



6-1945

## Phillips, Dorothy (Art) (6-45) [3 l.]

Dorothy Phillips

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The Tri-State Art Program September 1942 to  
May 1945

During the first half of the year 1942-1943 there were five art teachers and their assistants in the department. The courses presented were- arts and crafts, an elective course for seventh and eighth grade pupils under the core curriculum arrangement; for senior high school students crafts, Art I, Art II, Commercial Art, Home Design, Costume Design, Freehand Drawing, gave a wide choice for pupils of varied interests.

For the second half of this period there were just three teachers with assistants for only a few of their classes. The same courses carried through the year except Crafts, Commercial Art, Home Design, Costume Design. Three staff members taught summer school classes with work primarily in crafts- and some painting and drawing.

A fair sized staff worked on the 1943 annual- most of the credit going to the editor-in-chief, a hard working girl.

The first half of the year 1944 there was only one art teacher.

The first day of registration not many students had time to sign for the art courses. The next day the courses were deleted from the program, all but two, and though a number of students wished to join them later, they were not put back. Crafts, for which the materials to work with did not appear the whole semester, and Freehand Drawing, were our two courses.

July to November the art program was allowed to develop or to start developing, and two teachers carried eight courses- Art I and Art II, Freehand Drawing, (the second half of the course already begun), Commercial Art, Costume Design, and three craft courses.

The 1944 annual started in April, 1944 met many difficulties and setbacks both of personality and material types. The Art department was



Not asked to help until September and from then on practically the whole thing was on its shoulders- carried to a finish in February 1945.

After December 11th, when the new semester started, the art department became a thing of the past. For the past several months there has been just one two hour craft course, mostly in leather work.

The seventh and eighth grades did have a two weeks' taste of drawing at the end of the past semester and begged for more.

#### Basic Aims of Art Courses In Tri-State High

1. To help students become more socially integrated, more interested in and more helpful to each other.
2. To develop understanding in and appreciation of, the use of harmonious relationships through all home and community life- both here in Tule Lake and for the future wherever it is.
3. To develop habits of mind and work- imagination, organization, originality, clear thinking, responsibility, honesty, cooperation, neatness- that will make the students "Universal Citizens".
4. To give each student an urge to at least one life hobby.

#### Failure of Art as a Tri-State field

Some of the reasons-

1. Lack of art materials on this project- and we have not been able to get the needed materials to do any kind of justice to the pupils and the courses- especially when many of our students have come from other centers where there have been plentiful and varied supplies for all art courses. We don't know whether the trouble lies entirely in two sets of hands or not. Our school administration blames procurement division---



2. Our high school administrators have admittedly never been interested in art. In my two years and eight months on the project my classroom has been visited by just one Tule Lake Project <sup>School</sup> administrator. Mr. Ramey came in for five minutes during the second semester of the first year! Because of this lack of interest, the home economics teachers, the shop teachers, as well as the art teachers saw with distress their programs done away with- distress because here in a place where feelings are high and lives abnormal in other directions, a chance to do creative work is absolutely essential for students of all ages- examples of this truth are in the annals of every city problem area.
3. Of course a great hindrance is in the Japanese school as it is set up, Both schools getting about a half day of "licks" apiece, in the lives of most students, and everyone has to take reading, writing, and arithmetic in order to graduate from an American high school, so--.
4. A final blow to all creative courses came when someone insisted, against the requests and advice of all shop and creative course teachers, on making such courses two hours long, this in the face of the two school problem we were already dealing with.

signed

*Dorothy Phillips*  
June 1945