

POSTON

HIGHLIGHT

INTRODUCTION

Resettlement has been the main underlying thought during the course of study for Mrs. Courages's Junior Core Classes. Our development by the process of accumulating knowledge is based primarily on the stepping stone of actual experience.

These small contributions which we accumulated and made into "The Poston Hi-Lights" have been written about actual experiences of the hardships that were encountered when we first came here and of the present life in Poston.

In order to resettle outside we, who are on this side of the fence and you, who are on the other side, must understand each other. Contacting each other is one of the best methods of promoting better understanding and friendship.

This album, which covers the record of events following evacuation, is sent to you with the hope of accomplishing that purpose.

POSTON

The Jap. Center on the Colorado River is named Poston honoring Charles D. Poston often called "Father of Arizona." It is the third largest city in Arizona and is in the heart of a desert wilderness. The name Poston covers Camp I built to house 10,000 Japanese and several hundred American officials directing the project. Camp II, three miles further, houses 5000 and Camp III, another 3 miles south, is the same size as Camp II. Quarters consist of long barracks, each 20X100 feet. They are built of wood and sealed outside with roofing paper. There are 1600 of these long buildings with three partitions making four 20X25 rooms. From 5 to 9 persons occupy a room but the average number is six persons.

As project director the Indian Service provided postmans with Mr. Wade Head. Other personnels includes Nell Findley, Community Service, H. A. Mathielson to make the colony self supporting, Russel Fister, to organize stores and shops, Dr. Lee Schnurr, to establish a hospital and direct the medical works, Ted Haas, Attorney to help Jap. in legal matters, Norris James, to take over the press affairs.

Each resident 16 years and older may enlist in the War Relocation Work Corporation. The pay is \$16 for unskilled and \$19 for skilled and professional services. In addition to pay, they receive food, water, and electricity. It is planned to issue work clothes to certain type of laborers. Each persons works approximately 44 hours a week.

The unit of administration is the block. There are 14 apartment houses, a dining room, recreation hall, latrine with showers, laundry and ironing rooms on a block. Each block has its Japanese manager who represents his block on matters of community administration.

Each day trucks enter camp, bringing good supplies through the Army Quartermaster Department in Los Angeles. We eat 57 tons of food per day while approximately 15,000 pounds are garbage.

COLORADO RIVER RELOCATION CENTER
Poston, Arizona

McLaren
Date: *Early in 1944*

FACTS ABOUT POSTON

The Colorado River Relocation Center is located near the Colorado River, about 17 miles south of the town of Parker, Ariz., which is the nearest railroad station. The project is situated on lands of an Indian Reservation and is administered by the War Relocation Authority, under the Department of the Interior.

There are three separate units in the center situated about three miles apart. The postoffice at the center is a branch of the Phoenix, Arizona, postoffice which goes by the name of POSTON. The center is, however, 175 west of the city of Phoenix and ~~175~~ west of the city of Phoenix and 175 north of Yuma.

There is ample land included in the area and plenty of water for irrigation. Some 2,500 acres will be ready for cultivation by the first of October 1944 under present plans.

Besides the crop lands the center operates hog and poultry projects to supply local needs.

The center is in desert land with an annual rainfall of only about 3½ inches. The altitude is only 350 feet above sea level.

The temperature is high during most of the summer months and moderate during the winter. The range runs all the way from an extreme low of 20 degrees F. to a high of 125 degrees F. The humidity is generally low, especially during the early spring and summer although higher as the season advances. There are numerous dust storms.

Poston, as our project is more familiarly called, is located in the southwestern part of Arizona. Our east bank of the river is a wide flat desert valley, rimmed by truncated mesas and bare rocky peaks. Just across the river loom the hills of California, as wild and jagged as our Arizona ranges. Over the flat miles of the valley stretches the gnarled gray growth of mesquite trees.

Into this country of strange lonely beauty, but forbidding in its aspects to man, came in 1942 more than 17,000 bewildered emigres from California. Most of them arrived in mid-summer, when the sun scorched pitilessly on the bare earth, and the wind whipped the sand of new plowed field and eroded mesa into merciless dust storms. Veterans of that summer say conditions were unbearable, but like new pioneers on a new frontier, the evacuees did bear the conditions and conquered them.

Jan. 1944?
Today, after nearly two years of settlement, the results of their efforts can be plainly seen. Where before were only dust and mesquite are new vast irrigated fields of spinach and lettuce, alfalfa, barley, and many other crops. The evacuees still live in

long low barracks with tar paper walls, but around nearly every doorstep is a garden of flowers, grass, and desert shrubs. Often a gracefully curved tiny Japanese bridge made of mesquite logs leads over a man-made brook to a quaint little grassy island.

Each barrack is divided into several one or two room 'apartments,' and each 'apartment' houses an entire family. Fourteen barracks make up one block, which is the basic unit of project administration. Each block has its own mess hall, wash house, and central lavatory and shower buildings. The individual apartments are not equipped with bathroom or cooking facilities. Electricity is used for lighting.

The center was planned to accommodate approximately 20,000 people. Unit I is about twice the size of the other two units. The present population is slightly above 11,000 in all.

The cooperative enterprises operate stores of various kinds, eleven for the general sale of goods. There are also canteens and service establishments including shoe repair, barber and beauty shops, watch repair and radio repair shops.

There is a well equipped hospital in Unit One which serves for all three units, with a capacity of 250 beds.

New school buildings have been constructed and it is expected that by the opening of the fall term adobe buildings will be ready for about 75 percent of the pupils. There are high schools ready at Unit 2 and 3 and the high school in Unit I is under construction.

There are movies shown at all three units.

The purpose of the relocation centers is indicated by their name. They are a temporary haven for the evacuees until they can make more permanent resettlement plans.

Contrary to some erroneous ideas, centers like Poston are not concentration camps for alien enemies. Two-thirds of the evacuees are not aliens but American citizens one or two generations removed from the immigrant group. Most of them have never seen Japan. They were educated in American schools, and they read American funny papers, follow American sports, and dress and act and talk like typical American young people. To them it has come as a distinct shock to find that their cherished birthright as American citizens was not inviolate, that they could be forcibly removed from their homes without due process of law, and that a section of their native land could be marked off with "No Trespassing" signs for them.

The aliens who live in the relocation centers are those against whom there has been no suspicion of pro-Japanese activity, or those who have been released or paroled after thorough investigation. Aliens and citizens of Japanese ancestry who have indicated that their sympathies lie with Japan are segregated into the Tule Lake Center in northern California. Aliens charged with pro-Japanese activity are held by the Department of Justice in detention stations.

POSTON'S VITAL STATISTICS

1. Poston Relocation Center possesses the one and only amphitheatre.
2. The dust here is known as Poston Fog.
3. Wednesday nights are always reserved for the free movies shown at the Cottonwood Bowl Amphitheatre.
4. There are no worries for medical services. You can have six teeth pulled out or see the doctors twenty times and still it would not cost you a cent.
5. Even though it is the third largest city in Arizona with a population of 17,000 residents, it has:
 - a. No place of special interest
 - b. Not a single bath tub
 - c. No paved street
 - d. Was built in a very short while
 - e. Not located on maps or mentioned in encyclopedias
 - f. Nobody has a private car
6. Although you see nothing but buildings, not a skyscraper is in sight.
7. The residents here are of one racial group.
8. Radio station, cameras, liquor, or airport are unseen in this city.
9. For both the rich and the poor, the homes are alike.
10. The traditional school houses are nothing but barrack building.
11. Japanese students are taught by the Japanese teachers, to some of them their own brothers, sisters, or relatives.
12. Without working one is able to live.
13. Both the American and National League in basketball are composed of Japanese players.
14. A new fad-getas are frequently worn by the residents, day and night.
15. Wooden Christmas Greeting Cards were effectively made for the Christmas Holiday.
16. From little tots to grandpas, the residents receive clothing allowances.

THE COMMUNITY COUNCIL

In order to insure the needs and treat the complaint of the population which comprise this community the W.R.A. in planning the evacuation and relocation of Japanese, made provisions for a body which today has become the Temporary Community Council. At the present time, this the only group of its kind officially recognized by the W.R.A., and whereas all other representative bodies are under the community administration, The Community Council is through the direct authorization of the W.R.A..

This Council consist of one Representative and one Advisor from each block of the community and are chosen by all member eligible for the War Relocation Work Corps., that is anyone over sixteen years of age.

The qualifications require that each block Representative shall be a citizens of the United States over 21 years of age and a resident of the block he represents. Through the efforts and vigilance of those men, the adjustment, or problems, affecting the community is made possible.

Because of the great experiences and knowledge of community life, problems, etc., among the older generation, an Advisory Board of the Temporary Community Council has been organized to aid the Representatives in their work and decision. The qualification for Advisors are the same as Representatives, except that the former must be an Issei (citizen of Japan) are of the members offer their services voluntarily.

In our community of Poston, Camp II, this body has chosed Mr. John Maeno as their chairman, to lead in the work of the group. For the efficiency of the Council, seventeen committees have been formed--the Fair Practice Board, Ag., Food, Community Enterprises, Labor and Employment, etc., each with it specific function and duties. In acting as the recommendation boars for the mutual benefit of the Community, all matters pertaining to revisions, recommendation, suggested projects, etc., are investigated by one of the committee before definite action or decision is taken. This group has proved very instrumental in the well being of the Community this year. A Permanent Community Council will be elected to continue the work of the present organization.

POSTON SCHOOL CODE

Dec. 28, 1943

The Community Council of the Community of Poston do ordain the following Poston School code:

I. Compulsory Attendance. Every person in Poston having control of any child between the age of six and eighteen years, shall send such child to the Poston Schools for the full time that such schools are in session within the Unit in which such child resides, provided that such person shall be excused from such duty by the Director of Education or such party or parties that he may designate and the Youth Counseling Board, if such an organization is in existence, and if not, the Judicial Commission of the particular unit in which the child resides. Such excuses may be granted if one or more of the following exists:

(a) That such child is in such physical or mental condition as to render such attendance inexpedient or impracticable;

(b) And if presented any reasons for such non-attendance satisfactory to such party, parties, and/or boards as herein authorized to pass on such excuses;

(c) Or, is over 16 years of age and it is adjudged by the party, parties and/or boards herein authorized to pass on excuses that such child will benefit more from full-time employment at an approved lawful wage earning occupation than from continued attendance at school;

(d) Or, has completed the requirements for graduation from the senior high school.

I II. Employment of Minors. No child under the age of eighteen years shall be employed by any person during the hours that the schools are in session unless such child shall present a work permit from the school principal, or his authorized agent, stating the hours of the school day during which employment is approved; or unless such child shall present a certificate from the Director of Education stating that he has been excused from attendance from school for one of the reasons set forth in Section "I" above, which certificate may be revoked at any time. A record of the nature of such employment and the employer's evaluation of the work of such a child shall be incorporated in the child's permanent school record.

III. Truant Officers. The Director of Education may appoint an attendance officer or officers who shall see that the regulations regarding the employment of minors and their attendance at school are obeyed. He may, without a warrant, bring children, who are absent from school without a proper legal excuse, before the authority competent to hear and dispose of such cases and may enter all places where children may be employed to investigate and enforce this regulation.

IV. Liability of Parents. Any pupil who cuts, defaces or otherwise injures any school property with criminal intent or without due care is liable to suspension or expulsion, and upon complaint of the Education Administrative Council, the parents or guardians of such pupils shall be liable for such damage.

V. Violations of Previous Sections. Any person violating the provisions of the preceding section shall be guilty of an offense.

Approved and unanimously adopted by the Poston Community Council on the 28th day of December, 1943 at eleven o'clock.

POSTON COMMUNITY COUNCIL

/s/ K. J. Takashima
K. J. Takashima
Chairman

1944-45

Attendance Rules and ProceduresI Rules regarding attendance;

1) All students will attend all classes, and record room, throughout the length of each period, unless officially excused. There will be no excuses from record room attendance.

Students who find it necessary to use school time for medical or dental appointments will be required to secure a Clinic Appointment and Report form, signed by a physician, dentist, or a nurse.

2) No classes may be dismissed before the end of the period unless special arrangements have been made by the teacher with the school principal.

Note: State accreditation standards require not less than 120 sixty-minute periods or 160 forty-five minute periods. Dismissing classes early tends to reduce materially the amount of available instructional time, and also to disturb and demoralize other classes.

3) The Core Studies class section will be used as the basic attendance record unit.

4) Regular class periods shall be not less than ~~50~~⁵⁵ minutes in length, except for social occasions when early dismissal requires a reduction to the minimum length of 40 minutes. The Record Room will be 10 minutes in length.

II Rules regarding absences;

1) A written explanation will be required for all absences. In case the parent cannot write in English, a signature in the Japanese language will be acceptable. In all cases, the relationship of the signer to the student should be stated.

2) Illness will be the only legitimate reason for absence unless arrangements have been made in advance and approved by the principal, vice-principal or the registrar.

In case of illness as a reason for absence, a statement signed by the physician, public health nurse or by the parent will be required.

3) Regardless of the reason for absence, all studies missed must be made up to the satisfaction of the teacher or teachers if the student hopes to receive credit for that portion of the course missed. It will be the student's responsibility to make up all work which was required of other students during his absence or tardiness.

III Rules regarding tardiness;

1) Pupils must be in the classroom ready for work when the second bell rings. Any student entering the classroom after the second bell has stopped ringing will be counted as tardy. If a student is tardy three times during one quarter, he shall not receive higher than a "C" on Dependability on the quarterly reports. If tardy more than three times during a quarter, a student may not receive higher than a "D" in Dependability. These ratings will be considered in evaluating the student's credits for the year.

IV Attendance procedure:

1) Students's responsibilities and procedures:

Whenever possible, the student will notify the teacher in advance of inability to attend regularly assigned classes.

Immediately following absence, it is the responsibility of the students to do as follows;

- a) Secure a written explanation of the reason for absence, signed by physician, public health nurse, parent, or legal guardian.
- b) Present this written explanation to each teacher in turn for signature as he reports to the classes from which he was absent. The last teacher will retain the written excuse and attach it to the Daily Attendance Report for that day.
- c) On the day of re-entering class, the student must secure from the teacher an explicit assignment of work missed during his absence.
- d) It will also be the student's responsibility to report back to the teacher when the assignment is completed.

2) Teacher's responsibilities and procedures: (Secondary Division)

- a) Every teacher will fill out the Daily Attendance Report in full giving as complete information as possible on the form provided and have it ready for collection by a member of the office staff within ten minutes after the beginning of the sixth period each day. Any written explanations of absence for the day should be attached.
- b) Each teacher will act as Record Room teacher for ten minutes each day at the Record Room and Announcement period at which time she will take the attendance report of the Core Studies section assigned to her. On Friday of each week she will turn in a Record Room Weekly Attendance Report.
- c) Teachers will require students to submit written explanations for absences upon re-entering class after absence for any reason.
If a student returns to class without a written explanation or with one which the teacher has good reason to believe does not meet the requirements for written explanations as set forth in Sec. IV (1-a) she shall refuse the student admittance until he presents such written explanation. Absences thus accumulated by the student shall count as unexcused absences.
- d) Teachers will please refer pupils to the health counselor at the first sign of illness or disease. The pupil will then be referred to the nurse or doctor. First period teachers are requested to be especially alert in this regard.

Teachers' responsibilities and procedures; (Elementary Division)

- a) Every teacher will keep a classroom attendance record.
- b) Every teacher will send a Daily Attendance Report to the Elementary Division Attendance Office immediately after the morning health inspection period.
- c) Each teacher will turn in a Record Room Weekly Attendance Report each Friday.
- d) Pupils suspected of illness or contagious disease must be referred immediately to the Health Counselor in the health room.
- 5) Attendance Office responsibilities and procedure:

The assistant principal and the attendance clerks will function as the attendance office. This office will be responsible for the collection of the teachers' Daily Attendance Reports for the preparation of the Weekly Attendance Summary, Poston School Statistical Report, and the W.R.A. Monthly Report. This office will also be responsible for evaluating the written explanations of absence turned in each week, interview students who are absent without excuse, and for carrying on a follow-up program with students habitually tardy or absent, e.g. conferring with parents, checking absentee's school program against part-time employment, health, etc.

V Description of Forms:

1) Daily Attendance Report (Attendance form 1)

This report is intended to give a complete report of attendance, absence and tardiness in each room.

2) Record Room Weekly Attendance Report.

This form will be a weekly report of enrollment, attendance and A.D.A. It will be kept by the record room teachers and turned into the Attendance Office on Friday of each week.

3) Weekly attendance summary.

This summary will be prepared at the attendance office from Daily Attendance Reports. This summary will be used as the basis for the Poston School Statistical Report.

4) Poston Statistical Report.

This is a report from the local school to the office of the Director of Education. This report will be used in connection with W.R.A. Monthly Report.

5) W.R.A. Monthly Report.

This is a report to the office of the Director of Education at the close of each month. It will be prepared by the attendance office.

6) Clinic Appointment Report. Instructions: (see form)

7) Request for Leaving Class.

This form will be used for all absences from class ^{other than} ~~that result from~~ illness or Clinic appointment. The request will originate with the student, will be made in advance of absence, and must bear the ^{approving} signatures of all teachers concerned as well as that of the advisor. It shall then be returned to the office. ^{a parent or guardian and} ~~If approved~~ ^{and advisors} by the principal or vice-principal, the student may leave the class and proceed upon his errand or business.

Note: Requests for leaving class will be made only for emergency purposes, ~~only~~ and not for business that can be transacted after class hours or on Saturdays.

COMMUNITY ENTERPRISE

• At the very first, Community Enterprise started without any funds. The first group that enter this ~~camp~~ wanted a store to buy things so they asked Mr. Head to start a small store. At the beginning 10 to 15 wholesalers gave credit but now they are able to pay cash. They make more than \$9,000 net profit monthly.

In October, 1941 the bottles of soda water was found contaminated therefore weren't sold at the canteen temporarily. The Army clamped down on the factory and stopped its sale. The two factories are in Parker and San Fernando Valley.

• The Community Enterprises are worked together but the accounts are kept separeately.

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HOME LIFE OR BLOCK LIFE OF POSTON

Poston is very hot, roasting everyone like a chicken in an oven.

In our block we are fortunate to have lights for night basketball games. Practically every night there is a game going on that I can enjoy. I enjoy night games very much. I am quite sure others approve of them too, since most young boys and girls are then off from their work and they give them an evening of pleasure, a hard thing to get in Poston.

Every night I watch the games and I think it is very exciting to play under the lights before many spectators.

We, Junior Girls of Block 280 played a game under the lights of our court and I felt very excited and nervous before the game. But after we started to play, it wasn't so bad. That night was the first basketball game I ever played under lights and in front of so many spectators. I hope to play again sometime.

I also play in a pingpong tournament for our team. I usually go to our Recreation Hall to practice for our tournament.

The open field in front of our barracks is cultivated and it is very dusty when ever we have a south wind. They are planning to plant corn and alfalfa to keep the dust down.

Our mess hall gets ~~so~~ stuffy that I always lose my appetite to eat.

Our apartment is also dusty for I live right in front of the open field. Everything in our apartment is all covered with dust.

On Sturdays I help mother with some washing and at evening I attend the Girl Scout's meeting.

Yoshiko Matsuo
Eighth Grade
M.C. Smith

FIRST SAND-STORM ENCOUNTERED IN POSTON

On June 29, 1942, I reached Poston to live here indefinitely. It was only three days later when I felt the worst misery in all my years. It was a dust storm; the biggest dust-storm they ever had in Arizona for a "heck of a long time", so the Indians told us.

Having come from the coast with cool weather of 80° and then coming to Poston of 120°, I was stricken in bed from the terrific change of weather. It was just at meal-time when the other members of the family were out at the mess hall and I was home alone. All of a sudden the wind blew, a dreadful wind that blew all the loose sand right into our apartment. It felt as if the barracks were coming down. I got up to close the windows, but it was no use for the sand blew right into our apartment from the cracks. It couldn't keep the door closed because the latch was not put on as yet.

When the wind died down about ten minutes later, the room was filled with dust about an inch thick. My hair felt as though I had rolled it in dust. Everything was covered with sand.

During those several minutes of turmoil, my mind went back to the weather of California. The wonderfull cool breeze; the sun shining through the clouds, to give us just enough warmth; no dirty sand ever blowing around. Oh! how I longed to be back in our home in California. Way down deep in my heart, I was crying for our home life and the things we had enjoyed most. Just how I felt during those minutes is hard to explain in words. It was too horrible.

We "evacuees" are not the only ones leading a new life with a completely different type of weather, but we do hope that the war will be over soon so that we may all go back to our normall life and that "Peace on Earth" will once more be back.

THE DUST OF POSTON

The wind was whirling and dusty.
The day was growing dark
The coyote was howling in the leafless mesquites
Far out in the park.

The wind had died down with the sunset
The people were gathering there
By the fire to sit in the starlight
To laugh and to drive away care.

Tomorrow again may be dusty
Tomorrow may bring back its care
But tonight we can sing in the fire light,
And sleep while the weather is fair.

Shigeru Imoto
Core 1x2
Miss Wetmore

MOM, POP, AND ME

My Mom, Pop, and me
Us living three
Dreaded the day
When we rode away,
Away to the land
With lots of sand,
My Mom, Pop, and me.

The day of evacuation
We left our little station
Leaving our friends
And my tree that bends,
Away to the land
With lots of sand
My Mom, Pop, and me.

Itsuko Taniguchi
Ninth Grade
M. Coats

THE RED CROSS OF AMERICA

The Red Cross in America is very helpful not only to America but to other countries as well. The Red Cross is the greatest mother in the world. She is the greatest mother, because she helps the poor and the wounded. The Red Cross is spread through other countries and its members are working to full capacity in this war.

We, the people in the Relocation Center of Poston, Arizona, are studying first aid from the Red Cross. Young girls enjoy it greatly.

The Poston II High School is helping the Red Cross by making things which are needed by the crippled children. They will enjoy having these toys to play with.

Before I came into camp I was in a club, which was helping the Red Cross make things for babies and children who needed clothes.

I am very grateful and thankful that I am in America where there is a Red Cross trying to help others who need it badly. It is over seas, too, helping the wounded and praying that some day the war will be over.

Sadako Okamoto
Ninth Grade
M. Coats

POSTON COUNTY FAIR

The first fair to be held in Poston, Arizona was exhibited at Camp I at the adobe shed on October 17, 18, 19, 1943.

There were 16,000 people at the fair.

The game and food concessions were sponsored by various clubs and the net profits were divided equally with 75% of net profits for the clubs and 25% going to the Recreation Department of the three Units.

Food concessions were sponsored by the Community Enterprise and also a few clubs. The net profits were divided, and 10% of the net profit went to the Recreation Department of the three Units.

The industrial exhibits shown were:

Camp I, III---Zori making, Noodle Factory, Swine Farm, Poultry, and Fish.
Camp II-----Moyashi, (bean sprout)

Other exhibits exhibited were Arts and Crafts, Fashion Designing, Truck Gardens, Fire Department Equipments, Pastries and goodies from cooking school, and Block Plan by Unit II Agriculture Department.

The Prizes awarded were gold cups and blue ribbons.

Unit I Gold Cup---Nursery Department for house
Gold Cup---Block 19 for Truck Garden
Unit II Gold Cup--Agriculture Department for Block Plan
Blue Ribbon--Block 227 for Truck Garden

The main programs were the opening ceremony by the Boy Scouts and a play called "Maizie." There were also dancing that was held at the fire house, baseball games, educational movies, fashion show, wrestling, and swimming matches.

NIGHT IN POSTON

As the sun sinks slowly from the sky,
The barren hills to the west nearby
Are silhouetted against the western horizon,
And darkness creeps into the town of Poston.

The bonfire glow all along the trails,
Where people gather to tell their tales;
They tell of how they had carried on,
Before they were forced to come to Poston.

The stars glittering in the sky above,
The moon still behind the distant cove;
The coyotes howling a gruesome tone,
Comes echoing to the town of Poston.

One by one the lights go out,
Peace and quiet lie all about.
The work for the day has been done;
The purple mountains fade from sight
As darkness comes on the wings of night.

Marilyn Miyake

11th Grade
M. Courage

POSTON FOR ME

We came to Poston, and you know why,
On a day of roast'n, the Fourth of July;
We came across the river border;
The Colorado--made to order.
And then by bus, through the dust,
To the heart of this city--
A place of heat, that can't be beat,
A Desert Camp of Pity.
And yet today, I can say,
We can now see skies of blue
In Nature's hands, amidst the sands,
Our Poston rendezvous.

Mike Shiratsuki
M. Courage
11th Grade
Core Study

OUR LIVES

How often we dream of the days back home
Of the friends and fun we knew.
For since that time we moved from there
Have changed our life and view.
The first days in Poston with sunken hearts,
We worked to make our abodes.
The heart to meet and conquer hardship
Has lessened many woes;
Our lives now smooth and hard ships scorned
As obstacles toward happiness are scaled.
We dream and reminiscence of the days of old
And the Day of our return.

George Kanamori
M. Courage
11th Grade
Core Study

THE COTTONWOOD BOWL

Under the starlit sky,
With the moon so radiantly aglow.
A gentle breeze now, and a sigh
As the cotton-wood trees look down below.

Chairs that vary in crooked row
Mass of heads like pins on a cushion
Chatting gaily in tones loud or low,
Here ends another day of life in confusion.

Truly nature's outdoor theater divine,
Gives comfort to weary hearts and soul.
As we feast our eyes with talents and line.
At the weekly movie at the Cotton-wood Bowl.

Mary Kono
11th Grade
M. Courage

INSOMNIA

When I'm in bed at night,
When mother puts out the light,
And all is dark and still,
I try to sleep with all my will.

But alas! All will is vain;
For memories stir within my brain.
Sad memories of long ago,
Of my little doggie I loved so.

"He's a small, cute thing,
Black and white, such a darling!
He's small with that curly tail
He carried in the air.

'Twas on that sad, sad day
On a certain Wednesday,
That I bade my puppy goodbye.
E'en now I heave a deep sigh.

Ruth Ogawa
Ninth Grade
M. Coats

A POSTON THERMOMETER'S THINKING

I'm so tired that I could die,
Why did I come to Poston
They make me climb and climb and climb
In this city that is roasting.
It gets so hot that I must stretch,
And then my body's sore,
How can I go beyond the top,
When there's stretching room no more?
My owner, he should understand,
That I'm really in a spot
I wish I were dead and not alive,
That's now my only thought
To all those fellows I know back home,
Don't come to Poston whatever you do,
For here you work and suffer more,
And then you're really through.

M. Morimoto
12th Grade
Mrs. de Silvia

POSTON SCHOOL

You go to school early in the morn,
It's colder than a frozen corn.
Books, books, and books---
We sure don't like the looks.
Every recess we shout with joy,
Every child will say, "Oh, Boy!"
Out side the school it's dusty;
Inside the school it's musty.
When we play, the sun is swell.
Afternoons, we like the dismissal bell.
So that's the life of Poston school
It's lots better to go fishing in the slough.

Kenji Koda •

Seventh Grade
Y. Nishi

THAT FLAG

I see that flag before me,
Amidst this blistering heat,
I see Bataan before me
And the men that couldn't be beat!

Yes, here I am in Poston
To sing with you this war hymn,
There're many people, not just one
That see that flag before them!

The heat out here is terrific,
The dust and I play tag,
But across the atlantic and Pacific,
We Americans love that flag!

Mike Shiratsuki
11th Grade
M. Courage

AFTER THE RAIN

Sprinkling the earth with its magic,
Bringing life once again
To the withering, sad plants,--which
At the touch of its charm
Springs forth--ever reaching, spreading
Its bare arms to get more,
More of this magic
Falling from the heavens.

When it was all over,
And the sun came forth glowly,
From its biding place--
Behind the clouds that brought,
The momentary respite
From the dryness of the earth.

As the sun settled slowly,
Behind the distant mountains--
The sky was lit ablaze
With the sun's last farewell.
As it slowly went out of view,
Dusk took reign in Poston.

Norio Kokka
Tenth Grade
Wetmore

MEMORIES OF HAWAII
(With apologies to Robert Browning)

Oh, to be in Hawaii
Now that April's there,
And whoever wakes Hawaii
Sees, some morning, unaware
Dark, black clouds rushing
I know not where,
Soon big rain drops start splashing
On the ever-green Isles there
In Hawaii.

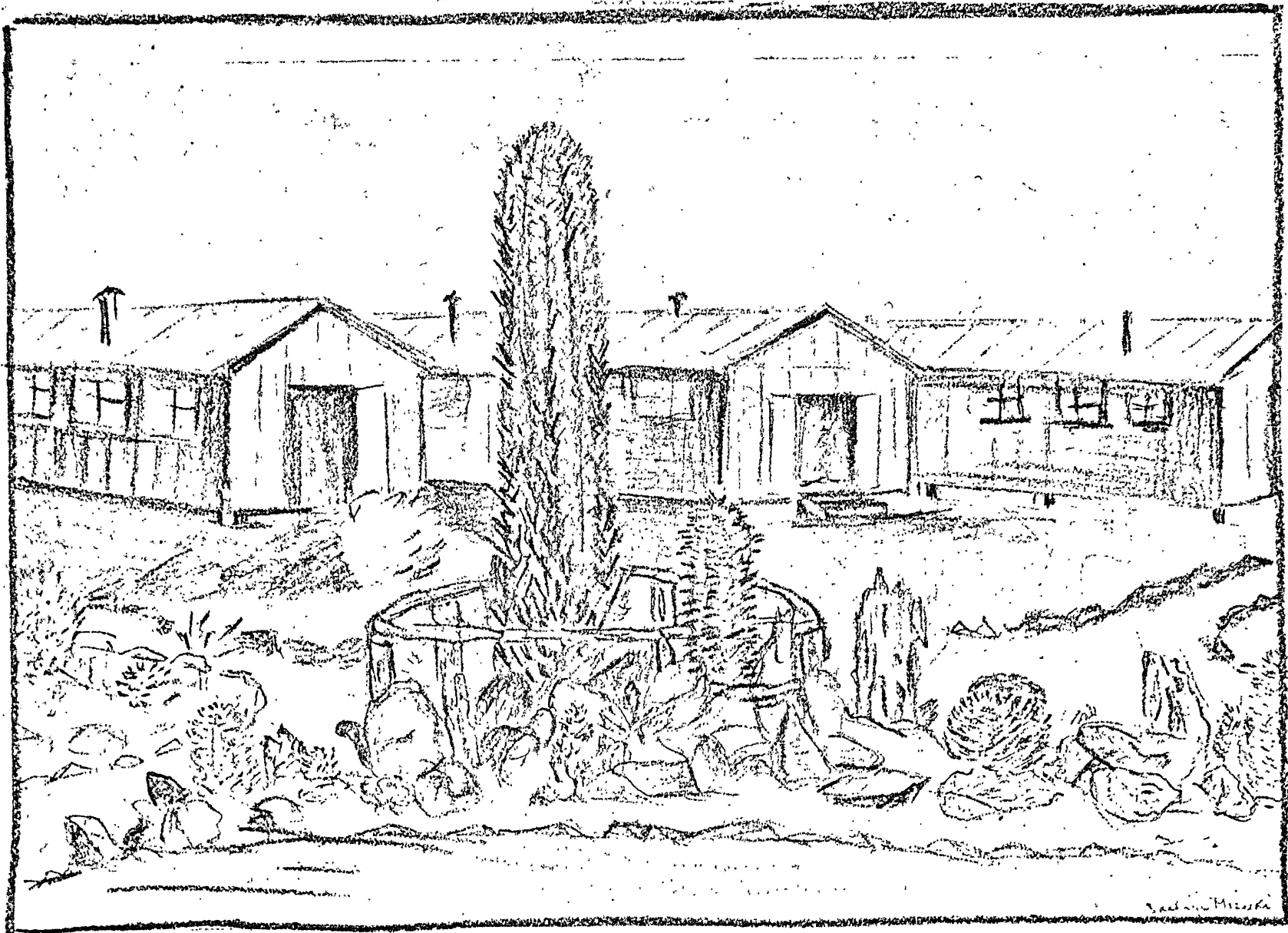
And after April, when May follows,
Dancing maidens with flowers leis,
Greet their laughing, dancing fellows
For May Days are lei days
In Hawaii.

When moonlight and shadows fall
Upon the white shining sand
No spot could be more romantic,
Compared to this barren, dusty desert land
In Foston.

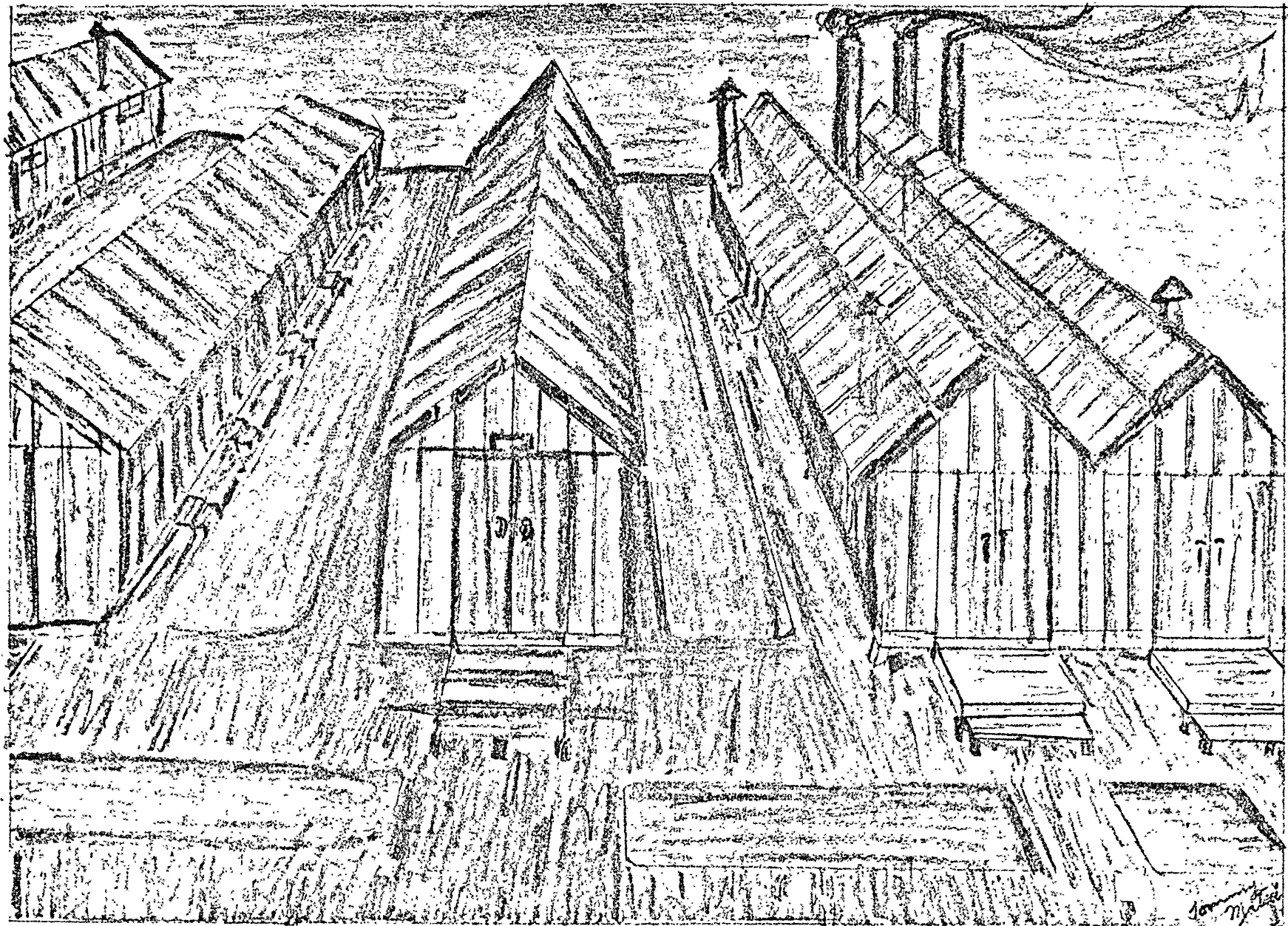
Alice Yamaoka
12th Grade
Mrs. Burrel

INTRODUCING POSTON TWO

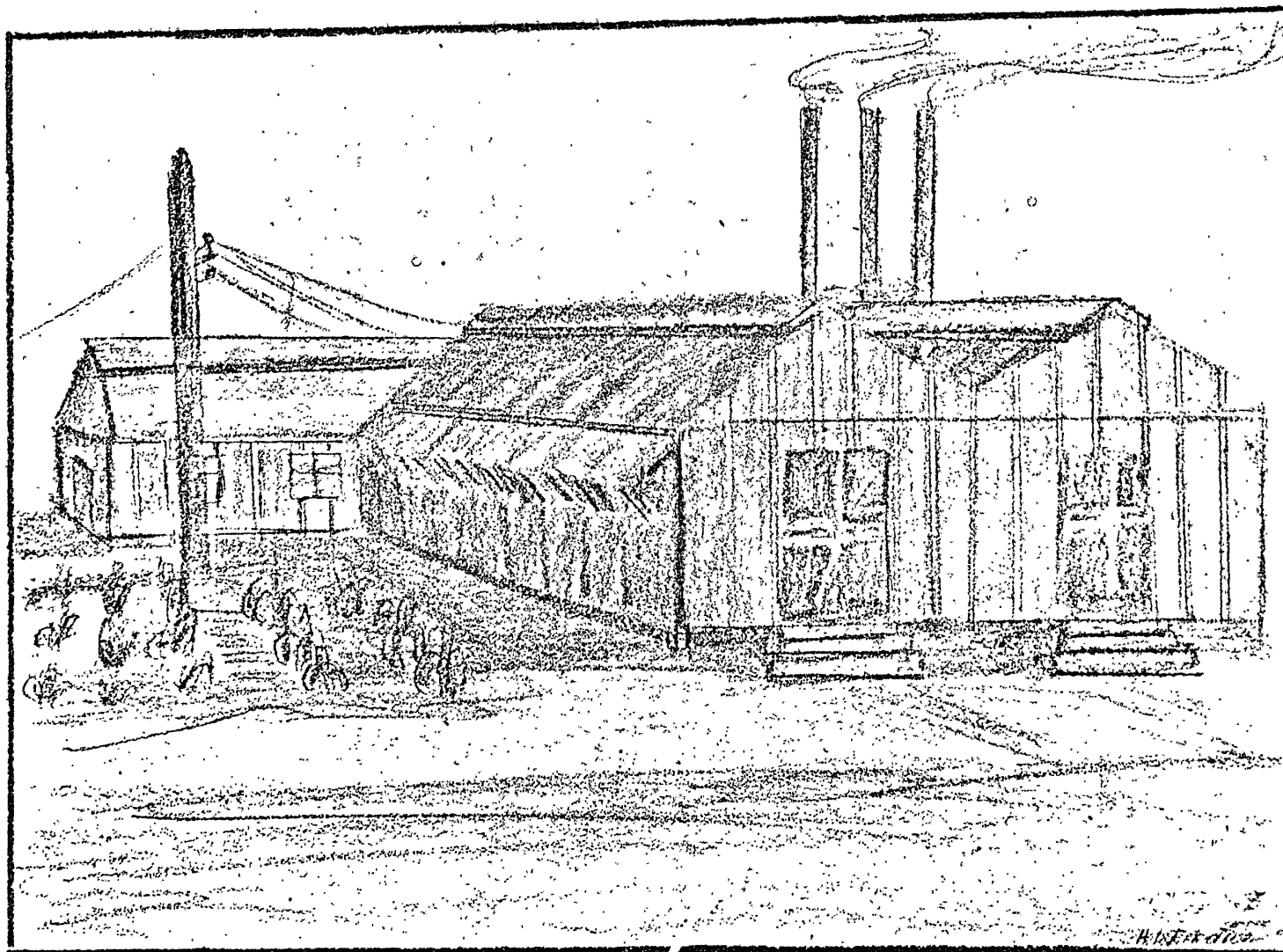
2d Semester
1942-43 School Year



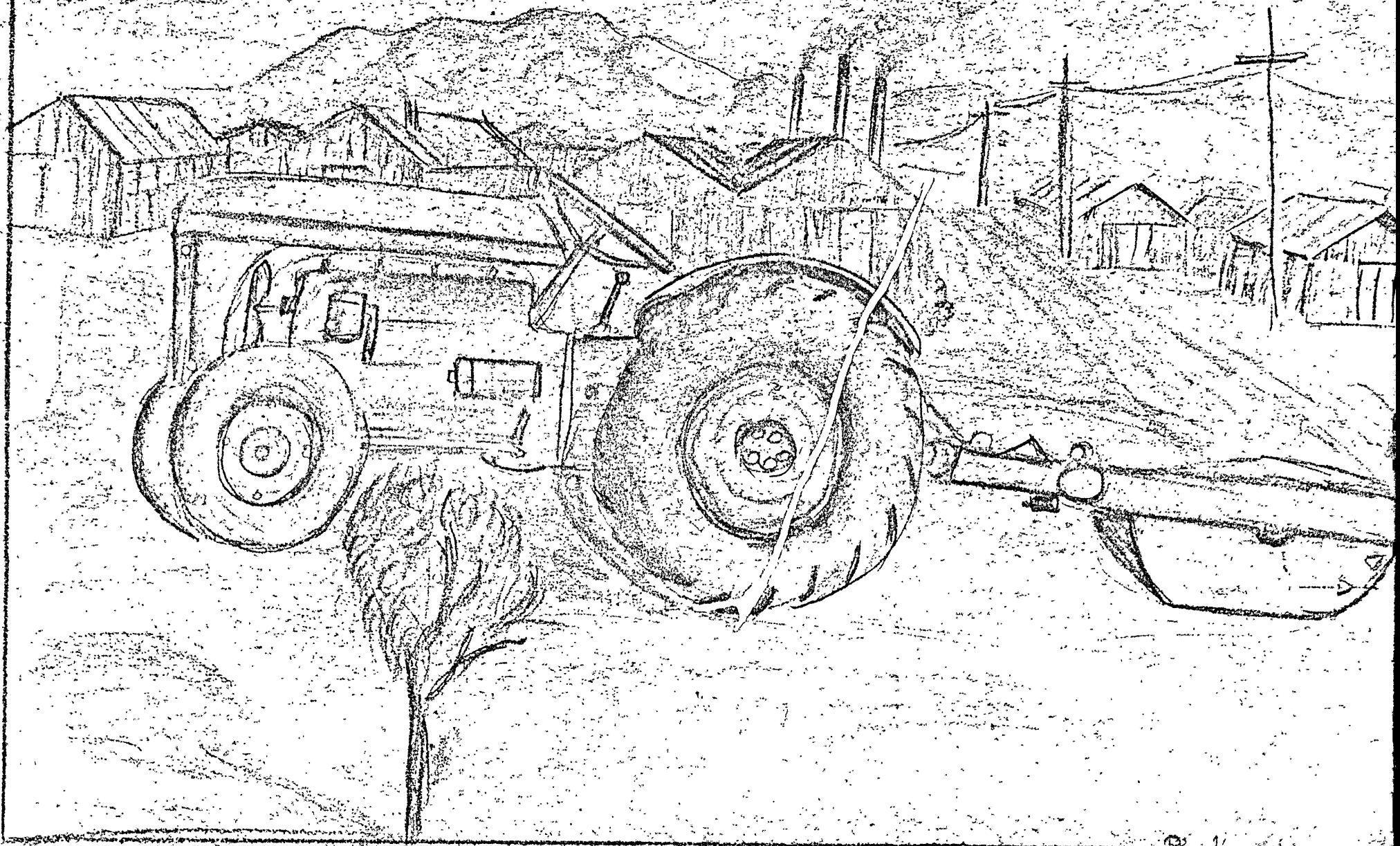
POSTON BARRACKS



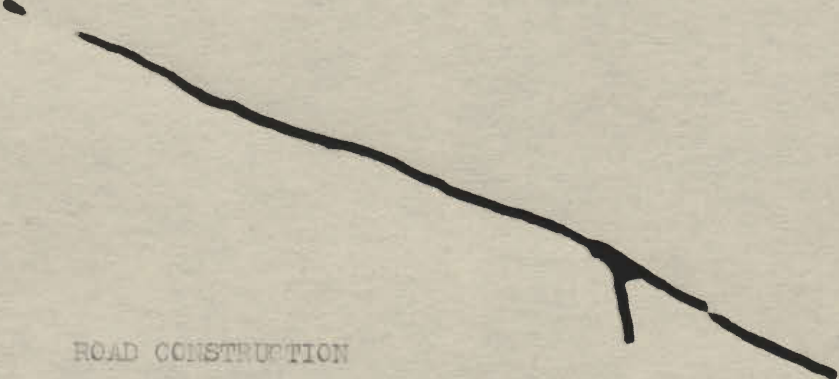
POSTON MESS HALL



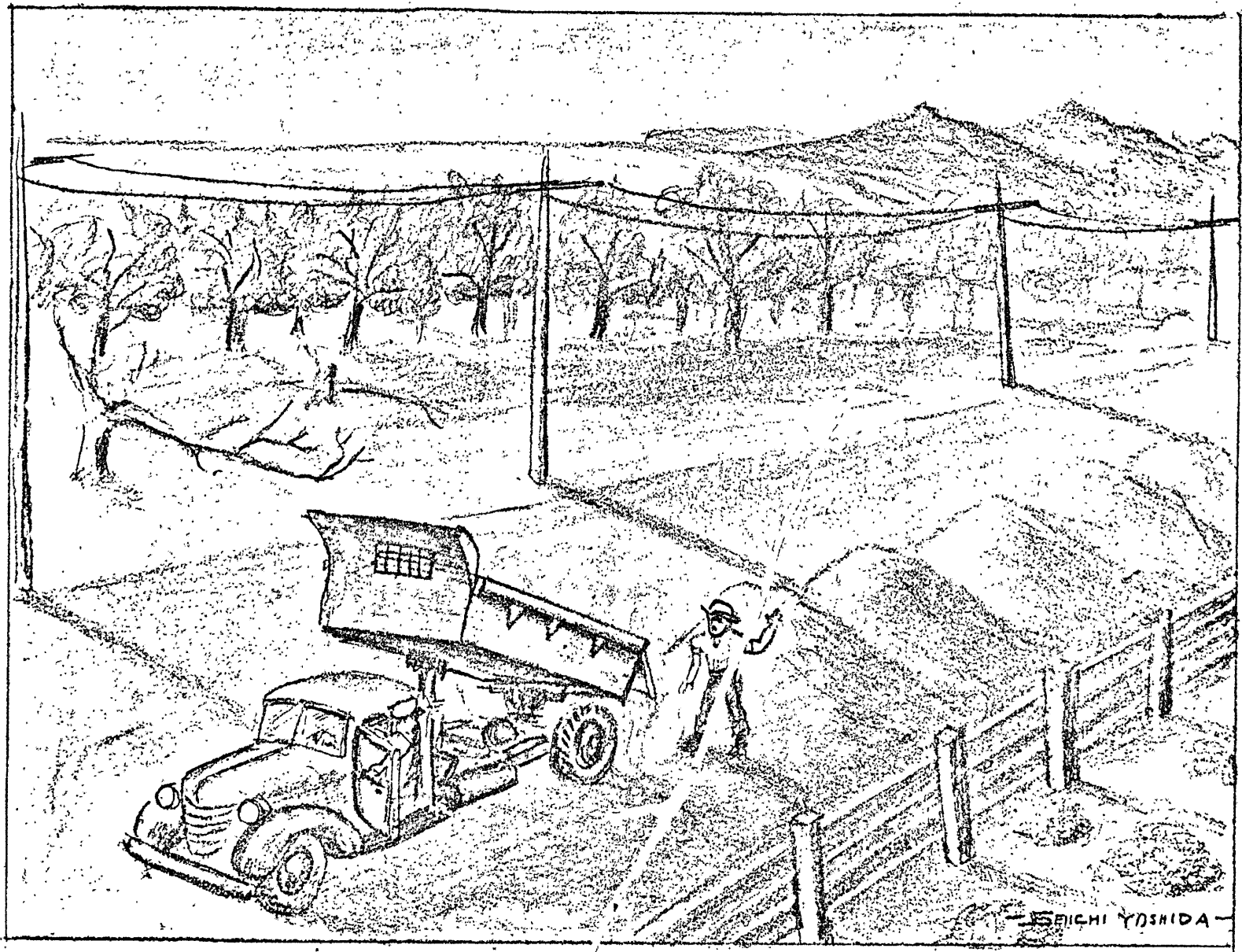
FOR THE TRACTOR DRIVERS



R. H. H. H.

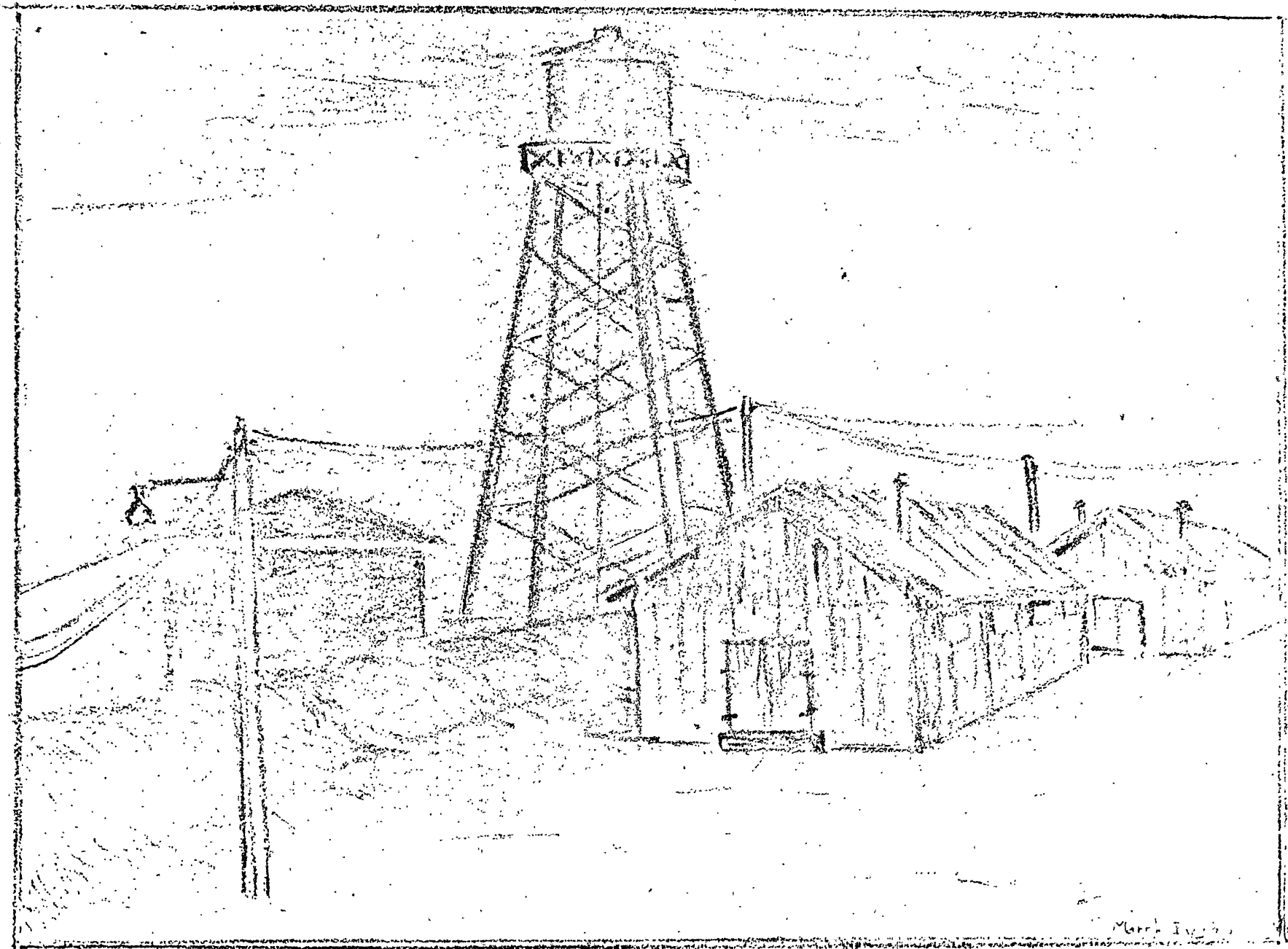


ROAD CONSTRUCTION



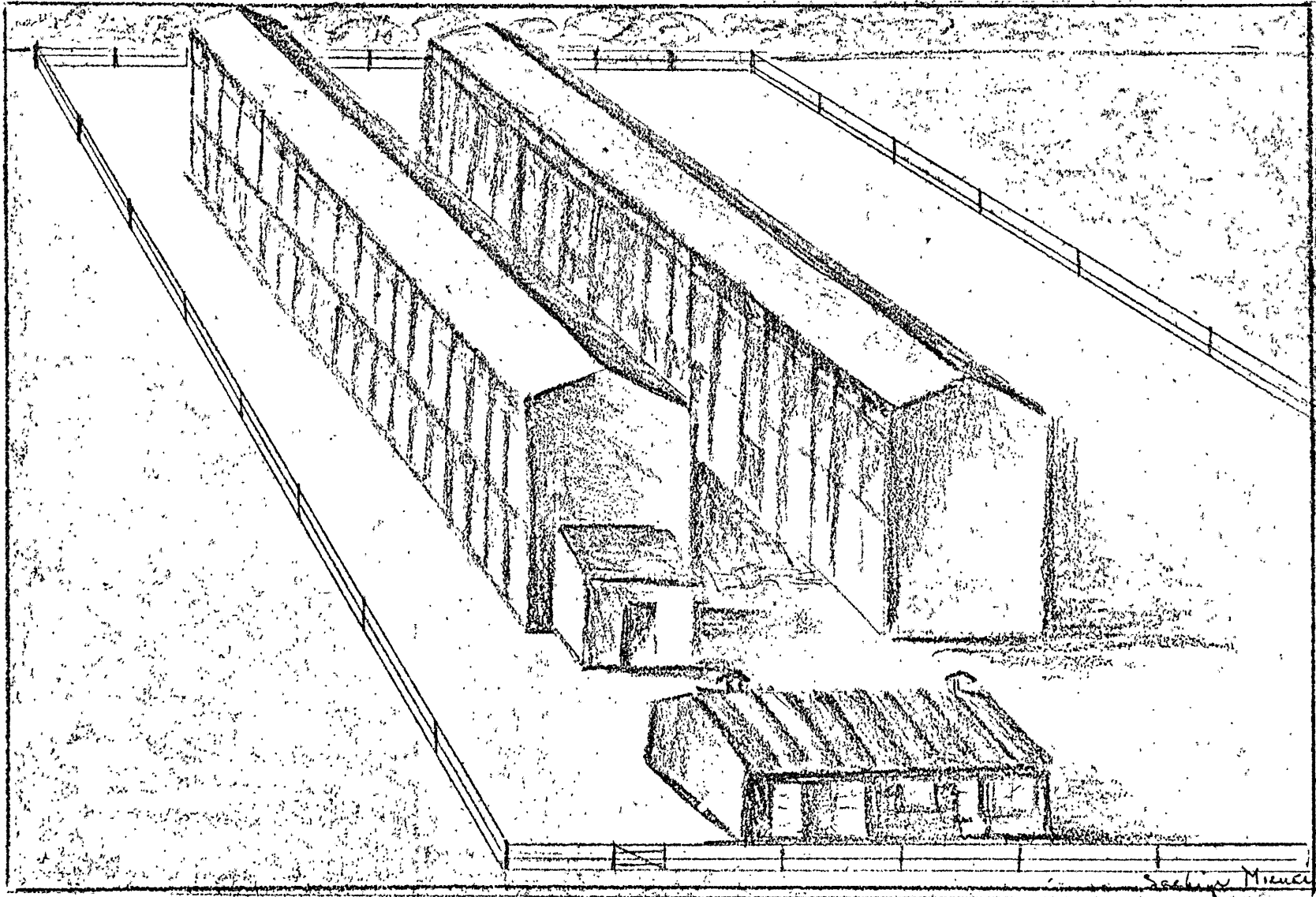
—EICHICHI YOSHIDA—

POSTON WATER TANK



Merrill Lynch

CAMOUFLAGE FACTORY



Sachin Mehta