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*W. C. Sawyer
Rivers, Arizona*

DENVER CONFERENCE OF WRA SUPERINTENDENTS OF EDUCATION

Denver, Colorado

April 5 to 9, 1943

Dr. Young

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MONDAY - April 5

12:30 P.M. to 2:00 P.M. - Luncheon, Coffee Shop, Hotel Albany

2:00 P.M. to 5:00 P.M. - Rose Room, Hotel Albany

COMMUNITY SCHOOLS

William L. Wrinkle, Director of Field Service (40 min.)
Colorado State College, Greeley, Colorado

DEMOCRACY IN ACTION IN WRA SCHOOLS (Examples)

Miles E. Cary, Colorado River Project, Poston, Arizona (10 min.)
W. C. Sawyer, Gila River Project, Rivers, Arizona (10 min.)
R. A. Pomeroy, Minidoka Project, Hunt, Idaho (10 min.)
Kenneth Harkness, Tule Lake Project, Newell, California (10 min.)
Genevieve Carter, Manzanar Project, Manzanar, California (10 min.)
LeGrand Noble, Central Utah Project, Topaz, Utah (10 min.)
Clifford D. Carter, Heart Mountain Project, Heart Mt., Wyo. (10 min.)
Paul J. Terry, Granada Project, Amache, Colorado (10 min.)
John A. Trice, Rohwer Project, McGehee, Arkansas (10 min.)
Amon G. Thompson, Jerome Project, Denson, Arkansas (10 min.)

APPOINTMENT OF COMMITTEES

DISCUSSION

6:30 P.M. to 9:30 P.M. - Dinner (\$1.50 plus Colorado Service Tax)
Informal, Mural Room, Hotel Albany

OUTDOOR EDUCATION

March of Time Film (28 min.)

DEMOCRACY IN PUBLIC SCHOOL ADMINISTRATION

Harl R. Douglass, Director, College of Education (20 min.)
University of Colorado, Boulder, Colorado

IDEAL LABORATORY SCHOOL PLAN FOR WRA EVACUEE TEACHERS

George Willard Frasier, President (20 min.)
Colorado State College of Education, Greeley, Colorado

THE INTERNATIONAL SCENE

Ben M. Cherrington, Professor of Internal Relations and
Director of the Social Science Foundation (20 min.)
University of Denver, Denver, Colorado

NOTE: Unless otherwise announced, Lester K. Ade, WRA Education Consultant,
Washington, D. C., will act as Chairman of sessions of the Denver
conference.

TUESDAY - April 6

Chairman: John H. Provinse
WRA Chief of Community Services

9:00 A.M. to 12:00 Noon - Rose Room, Hotel Albany

WRA OVER-ALL POLICIES AND PROGRAM

NEXT STEPS FOR WRA

Dillon S. Myer, WRA National Director

THE RELOCATION PROGRAM

Davis McEntire, Assistant Chief, Employment Division

THE HUMAN EQUATION IN RELOCATION

John F. Embree, Head, Community Analysis Section

DISCUSSION

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2:00 P.M. to 5:00 P.M. - Rose Room, Hotel Albany

MORNING PROGRAM CONTINUED

Chairman: John H. Provinse

WRA Chief of Community Services

THE INCREASING RESPONSIBILITY OF WRA SCHOOLS

John H. Provinse, WRA Chief of Community Services

THE MAKING OF AN AMERICAN

Willard W. Beatty, Director of Education

U. S. Office of Indian Affairs, Chicago, Illinois

SCHOOLS AND THE COMMUNITY

Lucy W. Adams, Acting Chief of Community Services

Manzanar Project, Manzanar, California

DISCUSSION



WEDNESDAY - April 7

9:00 A.M. to 12:00 Noon - Rose Room, Hotel Albany

THE SCHOOL HEALTH PROGRAM AT THE PROJECT LEVEL

G. D. Carlyle Thompson, WRA Medical Director

COMMUNITY AND SCHOOL LIBRARY SERVICE

Elizabeth Scripture, Supervisor of School Libraries
Denver Public Schools, Denver, Colorado

A DEFENSIBLE MUSIC PROGRAM FOR WRA CENTERS

Lula Belle Pitts, President, National Music Educators Conference
Professor of Music Education, Teachers College
Columbia University, New York City

DISCUSSION

1:00 P.M. to 2:00 P.M. - Rose Room, Hotel Albany

NURSERY-KINDERGARTEN CURRICULUM

Robert E. Gibson, WRA Curriculum Adviser

2:00 P.M. to 3:00 P.M.

ELEMENTARY CURRICULUM

Paul Hanna, Professor of Education
Stanford University, Palo Alto, California

3:00 P.M. to 5:00 P.M.

SECONDARY CURRICULUM

William L. Wrinkle, Director of Field Service
Colorado State College, Greeley, Colorado

DISCUSSION

THURSDAY - April 8 Chairman: Lucy W. Adams, Acting Chief of Community Services
Manzanar Project, Manzanar, California

9:00 A.M. to 10:30 A.M. - Rose Room, Hotel Albany

ADULT EDUCATION

POST-HIGH SCHOOL PROGRAM (Including Work Experience Program
for Out of School Youth)

John W. Powell, Night School Director
Colorado River Project, Poston, Arizona

10:30 A.M. to 12:00 Noon

TRAINING AND RETRAINING PROGRAM

Joseph Samler, WRA Supervisor of Vocational Retraining Program

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1:30 P.M. to 2:00 P.M. - Rose Room, Hotel Albany

COMMUNITY RECREATION AND SUMMER PROGRAMS

Willard Greim, Director of Recreation and Athletics
Denver Public Schools, Denver, Colorado

2:00 P.M. to 2:30 P.M.

NATURE STUDY FROM THE VIEWPOINT OF A COLORADO RANCHER

Ralph Hubbard, Elbert, Colorado

3:00 P.M. to 3:45 P.M.

TEMPORARY SCHOOL BUILDING ALTERATIONS AND ADDITIONS

Robert E. Gibson, WRA Education Adviser

3:45 P.M. to 4:30 P.M.

HOW PROCURE MINIMUM EQUIPMENT FOR WRA SCHOOLS?

Robert E. Gibson, WRA Education Adviser

4:30 P.M. to 5:00 P.M.

ADVISORY SCHOOL BOARDS

Willard W. Beatty, Director of Education
U. S. Office of Indian Affairs, Chicago, Illinois



FRIDAY - April 9

9:00 A.M. to 10:00 A.M. - Rose Room, Hotel Albany

CUMULATIVE PERSONNEL RECORDS - SCHOOL REPORT FORMS
Robert E. Gibson, WRA Curriculum Adviser

10:00 A.M. to 11:00 A.M.

SCHOOL COSTS AND SCHOOL ACCOUNTING

11:00 A.M. to 12:00 Noon

FISCAL POLICIES - PROCUREMENT AND PERSONNEL
Leland Barrows, WRA Executive Officer

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1:00 P.M. to 2:00 P.M. - Rose Room, Hotel Albany

COMMITTEE REPORTS

2:00 P.M. to 4:00 P.M.

QUESTIONS AND ANSWERS WITH RESPECT TO ANY PROBLEMS FACING
THE SUPERINTENDENTS, GROWING OUT OF PREVIOUS DISCUSSIONS

4:00 P.M. to 4:30 P.M.

HIGHLIGHTS AND SUMMARY OF CONFERENCE MEETING

4:30 P.M.

- ADJOURNMENT



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PROGRAM

Denver Conference

of

WRA

Superintendents of Education

April 5 to 9, 1943

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William L. Wrinkle, Director of Secondary Education (40 min.)
Colorado State College, Greeley, Colorado

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IDEAL LABORATORY SCHOOL PLAN FOR WRA EVACUEE TEACHERS

Helen C. Davis
Colorado State Collge of Education, Greeley, Colorado

THE INTERNATIONAL SCENE

Ben M. Cherrington, Professor of Internal Relations and
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Washington D.C., will act as Chairman of sessions of the Denver
conference.

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Chairman: John H. Provinse
WRA Chief of Community Services

9:00 A.M. to 12:00 Noon - Rose Room, Hotel Albany

WRA OVER-ALL POLICIES AND PROGRAM

NEXT STEPS FOR WRA

John H. Provinse, WRA Chief of Community Services

THE RELOCATION PROGRAM

Harold Choate, Denver

THE HUMAN EQUATION IN RELOCATION

John F. Embree, Head, Community Analysis Section (Read by Provinse)

DISCUSSION

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2:00 P.M. to 5:00 P.M. - Rose Room, Hotel Albany

MORNING PROGRAM CONTINUED Chairman: John H. Provinse
WRA Chief of Community Services

THE INCREASING RESPONSIBILITY OF WRA SCHOOLS

John H. Provinse, WRA Chief of Community Services

THE MAKING OF AN AMERICAN

Danielson, Assistant Director of Education
U. S. Office of Indian Affairs, Chicago, Illinois

SCHOOLS AND THE COMMUNITY

Lucy W. Adams, Acting Chief of Community Services
Manzanar Project, Manzanar, California
(Conducted discussion on functions of schools in WRA)

DISCUSSION

WEDNESDAY - April 7

9:00 A.M. to 12:00 Noon - Rose Room, Hotel Albany

CUMULATIVE RECORDS

Robert E. Gibson, WRA Curriculum Adviser

COMMUNITY AND SCHOOL LIBRARY SERVICE

Elizabeth Scripture, Supervisor of School Libraries
Denver Public Schools, Denver, Colorado

A DEFENSIBLE MUSIC PROGRAM FOR WRA CENTERS

Lula Belle Pitts, President, National Music Educators Conference
Professor of Music Education, Teachers College
Columbia University, New York City

DISCUSSION

Carey J. Downing - State Dept. of Colorado

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1:00 P.M. to 2:00 P.M. - Rose Room, Hotel Albany

NURSERY-KINDERGARTEN CURRICULUM

Robert E. Gibson, WRA Curriculum Adviser

2:00 P.M. to 3:00 P.M.

ELEMENTARY CURRICULUM

Dr. Addicott,
University of Denver, Denver, Colorado

3:00 P.M. to 5:00 P.M.

SECONDARY CURRICULUM

William L. Wrinkle, Director of Secondary Education
Colorado State College, Greeley, Colorado

Pendleton, Cole Jr. High School, Denver, Colorado

DISCUSSION

FRIDAY - April 9

9:00 A.M. to 10:00 A.M. - Rose Room, Hotel Albany

McMenamin

10:00 A.M. to 11:00 A.M.

SCHOOL COSTS AND SCHOOL ACCOUNTING

Puffer

11:00 A.M. to 12:00 Noon

FISCAL POLICIES - PROCUREMENT AND PERSONNEL

Leland Barrows, WRA Executive Officer

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1:00 P.M. to 2:00 P.M. - Rose Room, Hotel Albany

COMMITTEE REPORTS

2:00 P.M. to 4:00 P.M.

QUESTIONS AND ANSWERS WITH RESPECT TO ANY PROBLEMS FACING
THE SUPERINTENDENTS, GROWING OUT OF PREVIOUS DISCUSSIONS

4:00 P.M. to 4:30 P.M.

HIGHLIGHTS AND SUMMARY OF CONFERENCE MEETING

4:30 P.M.

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ADJOURNMENT

COMMITTEE

REPORTS

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Japanese Relocation Paper
Bancroft Library

Midland Savings Building
Denver, Colorado

April 12, 1943

Mr. James G. Lindley
Project Director
Granada Relocation Center
War Relocation Authority
Aspen, Colorado

Attention: Mr. Paul J. Terry

Dear Mr. Lindley:

For your information and files, we are enclosing a copy of each committee report given at the conference of WRA superintendents in Denver last week, together with a copy of the Resolution Pertaining to Summer School Attendance.

Sincerely,

(Signed) Malcolm E. Pitts
Acting Field Assistant Director

Enclosures

COMMITTEE REPORT ON HEALTH AND PHYSICAL EDUCATION

Committee: R. A. Pomeroy
Dr. Genevieve Carter

The objective of the health and physical education forces in relocation centers should be the same as that in any other American community-- "A sound mind in a sound body." Perhaps on the projects even more careful attention should be paid to preventive measures than in the ordinary situation owing to the close proximity in which people live, the rather primitive nature of their dwellings, and the consequent extreme danger of contagion.

Responsibility for the program rests with everyone on the centers but primarily, of course, with the school, the hospital, and recreation sections.

The committee herewith attempts to define in brief and outline form the function of the three groups mentioned:

I. The School

A. Personnel

1. Director of Health and Physical Education
2. Health and Physical Education Teachers
3. All other faculty members in lesser degree of interest and function

B. Housing

1. Every classroom, a health room
2. Special health rooms in each school
3. Gymnasium
4. Play fields and playgrounds

C. Equipment

1. Playground equipment of all kinds
2. Scales
3. Measuring devices
4. Audiomster

D. Services

1. Supervision of physical education classes

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2. Playground supervision
3. Daily inspection of children for contagious disease, cleanliness, health habits, etc.
4. Periodic weighing, measuring, testing of hearing and sight
5. Health education for adults through parent education, adult class, forums, conferences
6. Health education and mental hygiene for appointed personnel
7. Health record keeping in the schools
8. Pre-school clinics
9. Special class for cripples and others unable to attend regular classes
10. Safety education, school safety patrol organization, and the like

II. Recreation Department

A. Personnel

1. Director of recreation
2. Coordinators

B. Housing

1. Play fields
2. Recreation halls

C. Equipment

1. Playground equipment both movable and fixed
2. Indoor game equipment

D. Services

1. After school and summer playground supervision
2. Evening recreation direction and supervision

III. Hospital Section

A. Personnel

1. Resident physician
2. Colonist physician
3. Colonist dentists
4. Appointed nurses
5. Colonist nurses
6. Colonist nurses aids
7. Other hospital personnel

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B. Housing

1. For those injured or too ill to remain at home

C. Equipment

1. Everything necessary for hospitalized cases
2. Dental equipment

D. Services

1. Treatment of those hospitalized
2. Dental treatment in hospitals
3. Twice-a-year dental inspections in the schools
4. Periodic inspection of all children in the schools
5. by public health nurse.
5. Nurse for daily visit to all schools to admit children after extended illness and inspection of children referred to her by teachers
6. Instruction by hospital staff to school faculty as to best methods and practices of health education and practice

The committee further recommends that:

1. Health and physical education programs conform to the requirements of the state in which the center is located insofar as possible
2. Physical education classes should include the study of hygiene
3. Physical education classes should consist not alone of games, but also of the drill type exercises lately prescribed by the army
4. Safety education should be a part of the program both with school children and adults
5. At least one teacher in every school area should be a graduate of a first aid course given by a qualified instructor

Respectfully submitted:

R. A. Pomeroy, Chairman
Dr. Genevieve Carter

COMMITTEE REPORT ON SCHOOL RECORDS AND REPORTS

Committee: Kenneth Harkness
Robert E. Gibson
J. A. Trice

It is the recommendation of the committee that some form of permanent cumulative individual record should be kept for every child from nursery school through high school graduation. This record should be kept in a letter-size folder, along with any correspondence or other data concerning the child. The committee thinks the following items should be considered as a minimum on the cumulative record sheet:

1. Personal data and family history.
2. Health record or physical condition.
3. Records of intelligence, achievement, and diagnostic tests.
4. School attendance.
5. Scholastic record, showing subject, length of period, number periods per week, grade and credit.
6. Incomplete work.
7. Special interest or activity record.
8. Growth of habits and ideals of good citizenship. A part of this may be in the form of anecdotal records.

The committee recommends that WRA keep in its files the permanent record of each child and that when the child transfers on relocation to another school, that his record be sent on a form similar to the transcript form adopted by the National Association of Secondary School Principals.

Respectfully submitted:

J. A. Trice, Chairman
Kenneth Harkness
Robert E. Gibson

COMMITTEE REPORT ON COMMUNITY RECREATION

Committee: Paul Terry
Lucy Adams
Miles Cary
Dr. Danielson

No program of community recreation can be successfully planned and executed without complete and wholehearted cooperation of all agencies, sections, divisions, groups and interests which are concerned with the intellectual or social welfare of all residents of any particular project--both evacuee and appointed personnel. In short, all interest groups on a project should cooperate in the formulation of a program of community recreation whether it be for the summer or for a longer period. We feel it to be false economy of time and effort not to contact and pool the varied resources of community activities, community services, education, clubs, churches, and the like in the formulation and carrying out of a program which attempts to satisfy the needs and interests of a community in regard to recreation.

We feel that the summer activity program should include meaningful experiences in at least three general categories: (1) activities, such as: handicraft, art, music, games, etc.; (2) there should be provision for supplementary work in some of the fundamental skill subjects commonly offered in the school program, such as: English, mathematics, speech, and reading, and (3) vocational training.

The summer activity program should include a large variety of enriching experiences; it should be adapted to the peculiar circumstances of each project with respect to time and location of offering; it should grow out of and be a fruition of the regular program of the schools and of the community activities section; and it should be of value to participants of all age levels in the light of future adaptations which they will be obliged to make. The summer activity program should meet the interests and needs of all age groups from young children to the elder issei. This summer program should be, yes, must be, an outgrowth of community planning, community interest, and community cooperation.

While embodying the collective thinking of many diverse groups, such a program of activities and experiences must possess unity and coherence. This cannot be obtained unless some individual is delegated to initiate and coordinate the various elements which go to make up the total program. It cannot be too strongly emphasized that nothing but confusion and frustration can result from divided responsibility, diverse interests and loyalties, and multiple objectives. The committee is of the opinion that

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situations may differ from project to project and that only the Project Director will possess the information necessary to decide who should be empowered and delegated to perform this important task of supervising the summer activity program.

The committee, therefore, wishes to submit for your consideration the following recommendations:

1. Full utilization of a community planning committee should be sought in planning for the summer activity program. Such groups as the DSA, YMCA, YWCA, PTA, Girl Reserves, churches, schools, community activities, and all other interested groups should be encouraged to cooperate in the planning for such a program.
2. Such planning should be initiated by the Community Services Director, or such other person as may be delegated by the Project Director.
3. Responsibility for supervision and conduction of various phases of the program should be delegated to the sections and groups included in the planning committee.
4. The school should be cognizant particularly of such activities as classes or group activities in fundamental skills, vocational experiences, handicraft, music, dramatics, art, clubs, and special emphasis should be given to agriculture, food production and health.
5. Insofar as possible classes, clubs, and other groups used in the summer activity program should be organized on the basis of interests rather than geographical proximity. Among other things this means that teams engaging in competition should be organized in terms of classes, grades, and clubs rather than in terms of geographical areas.
6. The cultures of all societies and peoples of the world should be recognized, and appreciated, not the least of which is a recognition and appreciation of the culture of Japan. Even though in our democracy we strive toward this end, a definite attempt should be made to call attention to and emphasize the more desirable aspects of our American life and culture. Such things as American folk dances, songs, drama and literature should be given a prominent place in the summer activity program.

Respectfully submitted:

Paul Terry, Chairman
Lucy Adams
Miles Cary
Dr. Danielson

COMMITTEE REPORT ON DISSEMINATION OF THE WRA PROGRAM TO STAFF AND EVACUEES

Committee: W. C. Sawyer
A. G. Thompson
John Provinse
John Baker

Your Committee on Dissemination of the WRA Program to Staff and Evacuees through the Educational Program met at dinner on Tuesday evening and after bouncing pet theories and peeves about a bit, arrived at the following general conclusions:

1. That because of the close and often direct contact which they have with evacuees and the respect in which they are held, the educational staff is in a position to perform an important function in disseminating information concerning the WRA program to evacuees.

2. That Superintendents in general have not been made aware of responsibility for dissemination information concerning WRA policy and events to the evacuees, and have developed no vehicles for such widespread policy dissemination.

3. That much information designed for evacuees in general and even for executive staff members and appointed personnel did not uniformly reach Superintendents of Education.

4. That information designed for evacuees but needing clarification, elaboration or justification reached the teacher (after, and often) through, the evacuees, (N.S. information on registration program).

I. That Superintendents be requested to assume responsibility under authority of the Director and in cooperation with other publicity agencies, for the dissemination of WRA policy and information to evacuees.

II. That Superintendents be advised to consult with their administrative assistants and teachers upon materials to be disseminated and the modes of dissemination.

III. That the Superintendents take special note of the strategic position of the adult education director and program in any policy dissemination procedures.

IV. That the Washington Office be requested to revise its procedure for distributing such policy statements and information as it wishes to have reached evacuees and that the Superintendent of Education be specifically listed on all routing advice.

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V. That copies of the Information Digest be specifically routed to the Superintendent of Education.

VI. That a periodic information bulletin for staff members be established in each relocation center, containing summaries of administrative developments, and that such a bulletin be circulated to each member of the appointed staff.

VII. That the Superintendent be urged to become better acquainted and work more closely with the project Reports Office.

Respectfully submitted:

W. C. Sawyer, Chairman
A. G. Thompson
John Province
John Baker

COMMITTEE REPORT ON SCHOOL AND COMMUNITY LIBRARIES

Committee: A. G. Thompson
R. A. Pomeroy
John Powell

The following recommendations were proposed by the Library Committee:

1. The library organization of the Center, including school and community, should be under the direct supervision of the school librarian.
2. The head librarian should be directly responsible to the Superintendent of Education in all matters that pertain to the community library, but responsible to the principals for those matters which pertain to the administration of their school libraries.
3. The community library should be housed separately from the school libraries because:
 - a. The adults in the Center might tend to stay away from the school library.
 - b. and, the buildings are not large enough to accommodate both groups.
4. Additional library stations should be established where needed under the control and direction of the head librarian.
5. Each school should be provided a room for a library. No other activities should be permitted in the library rooms.
6. Loan and gift collections of books in the Japanese language should be included in the community library's circulating stack.
7. Special emphasis should be placed on usable collections of books, pamphlets, periodicals, newspapers, etc., to provide both information and incentives in regard to relocation.
8. The proposed library expenditures are: \$3 per pupil, grades 1-12, first year, \$2 per pupil, grades 1-12, second year.
9. A library board should be appointed.

Respectfully submitted:

A. G. Thompson, Chairman
R. A. Pomeroy
John Powell

COMMITTEE REPORT ON CURRICULUM

Committee: Dr. Genevieve Carter
Paul Terry

A school curriculum should be responsive to the needs and interests of the community. With wartime tempo affecting policy, objectives and organization within the War Relocation Centers, the school curriculum must keep flexible to absorb these changes.

Recognition is first given to the following factors affecting curriculum development:

1. WRA schools are expected to meet state requirements and approximate the public schools in the adjacent areas
2. The schools must fit within the framework of the WRA policy, project policy and administration.
3. Personnel changes and deficiencies, lack of equipment and supplies and lack of adequate building space require frequent adjustment

The following recommendations are submitted:

1. That the schools develop an educational program which will emphasize understanding of and loyalty to American living.
2. That a part of the school day be set aside from kindergarten through high school for opportunities to engage in common experiences of pupil sharing, participating, purposing, planning, executing and evaluating. That these experiences be related insofar as possible to the needs, interests and problems of actual living. That they be as closely related to life and living in the community as possible. That there be a working partnership between youth and adults, its aim being community improvement. That the community be used as a laboratory in which social processes and skills can be studied and learned. That the school become an effective instrument of planning and building in every phase of community life, participating through its recognition of the potential contribution of its students and lending its facilities and its membership for all types of activities and interests. That the concept of the community be one that includes the community from which they came and the one in which they must relocate.

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3. That the schools train for economic independence both on the projects and in the communities to which they may return.
4. That the schools provide the interpretation necessary to help individuals and groups to adjust themselves to the unusual conditions of life in Relocation Centers.
5. That the schools prepare students for relocation and re-absorption into normal civilian life.
 - a. Special recognition should be given to geography of the U. S. in reference to preparation to relocate.
 - b. Vocational information about current trends in employment and future employment needs should be provided insofar as they are known.
 - c. Provision should be made to acquaint all residents regardless of age with current problems of rationing, post-war planning, war financing, prices, fashions, governmental assistance programs, and the like.
6. That the schools maintain standards which will enable students to transfer to other schools, to enter college, and to obtain outside employment.
7. That experiences selected take into account the readiness, the culture, the total growth and development of the child.
8. That our school programs, like public schools, direct their programs toward preinduction, aiding the war effort, or incorporating Victory Corps' activities.
9. That preparation for assimilation in our American Society include intercultural and international understanding necessary for post-war living.

Respectfully submitted:

Dr. Genevieve Carter, Chairman
Robert E. Gibson
Paul Terry

COMMITTEE REPORT ON SCHOOL BUILDINGS AND EQUIPMENT

Committee: Lucy Adams
Tom Sawyer
K. M. Harkness

In view of the fact that there is still considerable uncertainty regarding the future enrollments in the schools of the several W.R.A. Projects, and that the public will be very critical of any unnecessary expenditure of public funds or the use of critical materials in these centers, your Committee recommends that, wherever possible, further construction of school buildings to be stopped unless such construction has already advanced to a stage where such action would be economically wasteful, or where it would necessitate the building of additional apartment barracks approximating the cost of the school buildings.

Your Committee recommends that certain minimum requirements be met on each Project, as follows:

For the Junior-Senior High School.

- (a) Completion of a gymnasium-auditorium as previously planned.
- (b) Shops, laboratories, and lavatory facilities to be built according to the needs of the individual Project, using, in so far as is practical, buildings already constructed.

For the Elementary and Nursery Schools.

- (a) The construction of additional buildings where necessary to provide adequate space for existing enrollments.
- (b) Necessary alterations to existing buildings to provide safe and suitable heating and lighting.
- (c) Roof-height partitions.
- (d) Adequate lavatory facilities for pupils and teachers.
- (e) Outdoor exits for each room.
- (f) Matched flooring or suitable covering for existing floors to provide satisfactory maintenance and sanitary conditions.

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- (g) Nursery schools should be as near the homes of the children as possible.

School Equipment

Your Committee recommends that the standards set up by the North Central Association be adopted as a guide for minimum equipment for relocation center schools and school libraries.

We further recommend that a letter be transmitted from the Washington Office to Project Directors and Chiefs of the Division of Public Works, drawing their attention to the fact that materials acquired on PD-200's must be used only for purposes set down in the justification and that diversion of such materials to other uses constitutes a Federal offense.

Respectfully submitted:

K. M. Harkness, Chairman
Lucy Adams
Tom Sawyer

Amendment:

To accept recommendations of the committee from the Washington office regarding the high school buildings.

COMMITTEE REPORT ON ADULT EDUCATION AND RETRAINING

Committee: Miles Cary
C. D. Carter
Joseph Samler

In light of WRA policy, in which central emphasis is placed on relocation, it appears necessary to reconstruct original duration plans for adult education in the centers. Viewing the present situation, and taking into account the consensus of opinion in the conference, the committee suggests that the adult education and retraining program be developed in terms of the following considerations:

1. That the organized adult education program be directed toward helping evacuees prepare for relocation. This would include encouragement of evacuees to leave the centers, location and analysis of psychological obstacles, study of economic and social conditions in areas to which the evacuees may go, and dissemination of information relative to assistance being rendered relocated persons through WRA field offices and local committees.
2. That consideration be given to the matter of helping evacuees make the best possible adjustments while they are in the centers.
3. That a vocational retraining program be developed at once in accordance with WRA Administrative Instruction No. 87 (March 30, 1945).
4. The Committee approves the basic agreements concerning the proposed program as presented at this conference (attached). The questions distributed to the meeting, (attached), should be regarded, in the opinion of the Committee, as a series of challenges which can be met.
5. The Committee approves the approach in securing the facilities of N.Y.A. resident centers for training evacuees, and it recommends that this approach be further extended to other resources if possible.

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6. That much technical help is needed by Superintendents of Education in order to properly supervise a vocational retraining program. Among them:

Employment Information
Expert technical help in organizing
syllabi
Properly equipped staff
Understanding the purpose of this program
by all project staff
The backing of the Project Director
Etc.

Respectfully submitted:

Miles Cary, Chairman
C. D. Carter
Joseph Samler

SUGGESTIONS RELATIVE TO VOCATIONAL RETRAINING

The Committee recommends that:

1. Retraining should lead toward relocation-employment or work in center activities.
2. The program should be the joint concern of education and employment. It must, of course, have the support of the project director.
3. The active participation of residents in planning the program should be sought.
4. Emphasis should be placed on training for occupations needed in the war effort. On a priority basis, these would start with the metal trades, agriculture, and occupations important in maintaining the health of the nation, clerical.
5. Only those residents should be admitted to training who do not already possess skills of value to the nation.
6. Training should be short-term. The maximum training period should be six months.
7. Unit skills should be provided rather than all-around proficiency.
8. Methods of training should vary with the needs of the Center. However, the following approaches seem most important: on-the-job training in Center activities, the OSYA program, out-of-center training opportunities, trade classes within the Center.

QUESTIONS IN SEARCH OF ANSWERS

1. Are the difficulties of using Center activities for on-the-job training so great as to preclude use of this resource?
Some of the difficulties are:

Conflict between production needs and retraining plans.
Lack of skilled apprentice trainers.
Lack of time to devote to apprentices on the production unit.
Lack of equipment, space, materials.
Need for determining what operations are to be covered in apprentice training in many different fields and how much time is to be spent in such training.
Lack of educational staff to properly supervise such a program.

Is this resource important enough to warrant continuous efforts at meeting these difficulties?

2. Are there common steps in determining what Center activities offer important training opportunities?
3. What are some of the occupations for which training may be obtained in Center activities?
4. How can firemen in Center activities be helped to train raw beginners?
5. Is specialized personnel necessary to aid in this program? If so, can such personnel be made available?
6. What part does the OSYA program play in training? How many centers have such programs now or look forward to obtaining such help?
7. What training resources do NYA resident training centers provide? In what occupations do they offer training? What are the limitations of this resource?
8. Can NYA be brought into the Centers? What are the advantages and disadvantages of this scheme?
9. Can War Industry Training Programs be brought into the Centers?
10. On the assumption that NYA resident training centers can provide a training resource for young people, are there similar resources for evacuees over 24 years of age?

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11. In what ways can Washington help with the Center training program?
12. Is a counselling program a necessary concomittant of re-training? If so, how ambitious should it be?

REPORT OF COMMITTEE ON STUDENT TEACHER ARRANGEMENTS

Committee: L. G. Noble
Lester K. Ade
John A. Trice
George Young

The Committee recommends:

1. That since education is a state and local function it is imperative that WRA school administrators use their influence to assure the fullest cooperation of the state departments of public instruction in all states where the projects are located.
2. That all departments of the state educational supervisory program be called upon for direction, stimulation and guidance in the various branches of the educational program of the project.
3. That state educational leaders be invited to the project to conduct teacher institutes in special areas of interest and with sectional groups in order to promote a better understanding of the educational program and in the interests of better public relations.
4. That the state Advisory Board, provided for by WRA be utilized to the utmost in promoting good will and mutual understanding.
5. That every effort be put forth to secure an appointive teaching staff adequate to serve the teaching needs of the school.
6. That supplementing the appointive instructional staff there will be selected a resident personnel carefully elected on a basis of teaching personality, academic training and interest in the educational field.
7. That after the resident staff has been selected a well-organized program of teacher guidance is imperative. This program should be under the supervisor of student teaching or the curriculum advisor and it set up for the purpose of aiding in the effectiveness of the teaching process and the furthering of a better understanding of the place of education in the life of the community.
8. That the load of resident teachers be carefully measured in order that the size and number of classes be suited to the ability and training of the teacher.
9. That the teacher education program be so organized as to receive the indorsement of the state teacher education institutions, or the State Dept. of Education, or both, so that proper credit may be obtained for all teachers who have enrolled in the courses.

- 2 -

10. That a well-organized plan for the visit of officials of the state education institution to visit the project from time to time.

11. And, finally, that the success of the community school program will depend largely on the friendly relationship between the resident and appointive teaching staff, between teachers and parents, and between education and the other departments of the project.

Respectfully submitted:

L. G. Noble
L. K. Ade
John A. Trice
George Young

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5. In no instance will the teacher so assigned claim travel compensation or per diem for any part of the time involved.
6. In the event it is deemed desirable by the national office, the Project Director, and/or the Superintendent of Education that regular hours be assigned the teacher attending summer school to perform tasks the purpose of which would be to the sole advantage of the WRA, or the mutual advantage of teacher and WRA, this assignment shall be considered as a part of the agreement and those involved shall be held accountable for results.

Respectfully submitted:

Paul J. Terry, Chairman
Lester K. Ade
C. D. Carter

RESOLUTION PERTAINING TO SUMMER SCHOOL ATTENDANCE

Committee: Lester K. Ade
C. D. Carter
Paul J. Terry

"Whereas it is a desirable educational practice to encourage teachers to attend summer school, and

Whereas on many projects there are several teachers who either: (1) need but one more summer school term of work at a college to complete the requirements for an A.B. or a master's degree, or (2) would profit greatly from study in a regular session of a summer school both from the standpoint of the individual concerned and from the standpoint of professional service rendered to WRA center schools, and

Whereas the acute shortage of teachers necessitates that every precaution be exercised in the maintenance of morals and high professional standards

BE IT HEREBY RESOLVED by the Superintendents of Education in session in Denver, Colorado respectfully request that authority be invested in Project Directors to assign through Superintendents of Education regularly employed teachers on the several projects to work at an accredited college or university for a period of not more than two weeks during the ensuing summer of 1943 for which work the teacher will receive the regular and full salary to which he or she is entitled upon completion of assigned tasks at the project, providing:

1. The Superintendent of Education shall have recommended to the Project Director that the teacher be assigned to summer school work at a college or university,
2. The Superintendent of Education shall give evidence to the Project Director prior to recommendation for college attendance that provision has been made to adequately conduct the summer activity program with the presence of the teacher involved,
3. The teacher shall be a bona fide registrant at the college or university and shall take work for credit there,
4. Any time in excess of two weeks needed to complete work at the college will be charged to the employee's accumulated annual leave, and if necessary to leave without pay,

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19. The committee considers the conference to have been most outstanding. It acknowledges with deep appreciation the fine work of Dr. Ade and his tireless efforts in furthering its success. The committee would also like to recommend that a similar conference be planned for the Elementary and High School principals for the near future.

Respectfully submitted:

C. D. Carter
L. G. Noble

HIGHLIGHTS AND SUMMARY OF DENVER CONFERENCE OF W.R.A. SUPERINTENDENTS

In presenting the highlights of this convention, acknowledgment is made that the entire program has been most outstanding. From the many fine presentations, the following merit special mention:

1. The challenge to modern education and the urge to break from tradition presented by Dr. William Wrinkle.
2. The fine illustrations by the superintendents of Democracy in action in the various relocation centers through such agencies as student body councils, parent teacher associations, student cooperative stores, faculty planning of the curriculum program, budget making, student body forums, educational staff participation in community programs, friendly relationships between resident and appointive staff.
3. The need of democracy in public school administration was forcefully emphasized by President Frazier. This was followed by a stirring appeal from Dr. Cherrington of Denver University in which he urged that people the world over be given a feeling of significance and assurance that they have a definite part to play and a place to fill.
4. Through the fine efforts of Dr. John Provinse, the next steps in W.R.A. were carefully analyzed and the responsibility of the educational program in the projects clarified. We were charged to remember that there is always the human equation to be considered in the relocation program. In this connection he pointed out that the responsibility of the schools is increasing.
5. The school as a vital force in the community was ably illustrated by Mrs. Adams and encouragement was given to further expand the program in this direction.
6. While music has been considered an essential branch of public education, Miss Pitts opened up new fields for this important subject and portrayed it as one of the major vitalizing forces of the educational program.
7. Miss Carey Downing was highly successful in pointing out our responsibility to the education of the exceptional child.

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8. Our finest educational thinking and philosophy was challenged by the able analysis of the curriculum program for the various school levels. Dr. I. Irvin Addecott of the University of Denver opened up new fields of opportunity in a fine discussion on the curriculum of the modern elementary school.
9. Dr. Wrinkle was masterful in his recommendations of a new approach to the secondary school curriculum and school administration procedures. He strongly reminded us that the needs of the child, rather than tradition, must be the goal of the secondary school.
10. Mr. Powell's analysis of the responsibility of the Adult Education Program as found in relocation convinced us that many things are yet to be done in this important field.
11. Dr. Samler presented a fine approach to the training and re-training program and proposed ways and means of carrying the program forward both within the centers.
12. Willard Greim emphasized that classroom education alone is inadequate to satisfy the needs of the child, therefore, the urgency of a well planned and well executed recreational program.
13. Dr. Robert Gibson's discussion of school buildings and the procurement of educational supplies gave added incentive to our responsibility in these important matters.
14. Mr. Ralph Hubbard advised that if we are to understand the problems of race minority we must approach them through a study of the cultural pattern. This statement has important meanings to education in the relocation centers.
15. Mr. Ed McMearin, representing Mr. Leland Barrows, analyzed the problems of recruitment, teacher working hours, and the basic fiscal policies of W. R. A.
16. Mr. Harold S. Choate's speech on the Relocation Program.
17. The excellent manner in which Mr. Paul Terry presided as host of the Superintendents at the conference.
18. The stenographic assistance furnished by the girls in the Denver Field Office.

T A L K

by

DR. CHERRINGTON

DR. BEN CHERRINGTON'S SPEECH - AT BANQUET

April 5, 1943

After an introduction by Dr. Ade and a few brief personal remarks:

The situation in which we find ourselves, in the midst of this war situation, is so tremendous, so kaleidoscopic that we can only glimpse it in part. You people who are educators in the relocation centers are definitely on the front line just the same as the fellows in Guadalcanal. Think what you are doing, or trying to do, may in the long run, be even more significant than what Eisenhower is trying to do in North Africa. I think that we are in a battle of guns and ideas. We can win the battle of guns and lose the battle of ideas and lose the war. If we lose the battle of ideas, we will come out with the ideas of the enemy and if we do that, why go to the trouble of the battle with guns, and why not give that up and save all the bloodshed.

"If we were to boil it down, we might say that the core of the ideas from which we are battling is that the central study is man and that everything exists for him. Civilization is not a God-given thing-- but a man-made thing. Our enemy leaves no doubt about that. In other words, the central value is not the value of man but the race nation and all other ideas are subordinate to that value. The meaning of life of individual is that he may live and serve and sacrifice for the country and if need be, die for the cause of immortality. The world has become so small that the world doesn't seem big enough for both of them.

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Let us take a look at what we will be up against when the battle of guns is over. Obviously, the first thing is to take away the arms of our foe. Could anything be more stupid -- to take away their guns and leave them with their dangerous ideas? How are you going to take away their dangerous ideas? That is our job - to educate them.

I will come back to the current scene: Only 10 per cent of our population at the outside will be in uniform. But all of us are engaged in the battle of ideas. What we do and fail to do profoundly affects the outcome of that conference. You are in the front line fighting in an area that is fully as important as the far flung battlefield of any volley of guns.

Speaking of revolutions, you never can understand a revolution when you are in one but perhaps we have been in it long enough to see what seems to be one or two truths and even these we would have to qualify but all through history there have been moments when men would rise up and demand something better. There are at least two fundamental explanations of a revolution in which we are now engaged.

1. Rising up - reaching out - an irresistible pressure coming up from underneath and they say it is true in India, China, and other people who travel widely tell you the same thing. Let us call it a groping for security.
2. A larger share in the material things of life which the common man feels are available to him at last - security. But a deeper drive seems to be at the very heart of this: Revolution is what you might call a spiritual drive or a psychological one.

Man seems to be made, by whoever made him, something inside him that will not let him be satisfied with a cheap manner of living and with

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the feeling of dust is to dust and ashes to ashes. He is not satisfied with that. So there are times when people seem to rise up and - that flame brightens up - the man with the hoe rises up and demands dignity and status.

The first revolution was in Egypt 3000 years ago when the serfs rose up. For the first time in history - a revolution is happening all over the world - not just in one place. We are in the midst of what seems to be a tremendous revolution that this planet has ever seen on the part of human beings.

Basically the thing people want more than security is a validation of that something within but that tells them that they really count.

He mentioned a speech of Milo Perkins entitled "Men Want to be Wanted".

Wilkie almost got it but not quite when he said people of China, Russia and Asia want liberty. He was wrong. They don't want liberty. They want significance. If they can get it through liberty -- then they want liberty.

That is why Germany gave Hitler liberty - because he gave them significance and dignity. This frustrated, divided people, humiliated, finally found something that gave them a center around which they could fasten their emotions and they went out to conquer the world for the Fatherland. It is Paganism -- but it worked. Think of the disillusionment. The common man of the world hasn't yet made up his mind whether we have the answer or whether the other people have. The common man of the world, and he represents about three-fourths of the human race, hasn't yet made up his mind. He doesn't know.

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When the enemy seeks out the way to attack us they do not attack us on the score of imperialism. They attack us on the home front and that is where we are weak. Weak in democracy and dignity of man and the four fronts. I am talking about the good neighbor policy.

Of course we wanted the open door in China. We did educate those leaders in China and China is our best friend in the world today. They fight heroically. When we speak of the "Big Stick" policy, every high official in our government has stood up and said or acknowledged that it is wrong. For twelve years we have been trying to bring forth deeds to underscore those deeds in the good neighbor policy.

If you want to know what the people in Mexico think about their good neighbor policy -- if you want to know their feelings in the matter-- See how we have been treating the people in southwestern part of the state of Colorado. Admit that there are certain areas where we have been careless. We are going to turn over a new leaf and make amends. Just contact our Spanish-American citizens in the southwestern area. The intelligent negro of the United States has the chance to go - and has gone farther and has a better future here than he has anywhere else-- unless it might be Russia. The negro in Africa does not know. Look at the way they treat the negro in the United States, and they have got us. The thing for us to do is make amends at once. Now I come to you folks--the Japanese. In the treatment of the Japanese, especially those born in this country, every slip which we make is a violation of the principles of democracy. by radio, by the screen, by the newspaper, by word-of-mouth, they know it almost instantly. They are watching us.

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You people are just as much out on the front lines as are the men who are out there on these far-flung continents in the seven seas. You must not fail. We may fail you. I pray God we won't. I think the tide is going the wrong direction; I don't believe the American people realize - because they aren't war-minded. More significant than the battle of guns is this battle of ideas, and if we fail, by what we do at home to make democracy more alluring that they will be drawn instinctively to it, we will have lost it. We can win the war in the long run -- with the people in the world on our side; without those people -- we can never win.

T A L K

by

LULA BELLE PITTS

A DEFENSIBLE MUSIC PROGRAM

--- Lula Belle Pitts

I am very grateful to Mr. Ade for giving me the privilege of coming. It certainly is going to be impossible to tell you because I know too little about this to thoroughly tell you anything and I feel quite inadequate to the situation, but I am interested because I think it is such an important thing, I am grateful to come and learn something about these projects.

I was at a loss to know how to look on such a very formidable sounding program. I didn't know what the title meant, so that I am talking more or less by hearing and by the program which was sent to me. I might begin by saying that no program of music would be defensible unless it fitted into the broader scheme of educational policy of which music was simply one element in helping to carry through. So I looked very closely at the program and it seemed to me your policy was maintaining a physical well-being to a group of people. I was particularly pleased to notice that community and community service came into your topics in the very beginning and how many times democracy was mentioned, also the human element in the whole program.

So I have assumed from that you are concerned with an educational program that goes toward developing the kind of citizens which we want these citizens to be when peace comes, and will be assimilated into the general life of the country. So that I thought I would speak of music first as it would concern the community as a whole.

I can think of nothing more helpful in bringing about community unity and harmony than music. I think of nothing that can contribute more effectively to community morale than music. Music can do this. It does not always. So I am obliged to say that whatever the music program might be in your center depends on the philosophy of the education which your director of music had.

Because a great many musicians who are distinguished as leaders in music do not have an educational philosophy. They see music as something apart from life and look upon music as something that descended from high.

...Now music could do a great deal to maintain the morale of people but it could not do it just by seeing, hearing beautiful music. I think what we would have to think of is that music does appeal to people and people respond to the experiences of music upon a feeling and emotional basis. But we have to define what emotion we want to arouse and I again would believe from what your program has said further, that the things you want would be the particular responsibility of a group of people who have a job to do and their job is to maintain our own internal-democracy as people of worth and worthy of consideration as people who want to contribute something to social scheme and as people who would like to participate in every way possible in building up the ideals which we consider to be embodied in what we call the democratic way of life.

Now music... would be a very wonderful means of participating in activities in which old and young can share alike. Another thing is that the younger people would take a particular responsibility. They have been brought up in the American school and should know a great deal about American music and these children and young people could be helpful in teaching the music, and in sharing music experiences with older people.

I should think that a defensible program in these community centers would include a great many activities not only in singing, but in singing games. Perhaps some instrument work. I don't know what priorities have been done there to make it possible to get the instruments that would be necessary but those are not the only instruments that count in a ... endeavor. I could see children using horse shoes, bells, water glasses, common nails tied with a string on the end of one and touch with another. I could see children even

finding kinds of wood which could be struck and making tunes.

Listening to music is another important feature. What provisions could be made? Phonograph records could be provided. It would be advisable if feasible. The radio is another opportunity for community enjoyment and pleasure. To go on to another phase of the community program which is the democracy aspect. My feeling is that the will and the spirit and the purpose that is bound to be a very strong part and feature of the emotional attitudes of the people that are being taught is certainly a matter of education. It is not the sort of thing that comes out by ... and does not come off the assembly lines and I am glad to hear Mr. Gibson emphasize the fact that are not the things that produce the value in education that we are looking for. So that you think of will and purpose and spirit that we want to educate people for can be very greatly strengthened and ideals which contribute to will purpose and spirits can be strengthened by certain types of music and those include not only our great patriotic songs, but the great fighting and courageous songs of all nations. So that repertoires of songs that include a love of humanity, a lover of freedom and that ... liberty and particularly liberty of the spirit which is the greater of all freedoms is embodied in songs..and those embodied in a particular...which does appeal to people as I said before on an emotional...which does appeal to people as I said before on an emotional..... It affects the sort of emotional attitudes which valuable. So I feel music can contribute very greatly toward clarifying and strengthening democratic ideals that are worth while. In doing so it makes a difference in the individuals, community sentiment...are the important part of any program and again I find that the ... point of view of that persons is extremely important because after all music does not have a desired effect upon people...So that the person who is trying to help people to elevate their ideals has to think

of music as a social instrument and not as a grace that is shared without any effort on the part of those....We again have to think of what emotions and chances we want to take place in people and what music experiences we are going to have to provide. You know that music can be a greater out pouring for social....for participation in effective social...sharing, for unifying and on the other hand music can be used for the most selfish reasons and wishes of anything that I know of.

We must keep in mind what is our objective and just how the picture deals with ...this must contribute to the purpose we are trying to reach. We must know what the human values are that we are trying to get. We must see and make it possible for the music experience that are required to contribute to that. One of the ways to contribute to the social industry is to break down this whole concept of the audience over here and the performer over here...ideas that some people are musical and some people are not. There never was anything less true. Music is just as common a language as speech...Now to share with other people in making music is a great thing. We must believe that all people can use this language of expression and must have the opportunity to do it and leaders should be thought of as sharing and contributing and not standing off showing off. There will be those who stand out as leaders, Our leaders have the responsibility to share their talents and to give back to the group. We are using music as a social instrumentality that is productive for good to all...It is a program that will have to be carried on by persons who have great belief and faith in people and their ability to produce finer and better things because we have something to give them that will be helpful...So that the most important thing is to develop people who make the right kind of people.

T A L K

by

HAROLD S. CHOATE

WRA EDUCATIONAL CONFERENCE

Tuesday Morning April 6 - Albany Hotel

The Relocation Program

Talk Given by Harold S. Choate

I am sorry that I've not had time to do even a good job of preparation for pinch-hitting for Davis McEntire. But I will try to give you something of a picture of the Relocation Program, what we in the field are trying to do, and how you can be of great help to us and hence to all evacuees. If I seem too positive in some of my statements, please put it down to enthusiasm for the Program rather than excessive self-confidence.

I will try to present the overall picture of the Relocation Program. Right now the most important trend in WRA activity is outside employment. Some of the reasons for this change of emphasis are as follows: The demand of employers that the skills and labor of evacuees should be used in the war effort with pressure strongest from agricultural producers. The demand and need of evacuees to be returned to productive work where their efforts would be of the greatest value. The insistence of various segments of the most thoughtful and intelligent public leaders that restriction and inequities be removed from this group of Americans and that they be given the opportunity to again take their place in the normal stream of American life.

Leave Clearance and Indefinite Leave Procedures. It has been necessary to have a procedure whereby we could satisfy military authorities and Department of Justice officials that the internal security of the country is not jeopardized by release of persons of Japanese ancestry. Leave Clearance is extremely valuable reassuring the public that those Japanese they saw on the

streets were safe Japanese. This is invaluable in allaying distrust and fear, which were the primary emotions behind the evacuation. The slowness with which this is accomplished was a detriment and led to discouragement and further frustration, but it is such a tremendous job that it couldn't be done as fast as advisable.

Registration,--about which you know more than I. The main objects of the registration are to restore the rights of citizens to serve their country and to speed the process of leave clearance by immediate registration of all rather than longer voluntary "applications for leave clearance."

Organization of the Relocation Offices. The new set up represents a change from the original small Employment Division staff attached to the old Regional Offices since the increase in emphasis on Relocation. The original plan of organization was partly held up by a "Freeze Order." There are five Regional Territory Relocation Offices, with a total personnel of 150, 90 officers. These are located in Denver, Salt Lake City, Kansas City, Chicago and Cleveland. Each of the main Relocation Offices spreads out through its territory, and has from 8 to 11 outside or field offices which are in charge of a Relocation Officer and an assistant. They are the eyes and ears and the muscles of the Outside Relocation Program.

The functions of the Territorial or Regional Relocation Office are to coordinate and direct activities of the Relocation Officers in the Field Stations. Another function is the liaison work between the Regional and Field Relocation Offices and the War Manpower Commission and USES, the U.S. Department of Agriculture, large employers, state governments, and the projects. They have a general responsibility for public relations and publicity through the area.

Determinations are made, on the basis of reports from Field Relocation Officers, unfavorable communities and to furnish this information to the Project Directors.

Records are maintained of all evacuees in the territory and their employment status.

The employment opportunities in the area are analyzed and this basic data is furnished to the Vocational Retraining Committee at Washington for their guidance.

Assistance is given to the field office in instances where it is advisable--where incidents develop or where political flare-ups occur.

Some of the functions of the Field Officers are to investigate employment offers in order to maintain fair standards of housing accommodations, wages, and working conditions. Investigation is made to ascertain local community sentiment and, where advisable, public relations work is done by means of educational talks, publicity, individual discussions to develop a favorable attitude toward the relocation program among church groups, the press, farmers organizations, business men, and public officials in his district. He also aids in maintaining good labor relations and in mediating disputes between employers and evacuees. He aids the evacuees in keeping employed, and in their social adjustment to the problems of relocation.

Activities and prospects in field of employment. In the Salt Lake and Denver territories the opportunities are heavily agricultural. There are not so many opportunities for industrial and professional placement. We need to shift people already here to higher class occupations.

In Kansas City, Chicago and Cleveland there are many more opportunities for technically trained persons. There are about 4,000 persons out now on indefinite leave and in permanent employment now. It is hoped that there will be

many times that number in the next six months. In the Denver area--since I don't know the picture elsewhere--there are too many domestics and unskilled workers. There are cases of misplacement where technical men and secretaries are working as domestics and hotel workers. We are working to develop higher types of employment both for those here and those still on the projects. We are having difficulties over the housing situation in Denver and in northern Colorado.

I believe that dispersal is the solution to the minority problems. If we can give Coloradans and New Mexicans and others a chance to know what the niseis are like by the close contacts of working with them, eating with them, going to church or school or theaters with them, much of the prejudice will disappear.

Concretely, what sort of employment is available? What may become available in the future? Here is what we find in Denver: 2 chemists at a railroad company and plastic manufacturer; 1 accountant at Farm Security Administration; 8 stock clerks at OEM and private jobs; 4 photographers, retouchers and kindred employment; 2 receptionists-secretaries in dentists' office; 2 beauty operators; 2 wholesale clothiers; 1 hardware clerk; 5 secretaries; 6 stenographers; 3 mechanics--auto--15 assemblers of cases at Robbins Incubator Company; 8 assemblers at Ace Box Co.; 5 engineering assistants; 8 secretaries and stenographers in federal agencies; 15 stenographers and translators and radio speakers at OWI; 100 language instructors at the Navy Language School in Boulder; 5 pressers and spotters; 12 florists and nursery workers; 1 florist designer; 3 power machine operators;--manufacturing flags, etc.

We have many requests now for workers of those skills, particularly high class auto and tractor mechanics. All of the skills required in the cleaning industry are very much in demand and several establishments are willing to use our people. Dental technicians are also requested.

It is believed that opportunities can be developed for doctors, dentists, beauticians, hair stylists, machinists, registered nurses, laboratory technicians and possibly draftsmen, electricians, as well as additional jobs similar to those already occupied by evacuees.

I am extremely glad that this conference is being held because I now have an opportunity to bring to your attention certain problems that have appeared in the projects. These are problems which you as educators are in an excellent position to solve and by their solution to aid the Relocation Program tremendously.

The attitudes of the evacuees to relocation are as follows: Indecision in accepting satisfactory outside employment; fear of adverse public sentiment; impatience with the delays of leave clearance which turns into discouragement; lack of courage to leave the comparative security of the project; the sheer inertia that apparently comes to people when there is paternal governmental care; loss of self-reliance and the independent, self-confident attitude of mind most had previous to evacuation; development of what has become known as the WPA attitude--characterized by loss of initiative; loss of confidence in American ideals of fair treatment, equal opportunity, civil rights; loss of faith in governmental promises because too many were loosely given during and after the Evacuation process; irresponsible attitude toward employers; petty chiseling and bargaining.

Mr. John Embree has brought out many of these attitudes and the reasons therefore far better than I can in his Second Community Analysis Report #2 issued in February.

The other day I asked some of our Relocation Officers to give me their impression of what was wrong with the attitude of evacuees--what things were holding up their acceptance of outside employment--things which the Educational

System might be able to correct. I will read a few of these ideas:

It is apparent that many Japanese do not wish to leave the Projects for security reasons. They hesitate to take outside employment because they are afraid of losing their jobs, or not being able to get along on the pay they will receive. Some are afraid of the treatment they will receive.

Despite the fact that they have been advised they may return to the camp when they are without jobs, many seem to feel they will not be able to return. Most of them have an exaggerated idea of the cost of living. For example, one girl told me a single girl couldn't live on less than \$160 a month. When I told her that many girls in Government Service were supporting themselves and dependent on less, she was surprised, but seemed to accept my explanation. Someone at the Relocation Centers should explain these things to the evacuees and school officials and teachers seem eminently fitted for this job. It is my impression that many of the Japanese are content to remain in the camps. There seems to be great danger of their losing their ambition.

They should be encouraged to speak the English language at all times. Unfortunately, many of the teachers of English are Japanese and speak with an accent. American speech, customs, and manners should be adopted. Young women seem to be farther advanced than young men along these lines.

American forms of recreation should be encouraged.

Every effort should be made to keep alive the patriotism of loyal American Japanese. This could be done in the school rooms, and through patriotic celebrations.

The attitude that the Government owes the Japanese a living since the uprooting of the people from their jobs has various manifestations; such as use of the "center" as a "crutch" to which they turn at evidence of feeling against them outside the center; refusal to accept indefinite leave because of the

"safety" the camp offers; the desire to retain rights to hospitalization and educational facilities for the evacuee himself or for members of the family.

There is of course much reason for bitterness and discouragement on the part of evacuees. If the Education Section does nothing more than to neutralize this bitterness and stimulate their courage and faith that they still have a future here in America it will be a great contribution. Let them realize that they have many friends here and throughout the states--friends who believe in them and their loyalty and the contribution they can make to this country. Don't let them lose their faith, if they have already lost it, build it up again by any means possible. Here is an unexcelled opportunity for you to use educational techniques and educational psychology to change these present attitudes to attitudes of mind that will enable the evacuees to proceed to outside employment and resume normal life with a real chance to make a success of relocation.

Pre-release counseling with individuals can be very helpful. Development of a normal approach to the problems they will face is important. Just as everyone on the outside is making adjustment to war-time problems, so do they. The difference is not so great in degree as evacuees think--it is one of kind rather than degree.

There are two phases of this relocation program: One is working with the outside public, including the employer; the other advising the evacuees who are coming out somewhat apprehensively to meet and live with that public.

Our job in the Relocation Office is to gauge the temper of that public and do our best to develop understanding, tolerance and goodwill or at least fair play toward evacuees.

Your job can be tremendously valuable in conditioning the evacuees to an understanding of outside problems and public attitudes and a willingness--even

better, a desire to go forth and meet outside life wisely, tolerantly, courageously. Only thus will they solve the problem for themselves and their children and the future of those of Japanese descent in America.

This may be accomplished by reading assignments in the schools; by forums and discussion groups and the dissemination of information on the work of the Relocation Offices.

Now there is developing another place where the Education Section can perform a vital service in connection with the Relocation Program. I am referring to the development of the Vocational Retraining Program. As I see it, the success of this program is a joint responsibility of the Education Section of Community Services and the Employment Division of which these Relocation Offices are a part.

I think we are finding many people on the projects who are eager to get out--or at least would go outside if they felt they had a chance--but whose occupations are now closed to them; whose education or training was cut short by evacuation; or whose skills have grown rusty with disuse, requiring brush-up courses.

For these people Vocational Re-training is vital. It is the first essential step in their rehabilitation to take an active part in normal life and to utilize their abilities productively for their own good, and for the benefit of their country.

Now I'm very practical about re-training. I do not believe it is successful or has its greatest meaning unless it leads directly to job placement. To me it means nothing unless it helps an evacuee to secure employment for which he is fitted by background or native skills. This is what an effective, well-planned Vocational Re-training program can and should accomplish. I believe unless we are reasonably sure we can place people in a given trade, it

is wasted effort to train them in that occupation. And the effect on a trainee's morale will be terrific if you don't get him a job.

Our two divisions need to and must work together on this Re-training program. Let me give an example. Because of the shortage of sheet-metal workers, it was considered that there should be a good opportunity for training of evacuees to become metal-workers. Mr. Samler, Supervisor of the Vocational Retraining Program, came to Denver recently and had a conference with this Relocation Office to see if the opportunities really were there. We advised him to the contrary, and he got similar advice from the War Manpower Commission and business men. Later he found by similar inquiry elsewhere that this was nationally true. If he had proceeded on the theory of the need without checking with the Relocation Office and other agencies in the field, a serious mistake might have been made. We might have had 500 welders or other metal workers with nothing to do--except cuss the Re-training program.

We, in these field offices, will make analyses of employment opportunities to the best of our ability, and will send this data to the committee in Washington. We hope you will interpret and make good use of those figures which the Washington Committee send out, as they will be made up from reports from Relocation Supervisors in the field.

This data will be sent you to give you as accurate a picture as we can paint of employment opportunities for evacuees. It will aid you in setting up training courses by giving you a good clue as to what opening the Labor Market may furnish.

From this you can see how heavily we must count on you people in the Education Division. This Vocational Re-training Program is a cooperative venture and we need your support and your suggestions, and we will give you ours wholeheartedly.

In closing, I would like to ask you for suggestions: How can the Employment Division and the Education Section work more closely on Relocation problems and on Vocational Re-training for the greater benefit of evacuees?

HIGH LIGHTS AND SUMMARY OF
DENVER CONFERENCE OF W.R.A. SUPERINTENDENTS

In presenting the high lights of this convention, acknowledgement is made that the entire program has been most outstanding. From the many fine presentations, the following merit special mention:

1. The challenge to modern education and the urge to break from tradition presented by Dr. William Wrinkle.
2. The fine illustrations by the superintendents of Democracy in action in the various relocation centers through such agencies as student body councils, parent teacher associations, student cooperative stores, faculty planning of the curriculum program, budget making, student body forums, educational staff participation in community programs, friendly relationships between resident and appointive staff.
3. The need of democracy in public school administration was forcefully emphasized by President Frazier. This was followed by a stirring appeal from Dr. Cherrington of Denver University in which he urged that people the world over be given a feeling of significance and assurance that they have a definite part to play and a place to fill.
4. Through the fine efforts of Dr. John Provinse, the next steps in W.R.A. were carefully analyzed and the responsibility of the educational program in the projects clarified. We were charged to remember that there is always the human equation to be considered in the relocation program. In this connection he pointed out that the responsibility of the schools is increasing.
5. The school as a vital force in the community was ably illustrated by Mrs. Adams and encouragement was given to further expand the program in this direction.
6. While music has been considered an essential branch of public education, Miss Pitts opened up new fields for this important subject and portrayed it as one of the major vitalizing forces of the educational program.
7. Miss Carey Downing was highly successful in pointing out our responsibility to the education of the exceptional child.

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8. Our finest educational thinking and philosophy was challenged by the able analysis of the curriculum program for the various school levels. Dr. I. Irvin Addecott of the University of Denver opened up new fields of opportunity in a fine discussion on the curriculum of the modern elementary school.
9. Dr. Wrinkle was masterful in his recommendations of a new approach to the secondary school curriculum and school administration procedures. He strongly reminded us that the needs of the child, rather than tradition, must be the goal of the secondary school.
10. Mr. Powell's analysis of the responsibility of the Adult Education Program as found in relocation convinced us that many things are yet to be done in this important field.
11. Dr. Samler presented a fine approach to the training and retraining program and proposed ways and means of carrying the program forward both within and without the centers.
12. Willard Greim emphasized that classroom education alone is inadequate to satisfy the needs of the child, therefore, the urgency of a well planned and well executed recreational program.
13. Dr. Robert Gibson's discussion of school buildings and the procurement of educational supplies gave added incentive to our responsibility in these important matters.
14. Mr. Ralph Hubbard advised that if we are to understand the problems of race minority we must approach them through a study of the cultural pattern. This statement has important meanings to education in the relocation centers.
15. Mr. Ed McMenamin, representing Mr. Leland Barrows, analyzed the problems of recruitment, teacher working hours, and the basic fiscal policies of W.R.A.
16. Mr. Harold S. Choate's speech on the Relocation Program.
17. The excellent manner in which Mr. Paul Terry presided as host of the Superintendents at the conference.
18. The stenographic assistance furnished by the girls in the Denver Field Office.

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19. The committee considers the conference to have been most outstanding. It acknowledges with deep appreciation the fine work of Dr. Ade and his tireless efforts in furthering its success. The committee would also like to recommend that a similar conference be planned for the Elementary and High School principals for the near future.

Respectfully submitted,

C. D. Carter
L. G. Noble



Mr. J. H. Moore
Mr. J. H. Moore

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DENVER CONFERENCE OF WRA SUPERINTENDENTS OF EDUCATION

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Concerning The Vocational Retraining Program an agreement be reached that:

1. Retraining should lead toward relocation-employment or work in center activities.
2. The program should be the joint concern of education and employment. It must, of course, have the support of the project director.
3. The active participation of residents in planning the program should be sought.
4. Emphasis should be placed on training for occupations needed in the war effort. On a priority basis, these would start with the metal trades, agriculture, and occupations important in maintaining the health of the nation.
5. Only those residents should be admitted to training who do not already possess skills of value to the nation.
6. Training should be short-term. The maximum training period should be six months.
7. Unit skills should be provided rather than all-around proficiency.
8. Methods of training should vary with the needs of the Center. However, the following approaches seem most important: On-the-job training in Center activities, the OSYA program, out-of-center training opportunities, trade classes within the Center.

Questions in search of answers:

1. Are the difficulties of using Center activities for on-the-job training so great as to preclude use of this resource? Some of the difficulties are:

Conflict between production needs and retraining plans.
Lack of skilled apprentice trainers.
Lack of time to devote to apprentices on the production unit.
Lack of equipment, space, materials.
Need for determining what operations are to be covered in apprentice training in many different fields and how much time is to be spent in such training.
Lack of educational staff to properly supervise such a program.

Is this resource important enough to warrant continuous efforts at meeting these difficulties?

2. Are there common steps in determining what Center activities offer important training opportunities?
3. What are some of the occupations for which training may be obtained in Center activities?
4. How can firemen in Center activities be helped to train raw beginners?
5. Is specialized personnel necessary to aid in this program? If so, can such personnel be made available?
6. What part does the OSYA program play in training? How many Centers have such programs now or look forward to obtaining such help?
7. What training resources do NYA resident training centers provide? In what occupations do they offer training? What are the limitations of this resource?
8. Can NYA be brought into the Centers? What are the advantages and disadvantages of this scheme?
9. Can War Industry Training Programs be brought into the Centers?
10. On the assumption that NYA resident training centers can provide a training resource for young people, are there similar resources for evacuees over 24 years of age?
11. In what ways can Washington help with the Center training program?
12. Is a counselling program a necessary concomittant of retraining? If so, how ambitious should it be?