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October 1, 1942

QUARTERLY REPORT
of the
EDUCATION SECTION
GRANADA RELOCATION CENTER
AMACHE, COLORADO

L3.05

July 1, 1942 to September 30, 1942

I. GENERAL ORGANIZATION PLAN

- A. **SUPERINTENDENT:** Appointment of Paul J. Terry as Superintendent of Education for the Granada Relocation Center was approved as of July 22, 1942.

Clerk: Kathleen Schiller was assigned to this position on August 6, 1942.

- B. **SUPERVISORY STAFF:** The first problem confronted was the selection of a supervisory staff, the personnel of which would be compatible, sympathetic to the problem of dealing with a minority race under changing circumstances, and capable of making adjustments necessary in carrying out an educational program in a relocation center. Careful selection was made of each person on the supervisory staff from the standpoint of educational qualifications, experience, responsible positions filled prior to affiliation with the War Relocation Authority, and potentialities of exerting educational leadership in the future.

The supervisory staff selected and approved is listed below:

<u>Title</u>	<u>Name</u>	<u>Date of Approval</u>
Acting Elementary School Principal	Enoch Dumas	8-3-42
Jr. High School Principal	Herbert K. Walther	8-10-42
Sr. High School Principal	S. Clay Coy	8-10-42
Night School Principal	Charles Mulford	9-21-42
Supervisor of Student Teachers	S. Frances Shuck	8-17-42
Health and P.E. Advisor	Morris H. Seglow	8-24-42

- C. **TEACHERS:** The recruitment of an adequate teaching staff was completed through the cooperation of the U. S. Civil Service Special Services Offices in Denver, the Regional Personnel Officers of the War Relocation Authority, various college placement bureaus in the State of Colorado, and through personal interview. With but two exceptions all persons recommended for appointment were interviewed by at least one member of the supervisory staff.

The teaching staff of the Education Section recommended for appointment have been assigned to the various subdivisions of the Education as follows:

<u>Unit</u>	<u>NUMBER</u>
Elementary School	17
Jr. High School	11
Sr. High School (3 Sr. Teachers 9 Teachers)	12

II. LIAISON FUNCTIONS

Numerous interviews and conferences have been conducted with the Colorado State Department of Education, The Colorado State College of Education, The University of Colorado and the University of Denver, concerning amiable relationships between WRA and these educational forces.

A. STUDENT TEACHING CREDIT

Agreements have been reached with the State Department of Education and the Colorado State College of Education and WRA, whereby credit for student teaching given in the Granada Relocation Center Schools, which will be under the direct supervision of Miss Frances Shuck, will be accepted by The Colorado State College of Education and, in turn, by the State Department of Education as satisfying the requirements for student teaching in the issuance of State Teaching Certificates.

B. EXTENSION COURSES

The Colorado State College of Education, The University of Colorado, and The University of Denver have offered the facilities of their institutions for the conduction of extension courses from each of these institutions. The Colorado State College of Education has agreed to cooperate with members of the Education Section in the conduction of extension classes for which extension credit will be allowed.

C. ACCREDITATION

Assurances have been received from The University of Colorado, the accrediting agency for the State of Colorado, that the secondary school at the project will be eligible for certification providing the school meets the certification regulations set up by the University of Colorado.

D. JUNIOR COLLEGE AT LAMAR

Communications have been established with the Junior College of Southeastern Colorado and The National Student Relocation Council concerning approval for this

institution so that American students of Japanese ancestry will be eligible to attend school in Lamar. Final arrangements have not been completed for this approval.

III. BUILDINGS AND EDUCATIONAL SUPPLIES

- A. From time to time the Superintendent, together with members of the supervisory staff, conferred with the Regional Engineer concerning plans for school buildings at the project site.
- B. Upon arrival at Anasche it became evident that it would be impossible to have school buildings constructed in time for the opening of school. Therefore, a survey of community facilities for schools was immediately made, and the entire SH Block was reserved for educational purposes.

Buildings 7, 8, 9, 10, and 11 in this block have been assigned to the Elementary School.

Buildings 12, 1, 2, 3D, 3E, 3F have been assigned to the Jr. High School.

Buildings 3A, 3B, 3C, 4, 5, 6, and the Recreation Hall have been assigned to the Sr. High School.

The mess hall will be used for general group activities, as an auditorium, for motion pictures, social activities, and general community group use.

The laundry will be assigned to the Night School.

The Recreation Building is being utilized by the Industrial Arts Department.

- C. The supervisory staff, during the time it was located in Denver prior to September 8th, completed requisitions for text books, supplies, materials, and equipment necessary for the conduction of an educational program.

IV. SURVEY OF PUPIL POPULATION

Dr. Takashi Terami who worked under the direct supervision of Mr. Mitchell, Chief of Community Services, at the Herrod Assembly Center, offered his services soon after we arrived at Anasche. He, together with a group of Japanese American workers, have made continuous surveys of the community to determine the age and grade placement of evacuees as they came into this center. A block by

block check has been completed. General conclusions reached are:

DISTRIBUTION OF PUPILS BY SCHOOL

	<u>No. of Pupils</u>	<u>Average No. Per Grade</u>
Pre-School	163	88
Kindergarten	91	91
Elementary	614	108
Jr. High	413	138
Sr. High	547	182
Total	1828	

(53% of the pupils are expected to be boys and 47% girls)

POPULATION BY GROUP

<u>Group</u>	<u>Population</u>
Merced	4,450
Santa Anita	2,950
Grenada Center	7,400

COMPARISON BETWEEN TOTAL AND SCHOOL POPULATIONS

	<u>Total Population</u>	<u>No. of School Pupils</u>	<u>Percentage</u>
Merced	4,450	1,208	27%
Santa Anita	2,950	620	21%
Grenada Center	7,400	1828	24.7%

V. OPENING OF SCHOOL

- A. It is planned that schools will open in Block 8H on the morning of October 12th.
- B. School registration for all pupils of pre-school, elementary, Jr. High, and Sr. High will be conducted on October 7th and 8th. A copy of the notice to report for school registration is herewith attached.

VI. ADVISORY COUNCIL

On September 12th members of the supervisory staff met with a group of twelve Japanese Americans who had worked in the schools at the Merced Assembly Center for an in-

formal discussion of the educational program which should be offered at Amache and a discussion of plans already made for the educational program at this center.

VII. JAPANESE AMERICAN PERSONNEL

Those classed as teachers are fully qualified to teach in the public schools of Colorado. Application has been made to the Colorado State Department of Education for teaching certificates. Americans of Japanese lineage, who are not fully qualified for teaching certificates in Colorado and who lack less than six semester hours of education credit and student teaching, have been assigned as assistant teachers. Many individuals, who are qualified to teach specific subjects in schools but who do not have a general education background which will qualify them to secure regular teaching certificates from the State of Colorado, have been assigned in special fields for work in the schools.

CLASSIFICATION OF JAPANESE AMERICAN PERSONNEL ASSIGNED TO THE EDUCATION SECTION

	TEACHERS	STUDENT TEACHERS	SPECIAL WORKERS *	CLERICAL HELP	MEASURES - OTHERS	CUSTODI- ANS	TOTAL
Elementary	4	6	12	2		1	25
Jr. High School	2	3	5	1		1	12
Sr. High School	5	1	10	1			17
Night School	1			2			3
Superintendent's Office				3	2		5
TOTALS	12	10	27	9	2	2	62

* Special workers include nursery school attendants, musicians, artists, soil chemist, agronomists, dietitians, etc.

VIII. LOAN OF EDUCATION PERSONNEL

Mr. Morris H. Soglow, assigned to the Education Section as Health and P. E. Adviser, has been assigned additional responsibilities as a community recreational leader pending such time as the Chief of the Community Services Division is able to recommend someone to assume responsibilities for the latter position. Since the time Mr. Soglow reported for duty he has been assuming the responsibilities of these two offices.

Mrs. Anna W. Berry and Mrs. Frieda Mahony have spent several days working in the Employment and Housing Section as interviewers assisting in the selection of Japanese American workers to leave project to work in the best fields.

IX. NIGHT SCHOOL

Preliminary surveys are being completed prior to the organization of night school classes. Many residents of the center have had experience in teaching adults in assembly centers and are expected to serve as a nucleus for the general staff. As of this date no specific classes have been started.

X. PLANS

- A. Careful study will be made immediately concerning best means of completely utilizing the full facilities of Block SH for a well-rounded and complete educational program for persons of school age as well as adults.
- B. Our night school program will be started within the very near future.
- C. Plans for the formation of an advisory board, together with various advisory groups to meet with many groups in the Education Section, are being completed rapidly.

An education conference for October 5th and 6th has been definitely planned. Dr. Lester K. Ads, Educational Consultant, will be the speaker at that time. Program attached.

- D. Several other conferences at which persons interested in education are invited to visit the project are being contemplated.
- E. A pre-school program, under the immediate supervision of Dr. Enoch Dumas, to accommodate at least 150 children is being formulated.

NOTICE

School registration for all students from pre-school to 12th grade will be taken on Wednesday and Thursday, October 7th and 8th. All children who are five years of age or who will be five years of age by December 1, 1942 (birth date December 1, 1937 or earlier) and who are not yet 16 years of age are required to attend school. Pre-school is provided for those children of ages three and four.

The schedule of registration places, dates on which to report, and blocks affected are listed below:

SCHEDULE OF SCHOOL REGISTRATION FOR PRE-SCHOOL, ELEMENTARY
SCHOOL AND JUNIOR HIGH SCHOOL

DAY	TIME	BLOCKS	REPORT TO
Wed. Oct. 7	1:30 - 4:00 PM	11H, 11K, 12H, 12K	11H Recreation
Wed. Oct. 7	1:30 - 4:00 PM	11F, 11G, 12F, 12G	11G Recreation
Wed. Oct. 7	1:30 - 4:00 PM	9E, 10E, 11E, 12E	11E Recreation
Thurs. Oct. 8	9 - 11:30 AM	7E, 7F, 8E, 8F	8E Recreation
Thurs. Oct. 8	9 - 11:30 AM	6E, 6F, 6G, 6H	6G Recreation
Thurs. Oct. 8	9 - 11:30 AM	7G, 7H, 7K, 8G	7H Recreation
Thurs. Oct. 8	1:30 - 4:00 PM	8K, 9H, 9K, 9L, 10H	8H Mess Hall

SCHEDULE FOR HIGH SCHOOL REGISTRATION
Grades 10, 11 and 12

DAY	TIME	BLOCKS	REPORT TO
Wed. Oct. 7	1:30 - 4:00 PM	11E, 11F, 11G, 11K, 11H, 12E, 12F, 12G, 12K, 12H	8H Mess Hall
Thurs. Oct. 8	9 - 11:30 AM	6E, 7E, 8E, 9E, 10E, 6F, 7F, 8F, 9H, 10H	8H Mess Hall
Thurs. Oct. 8	1:30 - 4:00 PM	6G, 7G, 8G, 6H, 7H, 7K, 8K, 9K, 9L	8H Laundry

Those students who were attending schools with midyear promotions will please note. For the present, all persons who have completed one-half school year or more in a grade will be promoted to the next higher grade. Those who have less than one-half of a school year in a grade will remain in the same grade. A copy of previous school records will be requested for each individual.

- 2 -

School registration is compulsory. If other employment is held, arrangements must be made to be absent from work long enough to complete registration.

SCHOOL OPENS

MONDAY, OCTOBER 12, 1942, 9:00 A.M.

in BLOCK 8H

WAR RELOCATION AUTHORITY
Amache Branch
Granada, Colorado

AGENDA FOR THE
GRANADA RELOCATION CENTER EDUCATION CONFERENCE

Amache and Lamar, Colorado

October 5 - 6, 1942

I. Monday - 10:00 A.M. to 12:00 Noon

Recreation Hall (7H)
Granada Relocation Center

Overview

We are trying to solve a problem created by the war. In cooperation with the War Department, the War Relocation Authority is locating within the State approximately 7,500 people whom the War Department found it necessary to evacuate from the Western Defense Command. In view of these facts, we have called together for conference some of the people vitally concerned.

Chairman - Paul J. Terry
Superintendent of Education

Greetings and General Statements by:

Frank C. Cross	Regional Office, WRA
James G. Lindley	Project Director
W. Ray Johnson	Chief, Community Services
Margaret L. Paradise	Deputy State Superintendent of Public Instruction
Mrs. Bernice Wilmoth	Superintendent of Schools (Prowers County)
Neal Burch	Assistant Director, Junior College of Southeastern Colorado

Announcements

II. Monday - 12:15 P.M. to 1:30 P.M.

Luncheon - 6G Mess Hall

III. Monday - 2:00 P.M. to 4:00 P.M.

Recreation Hall (7H)
Granada Relocation Center

Chairman - Dr. Lester K. Ade
Educational Advisor, WRA,
United States Office of Education

Panel Discussion:

"Agencies Interested in the WRA Educational Program"

Mrs. Leonora Zimmerman
State Supervisor of Homemaking Education

Representatives from:

Colorado Congress of Parents and Teachers
Colorado State College of Education
University of Colorado
University of Denver
Colorado State Department of Education
Colorado Education Association

General Discussion

IV. Tuesday - 9:30 A.M. to 11:30 A.M.

Auditorium - The Junior College
of Southeastern Colorado

"The Full Utilization of Community Resources
in Curriculum Building"

Dr. Lester K. Ade, Educational Advisor

General Discussion

V. Tuesday - 12:00 Noon to 1:30 P.M.

Luncheon - Presbyterian Church
Fifth and Olive - Lamar

Chairman - James H. Buchanan, Director
Junior College of Southeastern Colorado

"Local Resources for The Educational Program
at the Granada Relocation Center"

Neal Burch, Assistant Director
Junior College of Southeastern Colorado

D. L. Miller
Superintendent of Schools, Holly

Harold Rice
Superintendent of Schools, Granada

VI. Tuesday - 2:00 P.M. to 3:30 P.M.

Auditorium - The Junior College
of Southeastern Colorado

Informal Group Discussion led by:

Dr. Lester K. Ade,
Educational Advisor, WRA,
United States Office of Education

"Organization and Resources of the United States
Office of Education as They Affect the WRA at
Amache"

QUARTERLY REPORTS
from
EDUCATIONAL DEPARTMENTS

-
Period

October 1st, 1942
to
December 31, 1942

Oct. 1, 1942 to
December 31, 1942

B. TRAINING OF STUDENT TEACHERS

In planning for the training of the student teachers, provision is made for them to observe in classrooms of the regular staff so that they may see teaching procedures at various grade levels.

During the class meetings with student teachers various teaching problems are discussed. Organization of the material to be taught, daily plans, use and construction of tests, evaluation of students' work, and classroom management are among those that have been studied.

Mr. Morris H. Soglow, Physical Education and Health Advisor, gives a training class twice a week for recreation leaders. In the elementary school all members of the staff attend.

C. MEMBERS OF THE JAPANESE AMERICAN TEACHING STAFF WHO HAVE LEFT:

Three members of the teaching staff enlisted in the Military Intelligence division. One of the instructors in the industrial arts department received a position with Curtiss Wright Corporation in Buffalo, New York. Another member of the staff began work at Colorado State College of Education on his Master's degree.

III. RELATIONSHIP WITH COLLEGES

A. EXTENSION COURSES

Two extension courses are being conducted for credit from The Colorado State College of Education:

1. Course 177a, Child Psychology under the direction of Mrs. Frieda H. McCollom.
2. Improvement in Instruction of Reading conducted by Dr. Enoch Dumas.

It is planned to start courses in Improvement of Instruction in Arithmetic and Reading in the Primary Grades under the direction of Miss Frances Shuck.

A course in Psychology of Adolescence for credit by the University of Denver will be conducted during the coming quarter under the direction of Mr. Herbert K. Walther.

B. ACCREDITATION

Correspondence has been carried on with the University of Colorado concerning accrediting of the secondary school at the project. No further information is available at this time.

C. COLLEGE COUNCIL

Several students of college age not in attendance at any school suggested that a group be organized to maintain an interest in college education, to organize and assist high school students to prepare for college, and to stimulate thinking and discussion among those who are in the college-level group.

At the second meeting on November 14, 1942 Shozi Oniki was appointed chairman. At this meeting it was decided to undertake a survey for which a questionnaire was to be prepared and distributed by members of the council (Exhibit I). The results of this survey show that out of 206 persons who filled the questionnaire 185 indicated an interest in continuing their education. Of this total 96 were men and 90 women. Although 65 persons showed an interest in extension course work, there was a lack of interest in actually following this up.

The third meeting on November 23, 1942 had as speaker Miss Briesemeister of the National YWCA staff. She spoke on the activities of similar groups in other centers and the common problems that we face.

The group sponsored also Dr. Samuel Guy Inman and Dr. Wilhelmina Hill from the University of Denver as speakers on Thanksgiving afternoon. The topic of the afternoon was Latin America. Approximately 150 persons attended.

The next committee meeting was held December 3, 1942. At this time the efforts to place students in Southeastern Junior College at Lamar and the inability to carry the program through because of lack of sufficient students was discussed. Interest groups were created on the topics of Camp Life, Vocational Training, Relocation, and Racial Minority Problems with Hideo Ihara, Hiroo Fukuyama, Joe Fujikawa, and Sammy Oi as respective chairmen. The following Friday, December 11th, a general meeting on the topic of Relocation was sponsored with Mr. Paul J. Terry and Lieutenant Roy Hirano as speakers.

On the 1st of December Kenji Okuda and Estella Hoshimiya were assigned to work on Student Relocation and relocation contacts as well as to keep the College Council program going. For this purpose, an extensive library of college catalogues has been accumulated. Catalogues from at least one hundred schools approved by the Army and Navy are on file in the Education Office.

Mr. Carroll Moon, Executive Secretary of the Rocky Mountain Area of Student YMCA, and Robert O'Brien, Director of the National Student Relocation Council, visited the project and met with officers of the group.

On Saturday, December 19th, the interest group chairman, the council chairman, and the secretary met and formulated plans to sponsor a series of group meetings of the forum type starting the 8th of January. It was also recommended that a vocational guidance program be pushed in the Senior High School.

D. JUNIOR COLLEGE AT LAMAR

An effort was made to enable students from the project to attend the Junior College at Lamar. The authorities of the Junior College expressed a willingness to accept students from the center. Students at the center, however, were not interested in attending the college because:

1. The school was not sufficiently large.
2. The cost was higher than that which they had anticipated.
3. General inertia.

Through arrangements with Mr. Robert O'Brien, Director of the National Student Relocation Council, the American Baptist offered \$500 to be used for assistance in paying tuition for students from the center attending the college in Lamar. It was necessary that we decline the offer since a sufficient number of students did not indicate a willingness to attend the college at Lamar.

IV. SCHOOL BUILDINGS

Work was started on the high school and two elementary school units on December 2nd.

TABLE

GRADE DISTRIBUTION BY SEX

Unit and Grade	Boys	Girls	Total
1	2	3	4
<u>ELEMENTARY</u>			
Pre-school	93	59	152
Kindergarten	53	42	95
First Grade	52	37	89
Second Grade	37	68	105
Third Grade	56	51	107
Fourth Grade	59	48	107
Fifth Grade	74	65	139
Sixth Grade	72	66	138
Total	496	436	932
<u>JUNIOR HIGH</u>			
Seventh Grade	75	63	138
Eighth Grade	65	64	129
Ninth Grade	96	73	169
Total	236	200	436
<u>SENIOR HIGH</u>			
Tenth Grade	108	76	184
Eleventh Grade	90	82	172
Twelfth Grade	129	108	237
Total	327	266	593
TOTAL OF 3 UNITS	1,059	902	1,961

VI. ASSIGNMENT OF JAPANESE AMERICAN PERSONNEL

The following tabulation illustrates the number of Japanese American personnel assigned to the Education Section:

	Elem.	Jr. High	Sr. High	Night School	Supt. Office	TOTAL
Teachers	4	1	5			10
Student Teachers	5	5	4			14
*Special Workers	21	16	14	1	4	56
Instructors				20		20
Substitute Teachers	2					2
Clerical Help	3	3	5	1	13	25
Messengers	1	3	1		2	7
Custodians	11	6	10	6	5	39
TOTAL	47	34	39	28	24	172

*Special Workers include nursery school attendants, musicians, artists, soil chemist, agronomists, librarians, dietitians, social worker, designers, recreation leaders, etc.

During the last quarter a number of people were added to the Education Section personnel. They include:

Student Teachers	4
Specialists	29
Instructors in the Night School	19
Substitute Teachers	2
Clerical Help	16
Messengers	5
Custodians	36
Total	111

VII. NIGHT SCHOOL

Exhibit II is the schedule for the Amache adult activities program. This indicates that there is a broad offering of night school activities in cooking, drafting, English, art crafts, commercial subjects, dramatics, etc.

Total Enrollment	Men	Women
	114	776
No. of adults taking Vocational Training Course	16	272
No. of adults taking English Courses	9	137

VII. ADVISORY SCHOOL BOARD

The formation of an Advisory School Board was intentionally delayed following the reception of residents at the center in order to allow both the school administration and the residents to become acclimated to the local situation. Several informal discussions with residents interested in the educational program at the center were held during September and October.

It has been our thinking that prior to the formation of a formal advisory council we should pass through an interim stage in which a semi-formal advisory board is appointed. Following a careful study of resident personnel with respect to educational background, leadership ability, community interest, assembly center origin, citizenship, occupation, and location within the center, a group of ten persons was appointed to act as an Advisory School Board pending such time as deemed advisable to hold a regular school election. A list of those serving on the Advisory School Board is as follows:

Mr. Toichi Domoto	6C-5-C	Nisei
Dr. Masuichi Higaki	6H-2-A	Issei
* Mr. Buddy Iwata	7C-4-C	Nisei
Mr. Kazuo Masuda	10H-9-C	Nisei
Dr. George Nagamoto	12K-12-C	Nisei
Mr. Henry Shimizu	12F-3-C	Nisei
Mrs. George Takayama	6H-2-F	Nisei
Dr. Takashi Terami	7F-6-C	Issei
Mrs. Hama Yamasaki	8K-9-D	Nisei
* Mrs. Grace Yokouchi	9L-5-B	Issei

* Recently appointed to the Navy Japanese Language School at Boulder, Colorado.

The first meeting of this Board was held on November 24, 1942 and since that time it has met regularly each week.

We feel that the work of this group is highly important and has been most helpful to the school administration in understanding many of the problems of community responsibilities.

IX. PUBLIC CONTACTS

Contacts with the public have been made through talks given by Mr. Paul J. Terry, Dr. Enoch Dumas, and Mr. Herbert K. Walther at the following gatherings: (1) school assemblies; (2) church groups; (3) service clubs; (4) professional education groups; (5) State Teachers Meeting; (6) The Women's Council.

X. EMPLOYMENT OF SCHOOL CHILDREN

Considerable difficulty has been experienced in this center caused by the employment of children of school age by various divisions of the project.

After due consideration it was recommended that children regularly enrolled in school should not be employed during school hours except by permission granted by school authorities and in no event should they be employed more than four hours on a school day. Exhibit III is a complete statement of this policy.

XI. TEACHERS EATING IN MESS HALLS

Arrangements have been completed whereby members of the Education Section and other Caucasians may have meals at evacuee mess halls upon invitation of an evacuee. This has worked to the mutual advantage of members of the teaching staff and the evacuees themselves.

XII. EDUCATION CONFERENCE

Exhibit IV is an agenda for the Granada Relocation Center Education Conference held at Amache on October 5th and 6th.

XIII. SUMMARY OF QUARTERLY REPORTS SUBMITTED BY UNITS IN THE EDUCATION SECTION

ELEMENTARY - The following is, in outline form, a report of essential factors concerning the program of Amache Elementary School during the last quarter of 1942:

A. School Calendar

School opened October 12th with half-day sessions until October 23th. The delay was due to lack of furniture and equipment. Teachers taught in the morning and worked in the afternoon assembling furniture.

School has been running continuously since that time with the exception of Thanksgiving Day, the day following, and Christmas Day.

The school day begins at 9:00 A.M. and ends at 3:35 P.M. Kindergarten, pre-school, and first and second grades have shorter hours than the succeeding grades.

B. Physical Features

Since the school building has not yet been constructed, the elementary school, constituting grades one to six, is being housed in barrack rooms in 8H Block. Buildings 7, 8, 9, 10, and one-half of 11 are assigned to the elementary school. One kindergarten class meets in 9K Recreation Hall and the other two kindergarten groups meet in 9E Recreation Hall. Four pre-schools are established, one each in the following places; 9K Recreation Hall, 7K Recreation Hall, 11H Recreation Hall, and 11F Recreation Hall. An additional pre-school will be opened as soon as 9E Recreation Hall can be partitioned.

C. Tests

The Kuhlmann-Anderson test has been administered to children in grades one to six with the following result:

The Median I.Q. is 98 with the range from 61 to 133.

The Median I.Q. by grades is as follows:

Grade One	98	Grade Four	93.5
Grade Two	98	Grade Five	98
Grade Three	100	Grade Six	99.5

This indicates that the children we have in the Amache Elementary School are equivalent to a normal group in term of mental abilities as measured by the Kuhlmann-Anderson test.

In general the teachers are following the Colorado State Course of Study. Deviations are made here and there to meet local conditions. For example, it was felt desirable to acquaint the children, all of whom had recently come from California, with their local environment; and therefore, each class took such a unit of study. While the first grade children studied their immediate community, sixth grade children studied both the immediate community and the Rocky Mountain region.

D. Additional Activities

Additional activities have been started and will be expanded as time goes on. Among those underway are the following:

1. A Co-Operative Store of which 325 children are members. It has its own Board of Directors that handle its own finances and other work connected with the store. The store sells principally school supplies.
2. Programs are being sponsored by individual classes or two or three classes working together. This seemed advisable instead of all-school programs for several reasons; one being the lack of adequate auditorium facilities. A Christmas program is being sponsored by two Fourth Grade groups and one Sixth Grade group.
3. Assemblies are being held as the need arises.
4. Excursions to nearby points of interest such as beet fields, farm, and the Arkansas River. These have been curtailed due to the gas and tire rationing program. We hope that facilities will be soon available in order to continue these valuable experiences.

E. Teachers

Twenty Caucasian teachers are at present on the Elementary staff, and are distributed as follows:

Kindergarten	2	Fifth Grade	3
First Grade	3	Sixth Grade	3
Second Grade	3	Music Teacher	1
Third Grade	1	Art Teacher	1
Fourth Grade	3		

Two have left, one because of marriage, and one because of hardship surrounding the work.

A number of Japanese American teachers are also employed, of which four are fully qualified according to the Colorado State standards. The four are distributed as follows:

Kindergarten	1	Third Grade	2
Pre-school	1		

Five are student teacher teaching a half day schedule.

In the pre-school there are four head teachers and sixteen attendants.

Staff meetings of all teachers are held under the principal's direction each Saturday mornings.

F. Parent Contacts

A seven-point program of parent contact is being set up to include the following:

1. The Elementary School Parents' Council has been organized consisting of one parent representative of each school group from pre-school to the sixth grade.
2. The teacher of each home-room group is arranging a series of meetings of the parents of the children of that particular group.
3. Teacher-parent conferences are being arranged in such a way that they may be called by the teacher or the parent to discuss individual problems.
4. Bulletins to parents are sent home as the need for them arises.
5. Report cards are to be sent home at the end of each nine-week period. These report cards deviate from the traditional cards in that they attempt to do two things:
 - a. To indicate specifically what the child has

been attempting to learn in school.

- b. To inform parents of the child's progress in learning the specific items.
- 6. A handbook is being prepared to give to the parents essential school information such as the school calendar, the names of teachers and administrative officers, school policies, health regulations, and other items.
- 7. Items of interests are published in the Amache paper.

Conclusion

The morale of the Elementary school staff is high and a successful school can be anticipated as long as this situation prevails. Both children and teachers are reacting well in spite of many difficult physical conditions.

JUNIOR HIGH SCHOOL

A. PUPIL ACCOUNTING

	GIRLS	BOYS	TOTAL
Original Enrollment	199	224	423
New Enrollments and Transfer	3	13	16
Temporarily Dropped	2	2	4
Re-entered		1	1
Withdrawn		1	1
Present Enrollment	200	235	435
Average Daily Attendance	197	228	425

B. Registration Activities

Pupils were registered in various mess halls by committees of teachers on October 7th, 8th, and 9th. Only the data essential to preliminary pupil classification was obtained.

C. The Program of Studies and Schedule

The Junior high school day is divided into seven periods. It begins at 8:45 and closes at 3:55. An hour and a half is allowed for lunch. The pupil's day is divided into seven large areas, within which he is given an opportunity to make a number of choices consistent with generally accepted progressive junior high school philosophy. These required areas are:

1. General Education; involves a series of activities chosen on the basis of pupil and community needs and interests and planned cooperatively into units including English and Social Studies experiences. The formal guidance and individual counseling is done in these classes which embrace two periods daily.
2. Arithmetic, General Math, or Algebra.
3. Exploratory Science and Agriculture.
4. Home Making or Industrial Arts.
5. General, Vocal, or Instrumental Music.
6. Arts and Crafts.
7. Physical Education and Health.

D. Teacher Committees

The following committees, which are of a flexible nature, have been appointed or elected:

1. General Education.
2. Mathematics and Science.
3. Music.
4. Arts, Crafts, Home Making, and Industrial Arts.
5. Physical Education and Health.
6. Co-ordinating committees for each grade and section.
7. Pupil-Social.
8. Library.
9. Co-op Store.
10. Newspaper and Publicity.
11. Pupil, Teacher, Parent Groups.
12. Co-curricular and Assembly.
13. Visual Aid.
14. New Building.
15. Noon Activities.
16. Remedial Language and Speech.
17. Pupil Research and Testing.
18. Free Educational Supplies.
19. Colorado and Local Histories.
20. N.E.A., C.E.A., and A.T.A.

In addition to the above mentioned committees, general teachers' meetings are held at least once weekly. Teachers are kept informed about administrative bulletins, notices, and school activities by frequent office bulletins. The members of the advisory staff also sponsor weekly departmental meetings.

E. Adult Education Participation

Ten members of the teaching staff have organized and teach classes in the Adult Education Section in Art, Bookkeeping, Industrial Arts, Home Making, English, and German. Others assist in community forums, discussion groups, and in the library. This work is a voluntary contribution on the part of these teachers.

F. Guidance Activities

Orientation activities, group counseling, and some record keeping are carried on in the General Education classes. The boys' advisor and a girls' advisor conduct approximately fifteen personal interviews with children daily. The attendance officer and the advisor make frequent home visits and have substituted desirable and interesting club activities for many unsponsored and ill-advised little group and gang operations. Emphasis is being placed on personal adjustment. As much data as possible is being collected for each pupil.

G. Pupil Organizations

The faculty feels that a formal student government organization will evolve gradually as pupils gain the experiences and techniques which help them to understand the necessity and importance of democratic living. The following activities have already been initiated, usually following the recognition upon the part of pupils of their desirability:

1. Ushers' Club
2. Projectors' Club
3. Physical Education Helpers
4. Class Party Committees
5. Class Paper
6. Class Officers
7. Co-op Store Board of Directors
8. Many small incidental pupil clubs and groups which seem to meet specific needs.

H. Co-Operative Store

Approximately 300 children have purchased \$.25 shares in a co-operative store. These members elected a Board of Directors and an Executive Committee. The pupils will, under the sponsorship of two teachers, manage all of the activities of their store. They are receiving excellent advice and helpful cooperation from the Community Services Division.

I. Latin-American Exhibit

A Latin-American exhibit was displayed in Room EF on December 16th, 17th, and 18th. It included art objects, maps, and books. As much as possible, the exhibit became a part of the regular curricular program.

Conclusion

The entire relocation picture has many implications which will distinguish the objectives and purposes of the Amache schools from other public schools. The junior high school faculty has as some of its main concerns:

1. The interpretation of American democracy through precept example and pupil activity to a friendly but confused and sometimes frustrated group of adolescents and pre-adolescents.
2. The necessity of helping pupils achieve certain self-confidences and securities in their present situation.
3. The danger of pupil's loss of faith in humanity and democracy.
4. The breakdown of traditional family life with its disciplines.
5. The possible disintegration of certain useful cultural traits because of inactivity.
6. Racial overconsciousness.
7. Lack of the usual American recreational facilities.
8. The importance of utilizing all of the pupil's close relationships and all of the resources of the community in discovering the real needs of the community and of individuals.
9. The obligation to be willing to deviate from traditional educational practices, guidances, and curriculum procedures as circumstances require.

AMACHE SENIOR HIGH SCHOOL

A. Enrollment

The Amache Senior High School officially started October 12th in buildings 3, 4, 5, and 6 in block 8H, and 8H and 8G Recreation Halls.

Prior to the opening of school, information concerning student interests and needs were secured through a school survey and an advance registration.

Starting with an original enrollment of 473 students, the attendance has gradually increased to 593. The increase in school enrollment is due to boys returning from the sugar beet fields and terminating employment within the Center. The school survey revealed that 547 boys and girls were eligible to be enrolled in grades 10, 11 and 12. There are approximately 25 postgraduates enrolled in school.

B. Philosophy

Because of the nature of the Relocation Project, it was planned that the Senior High School be a community school. Accordingly, it was planned that education should become a process which should go on everywhere in the Relocation Center, and the community school should lose its identification with a single group of buildings. The school buildings would become community centers--vital spots for effective, cooperative living.

The function of the teacher is to act as a pivot around which experiences revolve to enrich the education of the group as a whole. He, the teacher, should give the students attitudes, concepts, and skills that will adapt them to community life now; at the same time, he should encourage them to pursue some types of advanced education.

The instructor should consider the Japanese-Americans as American citizens with war restrictions and limitations, in the same manner as he analyzes his own status.

The school program should include pupil and group planning under teacher guidance.

The school is striving to set up a type of organization which will not confuse the students, or in any way, discourage the growth of goodwill. The curriculum should be kept flexible enough to meet the changing needs of the students and the community.

Since the future status of the Japanese-Americans cannot be known, it is thought necessary to enable them to adjust to changing circumstances.

C. Objectives

1. To help them adjust to their present community life.
2. To give them attitudes and concepts that will help them to adjust to future situations.
3. To promote integration.
4. To give them tools and skills that will enable them to become equipped for life.
5. To enrich their experiences.
6. To set up standards and goals.

D. Teachers

It has been extremely difficult to secure and to retain teachers. While \$2,000 per annum seems at first glance to be a high salary, these same teachers can secure positions in public schools that are just as lucrative for the time employed, and which are more attractive from the standpoint of physical comfort.

At the present time the high school is under staffed. The turn-over of Japanese-American teachers makes it very difficult to train them for work in the various departments. It requires at least one semester to train a Japanese-American teacher to carry a partial teaching load.

E. Students

For the most part, the high school students have been very cooperative; and in many cases they have shown a great deal of initiative. A good example of this is the school paper. Since the lack of rooms and teachers made it impossible to offer journalism as a regular class, the students got together and published the paper after school.

The conduct of students at school parties has been very good. A few discipline cases have appeared, but these have been of a very minor nature.

During the first quarter each class had one party in addition to two all-school parties. Arrangements for these parties were made by a social committee elected by the classes. After Christmas vacation, plans are being made to elect class officers, and select school colors and an emblem. The faculty felt that permanent officers should not be elected until after the first quarter of school had passed.

During the past months, over hundred boys have been taken to Lamar, Granada and Holly to scrimmage with their high school basketball teams. A fine spirit of fair play and cooperation existed at all times on these trips.

There is a definite lack of school spirit at the present time. Several steps are now being taken to correct this situation.

All in all the faculty definitely feels that considerable progress has been made during this initial period of school, and the outlook for the future is very good.

HEALTH AND PHYSICAL EDUCATION

A. Program

The Health and Physical Education Department serves everyone of the 1714 Japanese students in the Amache School system. Each child from kindergarten through the 12th grade has a daily class in physical activities or health instruction.

Through the services of the School Nurse each child is provided with preliminary daily medical attention and guidance.

The Advisor serves as a health coordinator based on the assumption that the physical activities program is but one

phase of the total program in the development of health and fitness.

B. Problems

1. The health problems is a major one.
 - a. To maintain normal health for our 1714 pupils and 100 staff members is a major concern right now.
 - b. Over 1800 people housed in an area supposed to serve 250 presents many problems that are obvious.
 - c. Vigilance and constant effort is required "To keep people well" is being seriously emphasized daily.
2. Shortage of time has prevented a satisfactory coordination of departmental phases to take place.
 - a. It is necessary to correlate the instructional program between grades and subjects.
 - b. Cooperation of grade levels will improve with time.
3. The camp newness with its shortages in supplies, equipment, room space, grounds, buildings, etc., has handicapped the Department of Health and Physical Education seriously.

HOMEMAKING DEPARTMENT

A. Senior High School

The following are some specific things that have been accomplished in Senior High School:

1. We have given all classes a working idea of the modern philosophy and various fields of Homemaking.
(We have found the past homemaking experiences of the girls to be noticeably one-sided. Either they have had all cooking or all sewing.)
2. We have recognized the girls' first needs here, namely:
 - a. How to make an attractive, comfortable home in which to live within the center, with materials at hand, ingenuity, hard work, and a knowledge of the fundamental principles of interior decoration and use and care of tools.
 - b. What is appropriate to wear in this country for

comfort and how to make these things oneself. Garments made include dresses, skirts, slacks, and all the knitted things girls like such as sweaters, caps, mittens, and socks.

- c. How to equip themselves upon graduation for employment with homemaking objectives. Hoping that this knowledge and skills will help them toward relocating themselves usefully. With this in view, they have discussed:

- (1) Desirable personal qualities
- (2) Employer and employee relationships
- (3) Care of young children
- (4) Hazards of Household employment

Here also we are looking forward to an adequate working environment where we can have an approximate duplication of working situations that will be found on the job.

B. JUNIOR HIGH SCHOOL

- A. The following are some specific things that have been accomplished in the Junior High School:

1. A clothing unit learning how fabrics are made and dyed. How color and design in dress affects each girl and what colors and design are most becoming to each girl.
2. Home craft unit - where the girls have made panels and samplers for their rooms at home, as a bit of decoration as well as teaching a knowledge of twenty new embroidery stitches.
3. A Home furnishing unit where each girl built a dressing table of orange crates and scrap lumber and made drapes for them. Then made stools to match from nail kegs.
4. Child care unit - Here they studied the physical development of children at various age levels and went up to the nursery schools to observe the outstanding characteristics.

COLLEGE INTEREST SURVEYName _____
(last) (first) (middle)

Address _____ Age _____

Years of High School Completed 1 2 3 4 (check)

Years of College Completed 1 2 3 4 (check)

Name of College Last Attended _____

MAJOR _____ MINOR _____

(If you have not attended college, please fill in above, courses desired.)

Are you interested in attending college Now _____ Later _____

Where? _____

Are you interested in Extension Courses with an accredited institution?

Individual _____ Group _____ Both _____

EXHIBIT II

SCHEDULE FOR BEACHE ADULT ACTIVITIES PROGRAM

Subject	Date	Hour	Place	Instructor
Cooking			SH Kitchen	Miss Prescott
Cooking			" "	" "
Cooking			" "	Mrs. More
Nutrition	Fri.	9-11 a.m.	North A.E.C.	Miss Prescott
Drafting & Basic Clothing Construction	M.W.	9-11 a.m.	North A.E.C.	Mrs. Okamoto
Drafting & Basic Clothing Construction	M.W.	2-4 p.m.	A.E.C.	" "
Drafting & Basic Clothing Construction	M.W.	6:30-8:30 p.m.	SH-1-D	" "
Drafting & Basic Clothing Construction	T.Th.	6:30-8:30 p.m.	North A.E.C.	" "
Drafting & Basic Clothing Construction	M.W.	6:30-8:30 p.m.	SH-3-C	Mrs. Shizuoka
Drafting & Basic Clothing Construction	T.Th.	2:15-4:15 p.m.	SH-3-C	" "
Drafting & Basic Clothing Construction	M.W.	2:15-4:15 p.m.	SH-3-C	" "
High School English Review	T.	7:30-9 p.m.	SH-12-E	Mr. George
English, General Review	M.W.F.	4-5:30 p.m.	SH-1-C	Mr. Shizuoka
English, General Review	M.W.F.	7-8:30 p.m.	SH-1-C	" "
Beginning English	Daily	1:30-3:00 p.m.	Terry Hall	Miss Kobuke
Elem. English	Daily	3:00-4:30 p.m.	Terry Hall	" "
Beginning English	M.W.F.	7-9 p.m.	SH-6-D	" "
Beginning English	Daily	1-2:30 p.m.	Terry Hall	Mr. Okura
Elem. English	"	2:30-3:30 p.m.	" "	" "
Beginning English	Daily	7-8:30 p.m.	SH-6-C	" "
Sewing Shop and Garment Remodeling	M.W.F.	9-11:30 a.m.	SH Adult Center	Mrs. Okuda
Sewing Shop	M.W.Th.F	1:30-3:30 p.m.	South A.E.C.	Mrs. Okuda

Algebra 1	M.W.F. 8-9 p.m.	SH-4-B	Mr. Okuno
Algebra 11	M.W.F. 8-9 p.m.	SH-4-A	Dr. Terami
Trigonometry	M.W.F. 7-8 p.m.	SH-4-A	Dr. Terami
Analytical Geometry	M.W.F. 8-9 p.m.	SH-6-B	Mr. Kasai
Knitting, Crocheting	T.Th. 6:30-8:30 p.m.	South A.E.C.	Mrs. Higaki Mrs. Kusumi
" "	M.T.W.Th. 9-11 a.m.	" " "	" "
" "	M.T.W.F. 1:30-3 p.m.	" " "	" "
Fine Needlework and Embroidery	T.Th. 6:30-8:30 p.m.	South A.E.C.	Mrs. Okuda
Handicraft Shop	T.Th. 9-11:30 a.m.	North A.E.C.	Mrs. Sasaki
" "	T.Sat. 1:30-4 p.m.	" " "	" "
" "	M.W.F. 6:30-9 p.m.	" " "	" "
Clothing Line & Design	T.F. 4-5:30 p.m.	South A.E.C.	Miss Aizawa
Piano Instruction	By Appointment		Miss Kuzuhara
Fine Art Figure	M. 7-9 p.m.	South A.E.C.	Messrs Okamoto & Ishii
Still Life & Composition	W. 7-9 p.m.	" " "	" "
Commercial Art Layout & Letterings	T.Th. 7-9 p.m.	SH-12-E	Mr. Kikuchi
Shorthand (Beginning) (Sec. 1)	T.Th. 6:30-7:30 p.m.	SH-5-C	Miss Friedman
Shorthand (Beginning) (Sec. 11)	T.Th. 7:00-8:00	SH-5-D	Miss Klein
Shorthand (Intermediate)	T.Th. 7:30-8:30 p.m.	SH-5-C	Miss Friedman
Shorthand (Advanced)	M.W. 8-9 p.m.	SH-5-C	Miss Beaver
Bookkeeping	M.W. 6:30-8 p.m.	SH-5-D	Mrs. Chalmers
Textile Art & Interior Decorating	M.W.F. 7-9 p.m.	SH-6-E	Mrs. Watanabe
Backgrounds of Today	W. 7-8:30 p.m.	SH-12-E	Mr. Walther
Life of Colorado	F. 7-8:30 p.m.	SH-12-E	Speakers
Current Topics (in Japanese)	M.W.F. 6:30-8 p.m.	Terry Hall	Mr. Miyamoto
Beginning German	T.Th. 6:30-7:30 p.m.	SH-12-E	Mr. George

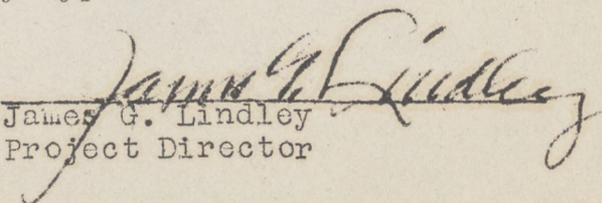
Literature and Modern Comment	Th. 7:30-9 p.m.	SH-12-E	Mr. George
Dramatics	T.Th. 6:30-8 p.m.	SH-6-D	Mr. Dierlam
Shigin	M.W.F. 6:30-8 p.m.	SH-4-C	Mr. Sawa
Biwa	M.W.F. 8-9 p.m.	SH-4-C	Mr. Sawa
Flower Making (Sec. I)	M.W.F. 2-4 p.m.	12F-8-E	Mrs. Kato
Flower Making (Sec. II)	T.Th.S. 2-4 p.m.	12F-8-E	Mrs. Kato
Flower Making (Sec. III)	M.W.F. 6:30-8:30 p.m.	12F-8-E	Mrs. Kato
Library	M.T.W.Th.F. 7-9 p.m.	SH-1-F	Miss Nishinouchi
"	Sat. 1-5 p.m.	SH-5-A	Miss Aizawa
"	Sun. 2-4 p.m.	SH-5-A	Miss Aizawa

GRANADA RELOCATION CENTER
Amache, Colorado
December 7, 1942

STATEMENT OF POLICY CONCERNING EMPLOYMENT OF CHILDREN
REGULARLY ENROLLED IN SCHOOL

Inasmuch as the length of the regular school day in the schools at Amache is of approximately six hours' duration, the main work of all normal children who have not completed their high school education should be regular attendance at school, and so that school authorities may be adequately informed in order to do their best job in arranging class and pupil schedules, effective December 1, 1942, the established policy of the W.R.A. concerning the employment on the project of children who are regularly enrolled as students in the schools of the center shall be as outlined below:

1. All children who are regularly enrolled in school shall be considered as part-time workers when employed by any division, section or department on the project and as such shall not be entitled to full evacuee wages per pay period,
 - a. unless by mutual agreement with the employer, the Chief of Employment and the Superintendent of Education, unusual circumstances make it advisable to re-evaluate the number of hours for which any school child may receive pay.
2. Children regularly enrolled in school shall not work for pay in excess of four (4) hours per school day.
3. Any child regularly enrolled in school and desiring to work for pay between the hours of 8:45 A.M. and 3:45 P.M. on regular school days shall present to his employer a signed statement from his school principal stating that such employment leave has been included on the individual's record.
4. In no event shall children under 14 years of age be hired for pay on the project.
5. All children, ages 15 and 16, must have the approval of the principal of their school before accepting work of any type.


James G. Lindley
Project Director

GRANADA RELOCATION CENTER
Amache, Colorado

December 10th, 1942

Relative to the memorandum of December 7th on "Statement of Policy Concerning Employment of Children Regularly Enrolled in Schools", it has been deemed advisable to change the effective date of this policy from December 1, 1942 to January 1, 1943 since we are already in the middle of a pay period.

This will make the policy effective the beginning of the next pay period.

James G. Lindley
James G. Lindley
Project Director

WAR RELOCATION AUTHORITY
Amache Branch
Granada, Colorado

AGENDA FOR THE
GRANADA RELOCATION CENTER EDUCATION CONFERENCE

Amache and Lamar, Colorado

October 5 - 6, 1942

I. Monday - 10:00 A.M. to 12:00 Noon

Recreation Hall (7H)
Granada Relocation Center

Overview

We are trying to solve a problem created by the war. In cooperation with the War Department, the War Relocation Authority is locating within the State approximately 7,500 people whom the War Department found it necessary to evacuate from the Western Defense Command. In view of these facts, we have called together for conference some of the people vitally concerned.

Chairman - Paul J. Terry
Superintendent of Education

Greetings and General Statements by:

Frank C. Cross	Regional Office, WRA
D. E. Harbison	Assistant Project Director
W. Ray Johnson	Chief, Community Services
Margaret L. Paradise	Deputy State Superintendent of Public Instruction
Mrs. Bernice Wilmoth	Superintendent of Schools (Prowers County)
Neal Burch	Assistant Director, Junior College of Southeastern Colorado

Announcements

II. Monday - 12:15 P.M. to 1:30 P.M.

Luncheon - 6E Mess Hall

III. Monday - 2:00 P.M. to 4:00 P.M.

Recreation Hall (7H)
Granada Relocation Center

Chairman - Dr. Lester K. Ade
Educational Advisor, WRA,
United States Office of Education

Panel Discussion:

"Agencies Interested in the WRA Educational Program"

Mrs. Leonora Zimmerman
State Supervisor of Homemaking Education

Representatives from:

Colorado Congress of Parents and Teachers
C. B. Pendleton, 1st. Vice President
Mrs. D. F. Carey, 3rd. Vice President
Colorado State College of Education
Dr. C. L. Troxel
Colorado State Department of Education
Margaret L. Paradise
Colorado Education Association
James H. Wilson

General Discussion

IV. Tuesday - 9:30 A.M. to 11:30 A.M.

Auditorium - The Junior College
of Southeastern Colorado

"The Full Utilization of Community Resources
in Curriculum Building"

Dr. Lester K. Ade, Educational Advisor

General Discussion

V. Tuesday - 12:00 Noon to 1:30 P.M.

Luncheon - Presbyterian Church
Fifth and Olive - Lamar

Chairman - James H. Buchanan, Director
Junior College of Southeastern Colorado

"Local Resources for The Educational Program
at the Granada Relocation Center"

Neal Burch, Assistant Director
Junior College of Southeastern Colorado

Harold Rice
Superintendent of Schools, Granada

Dr. O. L. Troxel
Colorado State College of Education

AMACHE ELEMENTARY SCHOOL QUARTERLY REPORT

October, November, December, 1942

The following is, in outline form, a report of essential factors concerning the program of Amache Elementary School during the last quarter of 1942:

A School Calendar

School opened October 12th with half-day sessions until October 28th. The delay was due to lack of furniture and equipment. Teachers taught in the morning and worked in the afternoon assembling furniture.

School has been running continuously since that time with the exception of Thanksgiving Day and the day following. It is expected that Christmas Day and the day before will be holidays also.

The school day begins at 9 A.M. and ends at 3:35 P.M. Kindergarten, pre-school, and first and second grades have shorter hours than the succeeding grades.

B Physical Features

Since the school building has not yet been constructed, the Elementary school, constituting of grades one to six, is being housed in barrack rooms in 8H block. Buildings 7, 8, 9, 10, and one-half of 11 are assigned to the Elementary school. One kindergarten class meets in 9K Recreation Hall and the other two kindergarten groups meet in 9E Recreation Hall. Four pre-schools are established, one each in the following places: 9K Recreation Hall, 7K Recreation Hall, 11H Recreation Hall, and 11F Recreation Hall. An additional pre-school will be opened as soon as 9E Recreation Hall can be partitioned.

Children

Approximate enrollment:

<p><i>Boys</i> 93 53 58 7 66 54 57 27</p> <p><i>Girls</i> 59 42 37 68 57 65 66</p>	<p>Pre-school 125</p> <p>Kindergarten 95</p> <p>First Grade 89</p> <p>Second Grade 105</p> <p>Third Grade 107</p> <p>Fourth Grade 107</p> <p>Fifth Grade 139</p> <p>Sixth Grade 138</p> <hr style="width: 50px; margin-left: 0;"/> <p>905</p>
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1520
partitioned
Block 8H

The Kuhlmann-Anderson test has been administered to children in grades one to six with the following result:

The Median I.Q. is 98 with the range from 61 to 133.
The Median I.Q. by grades is as follows:

Grade One	98	Grade Four	93.5
Grade Two	98	Grade Five	98
Grade Three	100	Grade Six	99.5

This indicates that the children we have in the Amache Elementary School are equivalent to a normal group in term of mental abilities as measured by the Kuhlmann-Anderson test.

In general the teachers are following the Colorado State Course of Study. Deviations are made here and there to meet local conditions. For example, it was felt desirable to acquaint the children, all of whom had recently come from California, with their local environment; and therefore, each class took such a unit of study. While the first grade children studied their immediate community, sixth grade children studied both the immediate community and the Rocky Mountain region.

Additional Activities

Additional activities have been started and will be expanded as time goes on. Among those underway are the following:

1. A Co-Operative Store of which 325 children are members. It has its own Board of Directors that handle its own finances and other work connected with the store. The store sells principally school supplies.
2. Programs are being sponsored by individual classes or two or three classes working together. This seemed advisable instead of all-school programs for several reasons; one being the lack of adequate auditorium facilities. A Christmas program is being sponsored by two Fourth Grade groups and one Sixth Grade group.
3. Assemblies are being held as the need arises.
4. Excursions to nearby points of interest such as beet fields, farm, and the Arkansas River. These have been curtailed due to the gas and tire rationing program. We hope that facilities will be soon available in order to continue these valuable experiences.

Teachers

Twenty Caucasian teachers are at present on the Elementary staff, and are distributed as follows:

Kindergarten	2
First Grade	3

Amache Elementary School Quarterly Report

Second Grade	3	Sixth Grade	3
Third Grade	1	Music Teacher	1
Fourth Grade	3	Art Teacher	1
Fifth Grade	3		

Two have left, one because of marriage, and one because of hardship surrounding the work.

A number of Japanese American teachers are also employed, of which four are fully qualified according to the Colorado State standards. The four are distributed as follows:

Kindergarten	1	Third Grade	2
Pre-school	1		

Five are student teacher teaching a half day schedule. In the pre-school there are four head teachers and sixteen attendants.

Staff meetings of all teachers are held under the principal's direction each Saturday mornings.

Four professional classes are being conducted for the benefit of the teachers who may take these classes with or without college credit. The first class concerns the method of teaching reading, the second deals with child psychology, the third with student teaching, and the fourth with physical education.

Individual conferences with teachers were held by the principal.

Other Members of the Staff

The Elementary school office staff consists of a head secretary with two assistants. In the library is a head librarian with two temporary assistants. Custodial staff consists of a head custodian, one carpenter, and nine assistants. There is one assistant who helps with the physical education classes. All these additional helpers are Japanese Americans.

Parent Contacts

A seven-point program of parent contact is being set up to include the following:

1. The Elementary School Parents' Council has been organized consisting of one parent representative of each school group from pre-school to the sixth grade. This group sits as an advisory council with the principal to discuss general school-home relations. As individuals, they assist room teachers with teacher-parent contacts.

2. The teacher of each home-room group is arranging a series of meetings of the parents of the children of that particular group. This meeting has a three-fold purpose:
 - a. to help parents understand school procedures,
 - b. to enlist parents' co-operation with school problems that concern the children,
 - c. to give an opportunity for the parents to seek the co-operation of the teachers in home problems concerning the children.
3. Teacher-parent conferences are being arranged in such a way that they may be called by the teacher or the parent to discuss individual problems.
4. Bulletins to parents are sent home as the need for them arises.
5. Report cards are to be sent home at the end of each nine-week period. These report cards deviate from the traditional cards in that they attempt to do two things:
 - a. To indicate specifically what the child has been attempting to learn in school.
 - b. To inform parents of the child's progress in learning the specific items.
6. A handbook is being prepared to give to the parents essential school information such as the school calendar, the names of teachers and administrative officers, school policies, health regulations, and other items.
7. Items of interests are published in the Amache paper.

Conclusion

The morale of the Elementary school staff is high and a successful school can be anticipated as long as this situation prevails. Both children and teachers are reacting well in spite of many difficult physical conditions.

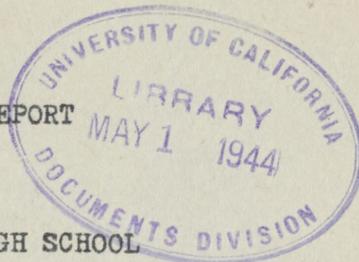
Enoch Dumas
Enoch Dumas
Elementary Principal

DEFENSE

✓
[US War relocation authority. Amache]

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QUARTERLY REPORT
OF
AMACHE JUNIOR HIGH SCHOOL
OF THE
GRANADA RELOCATION CENTER
WAR RELOCATION AUTHORITY
AMACHE, COLORADO



September 30 - December 15, 1942

Herbert K. Walther

Principal

TABLE NO. 1

AMACHE JUNIOR HIGH SCHOOL STAFF

Area of Activity	Caucasian	Japanese-American Part-Time *	Total
General Education Teachers (Including two part-time advisors)	4	1	5
Physical Education Teachers	2	4	6
Home Making Teachers	1	2	3
Industrial Arts Teachers	1	2	3
Arts and Crafts Teachers		3	3
Music Teachers	2	2	4
Mathematics Teachers	1	2	3
Science and Agriculture Teachers		3	3
TOTAL	11	19	30
Librarians		1	1
Custodians		6	6
Office Clerks		3	3
Messenger Boys		3	3
Principal	1		1
TOTAL	1	13	14
GRAND TOTAL	12	32	44

* The Japanese-American teachers, who with three exceptions are college trained but without professional training, are student teachers and student assistants. The majority of them teach from one to four periods daily.

TABLE NO. 2

AMACHE JUNIOR HIGH SCHOOL ENROLLMENT

GRADE AND SECTION	GIRLS	BOYS	TOTAL
7-1	19	16	35
7-2	13	22	35
7-3	19	16	35
7-4	12	21	33
TOTAL	63	75	138
8-1	13	16	29
8-2	18	16	34
8-3	16	17	33
8-4	17	16	33
TOTAL	64	65	129
9-1	16	19	35
9-2	16	19	35
9-3	15	19	34
9-4	14	21	35
9-5	12	17	29
TOTAL	73	96	169
GRAND TOTAL	200	235	435

TABLE NO. 3
PUPIL ACCOUNTING

	GIRLS	BOYS	TOTAL
Original Enrollment	199	224	423
New Enrollments and Transfers	3	13	16
Temporarily Dropped	2	2	4
Re-entered		1	1
Withdrawn		1	1
Present Enrollment	200	235	435
Average Daily Attendance	197	228	425

I. REGISTRATION ACTIVITIES

The Caucasian staff arrived in Lamar during the three weeks' period prior to October 5th. This time was spent in the necessary organization and curricular meetings, in the building of some equipment and furniture, in the preparation of requisitions for supplies, library books, and equipment, and in the acquirement of a considerable orientation to the situation, which was new to most teachers.

Pupils were registered in various mess halls by committees of teachers on October 7th, 8th, and 9th. Only the data essential to preliminary pupil classification was obtained. Since there were no records or transcripts of their previous work available, pupils were distributed into grades and sections on the basis of their last year's grade classification as indicated by their oral statements. Individuals were grouped heterogeneously. Transcripts were then requested from preceding schools.

II. OPENING OF SCHOOL

School opened on October 12th with half-day sessions until October 26th. The staff noted a remarkable lack of confusion on the part of pupils. They seemed reasonably eager for regular schooling. During the first few days pupils assisted in the arrangement of equipment, gathering kindling, and in the collection of scrap materials which might later be used in various school projects.

III. BUILDING FACILITIES

The junior high school uses all of Buildings 12, 1, and 2, 11D, E, and F, and 3B in Block 8H and 9L Recreation Hall. The rooms which are not being used as regular classrooms house the library, the office, the attendance secretary and his staff, the co-op store, and the janitors' storeroom. The recreation hall is being used for physical education classes. Terry Hall has been made available to the junior high school for a two-hour period daily. It serves as a multi-purpose room.

IV. THE PROGRAM OF STUDIES AND SCHEDULE

The junior high school day is divided into seven periods. It begins at 8:45 and closes at 3:55. An hour and a half is allowed for lunch. The pupil's day is divided into seven large areas, within which he is given an opportunity to make a number of choices consistent with generally accepted progressive junior high school philosophy. These required areas are:

1. General Education; involves a series of activities chosen on the basis of pupil and community needs and interests and planned cooperatively into units including English and Social Studies experiences. The formal guidance and individual counseling is done in these classes which embrace two periods daily.
2. Arithmetic, General Math, or Algebra.
3. Exploratory Science and Agriculture.

4. Home Making or Industrial Arts.
5. General, Vocal, or Instrumental Music.
6. Arts and Crafts.
7. Physical Education and Health.

Several weekly current events magazines are made available to all pupils. Each section visits the library for unsupervised reading or study, or library instruction once weekly.

Emphasis is being placed on oral and written language, especially the former. Following the administration of general achievement tests, remedial language cases will be given special attention.

Each department makes a bi-monthly report. As much as possible, through teacher committee meetings, the activities of all pupils are coordinated and fused into a series of integrated, connected, purposive, whole units. Some of the source units and teaching units which have been prepared for the following titles are:

1. A Map of Amache
2. My Map of Our School Block
3. Amache Public Utilities
4. What is the War Relocation Authority?
5. The Post Office at Amache
6. The Functions of the Sanitation Department at Amache
7. How Art May Be Used in Our New Homes
8. A Mechanical Drawing Outline Book
9. How Food is Obtained for the Granada Relocation Center
10. The Story of Prowers County
11. The Social Services, the Clinic, and the Hospital at Amache
12. William Bent, The Builder of the First Trading Post in Colorado

V. TEACHER COMMITTEES

The following committees, which are of a flexible nature, have been appointed or elected:

1. General Education
2. Mathematics and Science

3. Music
4. Arts, Crafts, Home Making, and Industrial Arts
5. Physical Education and Health
6. Co-ordinating committees for each grade and section
7. Pupil-Social
8. Library
9. Co-op Store
10. Newspaper and Publicity
11. Pupil, Teacher, Parent Groups
12. Co-curricular and Assembly
13. Visual Aid
14. New Building
15. Noon Activities
16. Remedial Language and Speech
17. Pupil Research and Testing
18. Free Educational Supplies
19. Colorado and Local Histories
20. N.E.A., C.E.A., and A.T.A.

In addition to the above mentioned committees, general teachers' meetings are held at least once weekly. Teachers are kept informed about administrative bulletins, notices, and school activities by frequent office bulletins. The members of the advisory staff also sponsor weekly departmental meetings.

VI. ADULT EDUCATION PARTICIPATION

Ten members of the teaching staff have organized and teach classes in the Adult Education Section in Art, Bookkeeping, Industrial Arts, Home Making, English, and German. Others assist in community forums, discussion groups, and in the library. This work is a voluntary contribution on the part of these teachers.

VII. GUIDANCE ACTIVITIES

Orientation activities, group counseling, and some record keeping are carried on in the General Education classes. The boys' advisor and a girls'

advisor conduct approximately fifteen personal interviews with children daily. The attendance officer and the advisor make frequent home visits and have substituted desirable and interesting club activities for many unsponsored and ill-adv sed little group and gang operations. Emphasis is being placed on personal adjustment. As much data as possible is being collected for each pupil. In addition to academic aptitude, general and subject area achievement tests, many instruments are being purchased or devised locally which will assist the staff in a better personal, social, pre-vocational, and health guidance program for pupils. A cumulative record is kept for each pupil. Reports to parents are of the type which evaluate achievement of objectives previously determined by pupils with teachers.

Absence and tardy excuses are issued after conferences with the pupils. No written excuse is required from the home. Up to this time, this system of depending on the integrity of the individual pupils has been quite satisfactory as the low percentage of absence indicates.

All pupils who have been absent for one or more days are requested to get a permit from the school nurse before being allowed to re-enter. Pupils who desire to be excused during the day because of illness must also secure the nurse's permission. A complete health examination program is anticipated in the near future.

VIII. COMMUNITY CONTACTS

In addition to the incidental association which members of the faculty have with evacuees, the home visitation which is done by the Attendance and Guidance Staff and the written reports to parents the junior high school has identified itself in an informal or sometimes advisory capacity with many community groups and organizations including the Y.W.C.A., Boy Scouts, the Recreation Department, and block clubs. The Y.W.C.A. has organized numerous Girl Reserve groups. The majority of the junior high school rooms are used by the Sunday School Department, with whom there has been a most amiable relationship.

IX. PUPIL ORGANIZATIONS

The faculty feels that a formal student government organization will evolve gradually as pupils gain the experiences and techniques which help them to understand the necessity and importance of democratic living. The following activities have already been initiated, usually following the recognition upon the part of pupils of their desirability:

1. Ushers' Club
2. Projectors' Club
3. Physical Education Helpers
4. Class Party Committees
5. Class Paper
6. Class Officers

7. Co-op Store Board of Directors

8. Many small incidental pupil clubs and groups which seem to meet specific needs.

Several school assemblies have been held; the Fire and Police Chiefs have spoken to the pupils; a number of musical programs have been sponsored; a Christmas play and an art exhibit are being planned; and several classes have conducted excursions to nearby points of interest. Before rationing, certain sections were taken to Lamar to visit shopping areas and to attend picture shows.

X. CO-OPERATIVE STORE

Approximately 300 children have purchased \$.25 shares in a co-operative store. These members elected a Board of Directors and an Executive Committee. The pupils will, under the sponsorship of two teachers, manage all of the activities of their store. They are receiving excellent advice and helpful cooperation from the Community Services Division.

LATIN-AMERICAN EXHIBIT

- XI. A Latin-American exhibit was displayed in Room 2F on December 16th, 17th, and 18th. It includes art objects, maps, and books. As much as possible, the exhibit became a part of the regular curricular program.

XII. CONCLUSION

The entire relocation picture has many implications which will distinguish the objectives and purposes of the Amache schools from other public schools. The junior high school faculty has as some of its main concerns:

1. The interpretation of American democracy through precept example and pupil activity to a friendly but confused and sometimes frustrated group of adolescents and pre-adolescents.
2. The necessity of helping pupils achieve certain self-confidences and securities in their present situation.
3. The danger of pupil's loss of faith in humanity and democracy.
4. The breakdown of traditional family life with its disciplines.
5. The possible disintegration of certain useful cultural traits because of inactivity.
6. Racial overconsciousness.
7. Lack of the usual American recreational facilities.
8. The importance of utilizing all of the pupil's close relationships and all of the resources of the community in discovering the real

needs of the community and of individuals.

9. The obligation to be willing to deviate from traditional educational practices, guidances, and curriculum procedures as circumstances require.

DEC 16 P.M.

QUARTERLY REPORT

SEPTEMBER 30, 1942 -- DECEMBER 15, 1942

Copy
AMACHE SENIOR HIGH SCHOOL

Enrollment
The Amache Senior High School officially started October 12th in buildings 3, 4, 5, and 6 in block 8H, and 8H and 8G Recreation Halls.

Prior to the opening of school, information concerning student interests and needs were secured through a school survey and an advance registration.

Starting with an original enrollment of 473 students, the attendance has gradually increased to 593. The increase in school enrollment is due to boys returning from the sugar beet fields and terminating employment within the Center. The school survey revealed that 547 boys and girls were eligible to be enrolled in grades 10, 11 and 12. As of December 1st, the senior high school enrollment took the following form:

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Totals</u>
12	129	108	237
11	90	82	172
10	108	76	184
<u>Totals</u>	327	266	593

There are approximately 25 postgraduates enrolled in school.

Philosophy

Because of the nature of the Relocation Project, it was planned that the Senior High School be a community school. Accordingly, it was planned that education should become a process which should go on everywhere in the Relocation Center, and the community school should lose its identification with a single group of buildings. The school buildings would become community centers--vital spots for effective, cooperative living.

The function of the teacher is to act as a pivot around which experiences revolve to enrich the education of the group as a whole. He, the teacher, should give the students attitudes, concepts, and skills that will adapt them to community life now; at the same time, he should encourage them to pursue some types of advanced education.

The instructor should consider the Japanese-Americans as American citizens with war restrictions and limitations, in the same manner as he analyzes his own status.

The school program should include pupil and group planning under teacher guidance.

The school is striving to set up a type of organization which will not confuse the students, or in any way, discourage the growth of goodwill. The

curriculum should be kept flexible enough to meet the changing needs of the students and the community.

Since the future status of the Japanese-Americans cannot be known, it is thought necessary to enable them to adjust to changing circumstances.

Objectives

1. To help them adjust to their present community life, ~~by~~:
 - a. Understanding factors which brought the Relocation Center into being.
 - b. Realizing the needs of the community and feeling a responsibility to the group.
 - c. Living happily in their surroundings.
2. To give them attitudes and concepts that will help them to adjust to future situations ~~through~~:
 - a. An understanding of their own racial problems.
 - b. An understanding of human reactions.
 - c. An understanding of the American ideals.
3. To promote integration ~~by~~:
 - a. Helping them develop into well-rounded personalities, thus enabling them to integrate with the group.
 - b. Encouraging them as a group to integrate into society as a whole.
 - c. Urging them to exercise their rights and privileges as members of their community.
4. To give them tools and skills that will enable them to become equipped for life ~~by~~:
 - a. Making them self-sufficient in any economic situation they might face.
 - b. Enabling them to live fully in any American community by giving them the following fundamental skills:
 - (1) Language arts
 - (2) Sciences
 - (3) Fine arts
5. To enrich their experiences ~~through~~:
 - a. Fine arts
 - b. Books and magazines
 - c. Hobbies
 - d. Community activities
 - e. Interest in government
 - f. Helping fellow men

6. To set up standards and goals:

- a. Efficiency
- b. Self-achievement
- c. Resourcefulness
- d. Continued education

Guidance

The responsibilities of guidance work in the school extends beyond helping maladjusted pupils solve their difficulties, and extend beyond mere preparation for a vocation. As conceived in this school, the guidance program is concerned with the growth and development of the individual in all areas of life. It counsels the individual on getting along with people; it counsels him in his health problems; it advises him in his problems of adjustment to the school and the community, and it prepares him to earn his living.

The objective of the guidance program is to help the individual adapt himself to situations where adjustment, planning, interpretation or choice is called for, to the end that the community and the individual may progress; for guidance today not only prepares for a career, but for behavior in all activities.

At the present time the guidance committee plans to give intelligence and achievement tests shortly after January 1, 1943.

In addition to the testing program, plans are being made to have the physical education instructors act as boys' and girls' advisors. They will be able to contact more than 80% of all the boys and girls in school through their classes in Physical Education. Arrangements are being made to assign thirty students to each teacher for academic and vocational counseling.

SCHOOL EMPLOYEES

Teachers

The high school started with an original faculty of twelve Caucasian and five Japanese-American teachers. During the quarter, four Caucasian and four Japanese-American teachers have resigned for work elsewhere. During this same period six Caucasian and several Japanese-American teachers have been added to the high school staff. Of the six Caucasians, one teacher was a transfer from the Junior High School. At the present time the senior high school faculty consists of sixteen Caucasian and eighteen part-time Japanese-American teachers.

It has been extremely difficult to secure and to retain teachers. While \$2,000 per annum seems at first glance to be a high salary, these same teachers can secure positions in public schools that are just as lucrative for the time employed, and which are more attractive from the standpoint of physical comfort.

At the present time the high school is under staffed. The turn-over of Japanese-American teachers makes it very difficult to train them for work in

the various departments. It requires at least one semester to train a Japanese-American teacher to carry a partial teaching load.

The morale of the teachers hit a very low point shortly after school started. The main reason for this seemed to be the lack of transportation, failure to have living quarters on the project and the fact that the teachers had very little equipment and supplies to work with during the first month of school. The morale gradually improved after the administration undertook to solve the transportation problem. The housing problem remains to be solved.

There is still a lack of unity and purpose among the faculty. This is partially due to the lack of general policies, both by the school administrators and the general project administration. Some improvement have been noticed in recent weeks.

A list of the teachers leaving and entering the school system is as follows:

<u>Teachers Left</u>	<u>Date of Leave</u>	<u>Reasons</u>
Hilton Starr - Boys' P. E.	Nov. 3, 1942	Work elsewhere
Harold Provanca - Shop	Nov. 14, 1942	Army
Norman Pixler - Social Studies	Nov. 18, 1942	Work elsewhere
Jack Boyd - Music	Nov. 21, 1942	Navy

<u>Teachers Entered</u>	<u>Date of Entry</u>
Muriel Beck - Mathematics	Nov. 16, 1942
Grace Good - English & Latin	Nov. 30, 1942
Katharine Stegner - Social Studies	Nov. 30, 1942
John Hoke - Boys' P.E. (transferred from Jr. High)	Dec. 7, 1942
Gerald Griffith - Science & Agriculture	Dec. 8, 1942
Helen Wilcoxon - English & Social Studies	Dec. 14, 1942

Other Employees

At the present time four stenographers, one secretary, six custodians and six special workers have been assigned to the high school.

In general, the office help has been excellent, and the rest about average.

It has been somewhat difficult to educate the custodians to their tasks. The chief drawback seems to be their language handicap and their consequent inability to carry out assigned tasks.

PHYSICAL CONDITION

The limitation as to space available and the lack of essential equipment has resulted in over-crowded classrooms and has compelled the school to operate under poor physical conditions.

Classrooms

The high school has seven large rooms, eight medium size rooms, seven small rooms and one and one-half recreation buildings. The large rooms will accommodate about 45 students, the medium size rooms from 35 to 40, and the small rooms 25. In general, the classes held in the recreation halls hold from 35 to 61 students.

In the beginning each room was equipped with rudely made pine tables and benches. Except for four rooms, all the tables and benches have now been replaced with factory-made armchairs. A few of the rooms have four drawer letter files, improvised blackboards and waste baskets.

It is extremely difficult to regulate the heat and ventilation in the classrooms. If students are seated near the stove, it is too warm; while in the far corners, it is considerably below room temperature.

The teachers have hung pictures and other visual materials on the walls to make the rooms more cheerful.

The rooms used by the high school are also used by the night school. Since locked cabinets are not provided, it is difficult to keep supplies and books from disappearing. As soon as teachers' lockers are provided, we hope this situation will improve.

Rest Rooms

The elementary, junior high and senior high schools all use the same rest rooms. It has been impossible to supervise these rooms completely. A limited number of paper towels have been provided. In order to make the towels last longer, they are cut into half.

Terry Hall

The mess hall in 8H block has been appropriately named Terry Hall in honor of the Superintendent of Education. The high school has the use of this hall two hours, Monday through Friday and one night per week.

Though the accommodations are somewhat limited, it has served very well as a multiple purpose room.

Recreation Halls

At the present time the high school is using the recreation hall in block 8H for the industrial arts shop. In addition, one-half of the recreation hall in block 9H is being used for an auto mechanics shop. A portion of the 8G Recreation hall is being used for the boys' and girls' physical education classes.

Homemaking

The homemaking department has the use of the kitchen located in Terry Hall, rooms 5E and 4F.

At the present time, it is almost impossible to use the kitchen since the plumbers have removed parts of usable equipment and turned off the water. Such things as stove doors, motors and oven doors are missing. The water was turned off because it was impossible to heat the kitchen.

Playground

With the cooperation of the various departments, the physical education teachers used the area just south of 8G Recreation Hall for their classes.

Other Facilities

Due to the small size of end rooms, they were set aside for offices. The following assignment was made on these rooms:

Senior High Library	5A & B
Principal's Office	5F
Coop Store	6A
Agriculture & Industrial Arts	6F
Homemaking	4E
Custodians' Room	3F
Recreation & Physical Education	3A

TEXTBOOKS AND SUPPLIES

Textbooks

Very few textbooks were found in the classrooms on the opening date of school. This picture gradually has changed, and at the present time practically every teacher has received at least the essential books.

In all cases textbooks were selected on the basis of use and need.

Supplies

From the very beginning, it has been quite difficult to get school supplies and equipment. The fact that it has been necessary to follow certain "unaccustomed" government procedure in obtaining supplies has made it difficult to operate the various school units.

STUDENTS

For the most part, the high school students have been very cooperative; and in many cases they have shown a great deal of initiative. A good example of this is the school paper. Since the lack of rooms and teachers made it impossible to offer journalism as a regular class, the students got together and published the paper after school.

The conduct of students at school parties has been very good. A few discipline cases have appeared, but these have been of a very minor nature.

Smoking and swearing are the main disciplinary problems. An attempt is being made by the physical education teachers to correct these problems.

During the first quarter each class had one party in addition to two all-school parties. Arrangements for these parties were made by a social committee elected by the classes. After Christmas vacation, plans are being made to elect class officers, and select school colors and an emblem. The faculty felt that permanent officers should not be elected until after the first quarter of school had passed.

During the past months, over hundred boys have been taken to Lamar, Granada and Holly to scrimmage with their high school basketball teams. A fine spirit of fair play and cooperation existed at all times on these trips.

There is a definite lack of school spirit at the present time. Several steps are now being taken to correct this situation.

All in all the faculty definitely feels that considerable progress has been made during this initial period of school, and the outlook for the future is very good.

QUARTERLY REPORT

HEALTH AND PHYSICAL EDUCATION

December 15, 1942

The Health and Physical Education Department serves everyone of the 1711 Japanese students in the Amache School system. Each child from kindergarten through the 12th grade has a daily class in physical activities or health instruction.

Through the services of the School Nurse each child is provided with preliminary daily medical attention and guidance.

The Advisor serves as a health coordinator based on the assumption that the physical activities program is but one phase of the total program in the development of health and fitness.

I. Outline of programs of Health Education

A. Physical Education classes

B. Health Service

1. School Nurse's daily service
2. Medical examination and follow-up
3. Control of Communicable diseases

C. healthful environment

1. Sanitation service

- a. Washrooms
- b. Classrooms, buildings

c. Grounds

2. Hygiene of the daily routine

D. The Co-curricular program

1. Sports and games
2. Co-recreational socials

II. Staff

The health and Physical Education Department staff consists of 5 (five) Caucasian and 20 (twenty) Japanese teachers and workers. This does not include the regular Elementary School staff.

A. High School

1. Caucasian--2 (1 man and 1 woman)
2. Japanese--5 (3 men and 2 women)

B. Junior High School

1. Caucasian--2 (1 man and 1 woman)
2. Japanese--4 (3 men and 1 woman)

C. School Nurse--1

D. Secretary--2 (women)

E. Sanitation--4 (3 men and 1 woman)

F. Groundkeepers--2 (2 men)

G. Advisor--1 (man)

The Elementary School has 2 men as special teachers, but the entire teaching body handle their own physical education periods.

- 2 special teachers--men (Japanese)
- 15 Caucasian teachers
- 6 Japanese

III. The services offered

A. Instructional classes in physical activities

1. Sports

a. Volleyball, soccer, speedball, touch football, basketball, etc.

2. Group games and relays

a. Dodgeball, kickball, etc.

3. Self-testing activities

a. Tumbling, boxing, etc.

4. Rythms, dances

5. Calisthenics

B. health instruction

C. Health service

1. School nurse

a. Emergency treatment for injured and ill.

b. Routing of sick and accident cases.

2. Examinations

a. At present--Dental

b. Planned--Medical, vision, hearing, nose and throat, etc.

c. Coordination with medical department on contagious inspections.

3. Co-curricular

a. Intra-mural sports programs

b. Social programs in Junior and Senior High Schools.

4. In-service training
 - a. Caucasian staff
 - b. Japanese staff
5. Counsel service
6. Coordinating body between Physical Education and Recreation Departments
7. Sanitation
 - a. Service to washrooms, grounds, and commonly used buildings
8. Grounds
 - a. Construction and maintenance of play areas
9. Equipment and supplies for classes and schools

B
IV. Problems

OK A. The health problems is a major one.

1. To maintain normal health for our 1711 pupils and 100 staff members is a major concern right now.
2. Over 1800 people housed in an area purposed to serve 250 presents many problems that are obvious.
3. vigilance and constant effort is required
"To keep people well" is being seriously emphasized daily.

B B. Shortage of time has prevented a satisfactory coordination of departmental phases to take place.

1. It is necessary to correlate the instructional program between grades and subjects.
 2. Cooperation of grade levels will improve with time.
- C. The camp newness with its shortages in supplies, equipment, room space, grounds, buildings, etc., has handicapped the Department of Health and Physical Education seriously.
- D. The late adjustment of the staff has caused problems that have presented many weaknesses.

DEC 19 AM.

HOMEMAKING IN AMACHE SCHOOLS

QUARTERLY REPORT

MRS. MORE - Senior Teacher

As I glance over the Homemaking objectives for our schools, I find them sound and practical. The question is, what has been done toward carrying them out?

We have made a splendid beginning in an efficient homemaking library, which is available at all times to all the girls in our department.

While our present physical set-up has made it impossible to carry out our full program, still it has helped us to start with the present needs of the girls and adults living in the center. We are training them for better homemaking here. With our well equipped apartment in the new building, we shall be able to teach them better homemaking in their future homes.

We have begun the training of girls for employment with homemaking objectives by acquainting them with the possibilities, the problems which will confront them, and their solution.

By the use of the equipment in our new department, we hope to familiarize them with the use and the care of such equipment as they will find in employer's homes, or in mass feeding situations such as restaurants, tea rooms, cafeterias, etc.

I feel that we have gone a long way toward helping the girls to be satisfied with their present situation--helped them to live effectively and happily in their present homes. We have planted

HOMEMAKING IN AMACHE SCHOOLS

QUARTERLY REPORT

MRS. MORE - Senior Teacher

the seeds of some ideals which will help them to experience efficient homemaking in a democracy. But our whole program will be much more efficiently carried out with the more homelike surroundings of our new building.

* The following are some specific things that have been accomplished in Senior High School:

1. We have given all classes a working idea of the modern philosophy and various fields of Homemaking.

Note: (We have found the past homemaking experiences of the girls to be noticeably one-sided. Either they have had all cooking or all sewing.)

2. We have acquainted them with our library of Homemaking books and the files of material that is available to them.

3. We have recognized and taken advantage of the fine opportunity to meet the girls' first needs here, namely:

a. How to make an attractive, comfortable home in which to live within the center, with materials at hand, ingenuity, hard work, and a knowledge of the fundamental principles of interior decoration and use and care of tools.

b. What is appropriate to wear in this country for comfort and how to make these things oneself. Garments made include dresses, skirts, slacks, and all the knitted things girls like such as sweaters, caps, mittens, and socks.

c. How to equip themselves upon graduation for employment with homemaking objectives. Hoping that this knowledge and skills will help them toward relocating themselves usefully. With this in view, they have discussed:

(1) Desirable personal qualities

(2) Employer and employee relationships

HOMEMAKING IN AMACHE SCHOOLS

QUARTERLY REPORT

MRS. MORE - Senior Teacher

- (3) Care of young children
- (4) Hazards of Household employment

Here also we are looking forward to an adequate working environment where we can have an approximate duplication of working situations that will be found on the job.

JUNIOR HIGH

The General Homemaking objectives have been followed through the program for Homemaking at this level. And these units have evolved:

1. Far better teacher-pupil relationships
 - a. Introductions
Teacher told something about herself. Her background and what they planned to accomplish this year.
2. Each girl wrote a letter telling of her past experiences in the community and school from which she came. Also what she hoped to learn in the Homemaking this year. These are on file.
3. The girls discussed with their teacher possible projects in the course for the year. And from this discussion came groups wanting experiences in the following Homemaking activities.
 - a. A clothing unit learning how fabrics are made and dyed. How color and design in dress affects each girl and what colors and design are most becoming to each girl.
 - b. Home craft unit - where the girls have made panels and samplers for their rooms at home, as a bit of decoration as well as teaching a knowledge of twenty new embroidery stitches.
 - c. A Home furnishing unit where each girl built a dressing table of orange crates and scrap lumber and made drapes for them. Then made stools to match from nail kegs.
 - d. Child care unit - Here they studied the physical development of children at various age levels and went up to the nursery schools to observe the outstanding characteristics.

HOMEMAKING IN AMACHE SCHOOLS

QUARTERLY REPORT

MRS. MORE - Senior Teacher

HOMEMAKING IN THE NIGHT SCHOOL

After discussing the present possibilities in the field of Homemaking with those interested, it was decided to start classes in:

1. Nutrition - The ladies are learning
 - a. What is meant by nutrition
 - b. What an adequate diet is and how they can be sure of getting it
 - c. Why meals should be made interesting
 - d. How to plan adequate meals, etc.

These classes are looking forward to the time when we have the facilities for food preparation. Many pupils in the night school both, men and women have indicated a desire to enter a combination nutrition and food preparation class, as soon as we have the equipment for such a study.

2. Fabrics, Art and Interior Decoration - The purpose of this class is:
 - a. To utilize available materials for home decoration, thus using all discarded objects from the camp, and entailing very little expense.
 - b. To learn the process of Tie and Dye, Batik, Tapestry painting, Hand painting materials as well as weaving.
 - c. Rejuvenating and making textiles
 - d. To profitably use the many leisure hours.
3. To teach the students how to draft their own patterns and about basic clothing construction.
4. Sewing

HOMEMAKING IN AMACHE SCHOOLS

QUARTERLY REPORT

MRS. MORE * Senior Teacher

- a. To teach the women how to make over old clothing, how to make new ones to be used in camp.
- b. To give these women an opportunity to do some of the things in sewing they have always wanted to do, but have never had a chance to try
- c. To keep her spirits up by keeping her busy, and experiencing the thrill of completing an interesting project.
- d. To make their barracks as attractive as possible by embroidering articles to be used there.

5. Handcraft

Here again the object being to make practical use of their leisure time by pursuing a pleasant and enjoyable hobby. By making something useful as well as attractive for the home out of available materials such as tin cans, bottles, paper and wooden boxes, wallboard, clay, wallpaper samples, etc.

They are creating individuality and brightening up otherwise drab living quarters. They exchange ideas. They strive for balance and harmony, and a free feeling for design in decorating these quarters.

CONCLUSION:

The pupils fully recognize their needs and I feel that we have made a beginning in working them out together. Our equipment is beginning to arrive, and ^{the} plan is to extend our Homemaking activities the next quarter by the use of the kitchen in Terry Hall.

December 29, 1942

The College Council of Amache was formed at the suggestion of Paul J. Terry, Dr. T. Terami, and other interested persons in order to meet the needs of the college age group. The first meeting was held November 10, 1942, at which time Mr. James Yamanaka served in the capacity of chairman. The members of the council suggested that the group to maintain an interest in college education, to organize and assist high school students to prepare for college, and to stimulate thinking and discussion among those who are in the college-level group.

At the second meeting, ^{November} November 14, 1942, Shoji Oniki was appointed the chairman. At this meeting it was decided to undertake a College Interest Survey for which a form was to be prepared and distributed by members of the council. The third meeting on November 23, 1942 had as its speaker Miss Esther Breismeister of the National YWCA staff. She spoke on the activities of similar groups in other Centers and the common problems that we face. All of these meetings were of a small groups of interested young men and women in which the program of the College Council was developed. The groups sponsored Dr. Samuel Guy Inman, and Dr. Wilhilmina Hill as speakers on Thanksgiving afternoon. The topic of the afternoon was Latin America. Approximately 150 persons attended. The next committee meeting was held December 3, 1942. At this time the effort to place students in Southeastern Junior College at Lamar and the inability to carry the program through because of lack of sufficient students was discussed. Interest groups were created on the topics of Camp Life, Vocational Training, Relocation, Racial Minority Problems with Hideo Ihara, Hiroo Fukuyama, Joe Fujikawa, and Sammy Oi as respective chairmen. The following Friday, December 11, a general meeting on the topic of Relocation was sponsored with Mr. Paul J. Terry, and Lt. Roy Hirano as speakers. The results of the College Interest Survey show that out of 296 persons who filled the questionnaire 185 indicated an interest in continuing their education. Of this total 96 were men and 90 women. Although 65 persons showed an interest in extension courses work there was a lack of interest in actually following this up. On the First of December Kenji Okuda and Estella Hoshimiya were assigned to work on Student Relocation and relocation contacts, as well as to keep the College Council program going. For this purpose, an extensive library of college catalogues has been accumulated. Catalogues from at least 100 schools approved by the Army and Navy are on file in the Education Office.

(over, please)

Mr. Carroll Moon, Executive Secretary of the Rocky Mountain Area of Student YMCA, and Robert O'Brien, National Director of ^{the Student} ~~Student~~ ^{Council} Relocation, visited the project and met with officers of the group.

On Saturday, December 19, the interest group chairman, the council chairman, and the secretary met and formulated plans to sponsor a series of group meetings of the forum type starting the 8th of January. It was also recommended that a vocational guidance program be pushed in the Senior High School.

QUARTERLY REPORT

Classification of Japanese-American
Personnel Assigned to the Education Section

	Elementary	Jr. High	Sr. High	Night School	Supt. Office	Total
Teacher	4	1	5			10
Student Teachers	5	5	4			14
*Special Workers	21	16	14	1	4	56
Instructors				20		20
Substitute Teachers	2					2
Clerical Help	3	3	5	1	13	25
Messengers	1	3	1		2	7
Custodians	11	6	10	6	5	38
Total	47	34	39	28	24	172

*Special Workers include nursery school attendants, musicians, artists, soil chemist, agronomists, librarians, dietitians, social worker, designers, recreation leaders, etc.

During the last quarter a number of people were added to the Education Section personnel. They include: Student teachers - 4, specialists - 29, instructors in the night school - 19, substitute teachers - 2, clerical help - 16, messengers - 5, custodians - 36. Total - 111.

Professional Training of
Teachers & Student Teachers

Number of Teachers:	10
Number of Student Teachers:	14
Holder of A.B. degree:	15
" " B.S. "	6
" " Ph.D. "	1
Those having attended college 3 years:	2

Universities, Colleges, & Schools Attended
by Japanese-American Personnel

University of California, Berkeley
University of California at Los Angeles
University of Southern California
Stanford University Hospital
University of Hawaii
University of Washington
University of Redlands
Mills College, Oakland

Texas A. and M. College
Chapman College
San Jose State College
College of the Pacific
Healds College
Los Angeles City College
Modesto Junior College
Pasadena Junior College
Pomona Junior College
San Francisco Junior College
Santa Rosa Junior College
Santa Monica Junior College
Art Center, Los Angeles
California School of Design
California School of Fine Arts
Chouinard Art Institute
National Automotive School, Los Angeles
Oakland College of Arts and Crafts
Frank Wiggins Trade School, Los Angeles

Class & Conference Schedule for Student Teachers

Jr. & Sr. High Student Teachers	<u>Monday</u>	Morning class	10:45 a.m.
		Afternoon "	3:00 p.m.
	<u>Wednesday</u>	Entire group	3:55 p.m.
	<u>Thursday</u>	Morning class	10:45 p.m.
		Afternoon "	3:00 p.m.
	<u>Friday</u>	Science group	3:55 p.m.
Elementary Student Teachers	<u>Monday</u>	Entire group	3:45 p.m.
	<u>Tuesday</u>	Individual conferences	
	<u>Wednesday</u>	Individual conferences	
	<u>Thursday</u>	Entire group	3:35 p.m.
General Meeting of All Student Teachers	<u>Saturday</u>		9:00 a.m.

Individual conferences for Junior and Senior High School Student Teachers are called when the need arises.

Training of Student Teachers

In planning for the training of the student teachers, provision is made for them to observe in classrooms of the regular staff so that they may see teaching procedures at various grade levels.

During the class meetings with student teachers various teaching problems are discussed. Organization of the material to be taught, daily plans, use and construction of tests, evaluation of students' work, and classroom management are among those that have been studied.

Mr. Morris H. Soglow, Physical Education and Health Advisor, gives a training class twice a week for recreation leaders. In the elementary school all members of the staff attend.

Dr. Enoch Dumas is teaching a class in "Improvement of Instruction in Reading". A number of the Japanese American teachers and student teachers are enrolled.

Members of the Teaching Staff Who Have Left

Three members of the teaching staff enlisted in the Military Intelligence division. One of the instructors in the industrial arts department received a position with Curtiss Wright Corporation in Buffalo, New York. Another member of the staff began work at Colorado State College of Education on his Master's degree.

S. Frances Shuck
Supervisor of Student Teachers

December 18, 1942