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Mr. Shackness
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WAR RELOCATION AUTHORITY

WASHINGTON

Edue

Room 506 Barr Building
910 Seventeenth Street
March 22, 1943

AIR MAIL

MEMORANDUM TO: All Project Directors

ATTENTION OF: Superintendents of Schools

FE 2. 60

Mr. Provinse and I are still working on the agenda for our Denver conference meetings. The advance program will be put in the mail at the end of this week. This office greatly appreciates your prompt reply to our request for questions for discussion during the week of April 5. We are definitely planning a program which will embrace practically all of the suggestions which the Superintendents have sent in.

I have placed each Superintendent of Education on the Monday Afternoon program (10 minutes) to give the best examples of democracy in action in his WRA school system.

It is also suggested that you bring to Denver any distinctive material you have in which you think the other superintendents might be interested.

It has occurred to us here in Washington that it might be wise for the Superintendents to leave their posts a little earlier than necessary to come to the Denver meeting, or to return to your centers a few days later and do one or more of three desirable professional activities either going to or returning from Denver:

1. Visit one or more War Relocation Centers.
 2. Visit the Navy Language School at Boulder.
(As you doubtless know, the Navy Language School is operating at the University of Colorado only 28 miles from Denver.)
 3. Attend other educational meetings that might be in session; (e.g., the Spring School and College Conference held under the auspices of the University of Colorado is being held in Denver on Thursday, April 1 and Friday, April 2.)
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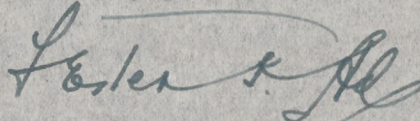
One of the most important activities of the WRA at the present time is emphasis on relocation. What suggestions do you have to help with this vital relocation problem? What can the schools do to expedite relocation? Our re-training program under Dr. Joseph Samler is a distinct step in this direction. What other suggestions do you have to help in this urgent problem?

Naturally, each Superintendent will see that an Acting Superintendent of Education is named while he is away from his center. The Project Director and the Chief of Community Services will want to have this responsibility definitely fixed during your absence. Before you leave your post be sure to discuss your educational problems with your Project Director and Chief of Community Services and bring their suggestions and over-all points of view to the Denver meeting.

If you have any last minute suggestions for the program, please wire me here in Washington up until March 31.

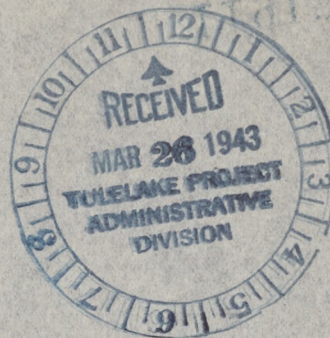
With cordial regard and deep appreciation, I am

Sincerely yours,



LESTER K. ADE
Education Consultant

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BUREAU OF RELOCATION
WASHINGTON
MAR 29 1952
11915



ADMINISTRATIVE DIVISION
TULELAKE PROJECT

[Handwritten signature]

CHIEF, ADMINISTRATIVE DIVISION

TO: SAC, SAN FRANCISCO (100-100000)

FROM: SAC, TULELAKE (100-100000)

SUBJECT: [Illegible]

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WAR RELOCATION AUTHORITY
Washington

Mr. W. C. Sawyer
Big River
File
JUN 3 1943
E. B.

To: All Project Directors
Attention: Superintendents of Education

From: The Director

At the meeting of the Project Superintendents of Education in Denver April 1943, a committee composed of Lester K. Ade of the Washington office, C. D. Carter of Heart Mountain, and Paul Terry of Granada, submitted a resolution containing the following proposals:

1. That the Project Directors be authorized to assign regularly employed teachers on their staffs to work at an accredited college or university for a period of not more than two weeks during the summer of 1943 during which time the teachers would receive the regular salary of their positions, provided, among other things: that each teacher should be a bona fide registrant at the college or university and should take work for credit there.
2. That any time in excess of two weeks needed to complete work at the college would be charged to the teacher's accumulated annual leave and, if necessary, to leave without pay.

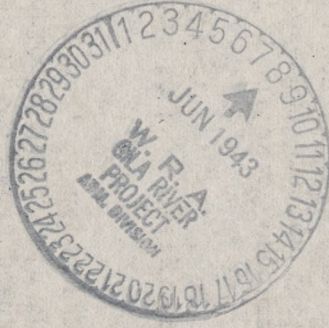
There were other limitations to this assignment but they are not germane to the purpose of this letter.

While I personally support a policy of encouraging teachers to attend summer school and to increase and broaden their professional background, I regret to have to advise you that it does not seem feasible to proceed with the committee's recommendation. A study of the pertinent decisions of the Comptroller General indicates that the assignment of teachers to colleges or universities for training purposes without charging their absence to annual leave or leave without pay is outside the authority contained in our appropriation act. These decisions indicate that such assignments can be made only if the appropriation act of a particular Government agency specifically authorizes such action.

In view of the temporary and emergency nature of the War Relocation Authority, I feel it would be unwise to seek such a provision in our appropriation act. I hope, however, that you will do everything in your power to encourage the members of your teaching staff to utilize their annual leave wherever personal circumstances permit for the purpose of continuing their professional education in summer school.

J. B. Myers
Director

JUN 3 1943



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Kenneth Harkness
Sule Lake

Carbon to *EQ. 6P*

Mr. Crowley

WAR RELOCATION AUTHORITY
Washington, D. C.

June 10, 1943

TO PROJECT DIRECTORS

Attention: Superintendents of Education

I received the following letter recently from the
National Japanese American Student Relocation Council:

"Recently we have been receiving a great number of
applications from students about to graduate from project
high schools. There has been more than the usual delay in
obtaining transcripts of their records from most of the
projects.

May we inquire of you as to whether it would be possible
for some arrangement to be made whereby the transcripts could
be sent to us at the time that the questionnaire forms are
filed with us. There would thus be a great saving of time and
labor to this office, and would also enable us to be more
efficient in these students' behalf.

This concern comes to our attention primarily due to
transcripts three or more months overdue."

This Council has done such splendid work in relocating
students that we ought to strive in every way possible to
facilitate their work. Is it necessary for these transcripts
to be delayed so long? If possible, please try to send them
in promptly. We are in the process of preparing a standard
transcript record form in our office now, which will be
available for you in another year. We realize that this
does not help you this year but it will not be possible to have
them prepared in time to solve your present problem.

Sincerely,

Robert E. Gibson

ROBERT E. GIBSON
Education Adviser
on Curriculum

18232

1943

Check file

10.11.48
Mrs. Kenneth Lockness
Superintendent of Education
Newell, California

WAR RELOCATION AUTHORITY

June 15, 1943

Japanese Relocation Papers
Bancroft Library

E 2.63

TO PROJECT DIRECTORS

Attention: Superintendents of Education

The inclosed bulletins are types of educational materials which are available here in Washington and which have a real value in a program of education for relocation. They are, moreover, of equal value in giving suggestions to teachers in the core or general education curriculum. The OPA bulletins, for example, are useful guides in helping students deal with some of the most important economic problems of citizens as consumers in wartime and show the relation of the problems of the individual to the national situation. Suggestions are offered as to ways in which the resources of the school may be used in planning an effective program of wartime consumer education. Adequate and timely instruction as to the meaning of our nation's wartime needs and the responsibility of citizens as consumers should be given to all pupils in the schools as well as to adults. It, thereby, becomes a central theme for the whole curriculum. Two bulletins from the OPA deals with this important issue. They are:

1. Price Control - Rationing - Rent Control. OPA Bulletin For Schools and Colleges.
2. How Can We Make Rationing Work for Us? Discussion Guide No. 1.
3. Schools at War. A War Savings News Bulletin for Teachers. 2 copies. These bulletins are from the Treasury Department and are for the purpose of creating among boys and girls the willingness and ability to serve. The materials in this bulletin can be integrated with work in core classes, arithmetic, social studies and language arts.
4. Inter-American Education Demonstration Centers. March 1943.
5. Inter-American Education Demonstration Centers. April 1943. These bulletins published monthly by the U. S. Office of Education place emphasis on the responsibility of education for better Inter-American Understanding. They describe what different states are doing in this field to promote better knowledge of and attitudes toward the various Americans. Those who are interested in this field, and we all should be today, will find references to valuable resource materials.
6. "Far Eastern Studies for American Youth" A Publication of the National Association of Secondary School Principals of the National Education Association. 2 copies.
7. The Far East. Annotated Sources for Curriculum Materials, U. S. Office of Education. Here is a very important but long neglected area of work for the elementary and secondary levels. The importance of the Far East for the present future development of the United States and for sounder international relations generally has too long been over-

- 2 -

looked. No. 6 gives some specific proposals for curriculum building in the Far Eastern Area. No. 7 gives annotated sources for all kinds of curriculum materials.

8. War Films for War Use. OWI. June 1943.
Tells what, where and how films can be obtained. These are many subjects related to the war effort.
9. Facts about the United Nations. For Use on Flag Day, Monday, June 14, 1943 and throughout the year.
10. Publications Related to Elementary Education.
Part I. Elementary Education and the War.
Part II. General Publications.
Bulletins - Pamphlets - Leaflets - Circulars - Good Reference Bibliography. U. S. Office of Education. April 1943.
11. The Bureau of Home Economics in Wartime. Describes the work of the Bureau in supplying information for the Nation's Wartime nutrition program, clothing and household fabrics, more efficient home making. Good materials for core program and home economics classes.
12. Our War /... Our Victory. Prepared by Education Section, War Savings Staff, U. S. Treasury Department. On page 4 are suggestions to the teacher for the use of this bulletin.
13. How trading helps people. A graphic way to teach the meaning of "trade." A unit of work on "Trade" is a good way to teach elementary students certain key principles, the understanding of which mark the economically literate citizens. Such principles are developed in the core.
14. Milestones of freedom.
 - a. The Magna Charta
 - b. The Declaration of Rights
 - c. The Declaration of Independence
 - d. The Constitution of the United States.
 - e. The American Bill of Rights
 - f. The Emancipation Proclamation
 - g. President Wilson's Fourteen Points
 - h. The Atlantic Charter.

A fine unit could be developed in the core curriculum about these documents which mark the evolution of the democratic ideal.
15. The Mathematics Teacher's Notebook. March 1943. Some helpful suggestions on teaching mathematics in wartime. Challenges teachers of mathematics "to dress their courses in the fashions of the day, that is, present basic immediate significance for boys and girls. This can be done by applying the subject matter to industry, commerce, national and international finance, public expenditures, savings, social security, etc." It's time the core teacher and the mathematics teacher got together and pooled their efforts.
16. Catalogue. WPA Writers Program Publications. The American Guide Series. The American Life Series. Both these series form the best available materials on education for relocation. The first forms a guide to each of the States; the second deals with American life and customs.

- 3 -

17. Vocational Guidance Bulletins.
Los Angeles City Schools.
18. What About Jobs. Bulletin of Vocational Information. Los
Angeles City Schools.
19. What About Jobs. Bulletin of Vocational Information. Los
Angeles City Schools.
20. What About Jobs. Bulletin of Vocational Information. Los
Angeles City Schools.
21. The Promise of Occupations. Los Angeles City Schools.

I hope these materials will prove useful to your school program,
and I would like to have your reaction as to their use.

Yours very sincerely,

ROBERT E. GIBSON
Education Adviser
on Curriculum

WAR RELOCATION AUTHORITY

August 9, 1943

In reply, please refer to:

Project Director

Attention: Superintendent of Schools
Vocational Retraining Committee

Gentlemen:

I am glad to send you the enclosed 5 copies of Memorandum No. 4 issued by the Vocational Retraining Committee. The Memorandum covers, in reasonably specific terms, the subject of apprenticeship training in Center activities. It is hoped that steps already taken in apprenticeship will be broadened following the suggestions made in the memorandum, and that first steps will be taken immediately where this program has not yet been initiated.

Sincerely,

Joseph Samler

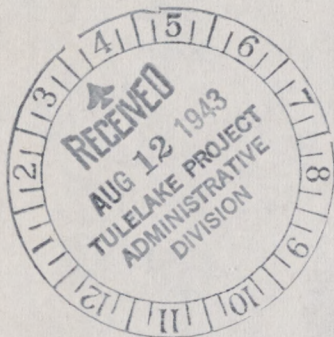
Joseph Samler, Supervisor
Vocational Retraining Program

Enc.



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C O P Y

WAR RELOCATION AUTHORITY

Washington

February 1, 1944

TO ALL PROJECT DIRECTORS

ATTENTION: SUPERINTENDENTS OF EDUCATION

We are mailing you a Special Number of the American School Association of the District of Columbia.

It is suggested that you call to the attention of the Adult Education Supervisor and all others who teach English the excellent bibliography on pages 91 to 93 inclusive. Your Adult Education Supervisor will doubtless be interested also in the excellent bibliography on Citizenship on pages 94 to 96 inclusive.

Miss Maude Eleanor Aiten, Administrative Principal of the D.C. Americanization School has been very helpful to our office in making suggestions for the improvement of conversational and oral English for evacuees of Japanese Ancestry. Reports on these and other suggestions for English improvement will be made during the coming Washington Conference of Superintendents of Education.

Sincerely yours,

/s/ Lester K. Ade

LESTER K. ADE
WRA Director of Education

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Jodunquist

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

April 18, 1944

TO PROJECT DIRECTORS

ATTENTION SUPERINTENDENTS OF EDUCATION

In the material recently prepared in response to our request for project material on handbook of Education data for relocation the enclosed outline is one of a series of units required of all seniors as a part of the official study course in the Amache Colorado Secondary schools. We typed an extra copy of this material and are enclosing it for your center with the request that you make it available through your High School Principal to the appropriate high school teachers.

Lester K. ADE

LESTER K. ADE
WRA Director of Education





[Faint handwritten notes and a signature in blue ink, possibly reading 'APR 24 1944' and 'J. Edgar Hoover']

[Faint, mostly illegible typed text, appearing to be a memorandum or letter. Some words like 'The following' and 'is being' are visible.]

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WAR RELOCATION AUTHORITY

AMACHE SECONDARY SCHOOLS

This is an outline of one of a series of units which is required of all Seniors as part of the Social Studies course. It was prepared from suggestions made by teachers and the Community Analyst.

1. How to travel and find your way about in strange places:

- a. Train and bus travel in wartime conditions: reservations, seats, etc.
- b. Terminal problems: a railroad station and how to use it.
- c. Etiquette of travel: tipping, conversation, dress, tickets, baggage.
- d. Cities and their structure: maps and diagrams, methods of transportation in cities, directories and telephone, messenger services, the plan of the usual American city—Chicago, Cleveland, Minneapolis, Kansas City, Des Moines, Detroit, Cincinnati, New York, Boston, New Haven, Washington, Pittsburgh, Philadelphia, St. Louis, New Orleans, Atlanta, Jacksonville, Florida, etc.
- e. Hotels: meals, rooms, services such as laundering, pressing, beauty shop and barber shop service, shoe shining, room service, tips, and regulations concerning the use of services.
- f. How to find street addresses and landmarks.
- g. Rural areas villages, and towns: directions and how to follow them.

2. How to get a home:

- a. Hostels and their functions.
- b. Rooming and boarding houses.
- c. Apartment houses.
- d. Hotels.
- e. Single and multiple dwellings.
- f. Techniques of finding a home to live in:
 - (1) Realtors
 - (2) Newspaper ads
 - (3) Your employer
 - (4) WRA office
 - (5) United States Employment Office
 - (6) War Manpower Board
 - (7) U. S. Housing Authority
 - (8) Friends—personal friends, and the Friends' Service Committee
 - (9) Church and other "Fair Play" and "Tolerance" groups.
- g. What to look for in a home: heating, cooling, ventilation, refrigeration, plumbing, light, sanitation, care, furnishings.

3. How to apply for a job:

- a. Attitude
- b. Appearance
- c. Kind of job, location of work compared with location of housing, and other elements of selecting a job.



d. Techniques of landing a job: Use, WRA office, asking personally, by mail, who to see when you apply, or who to write to, how to address a personnel officer, what to expect, how to react to various answers (e.g., "We don't want any Japs!" might well be answered by either issei or nisei by the reply, "Neither do I. I'm an American. I chose this country to live in and work in because I like it better than any other country. I'm ~~mak~~ out here ready to do my best when manpower is needed and everybody ought to be working hard together, and not fighting each other. How about giving your support to democracy by working together, now, for a better world? I'm willing to do that. Can you afford to any less?"), what clearances, certificates, etc., are likely to be required for various positions in various plants.

4. How to get along with fellow-employees:

- a. Work cooperation: don't be too quick to take offense, but give the chronic gouger and trickster the same treatment your fellows do—a very cold shoulder. Try to urge cooperation at all times, and set the example yourself.
- b. Off-time conversation and activities
- c. Social relationships

5. How to get along with the neighbors:

- a. Need for distinguishing between impersonal neighbors ~~xxx~~ such as apartment house or rooming neighbors and suburban neighbors such as we are used to in the west.
- b. How to break the ice
- c. How to help them break the ice
- d. Informalities
- e. Formalities
- f. Etiquette of borrowing; don't be a sucker, but don't be offish either.

6. How to get along with your employer:

- a. Do your work conscientiously
- b. Don't be ostentatious when you need an adjustment; ask him quietly but definitely, and tell him why a change must be made if one is needed
- c. Resist impositions politely and considerately (suggesting alternatives to your doing more work than you agreed to do for the salary offered, if possible), but don't imagine that you're being worked to death everytime you're asked to put in a half-hour overtime. Look around and you'll find everyone else does it every once in a while also.
- d. If you are working under a union agreement, live up to it scrupulously, If your employer doesn't take it up with your fellow-employees, and suggest that it would be a good thing to report to the union business agent or the shop committee on labor relations. Watch out to make sure you don't get caught in a squabble between the employer and the employees. Let someone else be the goat—you can't afford to just now. However, when the situation calls for leadership, don't be backward about leading your fellow-employees or about discussing the problems with them. But get the facts before you take a stand definitely.



7. How to get along with the press:

- a. Be yourself
- b. Don't emphasize the hardships and difficulties you have been and will be working under. Present a well-balanced picture of the whole evacuee situation, and of your own if you're talking about that. Emphasize the need for democracy and racial equality throughout the world and United States in your speeches, and show the relationship between the rights of the other fellow, to whom you're talking, and your own rights--that if yours are violated, he can expect that his will be also, by some other pressure group which is trying to advance itself unjustly at other's expense. Tell them that the war we're fighting all over the world is vitally connected with your effort to maintain your freedom and keep your part in a free world.

8. How to get along with other groups:

- a. Church groups: Join them, talk to them, become one of them, expand the acquaintanceships you make in them, show them that you are an able person, and that you are just as American as they and their parents are.
- b. School groups: Be yourself. Go out of your way to make friends, and to take advantage of opportunities to mix with the many social groups open through them.
- c. Lodges and other fraternities and sororities: ditto, but keep an eye on which are dominant in the community and try to join those if alternative are open, and if they give you as good treatment as the others. Don't get tangled up in secret alliances unless you are convinced of their value and know what you're getting into.
- d. Service clubs ~~and~~ such as Kiwanis, Rotary, Lions' Club, Elks; Talk to them if you get a chance, join them at the first opportunity that looks good.

9. How to eat, drink, and be merry gracefully:

Table manners--do you remember your silverware?

Dress: for street, work, play

Dining out: How to behave, how to sit, how to order, how to tip, when and how to leave, what to say.

The theater: how to go, what to admire, ignore, enjoy and say.

The tavern (alias beer garden, alias barroom, alias saloon (obsolete) what to drink and when to pay for it.

The ballroom:

10. Taxes and how to pay them:

State taxes; sales, income, and other. What they are and how to find out more about them.

Federal: Income, victory, etc.

Pay them by keeping on the job.

11. Insurance:

Hospital, insurance, medical service, if possible.

Accident, sickness, and life insurance

When to take out life insurance, what to buy, and how much to buy.



12. Savings, or how to live on a deficit:

Bonds and stamps
Investments
Postal savings and bank savings accounts

13. Banks--how to use them

Six services commonly given by banks in the United States: Checking accounts, savings, credit, trusts and escrows, safety deposits, financial advice and information.

14. How to budget your income:

Living on your income and saving some for an emergency

What to buy, and where to find out the truth about quality and values:

Consumers' Union, Consumers' Research, Consumers' Guide, Federal Bureau of Standards, Bureau of Home Economics, Women's Bureau, Children's Bureau, Farm Security Administration, Department of Commerce, Bureau of Foreign and Domestic Commerce, PM, Chicago Sun, etc.

Standard of living: What part of your income should you spend for each type of commodity you need or want? How the Consumer spends his income, Dept. of Agriculture budgets on four levels of income, etc.

Aids to budgeting: A simple account book; a habit of writing up expenditures and receipts promptly and regularly; keeping the balance up to date; predicting your expenditures several months in advance; factors to watch

Rationing--or how to use your points to best advantage.

ABC's of rationing

Rules and regulations--food, shoes, gas, tires, etc.

Budgeting your points--point bargains.

15. Trouble and how to meet it:

A. Ill health; Hospital insurance, and if possible medical insurance:

How to select the right doctor

How to select the right hospital

When to call the doctor, when to stay home from work, what to do when you have to stay home

Home remedies and first aid.

B. How to get expert, impartial, helpful advice; and help if necessary:

Use your social agencies, especially the Social Security Board office nearest you, the Family Welfare Association, the Friends' Service Committee, the Community Chest and its member agencies, such as the YMCA, and the YWCA, the Travelers' Aid Society, the Red Cross, the Boy Scouts, the Girl Scouts, the Social Service Department of the hospital if you are ill or injured, the Public Welfare Department of your city if it is good, your church, the personnel department of your employer, if the company or plant is a large one.

How to use each social agency; what each one tries to do, and what it might do for you.

C. How to give aid: Join some Civilian Defense Hospital Society, Ladies'

Aid, or Red Cross chapter, do as much as you can in your spare time, and get acquainted with your fellow-workers while you're doing it, Look for chances to do someone a good turn--they'll remember it--and you--with gratitude.



16. How to Make Friends and Avoid Loneliness:

Pay attention to your companions, talk with them, tell them about yourself, encourage them to talk of themselves and their problems. Be a good listener, and sympathetic fellow-employee, diner, traveler, church member, etc. Invite them to your room or home, and be natural about it. They'll soon invite you to theirs. Even if they didn't, you have the benefit of their company, information, and the good impression that your hospitality makes on them. Persistence will win friends, when joined with courtesy, consideration, and a friendly attitude. Go to it!



TO : SAC, NEW YORK
FROM : SAC, NEW YORK
SUBJECT: [Illegible]
[Illegible text follows]

Very truly yours,
[Illegible Signature]

War Relocation Authority
Washington, D. C.

July 22, 1944

TO: Project Director
Attention: Superintendent of Education

You should have available Education Handbook 30.3.15, A to E. Under 30.3.15 D(1) you will note that at the close of the 1943-44 school year two copies of Form 281 for all elementary pupils relocated to date shall be sent to the Washington Office. This is to be repeated each year until the center closes. Transcripts of pupils sent to other centers will not be needed in the Washington Office.

Under 30.3.15 D(2) similar instructions indicated that copies of Form 280 shall be sent to the Washington Office for all graduates and relocated pupils to date. This should include all pupils who have been enrolled in your high school but who are not now enrolled in yours or other WRA high schools.

Under D(3) you will find suggestions for assembling the packages of material to be sent to Washington. It will be desirable to have these records checked closely for accuracy and completeness.

Section 30.3.15 D(3) also indicates that cumulative pupil records are to be transferred to Washington when a center is closed. Since this was written, plans have been developed so that the cumulative pupils records of all pupils who have left your schools through relocation or high school graduation can be checked and filed in the Washington Office. This does not include non-graduates transferring to and expected to enroll in other center schools or of any other pupils now enrolled in one of the WRA Center schools.

Hence, it is suggested that when you transmit to the Washington Office 280 and 281 record forms as outlined in 30.3.15 D(1), (2) and above, for graduates and relocated students that you also send the files of cumulative records for the these same students. These files should be complete and should be marked on the tab or on the exterior "graduated, or relocated or both" if applicable.

Sincerely,

/s/ N.E. VILES
Education Adviser

E-2.60

WAR RELOCATION AUTHORITY

Washington

September 28, 1944

TO: Project Director

Attn: Superintendent of Education

Enclosed herewith is a notification of the "Army
Pre-Induction Needs Outlined for Educators" which we
thought might be of interest to your Center.

Sincerely,

LESTER K. ADE
Director of Education

Enclosure

49117

WAR DEPARTMENT
Bureau of Public Relations
PRESS BRANCH
Tel. - RE 6700
Brs. 3425 and 4860

I M M E D I A T E

September 21, 1944

R E L E A S E

ARMY PRE-INDUCTION NEEDS
OUTLINED FOR EDUCATORS

Seeking to answer the questions of teachers and school administrators as to how they can help prepare boys for military service before the boys are inducted, the War Department has issued a new bulletin, "Essential Facts about Pre-Induction Training."

The bulletin, which is being released now to 28,000 high schools and superintendents of city and county school systems, lists eight basic necessities for the 90,000 youths who become 18 each month and who are facing induction into the armed forces.

These necessities are: physical fitness, basic mathematical and language skills; knowledge of, and ability to apply, scientific principles; occupational skills of various kinds; an appreciation of the cause for which they will fight; acquaintance with Army life and training procedures; an understanding of the principles of health, sanitation and first aid; and knowledge and skill in rifle marksmanship, map reading and military drill.

The bulletin describes what various schools already are doing to meet the needs of potential inductees, and cites references where more detailed information may be obtained.

Copies of the bulletin may be obtained from the Pre-Induction Training Officer in the various Service Command Headquarters. It was prepared by the War Department in cooperation with the U. S. Office of Education.

END

[Nov. 6, 1944]

WAR RELOCATION AUTHORITY
WASHINGTON, D. C.

Japanese Relocation Papers
Bancroft Library

MEMORANDUM TO ALL PROJECT DIRECTORS

Attention: Chief of Community Management and
Superintendent of Education

Transcripts of high school pupil records, WRA Form 280, which are now being filed in the Washington office, show a disparity in the manner of computing or granting credit, in recording the credits, in reporting credits earned elsewhere, and in the number of term credits required for graduation.

In a few cases as many as 18 or 19 term credits have been granted for the last three years of school. In others, equal credit has been granted for non-preparation activities such as group music or physical education as for mathematics or science. In a few cases credit totals have been shown as $20\frac{1}{2}.07$. In some cases pupil graduation is recorded with 12 or $13\frac{1}{2}$ units, although the transcript showed that 15 or 16 term credits are required. In a few cases pupils are shown with term credits for study or for lessons. In other cases fractional credits are shown as 0.2, 0.4 or 0.7 for solid subjects such as shorthand, algebra or science.

As outlined in WRA Handbook 30.3.15 and on the transcript form, term credit values should be shown and the grading should be translated into the system proposed. We realized that many credit problems were created in transferring the pupils to the WRA school systems. However, the granting of diplomas without the required number and type of subject credits may be a disservice to the pupils and may cheapen the value of the credits earned by other pupils. Likewise, the failure to require the pupil to round out partial or fractional credits may cause him trouble later and may create some doubt of the value of the WRA school credits.

The WRA has and should attempt to provide normal educational opportunities for the evacuee children. Even though pupils come to us with disturbed credit records, we have an obligation to the pupils and to the WRA to clarify the pupil record situation so that each pupil leaving our schools will be able to present records showing standard credits and representing a well balanced, planned program. Every effort should be made to solve these credit problems. It may be difficult now to straighten out these credit problems for pupils who have relocated. Correspondence between the school and the pupils may help solve some cases.

For pupils still in school and for some graduates still on the Center, steps should be taken immediately to iron out any credit difficulties. School officials should make a check of the credits and the programs for all high school enrollees. The program for each pupil should be so planned

- 2 -

that he may obtain the required credits before graduation. In some cases it may be necessary to transfer pupils to new classes in order that each may earn the necessary credits in the required subjects, and that fractional credits may be completed.

It is desirable that each pupil know the credits required for graduation and for college entrance. In some cases the parents should be informed of the programs needed for their children. The counselors and the home room sponsors can give valuable assistance in helping the pupils to plan their credit programs.

These problems should be the direct responsibility of the school officials. Transcripts of pupil records, WRA Form 280, should be completed as per instructions and should show for each pupil his educational record up to the time he leaves the WRA schools. Will you report to us as soon as feasible whether these errors are found in your pupil records and if so, the steps taken to remedy them?

John H. Provinse
John H. Provinse, Chief
Community Management Division

cc: Chief of Community Management ✓



DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington

19142

January 11, 1945

TO ALL PROJECT DIRECTORS:

Attention: Superintendents of Education

As we look forward to liquidation of our WRA Centers naturally we are concerned about what happens to the Education personnel at the Centers. As you already know many of the members of our Education staff can return to positions that they held before coming to us or perhaps they have been fortunate enough to secure other positions.

We in the Washington office are much concerned about making every possible effort to help members of our Education staff who need help at the end of the current school year in finding education positions. As you will note in our WRA Manual Post-Exclusion Program 150.1, War Relocation Authority will request close cooperation with other agencies, particularly the Civil Service Commission and the Department of the Interior, and that these services will be utilized to the utmost for:

1. Transfer of employees to positions in the Government outside of WRA when their services are no longer required by WRA.
2. Recruitment by loan or otherwise of persons from other agencies to fill necessary positions in WRA which cannot be filled by surplus personnel in WRA.
3. WRA shall assist employees who have reemployment rights in other agencies in establishing their return to such agencies.
4. Available funds shall be provided for salaries of persons remaining in clean-up positions and for payment of terminal annual leave where this is involved.

However, it is suggested that teachers who are looking for teaching positions first determine the area in which they wish to secure teaching positions and then apply to the placement agency in the state best in the position to help them. If teachers do not know the placement agency in a given state, it is suggested that they write to the State Superintendent of Public Instruction of the state in which they desire employment, or to the Executive Secretary of the State Education Association in the state of their choice



RECEIVED
JAN 16 1945
C. R. R. C.
Phoenix, Ariz.

TO THE DIRECTOR, BUREAU OF REVENUE,
WASHINGTON, D. C.

FROM THE CHIEF, BUREAU OF REVENUE,
WASHINGTON, D. C.

SUBJECT: [Illegible]

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and ask them how and where to secure the position they desire.

I discussed this topic with Dr. Bess Goodykoontz, Assistant Commissioner, U. S. Office of Education, the other day and it was our thought that due to the rich experience teachers have had in WRA Centers they will be stronger and more valuable teachers as a result of the challenging activities they have had in this pioneer education program. Because of this educational experience it is unlikely that they will have much difficulty in locating teaching positions when communities now are employing so many persons who hold sub-standard certificates. I also talked with Dr. Benjamin Frazier, Senior Specialist in Teacher Education, who has made a nation-wide study of the supply and demand of teachers. Dr. Frazier has prepared the following helpful circulars:

"Suggestions for Securing Teaching Positions," Circular No. 224 Revised July 1944.

"Teacher Placement, Registration, and Related Services," Circular No. 209 Revised August 1944.

"Wartime Changes in Teacher Certification," issued in Volume 3, No. 7 of Education for Victory dated October 3, 1944. (Reprint)

I am enclosing a set of these bulletins for the use of the Superintendent of Education at each of our WRA Centers. Dr. Frazier prefers not to mail out these sets in large numbers, but he said he would be glad to send any teacher who was looking for a position this material if she will merely write him and request the bulletins referred to.

WRA Superintendents of Education are therefore requested to bring this information to the attention of all teachers and urge those teachers looking for positions in various parts of the United States and in our outlying possessions to write:

Dr. Benjamin W. Frazier
Senior Specialist in Teacher Education
U. S. Office of Education
Washington 25, D. C.

Relative to writing recommendations now and in the future for members of the Education staff, it is suggested that normally we ask the Elementary Principal to be responsible for the recommendations to the various placement agencies for each of his elementary teachers; the Secondary School Principal for each of his secondary school teachers; and the Superintendents of Education for all administrative and supervisory education officials except the Vocational Education Supervisor. It would seem advisable to give Mr. Johnson as the person who could

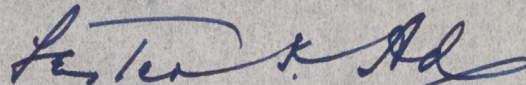


prepare recommendations for vocational supervisors and the WRA Director of Education or Dr. Viles to be responsible for the recommendations for our WRA Superintendents of Education. This is merely a suggestion and if there are reasons as to why other persons than those named should be responsible for the recommendations, that will be entirely satisfactory to us. The only reason for making this suggestion is to provide for a division of labor not only during the liquidation program but for a number of years after the WRA Centers close.

In order to provide a basis for specific statements in the recommendations that may be desired by each teacher it is suggested that WRA-282 forms be completed soon for each teacher or other appointed school employee. Notations indicating specific abilities, accomplishments, or weaknesses should be inserted in the space reserved for remarks, now while the supervisor is in a position to make an objective evaluation. Recommendations made later may have more meaning if backed by comments from specific data.

This office shall be glad to receive any comments that you or your teachers have to this communication. What other activity should we initiate and develop that might be professionally helpful to our education group?

Sincerely,



LESTER K. ADE
WRA Director of Education





1874

DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington

Tulsa
Comm. Inq. Unit.
Education

February 1, 1945

TO ALL PROJECT DIRECTORS:

Attn: Superintendents of Education

Under another cover we are sending you 125 copies of the essays of winners of "What Victory Means to Me." We in this office think that these essays are excellent and it occurred to us that you might like to have these extra copies for distribution at your center.

It is suggested that each member of the education supervisory and teaching staff be given a copy. Perhaps you will want to give a copy to each section and division head at your center. It is further suggested that you distribute the remaining copies to any other persons who might appreciate this material.

Sincerely yours,

Lester K. Ade

LESTER K. ADE
WRA Director of Education

44631



100-100000

Mr. Tolens
Director of Operations
Tollens Project

[Handwritten signature]
10/1/44

Mr. Tolens

Enclosed are two copies of a letterhead memorandum dated February 1, 1945, and captioned "The Tolens Project". One copy of this memorandum is being furnished to the Tolens Project, and the other copy is being furnished to the Tolens Project, and the other copy is being furnished to the Tolens Project.

Very truly yours,
[Signature]
Director of Operations
Tollens Project

Enclosed for Tolens Project are two copies of a letterhead memorandum dated February 1, 1945, and captioned "The Tolens Project".

Very truly yours,
[Signature]
Director of Operations
Tollens Project

Mr. Tolens

Mr. Tolens
Director of Operations
Tollens Project

100-100000

C
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Washington

MAR 7. RECD

February 22, 1945

TO ALL PROJECT DIRECTORS:

Attention: Superintendents of Education

Attached is a copy of certain paragraphs of a letter from Dr. Garrison on items E-4 and F-4 of Closing Memoranda 2 and 3, and also a copy of our reply. Since you too may have had some questions on these points we thought you would be interested.

Yours very truly,

N. E. VILES
Education Adviser

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Y

UNITED STATES DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

GRANADA PROJECT
Amache, Colorado

February 14, 1945

Mr. Dillon S. Myer
Director
War Relocation Authority
Barr Building
Washington 25, D. C.

Attention: Dr. N. E. Viles
Education Adviser

Dear Sir:

Your Memoranda #1-2-3- have been received. I have been trying to put these three together to form the general pattern for the final report.

In Memorandum No. 2 item E, 4, c and d it is suggested that the grade and subject teachers write reports of curricula or courses of study. What is the essential difference between this suggestion and Memorandum No. 3, Outline for Final Report, IV The School Program?

It seems to me that rather separate reports are necessary to outline the work at each level. In other words, the personnel, physical facilities, school program, extra-class activities, and public relations of the elementary school are a story in themselves. Confusion would be avoided by telling it in that way with only general discussion to cover those policies and procedures which have been general in application.

In our plan, which we have discussed at some length, we have intended to write a general introductory statement to be followed by the detailed discussion of each organizational level; elementary school, secondary school, general adult education and adult vocational education. Does such an organization fit in with your plan?

Very truly yours,

/s/ Lloyd A. Garrison
Lloyd A. Garrison
Superintendent of Education

C
O
P
Y

February 20, 1945

Mr. James G. Lindley
Project Director
Granada Relocation Center
Amache, Colorado

Attention: Mr. Lloyd A. Garrison
Superintendent of Education

Dear Mr. Lindley:

We have your inquiry on the two reports outlined in Memorandum No. 2, E-4-a-g, which might be termed "A Curriculum Summary" and the one in Memorandum No. 3, E-4 termed the "Final" or "Closing Report." Your questions are in line. We tried to distinguish between the two reports in our letter sent with Memorandum No. 3, February 8. However, it seems that we did not do a very good job and that added explanation is necessary.

The Final Report, E-4, outlined in Memorandum No. 3 is to be a part of the WRA official documentation and was designed to fit into the overall plan set up for that purpose. It seems that this general WRA report is to be semi-historical in nature. In fact, the chief criticism of the Reports Division on the Jerome closing report for the schools was on the repetition. They questioned the necessity of repeating the discussion of such items as buildings, libraries, supplies, teacher shortages, etc. in connection with the summaries of each of the elementary, secondary, adult and other units.

You will note that in IV of E-4 we did include a school program by units. This seemed to be the best procedure for fitting into the overall plan. It seemed probable that this Item IV on the School Program could be made a rather concise resume, made by one person, of the more complete "Program Summary" called for in E-4 and which will be prepared by several people. We added Item IX to permit the inclusion of tabular and statistical data essential for school analyses but probably not vital as a part of a WRA overall or historical report.

The Program Summary, E-4, outlined in detail in Memorandum No. 2 was desirable for several reasons. The WRA Final Report plan did not seem to offer opportunity for the schools to show what had been done in providing an educational offering in keeping with modern standards and yet adapted to our needs and conditions. In addition, the pupil transcripts that have been

sent to Washington indicate a wide variation in offerings and standards. It is now planned to deposit one of the program summaries with the transcript files.

It was our intention to provide a general pattern for these reports and to leave much of the initiative to the centers. We feel sure that the ten reports will vary in character and anticipate the preparation of one WRA "Final Report", P-4, in the Washington office. We are not yet sure whether one Washington overall report of the "Program Summary", E-4, will be necessary.

We hope that this has cleared some of the problems mentioned in your letter.

Yours very truly,

N.E. VILES
Education Adviser

C O P Y

WAR RELOCATION AUTHORITY
Washington

E2.60

March 24, 1945

TO ALL PROJECT DIRECTORS:

Attention: Superintendents of Education

The other day in one of my contacts with a governmental personnel group I picked up an outline that was originally distributed by the Army Medical Depot at Louisville, Kentucky. It had a number of "things that destroy morale." It had "effects on employees" and it had "suggestions for improving". I am therefore taking the liberty of sending on to you the suggestions for improvement when considering supervisory relations with employees. My only reason for not copying "things that destroy morale" is that I think it is unwise to emphasize the negative. I think it is much more important to stress the positive:

"You've got to accentuate the positive,
Eliminate the negative,
Latch onto the affirmative,
And don't mess with Mr-in-between."

Sincerely yours,

/s/ Lester K. Ade

WRA Director of Education

No. 55220

SUGGESTIONS FOR IMPROVING

1. Be impartial. Be a squareshooter. Play no favorites.
2. Master your job completely.
3. Study training and education needs and develop your employees.
4. Be firm but considerate. Set a good example in all things.
5. Remember it is human to make mistakes. Discuss and correct privately.
6. Develop self-control. Put yourself in other's places.
7. Fully assume responsibility. Take the blame if due. Never pass the buck.
8. Be human and reasonable, natural and friendly. Smile.
9. Be receptive. Encourage constructive thinking.
10. Promptly adjust grievances.
11. Give credit when due. Commend good work.
12. Always think of the employees' welfare. Be human.

- - - - -

War Relocation Authority
226 West Jackson Boulevard
Chicago 6, Illinois

CA-116
March 31, 1945

E2.63

MEMORANDUM TO: Center Residents and WRA Staff

APR 11 1945

Social agencies throughout the Midwest have been fully informed on the war's dislocation of our Japanese-American population and have already assisted a number of Center residents in resuming normal lives again, according to Miss Prudence Rose, Acting Supervisor of the North Central Area. Services of both private and public agencies will be available to Japanese-Americans long after WRA has been liquidated.

Grants from the Resettlement Assistance Fund are not limited to emergency situations nor are they strictly "relief". Grants are made on the basis of need, and a need may be defined as any obstacle to resettlement. A number of employed resettlers have requested grants for their travel expenses to a Relocation Center for the purpose of helping their family or parents leave the Center. Others have requested grants to purchase furniture or to rent larger apartments or houses on having their families join them in a Midwest community. Such financial assistance is not a loan but an outright grant to minimize for the evacuee undue stress and worry over finances in trying to begin life over again in the world outside the Centers.

A young married woman who is expecting her first baby and whose husband is in military service will receive \$500 from the Resettlement Assistance Fund for household furnishings shortly. She will set up housekeeping for her mother, now in a Relocation Center, and a married friend, also expecting a baby, who will join her soon from another Midwest city. The welfare workers were glad to assist this young woman in making a budget of her household needs.

Until recently most of the Assistance grants to resettlers in the Midwest have paid for medical services--dental, eye and internal surgery--and hospital bills and daily living expenses for persons having long-term illnesses such as tuberculosis or infantile paralysis. In the case of several older Issei who suddenly had a stroke and died, Assistance grants paid for their hospitalization and funerals.

An evacuee arrived in Chicago with his wife and three children during a cold winter spell. As the family had been living in a Relocation Center on the hot Arizona desert, the wife and children needed warm clothing. A family service bureau gave them money to purchase warmer clothes, fuel for their dwelling, and additional funds for incidental living expenses until the evacuee received his first salary check.

Future issues of the Field Bulletin from the North Central Area will include the names and addresses of social agencies which have assisted resettlers either financially or in family planning. The names of the resettlers will be withheld.

DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington, D. C.

Tule Lake
Comm. Inq. Unit.
Education

May 14, 1945

TO ALL PROJECT DIRECTORS

Attn: Superintendents of Education and
Adult-Vocational Supervisors

Adult and vocational reports of enrollment, as shown on monthly Forms 238 and 245, have not always been in agreement. In addition, some courses have been reported as adult or vocational when they probably have been reported in the other area.

There has never been a definite line of demarkation between adult and vocational courses since any course which teaches a student how to speak better English might also help him on a job. However, in our letter of January 15, 1944, in setting up the separate adult and vocational supervisory positions, we suggested a division indicating that classes leading to specific employment in or out of the center would be termed "vocational." Other classes would be termed "adult." This was again implied under III, Page 2 of the April 30 outline for vocational reports. Under this measure of separation, flower making, flower arrangement, and probably most of the sewing classes would be included under the adult education reports. Classes in tailoring or specific types of sewing, beamed directly towards employment, would be included in the group of vocational courses.

In the Washington office we have found it necessary to readjust such enrollment figures in several cases. It is desirable that the final or terminal enrollment reports be comparable. The adult-vocational supervisor should make the division as outlined above. One part of the vocational report outline suggests a summary of No. 245 or monthly reports. The change can be made readily when preparing this summary and the results could be reflected in other sections of each report affected.

Sincerely,

N. E. Viles

N. E. VILES
Education Adviser

49001

NOTICE TO THE PUBLIC
RE: THE TULSA COUNTY
C. D. C. 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

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THE TULSA COUNTY
C. D. C. 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

THE TULSA COUNTY
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THE TULSA COUNTY
C. D. C. 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

THE TULSA COUNTY
C. D. C. 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100



RECEIVED
MAY 21 1945
TULSA COUNTY
ADMINISTRATIVE
DIVISION

DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington, D. C.

May 14, 1945

TO ALL PROJECT DIRECTORS

Attn: Superintendents of Education and
Adult-Vocational Supervisors

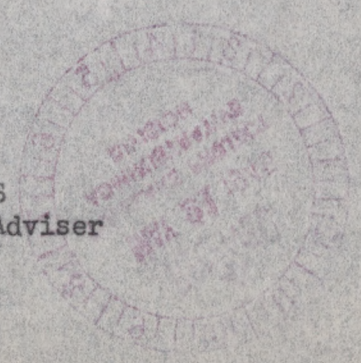
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Sincerely,

N. E. VILES
Education Adviser



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WAR RELOCATION AUTHORITY
Washington

TULE LAKE
Comm. Input
Education

June 27, 1945

TO ALL PROJECT DIRECTORS:

Attention: Superintendents of Education

The term reports, Form 292, will be due within a few days. You probably have now all of your information excepting the financial data. Suggest that you compile the report as soon as possible and send copies to this office. If necessary, omit a part or all of the financial data when you send in your first report. Then arrange to pick up this material as soon as possible and send it in the form of a supplement.

Yours truly,

N. E. Viles

N. E. VILES
Education Adviser

(Handwritten mark)

50811

Eden



Education Affairs
U. S. AIRS

Don't fail!

ple and send it in the form of a submittal.
then arrange to pick up this material as soon as possible.
the final report date when you send in your final report.
to this office. If necessary, write a letter of all of
complete the report as soon as possible and send copies
nation exceeding the final report date. suggest that you
a few days. You properly have now all of your final
the final report. Form 285 will be the main

Attention: Superintendents of Education

TO THE PROJECT DIRECTORS:

June 21, 1945

Washington
WAR NEGOTIATION AUTHORITY

1015-1-8

*Coming next
Education*

Tule Lake

WAR RELOCATION AUTHORITY
Washington

July 9, 1945

TO ALL PROJECT DIRECTORS:

Attn: Superintendents of Education

In Memorandum No. 3 dated February 8, 1945 on school closing procedures we mentioned under IX an appendix which would include various studies, tables, charts, etc. In some ways the data called for under this heading might be more vital for future analytical studies than would a similar amount of material under other headings.

Dr. Provinse has indicated an interest in some of these studies. Particularly, he would like to know what progress our school pupils have made. It may be easy to provide this information on this if you have your test data for the time the pupils arrived and for tests given near the end of the program. It would be worthwhile to know whether the increase in the educational age or the achievement quotient represents normal growth. It would be interesting to know whether the EA development was comparable to the MA.

Other specific studies, some of which are mentioned under IX, might be made on absences, prevalence, causes, their effect on the schools; delinquencies, particularly those requiring punishment; linguistic difficulties; number of graduates entering college; part-time work-school participation and production. There will be others relative to teacher qualifications, accreditation, etc., on which you may have studies already underway.

These are called for as a part of the final report. However, you probably have already completed some of them. We would be glad to have advance copies of some or all of these studies as rapidly as you complete them. If you have other data or ideas on studies you think of value we shall be glad to know about them.

Yours truly,

N. E. Viles

N. E. VILES
Education Adviser

51382



RECEIVED
JUL 16 1945
TULE LAKE PROJECT
ADMINISTRATIVE
DIVISION

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THE TULE LAKE PROJECT IS A JOINT VENTURE OF THE UNITED STATES GOVERNMENT AND THE CALIFORNIA WATER DEVELOPMENT BOARD. THE PROJECT IS DESIGNED TO PROVIDE ADEQUATE WATER SUPPLY FOR THE TULE LAKE AREA AND TO PREVENT FLOODING IN THE AREA DURING WET YEARS.

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RECEIVED
JUL 16 1945
TULE LAKE PROJECT
ADMINISTRATIVE
DIVISION

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RECEIVED
JUL 16 1945
TULE LAKE PROJECT
ADMINISTRATIVE
DIVISION

100-100000

WAR RELOCATION AUTHORITY
Washington

July 16, 1945

TO ALL PROJECT DIRECTORS:

Attn: Superintendents of Education

We have received some inquiries concerning the handling of school pupil records and record transcripts. Handbook 190, Section 30.3.6D indicates that two copies of Form 280 for all high school graduates and relocated pupils and Form 281 for relocated elementary pupils are to be sent to Washington at the end of each school year. In our closing procedures suggestions of February 19 and memoranda which followed, Sections E 1 and 2, we again indicated this procedure in handling transcripts. We also indicated that each pupil should be given a copy of Form 393, but that he would not carry with him a copy of his transcript. Form 393 indicated that the permanent records and transcripts for pupils of Grades 1 to 11, inc., who might be expected to enter other elementary and secondary schools for the fall term would be serviced from the centers until November 1. (Note that transcripts for graduates and previous relocatees are to be sent to Washington at the end of the term as per earlier instructions.)

In some cases the location and name of the receiving school will be known when the pupil leaves the Center. In such cases it may be possible to send a copy of the transcript without waiting for a request from the receiving school. In many cases the location and name of the receiving school will not be available and the transcripts cannot be sent until requested by or through the receiving school. Some schools may delay making up their permanent pupil record files until near the end of the first quarter and as a result may not request pupil transcripts early in September. This in part accounts for the setting of the November 1 dating. It was hoped that by this time most of the transcripts for pupils grades 1 to 11, inc. may have been delivered to the receiving school directly from the centers. When transcripts have been sent to the receiving schools this information should be recorded in the proper space on the copies sent to Washington for each pupil.

As indicated in the handbook, cumulative records will also be sent to Washington. It is hoped that someone will be assigned the task of clearing all the records, of having them cased and properly labeled before they are sent to the Washington office. After they arrive in the Washington office an attempt will be made to determine which receiving schools have already established permanent files for these pupils. When this is done it may be desirable to establish in the Washington office both active and inactive files, placing in the inactive file records of the pupils for whom the receiving schools have already established permanent files.

Yours truly,

N. E. VILES
Education Adviser

