the stage all let out few screams and yells to kid Goro but this seem to bother him at all. He seemed calm. His voice carried well and to my hearing it was clear and articulate.

"Now I introduce Hideo Kawanami, also running for president....."

Hideo introduced himself. Hideo wears very strong glasses and when speaking tilts his face a bit as if trying to see at a distance. Looking at him one would almost think it was a frying pan held at an angle.

"Now we have John Ohmura....."

John had a boy manager introduce him. The manager appeared calm but poor John seemed flustered. He fiddled around here and there and finally got the words out of his mouth.

"Next, I introduce Yusuke Omori, the last of the candidates for president....."

Ike Sanbonmatsu, after much difficulty in pronouncing the name Yusuke finally got the name correct at the same time trying to get the crowd to laugh with him. Ike loves to show whenever possible and invariably chooses such moments as these to do so.

"The next office to be considered is that of Vice President. The Vice President must be ready to act in the absence of the president as if he were himself president, with all the duties of that office. In addition to these duties, the Vice President must also plan the schedule of assembly programs for the school year. This means, again, that we should have a person of real responsibility and initiative for this office. I first present Paul Chikahisa, candidate for vice President....."

Paul was absent.

"The next candidate to speak to us is Lincoln Shimomura, running for vice President....."

Peggy Yamato introduced Lincoln as the little boy whom every student see wearing a smile. At first glance looks a ^{lot} like a mouse; his eyes barely open; his hair is light brown color and very thin; he isn't very tall and from his shoulder his head has a tendency to fall forward thus giving a view of a young man growing prematurely old. But when he smiles, the smile covers his face and he suddenly becomes Lincoln.

"This time, we have something different and I have the pleasure, for the first time this morning, of introducing a girl to you. Frances Yano, third candidate for Vice President....."

Frances introduced herself. She was sure of herself and went right through.

"As you all know, an organization always has to have someone who faithfully records all the business meetings and who takes care of answering letters and of writing other letters. This office is that of secretary. In our school, this office must be filled by an 8th-grader, so all the candidates whom I shall now introduce are from the present 7th grade and will be 8th-graders next year. First on the list is Tamotsu Kitabayashi----Tamotsu....."

Another girl this time----Margaret Murakami, by name----Margaret....."

"And still another girl. The last candidate for secretary is Clara Shindo...."

The next office is a very important one---that of Student Body Treasurer. Of course, we don't have much of a treasury at present, but who knows? P'raps we will next year. Any how, we all know that anyone who handles money must be honest, faithful and must keep an accurate record of all expenditures. These three candidates will surely fill all these requirements and all you need todo is to decide which will do the best job. I present to you, first Atsushi Miyamoto....."

Ike Sanbonmatsu again acted as campaign manager, in to try to put Atsushi for treasurer. Ike sways the microphone back and forth sideways, and with that quirking smile on his face tries to get the best of the audience by some more wisecracks which just didn't go over. Atsushe was really stage frightened: he would quote from his paper, repeat a few words, quote from his paper again, move a few more words more----why the audience was ready to help him along----until he finally reached the end.

"Betty Ochiyo is the next candidate....But poor Betty can't be here with us today because she is ill with the mumps so her campaign manager will speak for her..."

Grace Ishida was her campaign manager. Grace knew that a lot depended herself to get Betty across the audience; she tried her best but did make a few mistakes in her over-enxxiety. She made is known definitely to the crowd that Betty was ill.

"Third candidate for treasurer is Mary Jane Yamato....."

Mary Jane was cool as a cucumber: reserved, calm, sweet, and charming.

"The fifth office we are consider this morning is that of historian. The historian's duty is to tell the story of the PostonI Junior High School on paper. Everything from cotton-picking to who won the prize for the best name for the Junior High School newspaper ought to go into that story and we ought to have a good story-teller for historian and one who won't leave out a single important item. The first candidate for this office is Lillyan Takahash, whose thumbnail sketch was misprinted to read secretary instead of historian....."

Second candidate for historian is Ruth Watanabe....."

Next candidate for the office is Koichi Yabutani....."

Koichi introduced himself. His hair rises from his forehead about two inches in a pompadour effect. This gives him the appearance of a grown man but just too short in height. He was glad to run for the office and thanked those who supported his nomination. If he did win the election, he would be glad. If he did not win, he wouldn't feel so good. He won't say thing about the results to anyone; he won't say anything bad; he won't talk anything bad about anybody else. He then thanked the crowd and retired.

"The next two office are those of girls' athletic manager and boys' athletic manager. These two officers will have the duty of arranging inter-school schedules of games andother athletic events and they may also assist in arrangeing such schedules for inter-class events; they are responsible for school athletic equipment and its care. These officers must active and responsible persons. We shall first listen to the speeches for the candidates for girls' athletic managers. And the first candidate is Lucy Hamada....."

Jr. High School Assembly #4

Next candidate is Masako Hirabayashi.....

Third candidate for girls' athletic manager is Dorothy Hiura.....

Now for Naoka Tanaka.....

Last person running for this office is Irene Nakamura.....

And now the office of boys' athletic manager. The first on the list is Harry Fujiwara.....

Second boy to try for boys' athletic manager is John Hirai....."

Both campaign manager and candidate were very shy and it was all they could do to get the words out of their mouths and retire back to their seats.

"Last candidate for this office is Tom Shiroma.....

All schools need a song leader and so does Poston Junior High School. As yet we haven't a song leader but today you have your chance to choose one. There are three girls running for this office and the first one I'm going to introduce to you is Lily Ikeda....."

Lily seem happy to run for the position and would have liked to win the election also. She listed her qualifications and interests and hobbies. Then, she led the group in singing "God Bless America". If she's going to be the songleader, she ought to get a little more pep into those "baton arms" of hers!

"Next candidate is Chizuko Omori.....

Third candidate for the office of song leader is Frances Tashima....."

Frances gave a vocal solo----"Red River Valley". She was very nervous and every time she came to high note she just about lost her voice.

"The last office to be considered today is that of yell leader. As you know, this is a very important office and is bound to be more so next year when we get our athletic program under way. A yell leader should have ZIP and should be able to work up enthusiasm. Well, today I present you with three candidates who can do this. The first is Tatsuo Asamen....."

Tatsuo seemed to be a shiftless sort of a person. He appeared as if it did not make any difference whether he got the position or not.

"The second candidate is Roy Minami....."

Roy was the shortest of all the candidates; he must only about four feet high but his campaign manager said his voice would carry for blocks and blocks. I was ready to hear a loud voice and I was surprised to hear a small voice that seemed at first defenseless. But I suppose that if he were accustomed to the whole thing he would carry out well. Mrs. Moran, who is his teacher, was all there, applauding and all.

"The last candidate for yell leader is Nancy Watanabe.....

You have now heard all the speeches of these various candidates and I hope that you have marked your lists so that you can mark your ballots intelligently when you return to your home rooms. I should perhaps tell you that the reason we are not electing an editor-in-chief of the paper this year is that the journalism class has only just now started and it was impossible for the teacher to make a fair nomination of candidates on the basis of one week's work. Next fall, we shall be able to elect an editor-in-chief.

Just one announcement: All students should go to their second period classes and the Core classes in 16-A and 46-A should cast their ballots before the close of the period. I thank you!"

Dr. Harris rose to make an announcement. He commented on the meeting conducted by the students and wished that some of the students of Senior High School could be there to see the whole thing. He also suggested that the meeting to be held on Monday morning, the boys do not congregate around the side and the back of the stage. He suggested that the boys be invited as guests of honor and that these boys stand right in the center of audience and the girls stand on both sides of the boys.

Note: The tallying of the ballots took place Friday afternoon from 1 o'clock to 4 o'clock in the rooms of Miss Kay Damon and Miss Edythe Backus. The students present to help were: Haruko Fujii, Grace Ishida, Emiko Kozuma, Kenge Matsumoto, Connie Nakagawa, Miwako Shigekawa, Tachiko Tsuneyoshi, and Peggy Yamato.

The officers elected are:

President.....Goro Fujii	Girls' Athletic Manager....Lucy Hamada
Vice President...Lincoln Shimomura	Boys' Athletic Manager.....John Hirai
Secretary.....Margaret Murakami	Song Leader.....Lily Ikeda
Treasurer.....Atsushi Miyamoto	Yell Leader.....Roy Minami
Historian.....Koichi Yabutani	

Each of these officers were to be notified before Saturday morning to be present at Block 4 stage at 9 o'clock for a rehearsal for the installation service to be held Monday morning at Block 4 stage.

I had the privilege to the person to notify Goro Fujii of his election. He wore a poker face and merely said "Did I get it?" He was hoping that Hideo Kawami would get the office. His sisters were kidding that the other students said that they could see Goro's knees shaking and I told them it didn't look that way up on the stage. I asked Goro and he said, "Sure, they were!" His older sister said she didn't see how he could get the election when he used to be the most shyest boy anyone could find. Now Goro is worrying what he should say for installation services and immediately sat down to be prepared.

Miss Damon then served us lemonade.

JUNIOR HIGH SCHOOL ELECTION BALLOT

Friday, May 28, 1943

2nd & 4th periods

PRESIDENT (Vote for one)

Fujii, Goro - - - - - / /
 Kawanami, Hideo - - - - - / /
 Ohmura, John - - - - - / /
 Omori, Yusuke - - - - - / /

VICE PRESIDENT (Vote for one)

Chikahisa, Paul - - - - - / /
Shimomura, Lincoln - - - - - / /
 Yano, Frances - - - - - / /

SECRETARY (Vote for one)

Kitabayashi, Tamotsu - - - - - / /
Murakami, Margaret - - - - - / /
 Shindo, Clara - - - - - / /

TREASURER (Vote for one)

Miyamoto, Atsushi - - - - - / /
 Ochiyo, Betty - - - - - / /
 Yamato, Mary Jane - - - - - / /

HISTORIAN (Vote for one)

Takahashi, Lilyan - - - - - / /
 Watanabe, Ruth - - - - - / /
Yabutani, Koichi - - - - - / /

GIRLS' ATHLETIC MANAGER (Vote for one)

Hamada, Lucy - - - - - / /
 Hirabayashi, Masako - - - - - / /
 Hiura, Dorothy - - - - - / /
 Nakamura, Irene - - - - - / /
 Tanaka, Naoko - - - - - / /

BOYS' ATHLETIC MANAGER (Vote for one)

Fujiwara, John - - - - - / /
Hirai, John - - - - - / /
 Shiroua, Tom - - - - - / /

SONG LEADER (Vote for one)

Ikeda, Lily - - - - - / /
 Omori, Chizuko - - - - - / /
 Tashima, Frances - - - - - / /

YELL LEADER (Vote for one)

Asamen, Tatsuo - - - - - / /
Minami, Roy - - - - - / /
 Watanabe, Nancy - - - - - / /

6/10/43
(typed 6/12/43)

12 Recreation

(This afternoon go to the PTA Council meeting, Camp 3. The afternoon before had received a typewritten slip inviting me to be present. Went with Mrs. Burge and AG. The meeting was held at 1:30 in the 324 mess hall. When we came in, there were already quite a number gathered in the front of the mess hall. The meeting actually started about 1:45, some coming after that. Estimated about 20 evacuee women there in addition to Mr. Kagiwada. Also Mr. and Mrs. Potts, Miss Hemingway, and the three of us.

Before the meeting started, Mrs. Takimoto, Mr. Kagiwada and Mr. Potts sitting close together talking about the pens to be bought as awards for the graduating seniors. Mrs. Burge explains that she looked in Parker, but the cheapest they had there were pen and pencil sets at \$22.50. She suggests that the Brennans might be able to pick two up in LA where they are going this coming week, and also asks if they have tried to get them through Industry, saying that Mr. Harada through his many connections is sometimes able to get things for Industry that you can't find any other place. Mr. Kagiwada says that they tried through Community Enterprise, but the best that could do for them was a ten dollar pen at a 30% discount. They want two pens at \$5.00 each if it is possible to get them. Mrs. Burge says that tonight she will look in Needles to see if she can find any there, and if not then the Brennans will try in LA.

Then Mrs. Takemoto calls the meeting to order. She stands before a table toward the front of the room, with the secretary sitting beside her at the table. The other women are seated on the mess hall benches ~~leaving~~ occupying about two rows. There seem to be a majority of Issei present, for notice only about 5 would definitely call young. Mrs. Oye is absent. (Mrs. B. says that Mr. Oye returned from Internment last night.)

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First the Secretary calls the roll. She calls the names of the women and then mentions the block they represent. From the number of names read before the block, apparently no set number to represent each block for in some cases heard one name, in other cases two, and in still others three. Also during the roll, could not discover how they indicated their presence -- some women I noticed motioning with their hands, occasionally heard a low murmur, but in general could see nothing to acknowledge their presence.

After the roll call, Mrs. Takemoto asked for the Secretary to read the minutes. This was done. She reads them in English (is one of those would judge to be nisei, looks about late twenties or early thirties.) One of the matters taken up at the last meeting was that of awards to the high school seniors and a program to honor them. After she finished reading, Mrs. Takemoto said, "Do you think that needs to be interpreted Mr. Kagiwada or can it stand?" Mr. Kagiwada immediately comes to the front and starts to give it in Japanese, looking at the minutes and then interpreting. However, he adds a lot more, to it apparently as hear some names of places not included in the minutes and apparently explaining what Mrs. Burge has said about trying to get them from LA and the failure of CE and Mr. Fister to get them cheaper than \$10 less 30%. Notice that throughout the meeting, Mrs. T. will look uncertain and ask if it really needs to be interpreted -- Mr. Kagiwada thereupon always immediately starts to interpret.

When this is done, Mrs. T. asks if any corrections. There are none. She thereupon goes into the subject of awards again. Explains about the pens, saying that they had hoped to get them here for their program to honor the seniors but if that proves impossible, the pens will be presented at graduation. In the meantime, at the program the seniors will be ~~presented~~ presented with certificates. She says that she knows that they had decided that since they were to give the pens, they would not give the certificates. But by the time that was decided, it

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was too late to stop the certificates. They were already ~~printed~~ printed, and the PTA had to accept them. So they will present those to the students, but it will be without expense to the PTA. Somehow she and Mrs. ? will manage to meet the \$2.00 involved out of their own funds. If the pens come too late for the program, she imagines they can be presented by either Mr. Takaoka or Mr. Potts at graduation since she and Mr. Kagiwada are leaving Poston before graduation.

Mr. Kagiwada then interprets this. Notice that as Mrs. Takemoto speaks she seems to be somewhat nervous. Can't give evidence for this, but somehow gives EC impression that she is fearful of what the women are thinking, though their faces seem to give little expression to any emotion. This may be due to influence of what she has said at other times to EC about the women objecting to initiative being taken.

When this is interpreted, she says that she has some new business. Last Saturday she talked with the Education Committee of Mrs. Oye, Mrs. Hibi, and herself, and they decided to take it upon themselves to write to the Council about the possibility of obtaining money from the Trust Fund to be used for a scholarship. She has the secretary read their letter (which points out that many fine young people here who have the makings for leaders but need further education to bring out their possibilities, and pointing out a precedent for their request in action taken at Granada to provide a scholarship from Community funds.) Then the secretary reads the reply -- which comes from Takashima, the Chairman of the Council. He says that they have decided to give \$300 to a scholarship. The money is being given to the PTA which knows more about the needs and capabilities of the young people and who are to have the write to decide how the money shall be used. The secretary also shows a check for \$300.

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Mrs. T. says that since they have the check, they must now decide who is to have charge of the fund. She imagines that it will not be used until next fall. She herself thinks that there should be a committee to discuss how it should best be used, and then this could present its views to the PTA Council. As she has been thinking about it, it seems to her that Mrs. Hibi, as a member of the Council Education Committee, should be included on the committee. She also thinks that Mrs. Imai should be on it. Then suggests that the other women suggest other members. There is a long silence. Then the secretary suggests that since the Education Committee took it upon itself to write the letter, the PTA doesn't really have much to do with it. Mrs. T. explains that the money was given to the PTA and it is to decide how it is to be used. Another silence, and then some one suggests Mr. Potts as a member. (Before this Mr. Kagiwada has interpreted.) Mr. Potts speaks up and says that he might make a suggestion -- and that is that the signatures to go on the check should be made those of offices rather than individuals since individuals may go out but the offices will remain. That is the way they have done with various small school and class funds. He thinks also they might turn it over to Community Enterprise which would then give the Committee its check for the amount, or several checks. That is what he has done. He also suggests that a five member committee is better than a three, because then you are almost sure to have some people remaining on it who will be able to explain the business to new people coming in. There is some discussion of this -- primarily from a few younger women sitting near Mrs. Takemoto. The suggestion is made that in the meantime Mrs. Imai hold the check. She says she doesn't want to, and doesn't want to be on the committee because she isn't English speaking. This she says in English. Finally the names of five people are suggested. Mrs. Takemoto calls for a vote -- all in favor to say aye, those opposed, no. Hear a few ayes. No "nos." And the people are chosen. (Cather that most don't bother to express any preference.)

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Next Mrs. Takemoto brings up the matter of new officers. She says that she has already talked this matter over with the officers. (Gives impression -- get this from the whole meeting -- that there is a little group of people on the Council who make the plans and get most of the things done. They then inform the Council, hoping that it will be approved and rather dreading that it won't but knowing from experience that the other members won't make any suggestions anyway.) They thought that it might be a good idea to just have the ~~positions~~ positions carried on as they would normally and then have another election in the fall. Normally, Mr. Kagiwada as first vice-president would take her place, but they are leaving on the same day. Mr. Takaoka as second vice-president would then take over. After him the third-vice-president, then the secretary, and then the Treasurer. She asks if anyone else has any ideas. No one makes any suggestion so she puts it to the vote. There are a few ayes, then one no. She looks startled on hearing the "no." But starts the balloting for treasurer. Only one candidate is nominated, and is then elected. She then asks about the other officers -- someone says they thought that they had agreed to continue them, only each to move up a position. She mentions the "no." Apparently the person who said this laughs, and hear a murmur which interpret as meaning only joking. The matter is then abandoned, with the officers remaining in office until the fall elections.

Mrs. Takemoto says then that there is the matter of recreation. There have been a number of meetings on it, but somehow they haven't been able to get very far. Mrs. Oye was supposed to contact the Community Activities people, but apparently has not done so. She reads the program: folk dancing with Mrs. Lambert, setting time and ages; nature study with Mr. Anderson, setting time and ages, and then mentions story telling. Miss Hemingway says that they were ready to start but yesterday they learned that some mothers feel no need for story telling now, and that the afternoon is the wrong time to have it since the children are too hot then to do anything but lie around home. There is some discussion of this --

gives impression more interested in this than at anything that has come up at the meeting. They seem all to be opposed to story-telling in the afternoon. WH finally suggests that possibly could have story telling after school has closed for summer since then they may feel more need for that. They agree to let the matter rest there. Also notice that they seem to approve of the nature study idea --one of the younger women saying that all the children in her block seem to spend most of their time hunting insects and making insect collections.

Finally, Mrs. Takemoto mentions the children's lunch room --saying that it is now thought best to continue it until the 26th. She asks if they think the women in their blocks will be willing to continue to help with that until the 26th, or if they feel it is too hot now to come up here. Hear general murmurs that the women will continue to work with that. Mrs. T. says that when take this back to the women in the blocks, must be sure to express the gratitude of the PTA for their help in the mess hall. "It won't hurt to say many times how much they have done and how much it is appreciated." She thinks that the objections she has heard that the women have been making is due to their feeling that their work has gone unappreciated.

She then announced that at the next PTA meeting, the Caucasian teachers are to be hostesses for the lunch. And besides honoring the students, they will honor the woman in charge of the Children's Mess. She carefully says that in honoring her it will not cost the PTA any money -- but just something to show their appreciation to her as a group.

The meeting then breaks up. It has been very hot all through. This mess hall has coolers, but the windows are wide open and it seems as hot as an uncooled one. EC would say meeting apathetic, but very possibly this due to different expression of interest by these women.

(LB says later that CT has told her that reason Recreation Plans broke down and seemed weak when presented was that the mothers opposed strongly the story hour and made fun of the idea when someone mentioned it to them.)

Minutes, EC

Meeting of Unit 3 Teachers with Dr. Powell

(This meeting called at 9:00 in the 324 Study Hall. Hear that Dr. Powell to meet with the teachers of II later in the morning, and with those of I sometime in the afternoon. He is to tell them about the school policy for next year. The meeting starts a few minutes late. All the Caucasian teachers are there, many evacuee. Estimate about 35 to 40 people in the building. Dr. Powell stands in front, leaning against table with his hands in pockets talking. Then a vacant row or so of chairs, a scattering of teachers, then most of the teachers, and a few standing in the back. There is some tendency for the Caucasians to sit together, and the evacuees to sit together. Caucasians more concentrated toward the front, evacuees to the rear. Notice that when comes time for discussion, none of the evacuee teachers make any comments. About four Caucasian teachers do, but others silent.)

Dr. Powell: Well, we might as well begin with this. I have talked it over with Mr. Head and we are recommending that Dr. Harris be made director of Education. It is not settled as yet -- as you know in government work it is hard to predict what will happen. But we are recommending it.

Here is the general situation I find myself confronted with. We have been trying to decide what should be done. Miles Cary, being the sort of person he is, felt very strongly he should not make decisions that would carry on after he was gone, the dead hand of the past on the future.

The problem this past year has been, as nearly as I can make out -- remember I'm coming to this as a good deal of a stranger -- I found the problem was one of three unit schools centered in a director and the supervisors to hold them together. At a guess I would say that that system

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depended pretty much on the presence and ideas of Miles Cary. My idea is that the centralized system has had to fight against the centrifugal force of the three schools themselves. The tendency of the three schools is to treat themselves as three separate projects instead of units of one project. However, my judgement has been -- under the circumstances and with the increased uncertainty of personnel -- I might say in parenthesis here that Poston has so far had less turnover ~~per~~ of personnel than any of the Projects (elaborates on this for a moment) Poston has had an unusual degree of continuity of personnel during the past year. But I wouldn't venture more than a zinc penny on any of you or the other residents of Poston staying here a full year after the first of June. Partially for that reason, it seems to me to be wise to lay our emphasis this year on building three strong unit schools. And then instead of an overall system, I thought we could develop our overall policies with the conference method by regarding the teachers as a group of experts and letting them out of their experience develop policies having unity where necessary or desirable. In other words, instead of trying to develop a system and developing strength at the top, I would rather take what strength we have at the top and distribute it so that we have three strong systems capable of surviving in themselves.

There is one other factor. Wherever possible, we should conserve the experience of having been in Poston. If you examine the records, the attitudes, the interests of any individual -- you'd find a very large number of people who seem ideally suited to this job here. They only lack one thing, that is the experience of having been in Poston. That can never be duplicated. The only way you can have it is by being here, being exposed to it. It is composed of a number of factors -- peculiar government methods as interpreted here, the tangle between Indian Service

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and WRA, and also the character of the people here. We were offered from Washington State, strongly recommended, a candidate for the position of director. He was recommended in the highest possible terms. His record I think is very interesting. Looking at it however from inside Poston it is rather touching. He is a young man of enormous enthusiasm, a good deal of training in Teachers College. His special field is the "Integration of the School System into Regional Planning." (Explains something about the hold the idea of regional planning has in the northwest following the visit there of Louis Mumford.) The picture I haven't been able to get out of my head is that enthusiasm and approach coming down here into this sandy little island in a hostile state, where a certain expenditure of energy is in looking back rather than ahead. And where the idea is to convert a boom town into a ghost town. I can see him breaking his heart in three months. So I asked him if he would come in as principle of one of the three schools, which he said he would do. He agreed he would probably find out about Poston quicker if he were in charge of one school rather than if supervising the three schools.

In that situation, my judgment was that on several counts, Dr. Harris was the senior and should be promoted to Director and Mr. Hahn should come in as one of the principles with his enthusiasm. Now that's the way part of my thinking has gone.

I'd like to know if any of you think I'm off the track on that, if in revising Dr. Cary's plan of strong central system and laying emphasis on strong unit schools, if I am in danger of breaking down something here. Mrs. Robertson, what do you think about it?

(Teachers been sitting quietly listening -- faces show nothing. Mrs. Flynn taking notes on the talk.)

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Mrs. Robertson: I would like to know more about it. (Tone noncommittal)

Do you mean by this, that Miss Morrison for instance would be in only one school?

Powell: My suggestion would be that the present supervisors be invited to serve as principals of unit schools and then Miss Morrison's special skill in elementary schools still be used. Say she was principal, then the elementary staff --- I should add another picture. Supposing Miss Morrison was one of the unit principals. With the separate of elementary and high school buildings in Units 2 and 3, we are going to need separate elementary heads even if we don't have those positions on our budget. Then the three principals would act as an executive committee on elementary curriculum with Miss Morrison as advisor and recognized expert, instead of ~~for~~ her spending her time on three schools none of which is hers. I propose having a conference system.

In the same way, the high school principals as high school principal would operate as a committee.

One other notion involved in this idea of strengthening the unit schools, the department heads would be asked to teach at least in the morning in their own unit, and the help that they can give to the other two units would be given through the committee or conference method. They would be the recognized experts in their field. I have heard from various people in all three units that they felt that the enormous amount of skill and experience the department heads have has not been used to the full for the benefit of teachers and pupils. Of course though, you can't lay down hard and fast rules for that. Miss Lawson for example would grow faint at the thought of teaching if you called it teaching. You know you don't make rules that dispose of everybody at the same blow.

The picture is: the unit supervisors will be asked to take

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schools and will be given the assistance of department heads. If we can stretch the budget, they will get Executive Assistants too.

I think that the units would feel more secure in that type of system which could afford the turn over of a few people rather than a strong system which depends on one or two people who may be lost at any time. It's a question of the reinvestment of our personnel.

We may as ~~well~~ well go into the whole thing now -- my suggestion is -- Mr. Potts has asked to be allowed to go back to USC to continue his studies next year. The suggestion I would make to Dr. Harris, and to you for discussion is that Miss Cushman be allowed to come down here as principal. It seems to me that her student work is quite strong. She is very active also in a committee set up by the block managers and Executive Committee -- a sort of Juvenile committee for the control of delinquency. And Miss Cushman has been working with that group and is very valuable to it through her understanding of students and her insistence that they don't make rules to cover everyone but make diagnoses. I know that Ken Sato is worried about the same sort of thing here. Instead of throwing all our reinvestments into Camp I, I would hope that if Miss Cushman came down here she could help the something happen down here. That is something one can't announce will happen. Miss Cushman isn't even decided in her own mind if she will be back. She too has graduate studies hanging over her head.

There are of course alternatives to that. But let's think of that now for a moment as an illustration of what I would like to do. I'd rather see Miss Cushman use that strength in one of the units schools rather than spread it over all three, where half her strength is spent wrestling with her conscience because whatever unit she is in she thinks she should be in one of the others. And once again, although I may be wrong in this, I think

that a strong person at the head of a given school can be replaced, but an overall person, it creates more confusion if that person leaves. I don't know, I'm not too sure, but that's as clear as my judgment can be gotten at the moment.

I would like comment or controversy on this suggestion. Do you think it would make Camp 3 feel more like an orphan, as though nobody would ever get down here then?

Mrs. Lambert: It might make us feel more important.

Mrs. McNulty: It seemed as though the bottom dropped out when we heard Dr. Cary was leaving.

Dr. Powell: (Looking at floor, then smiles) I know. I have the feeling that the second year in Poston is going to see more turnover of personnel than the first.

Mrs. Lambert: If your plans don't materialize, could we make suggestions?

Dr. Powell: I would welcome suggestions. So far I have made one suggestion, but other alternatives are possible. If you want to make them to me privately or write me notes about them, or whatever you prefer to do, I'd welcome them. If we went about it the right way, we'd consult the students first, and the teachers would have a very strong voice. As a unit system rather than an over-all system, the voice of the teachers is even more important it seems to me. I may be wrong about this. But if we're going to have a strong system, we must be sure you can work together.

Mrs. Lambert: Well, we have one person in our midst that I think everybody would be pleased to have as a leader in Camp 3.

JF (smiling at her) That is one of the alternatives.

Mrs. Lambert: This person has a way of twisting us around her finger so that we do what she wants us to, instead of she doing what we want her to. I believe we could go on record as saying we would like that.

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JP: She isn't sitting a thousand miles from you either. (Smiling again -- Mrs. Lambert sitting next to Mrs. Robertson. Notice Mrs. Flynn in her note taking writing that Mrs. L. talking about Mrs. R.) I'm glad to have that recommendation. Of course it's assumed all around that we're talking about the same person.

Mrs. Lambert: Oh, I think we are. (Laughter)

(Long silence, last ing number of second, and nothing further volunteered)

JP: To go back to my first suggestion,, do you think the unit would feel fur ther apart if we did not maintain the detached supervisors? I feel rather strongly about them. I~~s~~ was supposed to be one myself, with the result that I never knew where I was.

Mrs. McNulty: I don't think we would feel any weaker. We might feel further apart.

JP: Of course, the only think that can excuse the separation of personnel among the system, is the agreement of these people to get back together regularly and frequently in conference. So the only condition on which I think we could agree to induce this greater separateness among the units is to call us all together frequently. That is one thing Dr. Cary has believed in and did pretty well through the conferences.

Mrs. McNulty: I think even if we didn't see each other, we still would profit with three strong units.

JP: So the problem becomes one of reinvestment of personnel, so as to conserve to the greatest possible extent Poston experience. So to come down to cases. We have both Miss Cushman and Miss Morrison to reinvest.

We have one advantage this year for next fall's planning. That is our being together at Apache. I think myself the program is too overloaded. A lot of that program is going to be a squeezed right out. I would like to see Apache used as a place for finding ourselves and reorientation, to begin to

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to get our feeling for personnel organized on unit schools up there.

I know so far of one new principle and one or two very promising sounding teachers coming in to go to Apache with us. From the present statistics we're going to be short from 20 to 30 teachers of the quota. Our total teacher budget, I believe, is \$7 for next year. That is, the teachers coming in from outside. 10 of those in the past have been the department heads. One very strong reason for urging that the department heads get in and function as teachers is that the department heads are taken out of our quota.

What I've tried to indicate as much as possible is the direction in which my thinking is crystalizing. If it seems to be in error, I wish you would tell me here in public or in private, so that the judgment we finally arrive at is based on factors we all know about and our agreed upon.

Miss Dean: Dr. Powell, are you wanting us as a group to approve your choice of director?

JP: I'd like to discuss it. Do you approve it?

(There is off record discussion, Dr. Powell speaking again of his feeling that Dr. Harris has seniority and therefore should have choice of job, but Dr. Harris doesn't want to take it unless has backing of teachers. Apparently the feeling of the teachers here is that they don't know much about Dr. Harris but they think he is probably a good choice.)

JP: Because of the set-up here, my feeling is that a man seems to be indicated. In terms of combination of training and background and Poston experience, it seems to me too that he was the most logical candidate. It seems to me, putting it in the very weakest terms, that it would be unfair to Dr. Harris in view of the past year not to give him his chance. That's the weakest statement I can make of the matter. And I felt in Dr. Hahn's case, it would be rather a waste of time explaining how we did things last year. There

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was also a certain loss of sympathy with a man coming in here who didn't know it when we had no books, no grass, no chairs. You can't communicate that experience. It's the having shared in the Poston experience for a year. So I think we should give Dr. Hahn a chance to absorb the Poston experience a little more before he takes responsibility. I have not assumed that we have any alternative choice in the matter of directors. In the case of the principalship of II and III there are genuine alternatives. In the use of the master teachers, there is planning to be done. I would like to work that out together.

That's all the message I had to bring you. If you have other questions, I would be glad to stay around and talk with any of you.

Mrs. McNulty: Do we get our raise?

JP: Thank you for reminding me of that. Mr. Head, Mr. Smith, Mr. Empie have all agreed that we will set up our chart on the WRA schedule. It makes a difference of \$200 on the high school level, \$300 for heads, \$300 for principals, but does not affect the elementary teachers. The status of that is this -- last fall when we proposed the WRA schedule, the Department of Interior said Poston is an Indian Service school and if the basis differs from other Indian Service schools, we will be faced with the problem of defending this. Therefore you will please follow the Indian Service schedule. Well, the experience of the year has shown that we are not really much concerned with the Indian Service or Department of Interior. Oh, Mr. Iches gets called up when something goes wrong, but by and large he has little to do with Poston. And the Indian Service is thinking of dropping out -- it probably would have already if the Dies Committee had not come along and stepped on its toes so it got angry and said, "We'll never let go now." But when this dies down, it probably will come up again. It seems to me foolish to start the school year on the Indian Service schedule, when we may have nothing to do with the Indian Service by the end of the year.

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We are not in competition with the Indian Service Schools in any event, whereas we are in direct competition and combination with WRA projects. The Project administration is united in its determination to push that. ~~Another~~

(Another of the Caucasian teachers asks a question regarding salaries)

Powell: I personally regard Poston at the moment as having a hell of a good teaching force and I'm very glad to see that most of them plan to come back according to your declaration of intentions. There will be some losses, but on the whole, I expect to see a good force back here.

Of course, the main field of turnover we must expect is among our resident teachers, all of whom I hope will go out and leave us in a hell of a lot of trouble. I think you should go out. I think if the teachers relocate a multitude of students will be going out after them. Can't you see a thousand of them in St. Louis. How about putting Block 324 right down in the midst of St. Louis. (He laughs, and so do the teachers.)

(Then the meeting breaks up -- leave immediately but notice so do most of the teachers. At noon ask the hakejins what they thought of his plan. They seemed more or less in favor of it, saying they approve the choice of Dr. Harris for Director of Education, and think Miss Cushman would make a good principal. As for the decentralization, they seem to feel that the idea is all right but they haven't much to say on it.)

54. Schools

Announcement of the cancellation for Teacher's Training Session at Fort Apache. Informal conversation with Tee Mikami, teacher, by II.

"This afternoon when they called a special meeting of the teachers, I saw Mr. Burge, Mr. Nelson, Dr. Harris and a lot of the big shots there. I said to myself, "Oh, oh, & this means that something bad." Peggy, my friend, called me over and said there is some awfully bad news.

"When Mr. Burge got up, his eyes were kind of watery when he said, 'I have some very bad news for you'. He said that the Fort Apache trip was cancelled because the Governor of Arizona kicked and in view of the anti-Japanese feelings in Arizona, to see a ~~xxx~~ large group of Japanese riding in Sante Fe busses might make it bad for the rest of the Japanese...

"But I don't ~~w~~ think that's the only reason for the cancellation. I think there is some dirty politics going on. I don't think that Mr. Beatty and Mr. Howard (on the staff of the Indian Service education section) ~~x~~ know about this yet.

"You ought to see the kids when they heard this news. Nobody said a word...Dr. Harris asked if there were any questions. Finally one person said that there would have been plenty of questions if they were going to Fort Apache.

"We are going through with the training session plans held to be ~~held~~ here in Poston. Te legrams have been sent to teachers on vacation to report to Poston. I understand that there will be some ~~x~~ young teachers coming to teach ~~!xxxx~~ ~~xxxx~~

(The above are quotations from what she told me).

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Block Volunteers for School Construction

	Date	Blk.	Population	No. of Vol. 1st round	No. of Vol. 2nd round	Percentage
	<u>For 2nd round</u>					
July	13	2	224	24	25	
	14	12	178	23	18	
	15	15	115	22	31	
	16	18	227	37	36	
	19	30	241	32	35	
	20	31	221	31	33	
	21	17	258	37	48	
	22	42	199	37½	58	
	23	26	263	45	53	
	26	27	218	34½	28	
	27	28	224	40	32	
	28	16	245	42	12	
	29	32	249	42	24	
	30	13	265	48	31	
August	2	5	172	34		
	3	3	269	54		
	4	38	251	51		
	5	45	219	47		
	6	60	222	57		
	9	4	242	50		
	10	36	252	55		
	11	39	269	64		
	12	21	179	42		
	13	22	224	53		
	16	37	230	54		
	17	54	258	90		
	18	11	190	47		
	19	6	179	49		
	20	19	242	67		
	23	14	239	67		
	24	43	273	61		
	25	44	239	75		
	26	46	214	69		
	27	53	228	90		
	30	35	233	100		
	31	59	247	113		