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ROHWER RELOCATION CENTER PUBLIC SCHOOLS
Outline of Education Equipment and Supplies

I. General Education Equipment and Supplies

A. Classroom and office furniture	\$18,000.00
10 Office Desks	
4 Stenographer Desks	
67 Teacher Desks	
10 Executive Office Chairs	
116 Straight Office Chairs	
4 Stenographer Chairs	
67 Teacher Chairs	
1330 Tablet Arm Chairs, Secondary School	
1500 Folding Chairs, Auditorium	
200 Nursery and Kindergarten Chairs	
260 First and Second Grade Chairs, Straight	
550 3rd, 4th, 5th, 6th Grade Chairs, Tablet Arm	
45 Tables, Kindergarten, First and Second Grades	
B. Other Education equipment and supplies	\$10,250.00
1 Dictionary Case	
1 Newspaper Rack	
6 Newspaper Files	
3 3x5 Charging Trays	
12 Doz. Case Label Holders	
3 Sorting Trays	
3 Catalog Card Cabinet	
2 Library Storage Cabinet	
15 Four-Drawer Extension Arm Files	
15 Card Index Cabinet, Varying Sizes	
56 Sets Index Guides	
5000 Index Catalog Cards	
2500 Filing Folders	
86 Waste Paper Baskets	
100 Pencil Sharpener	
5 Stapling machines and Stapler	
4 Paper Cutter	
7 American Flags	
4 First Aid Cabinets	
Window Shades for buildings according to Blue Prints	
4 Health Scales	
1 Mimeograph Machine and Supplies	
1 Fluid Process Duplicating Machine	
3 Master Program Clocks with Indoor and Outdoor Gongs	
4 Table Model Radio	
1 P. A. System	
6 Studio Couch Lounges	
30 Typewriters	

- 48 Typewriter Ribbons
- 3 Cases Crayon (Hygiea)
- 30 Dozen Felt Erasers
- 50,000 Steel Staples
- 96 Typewriter Erasers
- 100 Boxes Gem Paper Clips
- 100 Boxes Thumb Tacks
- 12 Boxes Rubber Bands
- 1 Gallon Ink
- 6 Paper Punchers
- 6000 Library Book Cards with Date Due
- 5000 Book Pockets, plain
- 15,000 Catalog Cards 3x5
 - 6 Band Dater Month, Day, Year
 - 3 Gallons Paste
- 200 Mimeograph Bond, 8 $\frac{1}{2}$ x11, 8 $\frac{1}{2}$ x14--100 ream each
- 25 Quire Stencils, Letter size
- 25 Quire Stencils, Legal size
- 5 Lb. Black Mimeograph Ink
- 6 Bottles Stencil Correction Fluid
- 12 Gallons Bx Duplicating Fluid
- 1000 Duplicator Carbon, 8 $\frac{1}{2}$ x11
 - 3 Reams Standard Duplicator Master Paper, 8 $\frac{1}{2}$ x11
 - 2 Reams Standard Master Paper, 8 $\frac{1}{2}$ x14
- 20 Standard Duplicator Carbon Correction Pencils
- 40 Copy Paper for Duplicating Machine
- 150 Class Record Books (6 weeks)
- 75 Pcs. Blackboard 42"x12'

II. Janitorial Supplies

\$ 1000.00

- 28 Mops 12", 14", 18", 36", 42" Dustless Sweepers
- 28 Mop Heads (extra for above mops)
- 12 Wet Mops
- 12 Wet Mop Heads
- 12 Split Dusters (rag content)
- 12 Duster Heads (rag content)
- 1 Bolt Dustcloth, Odorless
- 55 Gallons Floor Treat
- 12 Gallons Window Cleaner
- 80 Pounds Cleaning Powder
- 1 Case Saniflush
- 30 Pounds Puritine Cleaner
- 15 Gallons Pine Oil Disinfectant
- 5 Gallons Formal Spray (air purifier)
- 15 Gallons Liquid Soap
- 6 Cases Deodorant Blocks
- 60 Pounds Shop Soap
- 36 Glass Hand Sprays
- 12 Soap Dispensers

3 14 qt. Buckets and Wringers
18 Cases Toilet Tissues
45 Cases Paper Towels
15 Gallons Gym Finish

III. Music Education Equipment and Supplies \$ 1200.00

4 Pianos
1 Record Player
2 Chromatic Pitch Pipes
6 Music Staff Liners
5 Units Records
- Sheet Music by selection
- Band Instruments (to be taken from
Government surplus)

IV. High School Textbooks \$ 6500.00
As per attached list

V. Grade School Textbooks \$ 4500.00
As per attached list

VI. Art Supplies, such as Paint, Brushes, Crayons,
Paper, Pens, Compasses, etc. \$ 100.00

VII. Health and Physical Education Equipment and
Supplies as per attached list \$ 850.00

VIII. Library Books and Magazines \$ 1500.00
(List to be compiled by Librarian and
Staff)

IX. Science Equipment and Supplies \$ 1400.00

- A. Chemistry: such as chemicals, test
tubes, burners, bottles, tubing,
and usual standard supplies for
this subject \$500.00
- B. Physics: such as calipers, measures,
balances, pulleys, scales, barometers,
batteries, lens, pumps, and usual
standard supplies for this subject \$700.00
- C. Biology: such as microscope, dissect-
ing sets, charts, cover glasses, etc. \$200.00

X. Material for School Equipment to be made in School
Shop \$ 400.00

Lumber, Nails, Glue, Varnish, Plywood,
and masonite
Articles to be made:
16 Library Tables
16 Classroom tables
5 Chemistry Tables

EDUCATION SECTION

JUSTIFICATION OF BUDGET ESTIMATES

July 1, 1943 to June 30, 1944

file - Robinson
Japanese Relocation Papers
Bancroft Library
Finance
Budget requests
5260

01.1 CIVIL SERVICE EMPLOYEES:

We are operating a Secondary School of approximately 1150 students. We need the services of 1 Principal CAF-11 \$3800, 1 Assistant Principal CAF-9 \$3200, and 30 Secondary Teachers CAF-5 \$2000 for the efficient operation of classes and general supervision. In addition we are using 1 Vocational Adviser CAF-7 \$2600, a Health and Physical Education Adviser CAF-7 \$2600, and a Librarian P-1 \$2000. For vocational work we need 3 Vocational Teachers CAF-6 \$2300, 1 for Shop, 1 for Home Economics, and 1 for Vocational Agriculture.

We are operating an Elementary School of approximately 1000 pupils including Nursery, Kindergarten, and the first 6 grades. We need for the efficient operation of this school 1 Elementary School Principal CAF-9 \$3200 and 1 Assistant Elementary School Principal CAF-7, \$2600. We will also need 20 Elementary School Teachers CAF-3 \$1620 and 5 Elementary Teachers with three years of college work CAF-2 \$1440.

For the general supervision of the entire school system, we will need a Superintendent of Education P-5 \$4600, a Curriculum Adviser CAF-9 \$3200, a Supervisor of Student Teachers CAF-7 \$2600, and a Clerk CAF-4 \$1800. To conduct a program of Adult Education, we need a Night School Director CAF-9 \$3200.

We have 13 vacancies in the above mentioned Staff which we expect to fill September 1, 1943. They are distributed as follows; 1 Vocational Agriculture Teacher CAF-6 \$2300, 4 Secondary Teachers CAF-5 \$2000 each, 8 Elementary School Teachers CAF-3 \$1620. We anticipate having to fill these positions at the beginning of the next school year because of the relocation of many of the Evacuee teachers whom we are now using.

01.3 EVACUEE WAGES:

We anticipate using, if available, in our entire school program 15 Evacuees at \$19.00 per month, 131 at \$16.00 per month, and 6 at \$8.00 per month. These are distributed as follows with the duties inherent in the title; Nursery School 15, Custodial 28, Assistant Librarians 3, Elementary School Teachers and Assistants 27, High School Teachers and Assistants 39, Clerical Workers 14, Adult Education Teachers 20, and part time workers 6.

02. TRAVEL:

For general travel of members of the Education Staff to meetings, conferences, etc., it is estimated that \$500 will be needed for the year. A total of \$1768.10, travel and Per Diem allowances for 10 Education Staff members to a proposed conference of W.R.A. Education workers at San Francisco in July or August. In the event this conference is not held or that the number who attend it is reduced, this travel estimate will be reduced accordingly.

03. TRANSPORTATION OF THINGS:

This estimate is for transportation of supplies, materials and equipment delivered direct to the Project for school use.

04. COMMUNICATION SERVICES:

Included in this estimate is long distance telephone calls and telegrams to be used in employment of Personnel and communication with W.R.A. and State education officials.

05. RENTS AND UTILITIES:

No service of this type is anticipated.

06. PRINTING AND BINDING:

This estimate is to care for diplomas for graduating classes as follows:
July 23, 1943 170 graduates, January 15, 1944 45 graduates, June 1, 1944 195 graduates. The diploma adopted by the school is to be furnished at a cost of \$1.35 each.

07.2 OTHER CONTRACTUAL SERVICES:

This estimate includes repair and upkeep of 6 typewriters, \$25.00 each; 7 pianos, \$15.00 each, and band instruments and equipment, \$300 total.

08.1C OTHER SUPPLIES AND MATERIALS:

Justification of this item is based upon the following:

1. Office Supplies. It is estimated that a total of \$471.31 will be needed to furnish standard office supplies for a total of 11 offices; 4 in the General Education Section, 2 in the Elementary School Unit, and 5 in the Secondary School Unit.
2. Fuel. It is necessary for us to fire 168 stoves in the School system. It estimated that a minimum of 1-3/4 tons of coal will be needed for each stove for the year, making a total of 294 tons. The price is estimated at \$6.00 per ton.
3. CLEANING and Toilet Supplies. In order to keep school floors, walls, windows, and toilet rooms properly cleaned and sanitary, it is estimated that \$755.00 worth of custodial supplies will be needed. These supplies will include toilet paper, brooms, brushes, mops, disinfectant, floor treat, soap, cleaning powder, etc.
4. Instructional Supplies Expendible. This estimate includes expendible school supplies to be used in instruction. In the Secondary School the estimates have been gathered by Departments such as Art, Science, Industrial Arts for boys, Home Economics, Band, Library, Commerce, Vocational Agriculture, Vocal Music, Physical Education, etc. These are supplies usually used by such departments in a standard school. In addition, such general supplies as crayons, erasers, class record books, and vocational tests are included in this item. Estimates for each of these departments are supported by break-down lists in the Superintendent's files.

In the Elementary School this item includes such supplies as construction paper, crayons, tagboard, modeling clay, thumb tacks, paper fasteners, paste, and such other supplies ordinarily used as standard instructional supplies.

It is estimated that a total of \$4066.11 will be needed for this activity.

5. Materials and Parts. This item includes materials and parts for the repair and upkeep of the buildings and furniture of the entire school plant. It also includes materials and parts for the repair and upkeep of Industrial Arts equipment, assuming that the work would be done by the students themselves. This estimate also includes materials for repair and upkeep of Health and Physical Education equipment. It is estimated that a total of \$1655.00 will be needed for materials and parts as indicated.

09.2 DUPLICATING SUPPLIES:

Duplicating supplies for the schools will be divided into three parts, Hectographs, direct fluid process duplicator, and mimeograph. The hectographs are to be used by the Elementary Schools and will include such supplies as pencils, carbon, ink, master paper, and 310 reams of hectograph paper, all totaling \$257.91. The duplicator will receive general use by the whole school for quick short reproduction and will need such supplies as fluid, carbon, master paper, and 175 reams of copy paper. All supplies for this machine totaling \$220.55. The mimeograph will be used chiefly by the Secondary School for duplicating tests and putting out a school paper of 1500 copies twice each month. Supplies needed for this purpose will include stencils, ink, correction fluid, and 375 reams of paper, all of these supplies totaling \$293.05.

09.2 OTHER EQUIPMENT:

1. Furniture Furnishings and Fixtures. The Home Economics Department has estimated that it will need \$350 for furnishings and fixtures in the event a Home Economics building is constructed. \$300 is also allowed in this activity for use in the event certain anticipated alterations of the school plant are made, whether on our present block location or buildings constructed on the proposed High School site.
2. Machinery and Apparatus. The chief item in this estimate is \$2255 for Industrial Arts for equipping a mechanics shop. It is also estimated that \$450 will be needed to provide the minimum essentials of equipment for a Vocational Agriculture Department in the event we are able to secure a teacher. Other departments needing only small amounts of apparatus are Science and Home Economics.

Supplies.

3. Textbooks and Related. It is estimated that \$1233 will be needed in the Secondary School for replacements, new books, sheet music for band and Vocal Classes and such publications as "Current Events" magazines to be used in class instruction in connection with textbook work.

It is estimated that \$740 will be needed in the Elementary School for replacement of textbooks, supplementary books, and workbooks, 1 to each child.

\$50 is allotted either for single copies of books and related supplies to be used by the Night School Director.

4. Library Books and Related Materials. Although the school library here will have a much smaller nucleus at the beginning of the school year than other State schools which have been

operating regularly, it was decided to make only an operational budget for the school library in view of the temporary nature of a relocation center. Therefore, this estimate is based on \$1.00 per secondary pupil and \$.50 per elementary pupil, with magazines, newspapers, and library aids to be purchased in addition to per capita allotment for books. Realizing that there is no limit to the amount that could be spent in establishing a new library, only \$2000 has been allotted for this activity. More is needed and recommended.

5. Instructional Materials Non-Expendible. This activity includes materials to be used in regular class and departmental instruction, but which are not consumed in a short period of time by use. This includes for elementary school such items as maps, scissors, pencil sharpeners, pitch pipes, etc. For the secondary school it includes such things as maps, records for record player, for both Band and Vocal Music Departments, and materials for Shop, Science, Agriculture, Home Economics and Physical Education.

J. A. TRICE
SUPERINTENDENT OF EDUCATION

ROHWER CENTER HIGH SCHOOL
Distribution of Grades First Semester 1943-44

Dept. or Teacher	A		B		C		D		F		TOTAL	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
ENGLISH	35	9.6	110	30.0	138	37.7	72	19.7	11	3.0	366	100
AMIS	10	9.3	23	21.5	48	44.9	24	22.4	2	2.0	107	100
BEASLEY	12	11.0	26	23.9	40	36.7	26	23.9	5	4.6	109	100.1
SIMPSON	8	8.5	49	52.1	27	28.7	8	8.5	2	2.2	94	100
RAMSDELL	5	8.9	12	21.4	23	41.1	14	25.0	2	3.6	56	100
SOCIAL SCIENCE	73	15.5	138	29.3	170	36.1	72	15.3	18	3.8	471	100
CAMPSTER	47	40.5	25	21.6	31	26.7	10	8.6	3	2.6	116	100
COOPER	6	5.0	35	28.9	43	35.5	30	24.8	7	5.8	121	
JACKSON	16	9.5	56	33.5	64	38.4	24	14.4	7	4.2	167	
RAMSDELL	4	6.0	22	32.8	32	47.8	8	11.9	1	1.5	67	
MATHEMATICS	51	22.7	79	35.1	64	28.4	26	11.6	5	2.2	225	
COOK	8	13.1	26	42.6	16	26.2	9	14.8	2	3.3	61	
GUBLO	31	47.0	27	40.9	5	7.6	3	4.5	0	0	66	
LEFLAR	12	12.2	26	26.5	43	43.9	14	14.3	3	3.1	98	
MODERN LANGUAGE	38	43.2	36	40.9	12	13.6	2	2.3	0	0	88	
LATIN	12	31.6	17	44.7	7	18.4	2	5.3	0	0	38	
SPANISH	26	52.0	19	38.0	5	10.0	0	0	0	0	50	
SCIENCE	54	23.3	95	40.9	58	25.0	20	8.6	5	2.2	232	
BANKS	36	21.7	81	48.8	40	24.1	8	4.8	1	.6	166	
COOK	18	27.3	14	21.2	18	27.3	12	18.2	4	6.0	66	
TOTAL, Group I	251	18.2	458	33.2	442	31.9	192	13.9	39	2.8	1382	
COMMERCIAL	50	21.5	82	35.4	70	30.2	27	11.6	3	1.3	232	
BROWN	44	46.8	34	36.2	12	12.8	3	3.2	1	1.0	94	
TYPING	6	4.3	48	34.8	58	42.0	24	17.4	2	1.5	138	100
MUSIC	101	50.2	76	37.8	23	11.5	1	.5	0	0	201	
CHORAL	65	63.7	32	31.4	5	4.9	0	0	0	0	102	
BAND	36	36.4	44	44.4	18	18.2	1	.1	0	0	99	
HOME ECONOMICS	15	9.9	71	46.7	60	39.5	4	2.6	2	1.3	152	
SHOP	14	15.1	67	72.0	12	12.9	0	0	0	0	93	
MECH. DRAWING	15	17.2	45	51.7	24	27.6	3	3.5	0	0	87	
HEALTH & P. E.	135	26.0	318	61.2	65	12.6	1	.2	0	0	519	
BOYS	90	35.0	144	56.0	22	8.5	1	.5	0	0	257	
GIRLS	45	17.1	174	66.2	44	16.7	0	0	0	0	263	
ART	6	5.8	66	64.1	26	25.2	4	3.9	1	1.0	103	
TOTAL, Group II	336	24.2	725	52.3	280	20.2	40	2.9	6	.4	1387	
TOTAL, SCHOOL	587	21.2	1183	42.7	722	26.1	232	8.4	45	1.6	2769	

ROHWER RELOCATION CENTER
SCHOOLS


SECOND ANNUAL PRE-SCHOOL CONFERENCE

August 30 - September 4

1943

Junior High School Auditorium

M. H. 31





SEP 13 1943

SEATTLE, WA. 98101

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MONDAY, AUGUST 30, 1943

1:30 p.m.

STAFF MEETING--Principals, Supervisors
and Advisers

Superintendent's Office
31-1-B

TUESDAY, AUGUST 31, 1943

9:00 a.m.

J. A. Trice, Presiding

DEVOTIONAL--

Rev. K. Harper Sakaue, Minister
Rohwer Federated Christian Church

MUSIC

OBSERVATIONS IN THIS AND OTHER CENTERS--
EDUCATION

E. B. Whitaker
Assistant Field Director, WRA

SEGREGATION--THE GENERAL PLAN--

Austin Smith
Reports Officer

SEGREGATION--THE HUMAN ELEMENT,--
IMPLICATIONS

Dr. J. B. Hunter, Chief
Community Management

DISCUSSION

1:30 p.m.

THE RELOCATION PROGRAM--SHIFTING EMPHASIS--

E. B. Moulton, Sr. Employment Officer

TRAINING FOR RELOCATION--SUMMER CLASS--
Theme: "Americans All"

Hiroshi Uyehara, Lily Takeda Namimoto,
Kiichi Hiramoto, Margaret Tomioka,
Toshiko Morita, June Yamaguchi,
Fusako Sugi, Helen Ige, Kiyoye

Takehashi, Masako Izumi, Masako Fujita, Emiko Yamagata, Bernice Matsumoto, Masako
Tabuchi, Kiyoko Kajita, Kathlyn Nomura, Kenji Horiuchi, Ruth Yamada, Sumi Utsumi

EDUCATION FOR RELOCATION--

(What Can The Schools Do?)

Florence McLaughlin--Elementary
Mrs. Pearl L. Bristow--Jr. High
Frances Amis--Sr. High
Ben Ramsdell--Industrial Arts
N. R. Griswold--Adult Education

DISCUSSION

WEDNESDAY, SEPTEMBER 1, 1943

9:00 a.m.

M. H. Ziegler, Presiding

INTEGRATING THE PROGRAM OF STUDIES--

Prof. C. H. Cross, Director
University of Arkansas
Training School

PLANS FOR INTEGRATION IN THE ROHWER
CENTER SCHOOLS

Lila Harrison--Elementary
Martha Paxter--Jr. High
Mabel Rose Jamison--Art
Mrs. Louise Beasley--Sr. High

DISCUSSION

1:30 p.m.

John T. Sledsoe, Presiding

A PROGRAM OF SCIENCE AND CONSERVATION--

Prof. C. H. Cross

PLANS FOR SCIENCE AND CONSERVATION IN
THE ROHWER SCHOOLS, 1943-44

Martha Patterson--Primary
Christina Howe--Intermediate
Reba Banks--Sr. High
David L. Cook--Sr. High

DISCUSSION

THURSDAY, SEPTEMBER 2, 1943

9:00 a.m.

William M. Beasley, Presiding

COMMUNITY HEALTH AND THE SCHOOLS--

Dr. Wayne S. Ramsey
Chief Medical Officer

OUR PROGRAM OF HEALTH AND PHYSICAL
EDUCATION

Ira Holland, Director

Virginia Magruder--Primary
Reba Hayes--Intermediate
Mrs. Frances Henderson--Home Econ.

OUR PROGRAM OF MATHEMATICS--

Erma Harris--Primary
Mrs. Katie Karnes--Intermediate
Mrs. Mary Ballard--Jr. High
Mattie Lou Leflar--Sr. High

DISCUSSION

ANNOUNCEMENTS: Building Principal's Meetings

1:30 p.m.

BUILDING PRINCIPAL'S MEETINGS: These meetings are to be conducted by the Principals according to their plan.

FRIDAY, SEPTEMBER 3, 1943

10:00 a.m.

J. A. Trice, Presiding

TEACHER WELFARE THROUGH PROFESSIONAL
ORGANIZATIONS

Miss Willie A. Lawson, Secretary
Arkansas Education Association

ARKANSAS PUBLIC SCHOOL PROBLEMS--

T. M. Stinnott
State Department of Education

1:30 p.m.

Helen Frasier, Presiding

THE SCHOOL AND COMMUNITY LIBRARY--

Mrs. Mathilda Rens, Librarian

OUR READING PROGRAM--

Mrs. Elizabeth McGowan--Primary

Lola Lauhon--Intermediate

Mrs. Helena Griswold--Jr. High

Elaine Simpson--Sr. High

DISCUSSION

SATURDAY, SEPTEMBER 4, 1943

8:30 a.m.

Organizational meetings in respective schools with the Principals in charge--assignments, textbooks, and other routine. The entire day will be given to these meetings.

NOTES





ROHWER CENTER HIGH SCHOOL
November 20, 1943

MEMORANDUM

TO: J. A. Trice

FROM: Wm. M. Beasley

SUBJECT: National Education Week

The attached material represents our program for National Education Week. Discussion on many topics were held in every home room. In general the response was good, though, we had only about thirty (30) parents to visit during the week. There were some other visitors, however, who did not have children in our school.

ZLSm. M. Beasley
at

PARENT VISITATION CONTEST

Week of November 1-6, 1943

A contest was held between home rooms in an effort to get parents to visit the school. The 10-B-3 group sponsored by Mrs. Gublo won the contest with seven (7) parents and six (6) other visitors.

ACTIVITIES FOR AMERICAN EDUCATION WEEK

November 7-13, 1943

Rehwer Center High School

Miss Jackson, Chairman

EDUCATION WEEK OBSERVED BY SCHOOLS

Joining with the nation's schools to acquaint the people with the needs, aims and achievements of the schools, Rohwer Center schools will observe American Education Week this coming Sunday through Saturday, Nov. 7-13.

The week's general theme will be "Education for Victory." Daily topics will be as follows: Sunday, "Education for World Understanding;" Monday, "Education for Work;" Tuesday, "Education for the Air Age;" Wednesday, "Education To Win and Secure the Peace;" Thursday, "Education for Wartime Citizenship;" Friday, "Meeting the Emergen-

cy in Education;" and Saturday, "Education for Sound Health."

Maintaining regular class schedules, all the classrooms will be open to parents and those interested, who are invited to visit and see the schools in actual, normal operation.

"The Elementary schools are observing American Education Week by trying to help both pupils and parents realize the ever increasing need of education in the present day world. Each classroom is working on some project to emphasize our educational aims. There will not be a special program but every classroom

is open and the parents are invited to visit for a few minutes at sometime during the week in order to see what their children are doing at school," reported Merrill Ziegler, principal of the Elementary schools

DR. W. MAXFIELD GARROTT TO BE GUEST SPEAKER

This coming Sunday, the Church will observe American Education Week theme and the guest preacher will speak on "Education For World Understanding". The speaker will be Dr. W. Maxfield Garrott, returned missionary from Japan. Last Sunday, this youthful missionary speaker told the Jerome center audience of his experiences in a Tokyo internment camp. He returned on the Gripsholm and was with us before in January. Now, he has established residence in McGehee. Up to this time, he had been working with the Japanese in Houston, Texas and environment in church work.

Dr. Garrott is a Greek scholar also. Mr. Hiroshi Uyehara will be Chairman.

SPECIAL COMMITTEES
for
American Education Week

Publicity Mrs. Ramsdell

Theme Contest Committee: Miss Amis
Mrs. Beasley
Mrs. Ramsdell
Miss Simpson

Parents' visit Committee: Mrs. Honda, President of P. T. A.
Mr. Cook
Officers of the Student Body

Posters Miss Jamison

Music Mrs. L. P. Price
Mr. Alton Cole

PROGRAM

Education for Victory

Sunday Education for world Understanding
Speaker: Dr. W. Maxfield Garrett

Monday Special Edition of Hi-Lites
Mrs. Ramsdell and Hi-lites Staff

Tuesday Speakers in each Third Period Class
Committee: Mrs. Guble, Mr. Uyehara

Speakers:

Mrs. Eloise Hayes	8-A
Mr. Charles Wisdom	11-B
Mrs. Ray Johnston	Home Ec.
Dr. Frank Erdlitz	West Laundry
Miss Helen Frasier	9-A
Mr. Chester Fujino	10-A
Mr. Tom Makino	11-D
Mr. Chimata Sumida	Study Hall
Mr. Tak Hattori	Band
Mr. Tom Furuya	7-D
Rev. Joseph K. Fukushima	10-B
Mr. George Kanaka	9-F
Mr. Francis Mangham	10-D
Mr. Joe Coleman	5-E,F
Mr. Don Itou	Shop
Miss Wilma Van Dusseldorp	11-D(2nd)
Miss Willard Cargyle	8-B
Mrs. Ellen Webber	Gym
Mr. Barry Saiki	11-F

Wednesday What I can Do In The War Effort, a bulletin for each pupil
Written by Miss Simpson

Thursday Assembly: sponsored by Miss Brown's Home Room
Presiding Bennie Okura:

1. Songs - Glee Club - Mrs. Wada P. Price Dir
 - "This is the army Mr. Jones"
 - "America Thou Blessed Land"
 - "Stars and Stripes for ever"
 - "Old man river"
2. Talks
 - Musical Education - Margaret Samejima
 - Education for work - Midori Ouri
3. Skits
 - Educational skit written by Michinobu Saga
4. Awarding of P.T.A. prizes - Mrs. Honda

To: Teachers

WHAT I CAN DO IN THE WAR EFFORT

I. Purpose

- A. To acquaint students with things which they can do in Rohwer to aid in the war effort.
- B. To start action on some of these projects.

II. Suggested Procedures

- A. Pass out papers to the students
- B. Read list
- C. Ask questions
 - 1. How many are you as an individual doing?
 - 2. What others can you do?
 - 3. Should any others be added to the list?
- D. Stress education. This would be a good time to follow up our discussion in Saturday's faculty meeting.
- E. Try to initiate specific action.

Many of the suggestions came from themes turned in by the students themselves.

Education

A. What I can do about it

1. I can best aid in the war effort by staying in school and doing my best.
 - a. I can take courses which will educate me for work when I finish school--not only vocational subjects, but especially the basic three R's.
 - b. I can learn and follow rules for sound health.
 - c. I can study history and current events so I shall understand how to plan for the future of myself and of my country.
2. I can practice those fundamentals of character which make a good leader.
3. I can learn how to live during war times.

B. Why I should do it

1. We are the leaders of tomorrow.
2. Unless we are as well or better educated than the leaders of today, the world is lost.
3. By being healthy, I shall never become a burden on my family nor on the government.
4. By knowing a profession or trade, I can be a self-supporting and trustworthy citizen.
5. By being a sincere student in Rohwer High School, I can prepare myself by:
 - a. Learning each day's lesson well;
 - b. Learning good study habits;
 - c. Becoming a responsible, trustworthy citizen of any student body;
 - d. Leaving a record to which I shall be glad to refer prospective employers and college registrars when it is time to leave here.

II. Conservation

A. What I can do about it

1. I can help cut down on the waste of all articles.
2. I can take better care of my books and all other school, government, or private property.
3. I can stop spending money on really unnecessary things.
4. I can take care of the clothes I have, remake old clothes, buy carefully.
5. I can be careful in the use of typewriters and other priority materials.
6. I can walk instead of persuading a passing truck driver to waste gas, oil, and tires to go out of his way to take me places.

B. Why I should do it

1. I can save money which the government needs to spend to end the war and bring peace.
2. The more I waste here, the more money I and my children will have to pay in taxes to wipe out the cost of these centers. Nothing here is free for me.
3. I can make the people of the United States realize I am trying to help as a loyal American citizen should.

III. Relocation

A. What I can do about it

1. I can keep up with events outside of camp as much as possible so I'll know the changes that have taken place since I went into the Assembly Center.
2. I can purposefully study all available information on jobs and places open for relocation.
3. I can encourage my parents to plan to relocate.
4. I can work toward relocating all the time I am in school.

B. Why I should do it

1. I shall be preparing to be an educated citizen after the war.
2. If I work, I shall be helping out in this period of manpower shortage.
3. If I relocate to join some part of the armed forces, I shall be helping to defend the things worth fighting for.
4. I must realize that habits easily fallen into in the center degrade our Japanese-American pride in our industry, thrift, and independence, and that the best way to avoid losing these habits is to relocate.

V. Participation

A. What can I do?

1. I can realize that something should be done and that I can help do it.
2. I can get rid of my "don't care" or "why should I?" attitude.
3. I can be helpful, cooperative, and cheerful and so raise the morale of the camp.
4. I can think twice before I believe all the rumors I hear; I can refrain from repeating any of them.
5. I can drop my attitude of self-pity. I can't go on living in the past; I have too much future before me.
6. I can write cheerful letters to my friends and family in other places.
7. I can contribute to the Red Cross.
8. Even if I can't buy bonds, I can buy a few stamps every month.
9. Through some organization, I can work to start a blood bank or a scrap collection campaign.

B. Why should I do anything?

1. I am an American who wants to help his country.
2. I am a Japanese-American upon whose record now depends the future of our group.

A copy for each student

Many of these came from the themes of our students.

SPECIAL
ISSUE

HI-LITES

EDUCATION
WEEK

Extra Edition

Hi-Lites

November 8, 1943

EDITORIAL

Today marks the beginning of American Education Week, a week set aside every year to bring to the attention of the public the fact that education has an important place in this complicated world.

To some of the students of R.H.S., "Victory Week," the theme for this year, probably means no more than the hope of winning a First Prize of \$2.00 (much needed!) or at least a dollar (it's better than nothing!).

But to those of us with a clearer understanding of the origin and purposes of Education Week, it is significant in that it grew out of an expose of defects found in the armed forces in 1918. After a conference between members of the American Legion, officers of the NEA, and the U.S. Office of Education, American Education week was first observed in 1921, and during the intervening twenty-two years it has served annually to call attention to the heavy responsibilities of our public schools and how they are being met.

The mature students of this school should have a greater appreciation than others outside, of the general theme for this year. Certainly they have learned that victory, be it of personal bitterness or of indifference, can be won only through education. They alone can demonstrate to a world at war that education is essential in obtaining a true victory.

MR. Brasley:

"In this year of global war, this week is especially meaningful. The slogan 'Education for Victory' connotes far more today than it could possibly have done last year of the year before. The most important thing that a student can do to aid our country in this time of war is to take advantage of every opportunity offered him to receive the most complete education possible. There can be no place in the future world for the untrained. Therefore your school, Rohwer Center High School, is of the greatest importance to you and your parents. Urge them to visit us this week."

WEEK'S EVENTS Special Guests Due

Holding its first observance of American Education Week, the following program, planned by Miss Jackson, Chairman, will be in order for the students of Rohwer High School during "Education for Victory" week, November 7 through 13:

Sunday: Churches (arranges by Mr. J.A. Trice)

Monday: Special edition of Hi-Lites - Mrs. Ramsdell and Staff

Tuesday: Speakers in each period 3 class.

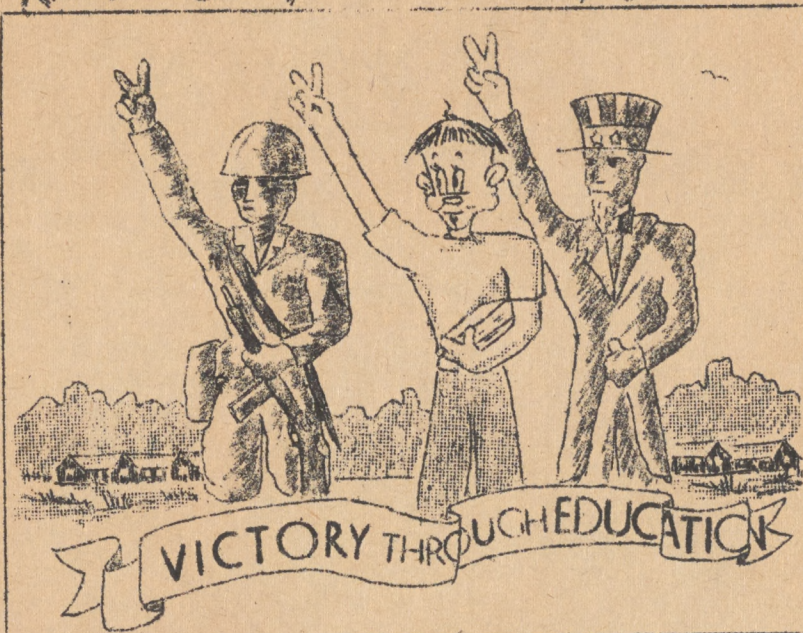
Wednesday: Special H.R. Programs with Miss Simpson, Chrmn.

Thursday: Assembly in charge of Committee of Miss Brown, Benny Okura, Itsuko Omokawa, and Fusayo Sagata.

Mrs. Kublo and Mr. Uyehara

Kichi Guy

by Art



Speakers are Midori Uura, jima, and Michinobu Sage.

The following guests will speak on Tuesday in the following rooms during the third period:

Mrs. Eloise Hayes	8-A
Mr. Charles Wisdom	11-B
Mrs. Ray Johnston	Home Ec.
Dr. Frank Erdlitz	West Laundry
Miss Helen Frasier	9-A
Mr. Chester Fujina	10-A
Mr. Tom Makino	11-D
Mr. Chimata Sumida	Study Hall
Mr. Tak Hattori	Band
Mr. Tom Furuya	7-D
Rev. Joseph K. Fukushima	10-B
Mr. George Kanaka	9-F
Mr. Francis Mangham	10-D
Mr. Joe Coleman	5-E, F
Mr. Don Itou	Shop
Miss Wilma Van Dusseldorp	11-D (2nd)
Miss Willard Cargyle	8-B
Mrs. Ellen Webber	Gym
Mr. Barry Saiki	11-F

The members of the National Honor Society will act as a reception committee for the week.

100% HOMEROOM

As this special edition goes to press, the office announces that Miss Guy Brown's 12-B-4 was the only homeroom with 100% membership in the Junior Red Cross.

The drive will be extended through Wednesday of this week.

THEME WINNERS:

WHAT I CAN DO IN
THE WAR EFFORT

by MIYAKO KOSAKA

To me, self-pity is an ugly word. It is also a dangerous thing, yet most of us have the tendency to turn to it. Although I am ashamed to admit it, I thought how unjust it was to be put in a camp, taken away from our homes, our friends and everything dear to us. As an American citizen, treated in this manner! It was unbelievable to me. We were taken to barracks made of boards fastened together with a tar paper covering. Instead of adapting myself to my new environment, and trying to make the best of it, I went into a little corner and pitied myself. Instead of trying hard in school and doing my best, I just sat back thinking, "What's the use? We can't learn anything crowded on those wooden benches with only a few books available for the entire class! These teachers here in Arkansas have a funny way of talking; they must be of the backward sort." Yes, these were the thoughts that were swimming in my head during my first few months here in Rohwer. But now through bitter experience, I have learned that self-pity does not pay. I have also learned that these people of Arkansas are not backward in the least, but are the nicest, friendliest people I have ever known. Our classrooms are equipped now with the best equipment possible. To think, I once thought this was a dreadful place! In order to undo my mistake, I am trying my best to help in the war effort.

I am remodeling and conserving my old clothes, taking extra care of my shoes and conserving our food and electricity. I repair whatever things I can and share with others. I try to keep in good health as now it is difficult to get proper medical care. I try to keep up my morale and the morale of others. I keep my lips closed to avoid spreading rumors. Whenever I can, I purchase war stamps. I am studying as hard as I can to become a good citizen, to be ready for the future, and to be prepared for whatever is in store for me.

These are but a few things I am doing to help in this war; and I know these are the things that all of us should and could do. We must look on the brighter side of life. I hope none of you make the same mistake that I made. Instead, let's all unite as one and strive towards victory and an everlasting peace.

The judges reported excellent entries were submitted by the following students: Shigeyo Hagio, 10B1; Kazuo Shibata, 10B3; Harry Fujioka, 11B1; Toshio Makino, 11A1; Fusaye Sagata, 12B4.

EDUCATION FOR
RELOCATION

by MINEKO SHIROISHI

In the months since November 1942 when Rohwer Center High School was opened, the responsibilities and obligations of the local school system have steadily increased. Teaching has assumed a double purpose--first, to instruct students in the regular courses offered in all high schools and second, to equip them with the proper knowledge and understanding for relocation. True, information on relocation can be obtained at home, but in the case of a majority of nisei high school students neither parent can read, write or converse freely in English. Furthermore, they cannot thoroughly comprehend the wide range and scope of relocation nor understand the views held by their American-born and reared offspring. As a result a large number of these students turn to their instructors at school for guidance. It can be seen, then, that a good educational program for relocation at Rohwer Center High School is essential. Thus far our school has answered this need by instituting a relocation room, placing special emphasis on grammar in its English classes, encouraging discussions on the opportunities and possibilities for relocation and stressing the importance of a knowledge of civics and current events. In future months it can go even farther by expanding the program of vocational guidance and training and obtaining more speakers who can give firsthand information and analysis of the conditions and sentiments existing in the East and Mid-West. Too often relocation officers visit this Center, hold conferences with those individuals who have already graduated but totally ignore those still in school.

I believe that only in this way can the nisei student be thoroughly acquainted with all phases of relocation and be prepared for rehabilitation. Moreover, only in this way, can his inferiority complex and indifferent, come-what-may attitude be conquered.

Reward:

HALF-DAY HOLIDAY

A half-holiday to be taken at a time desired by the group is to be awarded to the homeroom having the highest percentage of parents visiting school during this week. A visit of one period or more is counted. Both parents count two. Guardians will also be counted.

STAFF

Editor... Grace Ogata
Managing Editor... Satoshi Oishi
Technicians... Honda, Shiraishi, & Makino

In Our Midst—WAR RELOCATION CENTERS

An Address to the A. E. A. Council on Education
November 5, 1942

By JOSEPH B. HUNTER

Chief of Community Services, Rohwer Relocation Center

EVACUATIONS are a common experience in human history and no one can ever predict the ultimate outcome. A large number of people were once compelled to leave the rich valley of the Nile and find their way in the shadow of darkness out into a land across the Red Sea. Behind them remained what seemed to be a strong nation, but it ultimately produced only tombs and a decaying society; while out of that small group of evacuees came Moses whose Ten Commandments today provide the foundation for the laws of equity and justice throughout the civilized world. Some 700 years later descendants of these evacuees were forced by a war situation into Babylon where in an evacuation center they toiled about as far from the River Chibar as Rohwer and Denson, Arkansas, are from the Mississippi. This evacuation lasted more than a generation, and out of it came the Hebrew Bible, while the old nation of Babylon left her palaces and her historic prowess buried beneath the shifting sands. The Bible produced in this evacuation center has been a blessing to mankind sufficient to outweigh the sorrow and toil of 100,000 people who were so depressed as they left their native land that they threw their instruments of music away, saying that they never expected to sing again. . . .

The subject for discussion this afternoon is "War Relocation Centers." There are ten of these newly-formed cities which were constructed and inhabited within 80 days; and they are all alike except that in Poston, Arizona, they are trying to keep cool; at Cody, Wyoming, they are trying to get warm; and at Rohwer and Denson, Arkansas, they are trying to keep out of the mud. The wages are the same: \$12, \$16 and \$19. The food is the same. The buildings are all alike. There are 12 barracks on each block; each barrack is divided into six rooms; each room houses a family and is furnished with cots, cotton pads, and one blanket for each. There are 32 such blocks. At the center of each block is a dining hall which will accommodate 280 people, and there is also a central laundry and lavatory. There is no plumbing in any of the buildings except the kitchen and the central bath house. The type of people is about the

same everywhere—a cross section of the rural and city folks of the Pacific Coast, except that those who come from Stockton have more graduates of the junior college which was accessible to them, while those from Los Angeles have more degrees from the great universities of that state. All able-bodied men and many women are being enrolled in whatever enterprises the administration can plan, such as driving trucks, clearing land, providing wood for the winter and helping in the offices. . . .

One will meet in these centers such men as John Ando who was for fifteen years a member of the Long Beach Rotary Club; or Professor Nakino who has a Phi Beta Kappa key and a Master's degree from Stanford University; or Mr. Hada who owned and operated with Caucasian employees the largest market in the region of Los Angeles, an institution valued at a quarter of a million dollars. One will also meet in these centers the Protestant pastors whose academic training is equal to that of the other pastors in Arkansas, will see some young people who swagger as do other Americans, and will get acquainted with the old maids who are just as eager to be married as are their sisters in other parts of the land. But to understand the significance of these relocation centers one must go farther back than these barracks cities. . . .

There is a background which makes somewhat understandable this part of our present war experience. For a long time the people in the islands across the Pacific lived in a feudal society, very much like the old South would have been if each plantation owner had had an army. There were 70 of these separate feudal centers scattered up and down the islands of Japan. It was a period of almost constant war and lasted for 500 years. From the brief conflicts in which this country has engaged it may be realized what happens to a people in wartime—they develop in intense patriotism and definite suspicions. Such attitudes change very slowly. This old society glorified the militarists. In fact, the soldier was next to royalty in that land. When a central government was established, guided largely by a wise statesman from the United States, that military class was abolished; while in its place there was developed compulsory

military service. Many people revolted against this and after their first great war, the Russo-Japanese War, and in the midst of the depression which followed, a great many people looked about for an opportunity to escape from that militarism which was being forced upon everyone. There came to many of them at that time a golden opportunity, a chance to come to America.

But what had been happening in America while Japan was becoming a military power?

The people of the United States of America had been engaged in the most daring and most hopeful experiment in history. The founders and early settlers disregarding the race hatreds of Europe, more intense in that day than any race hatreds existing in the world today, had founded in this country a civilization based upon individual liberties and rights as stated in a line written by a Scotch lad who wanted to come with his neighbors to our southland, "A man's a man for a' that; the rank is but the guinea's stamp; a man's a man for a' that!" They had been building a civilization offering an opportunity to every man who was willing to do his part in the fulfillment of this dream.

Gradually, they moved westward and westward until they reached the Pacific Coast. This American tradition of recognizing people for what they could do enabled those early westerners to invite Chinese from Canton to come over and do the common tasks. They found this was easier than bringing laborers from the eastern states across Death Valley and the Rocky Mountains. In the course of time, it seemed more sensible to open up Japan for friendliness and trade and bring laborers from that country which is 2,000 miles nearer San Francisco than is Canton. They placed advertisements in Tokio papers saying, "come over to the land of opportunity." Thus, people were brought by real estate speculators to develop new fields and to build railroads.

At one time in this movement to this country there were many remarks about the "picture brides" who were a part of this new population and they were thought of as from the entertainment halls of Tokio. But this was not always true. One of those girls who was approaching her 30's, having normal desires for a home, asked her minister, whom she served as an evangelist, for the privilege of coming to America. She and her husband helped establish the Japanese Christian Church in Los Angeles and are now assisting in the religious program in the relocation center to which they have gone.

THE *President's* PAGE

The A. E. A. and the New Year

IN THE FIRST ELECTION conducted by mail in the history of the Arkansas Education Association, you chose us as your officers to represent you in the forwarding of the program of your Association. We, who were elected, are not unmindful of the honor which you have conferred upon us and we pledge our efforts to the end that your confidence in us be not misplaced.

We assume the responsibilities of office with a consciousness of the enormity of the undertaking ahead. We realize that we are faced with the responsibility of leadership under conditions which make "education as usual" an impossibility. The impact of the war upon education is such that we will of necessity travel over uncharted trails in the year ahead.

It will not be possible to follow the familiar landmarks of past years and find precedents to set our course. Just as you are finding day after day in your own school that entirely new problems are arising and that you are forced to pioneer the way in their solution, your officers will meet with the same need for pioneering as they counter strange horizons. Thus, we shall stand in need of frequent counsel and helpful suggestions from the membership. We invite your cooperation and implore you to make the program of the Association your program by participating in the determination of its policies.

The activities of our Association involve a continuity of effort over a two-year period. There is a year of planning and of determination of policies, followed the second year by an effort to realize these plans through necessary legislation. We are fortunate as we face our year for legislative effort in that the planning of the past year has been noteworthy.

The retiring president, the officers, and the committees have planned well. In this issue of the *Journal* will be found the reports of the Policies Commission as approved by the Council on Education. This report, and the other committee reports, will be accepted by your new officers as a mandate for action and it shall be our purpose to try to bring these well-laid plans to fruition. The reports of committees as approved by the Council on Education, especially those of the Teacher Welfare Committee and the Educational Policies Commission, require legislation for their implementation.

As we face a legislative year under conditions far from normal, we are fortunate that so far-reaching a legislative program as that of two years ago was so largely realized. This was due in large part to the wholehearted support and sympathetic understanding of the state administration as well as to the efforts of our Association. Much of our legislation this

year will need to be remedial in nature. Certain weaknesses in present school measures need correcting and strengthening so as to insure proper functioning, smoother administration, and more equitable results.

As you elected officers in your recent balloting, another decision you made is significant to us. By an overwhelming vote you did the unusual thing of voting an increase in your annual membership fees. This has but one meaning to us, namely: You believe strongly enough in the cause of education, the program of your Association, and the promotion of teacher welfare that you were not only unwilling to see the services of your Association and its program curtailed from lack of funds but on the other hand you wish to see the services rendered by the A. E. A. expanded.

With the handicaps of wartime travel, it will be impossible for the usual meetings to be held and for the program of the Association to be furthered in that way. It will, therefore, be necessary for the Association to take its program to the teachers as never before. This increased fee will make possible additional revenue with which to expand the services of the Field Secretary and of the office in general. It is to be hoped that teachers will not lose the contact with the program of the Association that they have formerly had, and that the inability to hold our regular meetings will not result in a loss of interest in the program of the Association because now, of all times, we need the strength of the united effort of our total membership.

It is not going to be possible to secure the acceptance of all the individual appointments to committees in advance of their publication in the *Journal*. It is assumed that all appointees will accept the responsibility of work that goes with their particular committee assignment. An effort has been made to distribute appointments as to geographic location, as to administrative and classroom fitness, as to the requirements of the constitution, and as to interest and fitness for special assignments.

The Association must work through the medium of its committees and the effort and wholehearted manner with which the members of the committees attack their tasks will determine in large measure the success or failure of the Association's program for the coming year. We have faith in the ability, the loyalty, and the determination of teachers to see that its program will not fail.

A. W. Rainwater

ROHWER RELOCATION CENTER

ELEMENTARY SCHOOLS

NURSERY SCHOOLS

ROHWER CENTER

ELEMENTARY SCHOOLS

ROHWER CENTER ELEMENTARY SCHOOLS

Superintendent	Mr. John A. Trice	31-1-A
Principal	Mr. Merrill H. Ziegler	31-1-E
Supervisor of Student Teachers and Head Teacher in Charge of Atypical Children	Dr. Mildred Silver	35-1-E
Head Teacher - Curriculum Development	Miss Helen Frasier	31-1-D
Eastside Elementary School	Office	31-1-F
Westside Elementary School	Office	35-1-F

ROHWER CENTER ELEMENTARY SCHOOLS

The Center is divided into two districts with an Elementary School (Kindergarten through Grade Six) in each district. The Eastside Elementary School shares Block 31 with the Junior High School. The Westside Elementary School and the Senior High School are located in Block 35. These two schools are approximately one-half mile apart.

Each grade is divided into two sections and allotted one-half a barracks for classroom space. A partition has been removed to give one 24 foot and one 36 foot room to each grade. Each school has a small Workshop or Crafts room, a Remedial Reading classroom, and a small Assembly Room. This miniature Auditorium is one half a regular barracks.

The Kindergarten has two twenty foot rooms in each school block. The enrollment has been divided so that half the five year old children come to Kindergarten in the morning and the other half attend in the afternoon.

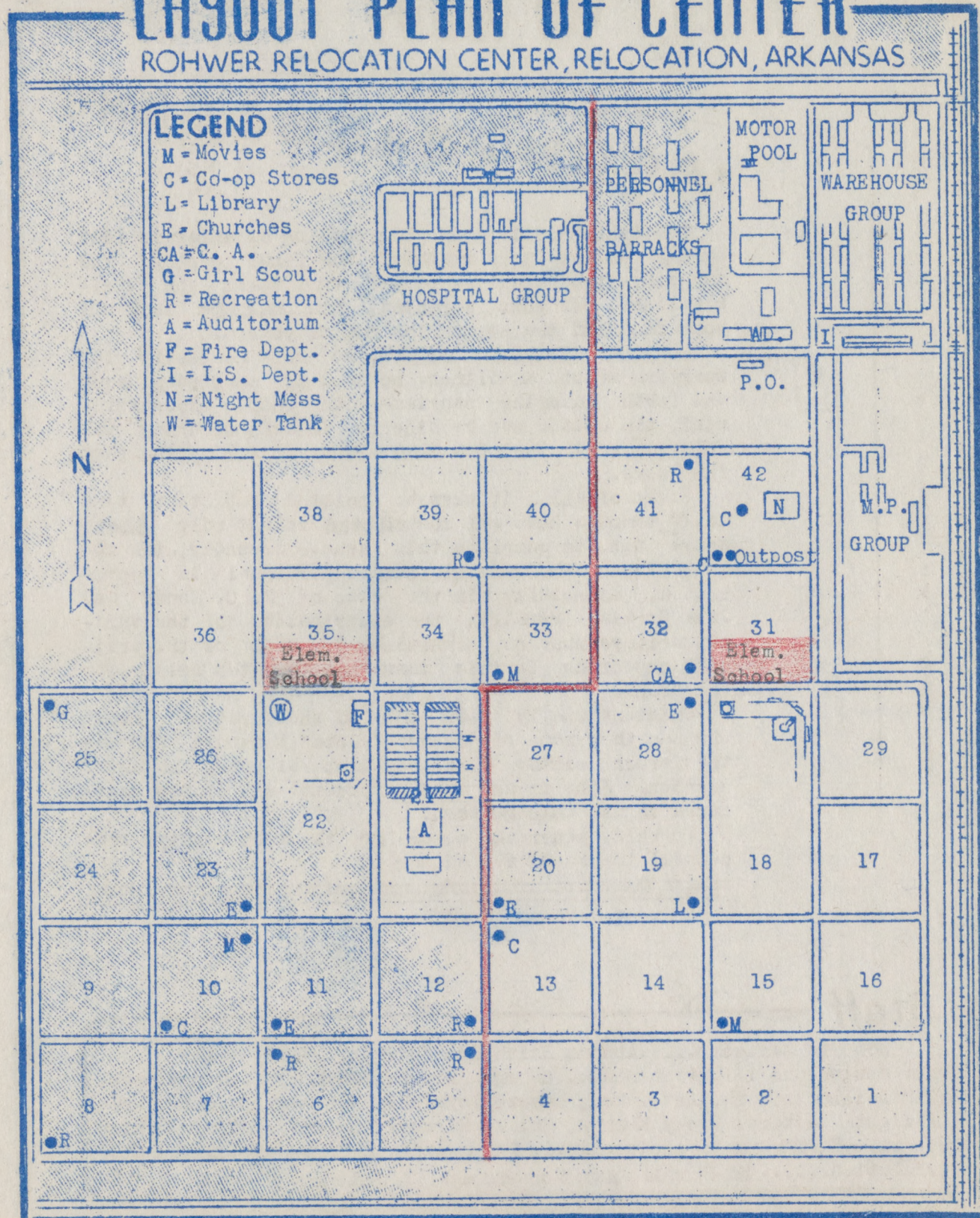
In grades One through Six the requirements and standards of the Arkansas State Department of Education have been met. Textbooks were selected from the state approved lists. The school has been inspected by members of the State Department of Education and given an "A" rating each year.

Last year the Stanford Achievement Test was given to the pupils of Grades two to six inclusive. This year grades two to six took the California Test of Mental Maturity. Grades four, five, and six took the Gates Reading Survey while grades one and two had the Gates Primary and Gates Advanced Primary tests.

Two Evacuees have been trained and assigned as Special Teaching Teachers. They conduct classes where pupils with reading difficulties receive help at the level of their reading ability without regard to present grade placement.

LAYOUT PLAN OF CENTER

ROHWER RELOCATION CENTER, RELOCATION, ARKANSAS





ACKNOWLEDGMENT

The tenseness is gone and a feeling of relief is felt by the editor upon reaching the final page of the magazine--the kind of relief that takes the visible lines off your forehead, the haggard look off your face and the stagnation out of your mind.

No more sleepless nights, no more necessity for worrying about deadlines, no need of scurrying back and forth checking stories--with these thoughts in mind, the editor can be sincere in acknowledging the voluntary aid that has been given him during the past few weeks.

First of all, it must be pointed out that the staff members have all contributed voluntarily their spare time to complete this issue. Secondly, the cooperation of the administrative personnel is appreciated, especially in the case of J. C. Moody and Jack Curtis. Finally, the contribution of the various writers must be acknowledged. Most of the articles appearing in this issue was written solely for the "Pen".

Unintentionally left out of the Writers' Whos' Who was the name of George 'Jobe' Nakamura who was the former editor of the Tulean Dispatch magazine section. Jobe is an ex-Cal student and is now relocated in the Chicago area.

To these generous people go the most hearty, respectful thanks of the editor.

Staff

Reports officer.....Austin Smith, Jr. Editor...Barry Saiki
 Cover design and illustrations....George Akimoto Prod. mgr...Henry Ogata
 Artists-illustrators...Art Takei, Keyoze Toyofuku Bus. mgr.....Eiko Arao
 Highlights editors..Vicky Konman, Chieko Kikuchi Sports....Harry Oshima
 Typists...Kiyoko Nagai, Elsie Suzuki, Tomie Honda, Kazuye Koro, Susie Saketa
 Circulation.....Ed Canada Ass't prod. mgr..Y. Nakatani, Florence Torada

FIRST SEMESTER 1943-44

/ ENROLLMENT

ROHWER CENTER ELEMENTARY SCHOOLS

GRADE	EASTSIDE			WESTSIDE			TOTALS		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	33	21	54	42	31	73	75	52	127
2	20	32	52	22	36	58	42	68	110
3	22	29	51	35	28	63	57	57	114
4	22	29	51	31	37	68	53	66	119
5	35	24	59	29	33	62	64	57	121
6	23	35	58	36	37	73	59	72	131
TOTAL 1 - 6	155	170	325	195	202	397	350	372	722
KGTN.	21	26	47	36	35	71	57	61	118
GRAND TOTAL	176	196	372	231	237	468	407	433	840

AGE - GRADE TABLE

ROWNER CENTER ELEMENTARY SCHOOLS

SCHOOL ElementaryDATE January 31, 1944

AGE SEPT. 1	GRADE 1		GRADE 2		GRADE 3		GRADE 4		GRADE 5		GRADE 6		TOTALS		
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	TOTAL
5	19	16											19	16	35
6	46	32	4	11									50	43	93
7	10	4	33	53	14	7	1						58	64	125
8			5	4	41	44	18	23					64	71	135
9					2	5	27	35	18	16			47	58	105
10						1	7	8	32	36	14	18	53	68	116
11									14	5	33	40	47	45	92
12											9	12	9	12	21
13											3		3		3
14															
TOTAL	75	52	42	68	57	57	53	66	64	57	59	72	350	372	722
NORMAL	56	36	38	57	43	49	34	43	46	41	42	52	259	278	537
UNDER AGE	19	16	4	11	14	7	19	23	18	16	14	20	88	93	181
OVER AGE						1					3		3	1	4

ROHMER CENTER

NURSERY SCHOOLS

ROHWER CENTER NURSERY SCHOOLS

Nursery School service is provided for all three and four year old children. The Center has been divided into six districts. A Nursery School has been placed in each district with two Evacuee Teachers and an enrollment of between 26 and 30 pupils.

An "all day" schedule is maintained with the schools in session from 8:45 to 11:30 a.m. and from 1:15 to 3:30 p.m. There is a short rest period in the morning and a long rest period in the afternoon. No lunches are served by the school.

School experiences of the nursery and kindergarten children are so much the same that for the purpose of curriculum planning they may be considered as a pre-school unit. The chief difference is that in the nursery school the emphasis is on individual adjustment, while in the kindergarten the emphasis is on group adjustment. Since kindergarten children are older and more mature, their interest span is longer and their standards of achievement are higher.

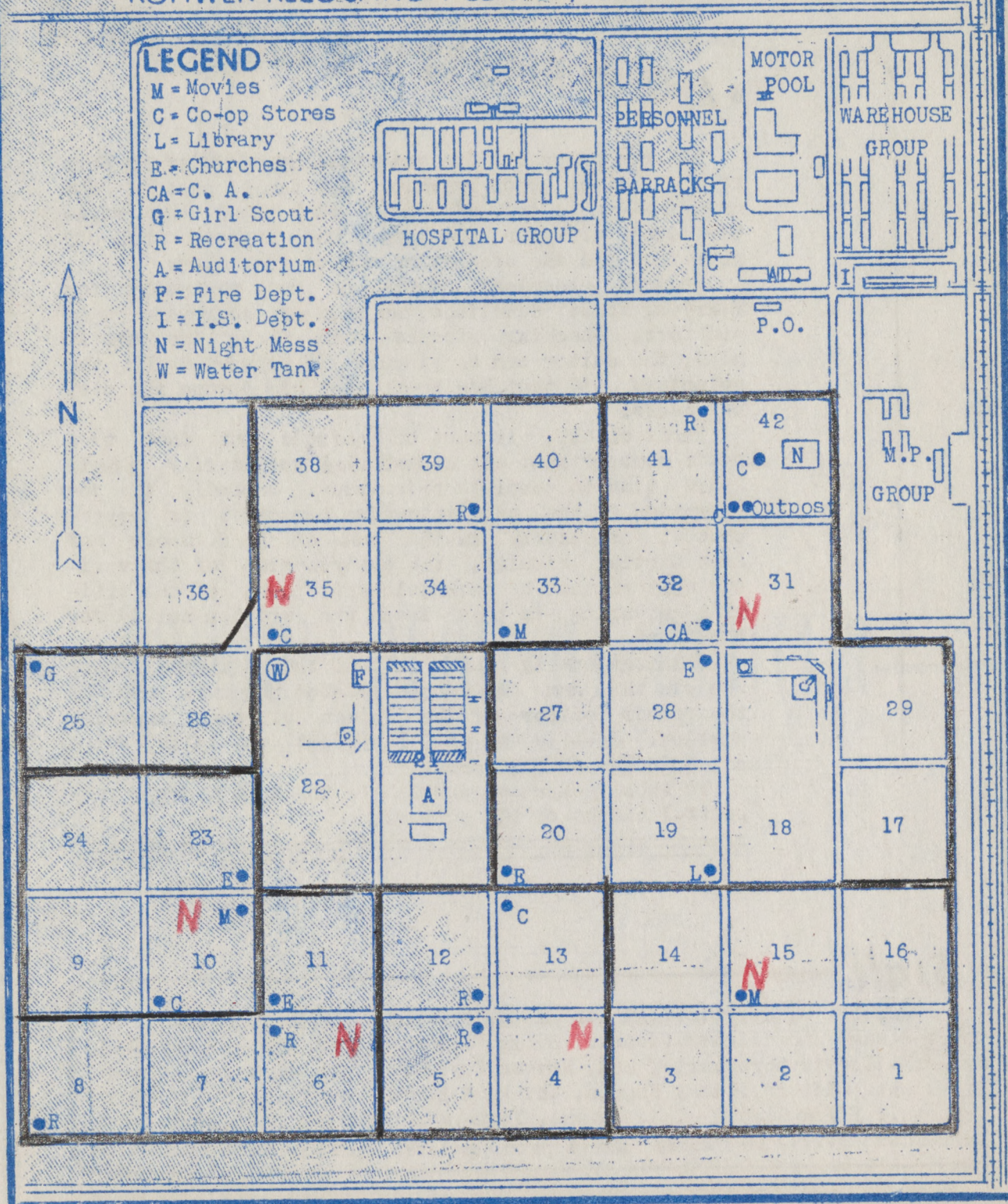
Most of the pre-school curriculum is made up of social experiences and out of these experiences grow other phases of subject-matter. Perhaps the most important thing a child learns is how to live happily, comfortably and constructively with other people. Children also have a great interest in the activities going on around them and a desire for information about the world in general. It is the responsibility of the pre-school to give the children, to the extent to which they are able to assimilate it, correct information and adequate explanations. Children are also shown how to get information for themselves. Actual experiences, conversations, pictures, and stories are used to disentangle confused ideas and to clarify thinking.

No actual reading is done by children in the pre-school. The entire program provided for the children consists of many rich experiences through which children learn much to talk about, build vocabulary, develop good work habits, and increase the powers of observation and listening.

In all creative work in the pre-school emphasis is put on freedom of thought and expression and the children are encouraged to express their own ideas in art form. Materials and opportunities for creative work are provided and the children use them freely and gain ideas from experience, from their environment, and from one another. The teachers help in the formation of certain essential habits and skills, and provide situations and experiences which will stimulate creative work. They are careful not to impose their own ideas on the children or to give them too mature techniques which may hamper their freedom of expression and originality.

LAYOUT PLAN OF CENTER

ROHWER RELOCATION CENTER, RELOCATION, ARKANSAS



N - Nursery Center.

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No more sleepless nights, no more necessity for worrying about deadlines, no need of scurrying back and forth checking stories--with these thoughts in mind, the editor can be sincere in acknowledging the voluntary aid that has been given him during the past few weeks.

First of all, it must be pointed out that the staff members have all contributed voluntarily their spare time to complete this issue. Secondly, the co-operation of the administrative personnel is appreciated, especially in the case of J. C. Moody and Jack Curtis. Finally, the contribution of the various writers must be acknowledged. Most of the articles appearing in this issue was written solely for the "Pen".

Unintentionally left out of the Writers' Whos' who was the name of George 'Jobo' Nakamura who was the former editor of the Tulean Dispatch magazine section. Jobo is an ex-Cal student and is now relocated in the Chicago area.

To these generous people go the most hearty, respectful thanks of the editor.

Staff

Reports officer.....Austin Smith, Jr. Editor...Barry Saiki
 Cover design and illustrations....George Akimoto Prod. mgr...Henry Ogata
 Artists-illustrators..Art Takei, Keyoze Toyofuku Bus. mgr.....Eiko Arai
 Highlights editors..Vicky Konman, Chieko Kikuchi Sports....Harry Oshima
 Typists...Kiyoko Nagai, Elsie Suzuki, Tomie Honda, Kazuye Koro, Susie Sakata
 Circulation.....Ed Canada Ass't prod. mgr..Y. Nakatani, Florence Terada

ENROLLMENT

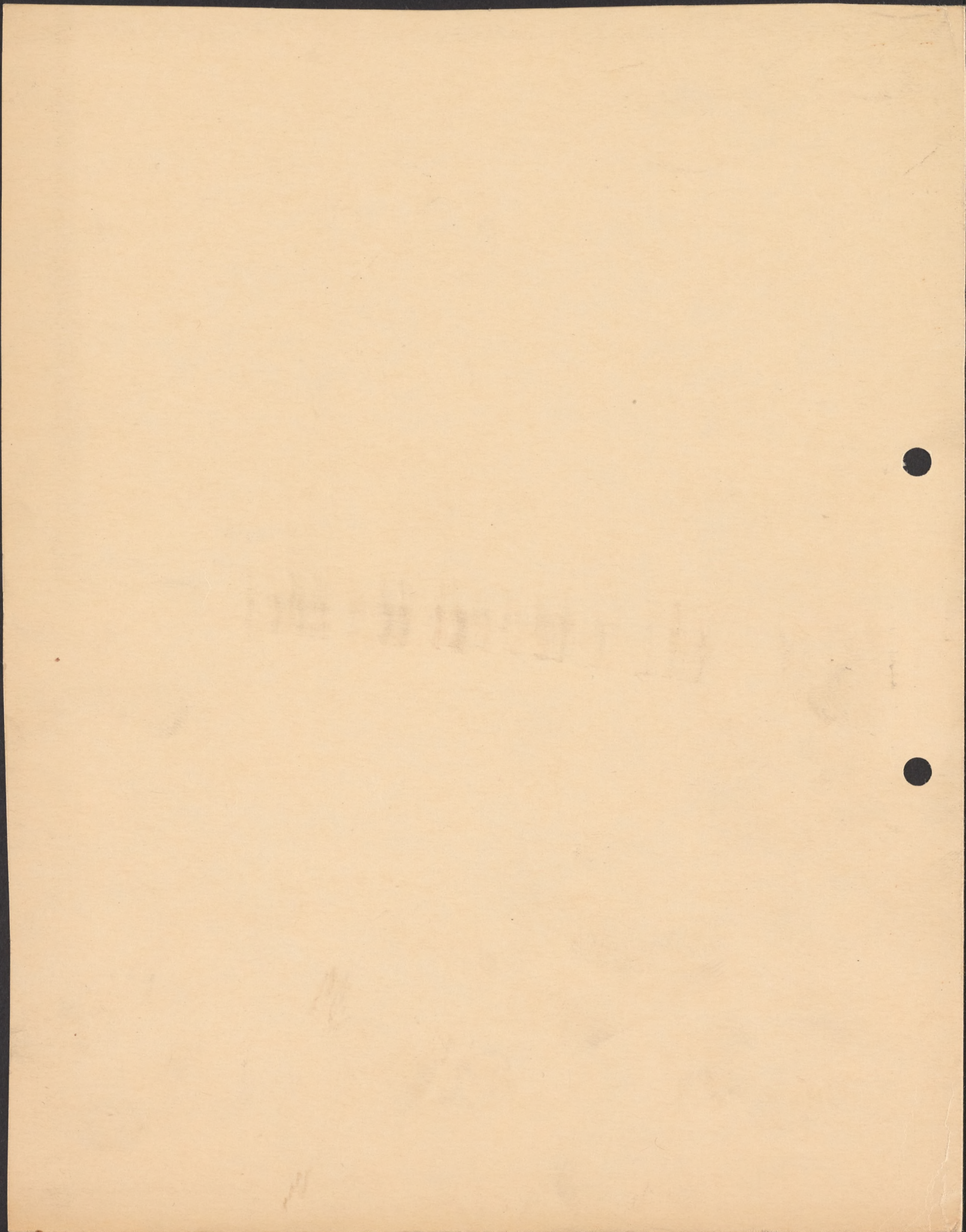
NURSERY SCHOOLS - ROHWER CENTER

SPRING TERM 1943-1944

Location	Age 3			Age 4			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	
Block 4-11-A	4	7	11	8	9	17	28
Block 6-12-A	15	4	19	7	3	10	29
Block 10-4-A	9	6	15	6	5	11	26
Block 15-6-A	3	5	8	10	9	19	27
Block 31-3-F	3	7	10	7	10	17	27
Block 35-6-F	8	6	14	9	5	14	28
TOTALS	42	35	77	47	41	88	165

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AN ORGANIZATION OF PARENTS AND TEACHERS
CAN DO THINGS

1. It can strengthen wholesome family ties.
2. It can improve social-moral conduct of the young through joint action of parents and teachers.
3. It can improve the School-work of the students.
4. It can acquaint parents with the teachers of their children and teachers with the parents of their pupils, each with the problems of the other.
5. It can unite the majority of adults who seek the welfare of their young in doing whatever needs to be done to promote the desirable growth of the young.

All these things can be done only if the majority, if not all, parents come together in this most important job in this community -- the guidance of our children. This enterprise is something every serious parent can and must support. Particularly, fathers in this community must do their share. Thursday at the schools parents will name active committees to further the above program.

*Don't forget the date. Thursday
afternoon March 18!*

15 Dec

E2.60

SCHOOL LIFE IN A WAR RELOCATION CENTER

DICK HASHIMOTO AND FRED OSHIMA

Rohwer Relocation Center, Relocation, Arkansas

IN thanking the national association for the privileges of membership and *Student Life* for its variety of information, this Council thinks that fellow secondary students throughout the states might be interested in school life in a *relocation center*, an identifying phrase born of war.

When the Pacific Coast area was evacuated by people of Japanese ancestry, Stockton, Los Angeles, Lodi, Gardena, Norwalk, and thirty-seven other California towns in very small per cents, occupationally representing seventy per cent farmers and thirty per cent business and professional people, contributed 376 students to a junior high school for a second school year in Relocation, Arkansas, one of the ten places called *centers*, designated by the national government.

The physical site, or school housing of this group consists of six army-style barracks, each of which is divided into three or four classrooms. Each classroom has one door which serves both as entrance and exit. In the interior, arm chairs have displaced crude benches used in the beginning. The usual books, maps, and some blackboards have been acquired. In each unit or classroom, light and ventilation are obtained through sliding glass windows in the upper half of the walls and a door, and sliding wooden vents in the lower half of the walls; artificial lighting aid is a double socket in the center of the ceiling. In the cold months the room is heated by a typical army coal stove. A large barrack constructed for a mess hall and equipped with tables and seat combinations, very similar to the typically styled outdoor picnic tables, serves for a study hall, assembly room, and library. Classes are exchanged between units of all barracks in open air over dirt and gravel walks.

In this unique setting the usual required and elective courses of grades seven, eight, and nine are pursued. Activities consist of a Student Council, National Junior Honor Society, newspaper staff, nine home rooms, and twelve clubs of which art and athletics claim the heaviest membership. Although club membership is voluntary, more than ninety-five per cent of the enrollment is found participating. In the program of studies one hour each day of the week is devoted for three days to home-room activities, for one day to club activities, and for the remaining to a general student assembly with Council officers presiding. In the struggle of an abnormal situation the school appreciated its attainment of an A class rating.

The Student Council has proved itself a nucleus counseling organization. Its membership consists of home-room presidents and representatives, presidents of all clubs and student organizations, and five officers—president, vice-president, treasurer, recording secretary, and corresponding secretary—elected-at-large, and all teachers and the principal. Weekly business meetings are conducted in which there is

unified planning for the aid of the school. Experiences of the year have consisted of clean-up campaigns, weekly home-room banner award for religious attendance, returning of misplaced articles, behavior improvement in congested areas, announcements of school events, rolls of relatives of students in the Armed Services by home rooms, escort service to parents for open house, and leadership in the general drives conducted throughout the department of education as stamps and bonds, March of Dimes, and Junior Red Cross.

Many fellow schoolmates with their parents have left to establish their homes again in normal community living; others are rapidly following. By these and all the remaining students the hospitality of secondary-school friends throughout the states is appreciated.

This is a reprint from page twenty-three of the December, 1944, issue of "Student Life," a monthly student-written magazine published for high school students by the National Association of Secondary-School Principals, a department of the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The interior of a barrack schoolroom in the Rohwer Relocation Center, Relocation, Ark.

