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MEMORANDUM OF UNDERSTANDING
CONCERNING THE OPERATION OF
SCHOOLS AT THE GRANADA
WAR RELOCATION CENTER

L3.22
7/16/42

1. Authority

Executive Order No. 9102, dated March 18, 1942, directs the
Director of the War Relocation Authority

"to formulate and effectuate a program for the removal, from the areas designated from time to time by the Secretary of War or appropriate military commander under the authority of Executive Order No. 9066 of February 19, 1942, of the persons or classes of persons designated under such executive order, and for their relocation, maintenance and supervision."

In order to effectuate this program, the Director is authorized among other things, to provide for the relocation of such persons in appropriate places, provide for their needs in such manner as may be appropriate, supervise their activities, provide for their employment at useful work, and secure the cooperation, assistance, and services of any governmental agency. In accordance with this authority, the Granada relocation center has been established in Colorado in Prowers County.

2. Scope of memorandum

It is the purpose of this memorandum to indicate the plans, policies, and functions of the War Relocation Authority and the State Department of Education with respect to the education of persons located at the Granada War Relocation Center. The

memorandum sets forth basic principles that are intended to govern the education program, but it is understood that minor changes and modifications will be made if necessitated by the course of future events.

3. State and local responsibility for education

The War Relocation Authority recognizes state and local responsibility for the creation, maintenance, and government of the public school system, and it has no intention or desire to assume this responsibility except in the area covered by the relocation center.

4. Statements of understanding of relationships

- a. The War Relocation Authority recognizes its obligation to create and operate the schools under federal authority but will have the cooperation and advice of state and local officials.
- b. The necessity of the separation of state and federal control is recognized both by federal and state authorities.
- c. The state and federal authorities recognize that there is a possibility that the state may legislate in the future if the legislature desires more of a cooperative effort than is at this time suggested.

5. Possible legislation

The state legislature may recognize the Granada War Relocation Center as an independent unit and operate schools under a plan similar to that now functioning in the Indian schools; or, create an independent district to be dissolved at a time when in the opinion of the State Board of Education the emergency has passed.

6. Educational program pending possible enactment of special legislation.

The War Relocation Authority will, to the extent possible, in operating its relocation center school follow existing state school law.

a. Financing. The State Department acknowledges no financial responsibility on the part of the state or any school district in the operation of the Granada Center. The relocation schools will be financed by the War Relocation Authority. The Authority will construct the necessary school buildings and provide the necessary facilities. The funds of the War Relocation Authority, however, will be expended only for kindergarten, elementary and high school education.

b. Teachers. The teachers will necessarily be federal employees on a temporary basis. Only persons having Colorado credentials will be employed, so that the prevailing state standards for the selection of teachers will exist in the relocation schools. It is important that these teachers do not lose existing rights and privileges, and it is understood that the State Department of Education will recommend to local governing boards that leaves of absence be granted to teachers who may wish to be employed by the War Relocation Authority.

The War Relocation Authority plans to use citizens of Japanese ancestry as teachers whenever they are able to conform to state requirements. Teachers who do not meet state requirements but who possess preliminary certificates will be eligible to serve as practice or cadet teachers under appropriate supervision. The War Relocation Authority will request colleges and

universities approved by the State Board of Education for teacher-education program for qualified persons who desire to teach.

- c. Advisory school board. Although teachers will be employed and the schools will be governed by the War Relocation Authority through appropriate officials, an advisory school board will be established for each relocation center to advise and consult with such officials. This board will consist of a chairman, appointed by the project director, and four members who will be elected by project residents if practicable and otherwise who will be appointed by the project director. If elected, their qualifications and tenure shall be subject to the approval of the project director.
- d. Miscellaneous. Until special legislation is enacted, the War Relocation Authority will keep records and file them in the same way in which public school district authorities keep and file such records. It will also refer its curriculum, building plans, and budget to the State Department of Education for recommendation.
- e. Superintendent of Education and Recreation. It is provided that the Superintendent of Education and Recreation will be appointed by the War Relocation Authority subject to the approval of the State Department of Education. He will have the relationship to the project director that the superintendent of schools has to a local school board in Colorado.

7. Board of Consultants.

The War Relocation Authority will appoint, subject to the approval of the State Department of Education, a board of consultants of five persons, who will make semi-annual visits to the relocation schools in order to advise upon its educational program. Traveling expenses of the board of consultants shall be paid by the War Relocation Authority.

8. This memorandum shall be filed with the county clerk of the county in which the relocation project is situated.

<u>July 16, 1942</u>	<u>/s/ Inez Johnson Lewis</u>
Date	State Superintendent of Public Instruction

<u>7/16/42</u>	<u>/s/ Jos. H. Smart</u>
Date	Regional Director, War Relocation Authority

APPROVED:	<u>10/21/42</u>	<u>/s/ J. W. Studebaker</u>
	Date	United States Commissioner of Education

APPROVED:	<u>10/17/42</u>	<u>/s/ John H. Province</u>
	Date	Acting Director, War Relocation Authority

Granada Project
Amache, Colorado

GR:ED:PJT

September 20, 1943

Dr. Lester K. Ade
Director of Education
War Relocation Authority
Barr Building
Washington 25, D. C.

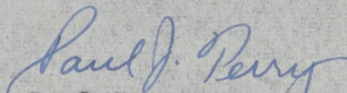
Dear Dr. Ade:

Attached is a study relating to the effect of relocation on school enrollment. The study was made before the arrival of students coming to Amache from Tule Lake in order that the school enrollment would not be affected by unusual circumstances such as induction to the center of a large group of evacuees from another center.

It will be noted that the carry-over of children from one grade to the next was fairly constant. There was a total net loss of 58 pupils in the schools (Column 6). However, account can be given for 62 children of school age leaving the center to go to Tule Lake, Crystal City, or Japan via Gripsholm (Table II). Inasmuch as several children of school age have not returned to the center from their summer employment to enter school, it will be readily noted that the school population has not decreased as a result of relocation. Although some families have left the center to relocate, a sufficient number of families have entered the center to offset those leaving. The general conclusion obviously is that school age children are not taking part in the relocation process.

It will be interesting to note trends during the current year in order to forecast the teaching load to be anticipated for the next fiscal year.

Sincerely,



Paul J. Terry
Superintendent of Education

Enclosure

cc J. H. McClelland ✓

TABLE I

Enrollment Statistics Pertaining to School Age Children
Leaving the Amache Relocation Center

Grade	Enrollment	Enrollment in Previous Grade March, 1943	Difference			Selected Children Leaving Amache (Table II)	Net Loss or Gain in Children Due to Relocation or Other Reasons ^{1/}
1	2	3	Gain	Loss	Net	7	8
1	100	95	5				
2	81	89		8			
3	99	105		6			
4	106	107		1			
5	104	107		3			
6	127	139		12			
Total (Elem.):	617	642	5	30	-25	18	-7
7	135	138		3			
8	132	138		6			
9	130	129	1				
10	159	169		10			
11	175	184		9			
12	166	172		6			
Total (Sec.):	897	930	1	34	-33	44	11
TOTAL	1,514	1,572	6	64	-58	62	4
Kdgtn. (Not in- cluded) ^{2/}	99	152					
TOTAL	1,613	1,724					

- ^{1/} Reasons for difference: (a) Some children have not returned to center for school from seasonal and temporary work leaves.
^{2/} (over) (b) Children have left center accompanying parents relocating.

TABLE I

Enrollment Statistics Pertaining to School Age Children

2/ Since no separate enrollment is maintained for children of three years and four years, there is no accurate check on the number of children entering kindergarten who were previously enrolled in the nursery school.

Grade	Enrollment	Previous Grade	Enrollment in	Difference	Selected Children	Reasons
1	100	99	101	2	18	7
2	81	80	82	2		
3	99	102	101	-3		
4	100	107	107	7		
5	101	107	107	6		
6	127	139	139	12		
Total	617	642	642	25	18	7
7	132	132	132	0		
8	132	132	132	0		
9	130	129	129	-1		
10	159	169	169	10		
11	173	181	181	8		
12	166	172	172	6		
Total	627	630	630	3	11	
TOTAL	1,244	1,272	1,272	28	29	7
Excess	30	132	132	102		
TOTAL	1,274					

(a) Reasons for difference: (b) Children have left center accompanying parents relocating. (c) Some children have not returned to center for school from season- and returned work leaves.

TABLE II

Number and Reason for Selected Groups
of Children Leaving the Granada Reloca-
tion Center

Age of Child : Tule Lake 1/; Crystal City2/: Gripsholm 3/						
1	:	2	:	3	:	4
	:		:		:	
	:		:		:	
2 - 5	:	8	:		:	1
	:		:		:	
6 - 11	:	10	:	5	:	3
	:		:		:	
12 - 15	:	7	:	5	:	8
	:		:		:	
16 - 20	:	13	:	4	:	7
	:		:		:	
	:		:		:	
TOTAL	:	38	:	14	:	19

1/ Children sent to Tule Lake on 9-16-43.

2/ Children sent with families to Crystal City, Texas on 6-10-43.

3/ Children repatriated to Japan via Gripsholm on 8-30-43.

Granada Project
Amache, Colorado

GR:PD:JGL

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

Attention: Mr. E. D. Brooks

Present school population consists of 756 grade school pupils for whom 16 grade school teachers allowed, and 941 in Junior-Senior high school for whom 22 secondary school teachers allowed. With anticipated increase in center population of 1,000 in September as result of segregation, if same ratio of students to total population holds, we will have an increase of 270 pupils, 121 of whom will be in elementary schools and 149 high school pupils. In order to maintain pupil-teacher ratio of 40 to 1 in elementary and 35 to 1 in high schools, must have authority to fill three additional elementary teacher positions and five secondary school teacher positions. Civil Service Commission at Denver reports teacher recruitment now critical and will become practically impossible after September 1. Therefore, if we are to have any success in filling positions must start recruiting immediately. Wire authority for establishment of additional positions as outlined and provide additional funds to cover them.

James G. Lindley
Project Director

cc: T. R. Hanson
W. Ray Johnson
Paul J. Terry
Ruby Fuller

50-17

WAR RELOCATION AUTHORITY

GRANADA PROJECT
Amache, Colorado

July 9, 1943

Education

Mr. James G. Lindley
Project Director
Amache, Colorado

Attention: Mr. Paul J. Terry

Dear Mr. Lindley:

Have spend five days July 5 - 9 on the Granada Relocation Center studying your education program. Have conferred with teachers, school and other officials on various school problems. A summary report of my visit together with recommendations on certain items are enclosed.

Please let me add that I was quite pleased with many things and conditions found in your schools. Teacher show an interest in and an understanding of the job to be done. The work done by your office, the school administrations, and teachers in developing a good school organization under existing conditions deserves commendation.

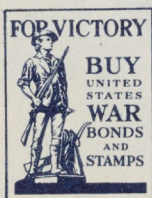
Thanking you and others for the courtesies that helped to make my visit more profitable, I am

Sincerely yours,

N. E. Viles

N. E. Viles
Education Adviser

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July 9, 1943

WAR RELOCATION AUTHORITY
GRANADA RELOCATION CENTER
Amache, Colorado

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EDUCATION SECTION
Report of Visit, with Recommendations
by
N. E. Viles
Education Adviser

ENROLLMENT

If no major changes occur through relocation or transfer, your school should start the new year with enrollments about as follows:

Elementary School

Kdg.	95 to 100	Grade 4	107
Grade 1	95	Grade 5	107
Grade 2	89	Grade 6	139
Grade 3	105	Total Kdg. - Grade 6	740 to 745

Junior - Senior High School

Grade 7	138	Grade 11	184
Grade 8	138	Grade 12	172
Grade 9	129	Total	930
Grade 10	169	Grand Total	1675

Nursery School may vary - probably should equal the 152 enrolled last year.

FACULTY

On the basis of the W.R.A., pupil teacher ratio of 40 and 35 the anticipated enrollment listed above will require 19 elementary and 27 high school teachers. We understand that on June 24th you were allotted 17 elementary and 26 high school teachers. However, it seems that 2 or 3 certified evacuee teachers may be available. This still leaves a teacher-pupil load in excess of that approved by Colorado for accreditation. It may be possible to use some non-certified evacuee teacher assistants to reduce some of the load of the teachers.

The loss of the appointed secretary in the school administrative office will be a handicap difficult to overcome. Likewise, the loss of the assistant high school principal, in charge of the junior high school will place a heavy burden on the high school principal, or will absorb the time of some teacher who may be needed for full time teaching duties.

SCHOOL HOUSING

Elementary School

A report made by Mr. Gibson and Mr. Thunberg in March included recommendations for remodeling the elementary buildings. (Copy of this report not available on the project at time of my visit.) It seems that W.P.B.

approval has been obtained and priorities granted for needed materials, but that a lack of laborers has prevented starting the remodeling program. However, the school custodians are changing some partitions.

Recommendations--a number of changes are needed to provide more adequate classroom space, desirable teaching facilities, and essential health protection for the children. To this end it seems desirable to:

1. Partitions, complete plans for moving in buildings in block EH to provide approximately 16 class rooms of 560 to 640 square feet, and 2 with area of at least 400 square feet each, plus other rooms now planned for office, storage, library, kindergarten, etc.
2. Floors, lay wood in all classrooms.
3. Plumbing, provide at least 3 drinking fountains in each wash room. Add 3 or 4 urinals in boy's toilet room. Reduce height of lavatories for elementary children to about 26" if possible. (2 or 3 lavatories may be removed from each wash room if desired.)
4. Blackboards, provide new 20 to 24 lineal feet 22" to 26" from floor for each classroom. (This seems to be available now on the project.)
5. Windows-add where possible each room, although some windows purchased for a new elementary building are now available, lack of wall space may make it necessary to use windows matching those now in use. It will be desirable to hinge the windows at bottom, with chain drop control, to permit opening for ventilation.
6. Entrances, changing room sizes will make it necessary to change vestibules, preferably to the outside.
7. Stoves. As rooms are changed some, stoves should be moved to corners of new rooms. Stoves should be jacketed as a protection to children and as an aid to air circulation.
8. Electric lights, need at least 3-100 to 150 watt lamps in each 28'-30' classroom.
9. Paint, all classroom and office ceilings with non-glass paint with non-glass paint with reflecting factor of 70 to 80. If necessary as an aid to lighting, paint walls to bottom of windows with paint having reflecting factor of 55 to 60. (Water mix paint satisfactory.)
10. Bookshelves, provide 15 - 20 lineal feet plus small supply storage for each room.
11. Windows shades-should be provided at least on south windows. Translucent roller shades preferred. If unavailable, draw shades, fastened at top and bottom for hinged windows, recommended.

Junior High School

As grades 9-12 inclusive are moved to the new building, it may be possible to provide more adequate space for grades 7 and 8. We understand that these grades are to be retained in 4 barrack buildings X (probably 1, 2, 3, and 6) in block EH. We understand that plans are under way to provide the changes as outlined below:

1. Room sizes. Move partitions necessary to provide 5 rooms 32', 3 rooms 28', 4 rooms 24', and 2 rooms 20' for regular classes; and 2 rooms 44' each for office work and for arts and craft work, 1 room 16' for janitorial service, and 1 room 16' for conference purposes. Total space 480' or the equivalent of 4 barrack buildings.
2. Floors, 3. Windows, 4. Entrances, 5. Stoves, 6. Electric lights
7. Paint 8. Bookshelves, 9. Window shades - same as recommended for the elementary school.
10. Blackboards, same as for elementary school except that height from floor 28".

11. Terry Hall-to be used by both elementary and junior high schools. Ceilings and perhaps upper part of wall should be painted. Acoustics can be improved by use of fiber board or burlap on upper part of walls, and on exposed board panel at one end.

High School

The new building, is now, almost ready for use. However, some additional items should be completed if the building is to provide the service desired.

1. Window shades - needed on West, South, and East. Type of windows installed difficult to shade, but shading is desirable. Use of two translucent shades-one on top sash, tension shade (two cords and spring roller but no roller dogs) on pivoted section probably best.

2. Plumbing - Water and drains needed for science rooms. Sink desirable in art rooms, and in library.

3. Storage - Separate storage space for chemicals and science equipment needed in science rooms. Could provide for one room by cutting door into and installing case in janitor's closet. Storage cases of ample size needed in home economics rooms.

4. Bookshelves and cases - Needed in each class room. Deep drawer cases needed in art and drawing rooms.

5. Vault door - needed to protect records.

Housing Facilities Available.

The new high school building and the changes outlined here will provide you:

1. Elementary school together with present kindergarten rooms -- space for nearly 800 with some crowding. Anticipated enrollment about 740.
2. Junior high school - space for about 400. Anticipated enrollment, before grade 9 is moved 405, after grade 9 is moved 276.
3. High School. On basis of 6 one hour periods daily - pupil hour seatings about 5000 in classrooms and in gymnasium activities (counting 160 pupil periods - in gymnasium). This would be capacity usage. Since over 80 percent pupil station usage does not prove practical in ^{high} school, and on basis of 5 periods per day per pupil in classroom activities this would provide at maximum usage space for 750 to 800 pupils. Anticipated enrollment grades 9-12 inc. 654.

Building Care.

With new high school building, and with new floors in all buildings improved maintenance procedures will be desirable. Oiled floors are generally dark and objectionable. Because of effect of sand, probably best treatment for classroom floors will be use of penetrating seal. (Water wax surface desirable.) Daily cleaning should be done with brush or dust mop, without oily sweeping compound.

Plans for Future.

In order to operate the schools more effectively and economically for 1943-1944, detailed plans should be prepared to cover all activities and phases of the school program. These plans should show program proposed ~~provision~~,

and personnel, supplies, and facilities needed. It should be prepared by the local and Washington School staffs and presented to the administrative offices for approval. These plans can be prepared and kept up to date as when budgetary allotments and monthly information on budget balances are made available.

WAR RELOCATION AUTHORITY
Granada Project

March 18, 1943

✓ 3.05

To: James G. Lindley
Project Director

From: Paul J. Terry
Superintendent of Education

Subject: Evaluation of Recent Public Contacts

At the invitation of the Englewood Community Church I went to Denver on Sunday, March 14th, to speak at the Sunday Evening Service. I took with me Mr. and Mrs. James Yamanaka and Estella Hoshimiya. There were approximately 200 people present at the evening meeting. I gave the introductory talk and then conducted a panel in which Estella and Jimmie participated. Following this, questions were raised from the floor. The audience asked that an extension of thirty minutes be given to the program, and at the end of that time they were still eager for more.

We took with us to Denver a representative collection of arts and crafts materials made by residents of the center which included such things as wood carving, sewing, miniature landscaping, artificial flowers, and other miscellaneous articles. These articles which were displayed as a part of our program attracted a good deal of attention and occasioned many favorable comments. It is my opinion that the display of these materials in connection with programs dealing with the work of the War Relocation Authority is a good feature.

At 10:30 A.M. on Monday, March 15th, the same group spoke to about thirty-five members of the Methodist Ministers Association. This meeting was particularly interesting because for the first time in my experience most of the members of the audience were fairly well familiar with the broad aspects of the WRA program. This made it possible to go into some of the more subtle problems. Again a very wholesome reaction was experienced. I believe this contact was valuable.

At 3:00 P.M. on Monday, March 15th, Mr. and Mrs. Yamanaka and I presented a similar program at the Englewood High School Assembly. About 300 students were present. A favorable reaction was experienced.

On Tuesday noon, March 16th, Miss Namiko Ota, a ninth grade student in the Junior High School, Mr. Herbert Walther, Principal of the Junior High School, and I presented a program at a combined

meeting of the Pueblo Chamber of Commerce and the Pueblo Optimists Club. Namiko rendered two piano solos. Mr. Walther and I presented the speaking part of the program. There were eighty members present at the Vail Hotel. You might be interested to know that the Pueblo Chieftian publisher, Mr. Frank Hoag, sat directly across the table from us, and we had a very interesting conversation with him. Again we used the display of arts and crafts material which was very effective. Mr. Guy Evans was chairman of the meeting. He, together with about fifty others, remained for an extra half-hour after the close of the meeting to ask questions. They were all enthusiastic in their remarks concerning the values of such a meeting.

GENERAL EVALUATION

In my opinion a type of contact with the public which involves three elements is extremely valuable: (1) a person or persons from the center telling about the work of the War Relocation Authority; (2) a representative resident from the center who is capable of contributing to the program; and (3) a sample of materials produced by residents of the center.

Time and again I have heard the phrase, "Yes, we have seen the newspaper articles but have not had a chance to read them carefully. This has really opened our eyes!"

Probably the most difficult question asked which requires a clear and concise answer is, "What can we do to be of assistance in the relocation of these Japanese Americans?" An attempt will be made in the very near future to write a small brochure which will present the answer to this question in concise form. I will consult with you concerning this possibility.

WAR RELOCATION AUTHORITY
Granada Project

23.05
April 23, 1943

To: J. H. McClelland
Reports Officer

From: Paul J. Terry
Superintendent of Education

Subject: Quarterly Report

Attached are Quarterly Reports submitted to me by the heads of departments in the Education Division. Several of these are the only copies which I have, and I would appreciate your returning the same.

In addition to the above reports the following information may be of value:

1. The first meeting of the permanent Advisory School Board was held on April 15th. Members of this Board are: Dr. George Nagamoto, Mrs. Hama Yamasaki, Dr. Takashi Terami, Mr. Masa Nakano, and Mrs. Alyce Ohama.
2. Your attention is called to the following attendance at the Arts and Crafts Festival, March 6th to 8th:

Outside visitors	979
Residents	<u>6,685</u>
Total	7,664

3. The following public contacts were made during this quarter:

<u>Date</u>	<u>Place</u>	<u>WRA Representative</u>
1-15-43	P.T.A. Lincoln School, Lamar	Paul J. Terry
1-21-43	Lamar Chamber of Commerce	Paul J. Terry
2-16-43	Holly Lions Club	Paul J. Terry Dr. Lester K. Ade
2-23-43	Council of Women's Organizations - Denver	Paul J. Terry

3-14-43	Englewood Community Church	Paul J. Terry Jimmie Yamanaka Estella Hoshimiya
3-15-43	Methodist Ministers Association - Denver	Paul J. Terry Jimmie Yamanaka Estella Hoshimiya
3-15-43	Englewood High School	Paul J. Terry Terue Yamanaka Jimmie Yamanaka
3-16-43	Pueblo Chamber of Commerce- Pueblo Optimists Club	Paul J. Terry Herbert K. Walther Namiko Ota

4. The entire teaching personnel served as interviewers at the time of the registration of Nisei for the United States Army from February 10th to 13th, inclusive.
5. On February 19th and 20th the Superintendent of Education participated in the Program for Town Meetings on the Registration of Nisei called at the request of the Community Council and spoke on "Observations on Nisei Registration in U. S. Army".
6. The Superintendent of Education served as toastmaster at the administration dinner held on March 5th in honor of Nisei volunteers.
7. An understanding was reached with the State Board for Vocational Education on the organization of rural war production training courses at Amache. The following types of activity will be established between the hours of 6:30 P.M. and 9:30 P.M. on Monday, Wednesday, and Friday of each week: (1) auto and truck repair (3 classes); (2) tractor shop (1 class); (3) blacksmith shop (1 class). 120 hours of instruction, extending over a period of eight weeks, will be offered to 150 persons. Certificates, issued upon completion of this course, will be generally recognized throughout Colorado and other states as evidence of training in a particular field. Classes have not started pending final approval of the Governor of Colorado.
8. An agreement was reached also with the State Board for Vocational Education for the approval of a F.F.A. Chapter in the high school here at the center.

AMACHE FLAG POLE DEDICATION CEREMONY
speech by

JOE KAMIYE
(Senior Class President of Amache High School)

February 5, 1943
9:00 A.M.

We, the students and teachers of the Amache Schools, are gathered this morning for a ceremony to dedicate our new Flag Pole, and to officially raise the Flag that it shall fly in the days to come. May this Flag Pole forever display the exciting beauty of our symbolic Flag as it ripples and flows in the stirring breeze. Tho' it must now rise in a darkened sky, may it not fail to afford us comfort and courage with its gently stirrings from its lofty summit. May its stars and stripes always remind us of the faith, hope, unity, and strength for which it stands, and for which men and women have given their lives and fortunes, and for which we are again making great sacrifices.

Let us all remember the pure meaning and the promise of the Flag of the United States of America as it rises to the crown of our dedicated Flag Pole. (Flag raised)

Let us all join together and salute our Flag:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, One nation, indivisible, with liberty, and justice for all."

WAR RELOCATION AUTHORITY

GRANADA PROJECT
AMACHE, COLORADO
Memorandum

June 17, 1943

To: Paul J. Terry
Superintendent of Education

From: H. T. Weiler

Subject: Cost Accounting Procedure

Heretofore, the Cost Accounting Unit of the Project has been operating upon a calendar month basis. Our Washington Instructions, however, indicate that we shall operate on a fiscal month basis which shall be from the 26th of the month through the 25th of the month following. In order to comply with these instructions it will be necessary that we close our books as of June 25th for the current month. While this will only reflect 25 days' operation during the month of June, we shall again be on a 30 or 31 day basis for the month of July.

If you will see that each employee who is concerned with Cost Accounting or Warehousing in your Division, is notified of this procedure, it will be very much appreciated.

HTW:mn

COST ACCOUNT

63.22

640 -- EDUCATION CONTROL (Non-expendables)

641 BOOKS CONTROL (Expendables)

641.1 Elementary

641.2 Jr. High School

641.3 Sr. High School

Library Books-- Library Acct.

642 LABORATORY SUPPLIES CONTROL (Home Making, Science, and Wood shops)

642.1 Elementary

642.2 Jr. High School

641.3 Sr. High School

643 OTHER SUPPLIES CONTROL

643.1 Elementary

643.2 Jr. High School

643.3 Sr. High School

TRANSMITTAL SLIP

JUL 3 A.M.

Date 7/2/43

To: Mr. Terry

From: Enoch Dumas
Elementary Principal

Re- Quarterly Report

Paragraph on "Promotions, Retardations"

not complete. Will send supplementary
sheet later.

WAR RELOCATION AUTHORITY
Granada Project

July 5, 1943

To: J. H. McClelland
Reports Officer

From: Paul J. Terry
Superintendent of Education

Subject: Quarterly Report
Education Section

Attached herewith please find copies of quarterly reports submitted to me by heads of our various school divisions. Most of the salient features of the work of the Education Section are covered in these reports. I might call special attention to several accomplishments, namely:

1. The pageant entitled "Better Americans Through Education" was presented on July 2nd as a part of the dedicatory program of the new school building. Students in the nursery school, kindergarten, elementary, junior and senior high schools, and adult groups participated in the program by demonstrating ways in which the schools are teaching democracy. One special feature of the program was the administration of the Oath of Allegiance to the United States to youth who have attained the age of twenty-one in the last twelve months. A second outstanding feature was the administration of a charge by James G. Lindly to the recently elected members of the Community Council. Approximately 1,000 persons were present at the school building dedication.
2. Detailed plans have been made for the moving of the Senior High School in Block 8H to the new building. It is hoped that we will be able to house the ninth grade in the new school building.
3. Consolidation of the Junior and Senior High Schools as a secondary school was effected as of July 1st. Mr. Walther, who has served as Junior High School Principal, will assume the duties of principal of the combined schools. Miss Grace G. Lewis has been appointed Vocational Dvisor. Mr. S. Clay Coy, Senior High School Principal, has resigned to accept a position as principal of the Grand Junction High School.

Resignations have been received from the following:
E. Enola Kjeldgaard, Margaret M. Walther, and Dorothy Berger.

4. The vocational agricultural farm project continues with the caring of 550 acres of ground.
5. Final plans have been drawn up for the summer activities program. Special emphasis is being given to provide opportunities for students to secure work in various division of the center and to provide opportunities for them to take remedial work in English, reading, mathematics, and social studies. An activity program will operate largely in the afternoon and evening. Plans are being completed whereby Physical Education instructors will be available to the Community Activities Section in the afternoon and evening.

Attachments

B

502.7

Granada Project
Amache, Colorado

July 13, 1943

✓ 3 22

Dr. Lester K. Ade
Director of Education
War Relocation Authority
910 Seventeenth Street
Washington, D. C.


Subject: F.F.A. Chapter

Dear Dr. Ade:

In order to keep you informed concerning our F.F.A. chapter I am enclosing a copy of a letter recently received from Mr. H. A. Tiemann, State Director of Vocational Education.

This seems to reverse the decision made in previous letters from the office of the State Board for Vocational Education stating that we would receive our F.F.A. charter within a short time. I am more or less at a loss to know how to proceed from this point.

Sincerely,



Paul J. Terry
Superintendent of Education

P
J
T:s

Enclosure

cc John H. Provinse (Att: Mr. Marks)
Malcolm E. Pitts
W. Ray Johnson ✓
L. J. Burgert
James G. Lindley

STATE OF COLORADO
The State Board for Vocational Education
Room 210, State Office Bldg.
Denver, Colorado

C
O
P
Y

July 7, 1943

Mr. Paul J. Terry
Superintendent of Education
War Relocation Authority Center
Amache, Colorado

Dear Mr. Terry:

My personal viewpoint is the same as that expressed in your letter of June 30 concerning cooperative relations with the Relocation Center at Amache.

I failed to mention in my letter to you the Future Farmer proposition and all that Mr. Davies has done to attempt to have the Amache chapter recognized. I am enclosing for your information a copy of a letter from Mr. W. T. Spanton, Chief of the Agricultural Education Service, together with a copy of the national constitution and by-laws. Mr. Spanton's letter, together with Section B of the by-laws, definitely limits cooperation to approved vocational schools receiving reimbursement from this department. This is the explanation for our failure to cooperate with you on the Future Farmer setup.

Under the circumstances, since you have a number of boys who have had experience in this work, I suggest that you go on running your local chapter as a local proposition.

Very truly yours,

H. A. Tiemann
State Director of
Vocational Education

HAT:mb
Enclosure

P.S. For the reason stated above your money order #30631 is returned herewith.

November 10, 1942

C
O
P
Y

Mr. L. R. Davies
State Supervisor of Agricultural Education
State Office Building
Denver, Colorado

Dear Mr. Davies:

While you presented me in person your letter of October 24 at the time of the meeting in Kansas City and although the contents of this letter were discussed at the meeting of the State advisers on Sunday afternoon, October 25, the purpose of this letter is to advise officially that for reasons given at the time of our meeting in Kansas City, it will not be possible to organize local chapters of the Future Farmers of America in any school other than those that are recognized bona fide departments of vocational agriculture which are reimbursed from Federal funds under the provisions of your State plans.

Very sincerely,

W. T. Spanton
Chief, Agricultural Education
Service

Granada Project
Amache, Colorado

July 13, 1943

Mr. H. A. Tiemann
State Director for Vocational Education
State Board for Vocational Education
Room 210, State Office Building
Denver, Colorado

Dear Mr. Tiemann:

We have your letter of July 7th in which you state that "Mr. Spanton's letter, together with Section B of the by-laws, definitely limits cooperation to approved vocational schools receiving reimbursement from this department".

On May 28th we submitted to you our Annual Statistical Report and Reimbursement Information Form, both of which state that \$2.00 were paid to Mr. L. J. Burgert from the funds of the Advisory School Board of the Amache Schools for travel expenses incurred in attending the State Conference. We also have Contract for Aid on Salaries and Travel of Teachers, Coordinators and Directors of Vocational Education Classes for the Fiscal Year Ending June 30, 1943, No. 255, dated April 12, 1943, signed by you, which states that we have paid Mr. Burgert \$2.00 for travel expenses. These forms were submitted by us requesting reimbursement according to rates established by the State Board for Vocational Education. This would seem to meet the requirement that "active chapters of the Future Farmers of America shall be chartered only in such schools with recognized systematic instruction in vocational agriculture" which are reimbursed from federal funds under the provision of the state plans.

It would seem to me that a very dangerous precedent is being established if you fail to recognize this chapter. We have met every standard required for chapter recognition and we have an enthusiastic group of boys interested in contributing to the agricultural future of the United States; yet they are denied the right to membership in a national organization for reasons that may

be undemocratic. One of the main objectives of this war is that all peoples shall be given, as nearly as possible, equal opportunity. This would seem to be an excellent place to start implementing a few of the ideals to which we glibly pay lip service.

Sincerely,



Paul J. Terry
Superintendent of Education

P
J
T:s

cc Dr. Lester K. Ade
Malcolm E. Pitts
James G. Lindley
W. Ray Johnson
L. J. Burgert

B/

Granada Project
Amache, Colorado

July 15, 1943

507.011
13.22

Dr. Lester K. Ade
Director of Education
War Relocation Authority
910 Seventeenth Street
Washington 25, D. C.

Dear Dr. Ade:

It occurred to me that you would be interested in knowing that one of our graduates from the Amache High School, Florence Konno, received a full-tuition scholarship to the University of Denver which is renewable for four years.

Miss Konno has done very good work in the Senior High School. She applied to the University of Denver last winter along with several other students. Late in the month of June we received word that she had been granted a scholarship.

In our opinion, the University of Denver is to be complimented for their splendid co-operation in making such an opportunity possible.

Sincerely,

P
J
T:s

Paul J. Terry
Superintendent of Education

cc Malcolm E. Pitts
John H. Provinse
James G. Lindley
W. Ray Johnson ✓
J. H. McClelland

Copy

B

Mr. Lindley

WAR RELOCATION AUTHORITY
821 Pyramid Building
Little Rock, Arkansas

L3.22

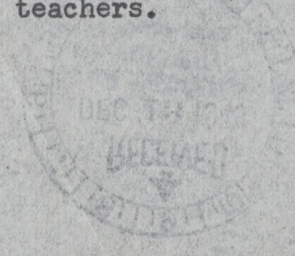
December 11, 1943

Dr. John H. Provinse, Chief
Community Management Division
War Relocation Authority
Barr Building
Washington, D. C.

Dear John:

Arrived at the Granada War Relocation Project in accordance with my schedule on file in Washington. Am not sure whether to be pleased or disappointed with the prospects for our Colorado school program. At Amache I followed the directions for conferences and meetings I received from Superintendent Garrison who is now beginning to get a grip on the education post and its many opportunities and responsibilities. As you doubtless know, Dr. Lloyd A. Garrison succeeded Superintendent Terry a month or so ago. I learned through personal contact with Mrs. Inez Johnson Lewis, the Colorado State Superintendent of Public Instruction, that Dr. Garrison was not nominated as Superintendent of Education at Amache by Mrs. Lewis but that his appointment was approved by her. The foregoing statement I am making only to keep the records accurate if subsequently the issue is raised.

The first professional problem I raised at the Granada Relocation Project in Colorado was the provisions for the education of the exceptional or atypical children. At this center this responsibility as nearly as I could learn is in the hands of Dr. Dumas and Mr. Walther, the elementary and secondary school principals respectively. I raised the question of the possibility of the appointment of a special teacher for this work at Amache and they now have this important provision under advisement. I feel confident that if they do not appoint a special teacher for atypical children, that they are now more conscious of the need and I believe Dr. Dumas and all others concerned will continue to improve the provisions for this work. With respect to the employment of a special teacher, I learned they would be enthusiastic to appoint such a person if the teacher were not counted in determining pupil-teacher ratios for our Colorado center. If, however, the teacher is counted in determining ratios then they very decidedly feel that it would be a question of relative values. I informed them that all head teachers, including the special teacher of exceptional children, are counted in determining pupil-teacher ratios for the authorized education personnel and furthermore that teachers of atypical children are classified as head teachers.





researchers. and the fact that research of applicant children are classified as need to determine ability-research letters for the authorized education personnel researchers' justifying the abstract research of exceptional children, the content of would be a question of relative value. I informed them that all need research is content to determine letters then they very decidedly feel that determining ability-research letters for our Colorado center. If, however, the be unnecessary to submit such a letter if the research were not content to their research to the employment of a abstract research. I stated they would agree concerned with content to include the violations for this work. they are now more concerned of the need and I believe of. Please and all that if they do not submit a abstract research for applicant children, that and they now have this important violation under agreement. I feel confident bossing of the employment of a abstract research for this work at which and secondly school districts respectively. I stated the question of the could easily be in the hands of Dr. Jones and Dr. Miller, the chairman of applicant children. If this center this responsibility as nearly as I profess in Colorado was the violations for the education of the exceptional the other professional problem I stated at the Glendale relocation

the same is stated. agreement. I am making only to keep the records accurate in accordance with the fact that the employment was approved by me. The following Dr. Williams was not nominated as superintendent of education at which of. the Colorado State Superintendent of Public Instruction, that would be so. I stated through personal contact with Mr. Jones through Congress from Dr. Fred W. Williams succeeded superintendent of a education board and the main objectives and responsibilities. As you know Superintendent Williams who is now returning to San Francisco on the which I followed the directions for conferences and meetings I received disapproved with the proposals for our Colorado school problem. If will expedite on this in Washington. We are able to be pleased of visited at the Glendale relocation project in accordance with

Best love:

Washington, D. C.
Bill Williams
War Relocation Authority
Community Management Division
Dr. John H. Williams, Chief

December 11, 1943

George Beck, Vicepres
851 Folsom Building
War Relocation Authority

Chief of Community Management Johnson, Superintendent of Education Garrison and I had a very successful conference with Mr. William Eastman the new librarian whom I found to be well qualified and doing excellent work in a vital field where Amache was especially weak when I was last there. Mr. Eastman plans to act on a number of suggestions made by the conference group. Incidentally, no one at Amache could tell me what happened to the \$1,000 allocated for this function at this center. Mr. Johnson and Mr. Garrison promised to assist in the improvement of the Granada community and school library service.

At a general assembly of all school personnel, I presented in detail the tentative material on the education section's part in relocation emphasis. I have only complimentary remarks relative to the interest and intelligent assistance the teachers and principals are giving to relocation. The marked relocation deficiency in the Granada education center is in the adult or retraining program. It needs help; a little T.N.T. is in order. With respect to the retraining program, the project director and some members of his staff are definitely critical of the assistance they are receiving or have received from Dr. Samler. I have specifically requested Mr. Johnson and Mr. Garrison to concentrate on this urgent need at Amache and they have agreed to assume this responsibility.

Luncheon under the auspices of the Homemaking Department of the high school, attended by Relocation Chief Arnold, Project Director Lindley, Superintendent Garrison, two or three project staff members and myself, was delightful. Mrs. Lottie Moore, head teacher in Homemaking in the senior high school, and her group very appropriately prepared for this group. Mrs. Moore's regular and personal contact with Mrs. Leonora Zimmerman, Colorado State Supervisor of Vocational Homemaking, is a source of genuine satisfaction to those of us who constantly think of education as a local and state function. My sincere hope is that Superintendent Garrison and all other education staff personnel, and especially those carrying administrative and supervisory responsibilities, follow Mrs. Moore's procedure of periodically seeking professional help from the Colorado State Department of Public Instruction as well as from Colorado and other Institutions of Higher Learning.

During our visitation to the Homemaking Department we found that this unit very urgently needs sinks and cupboards. The sinks are there and could be used if a small amount of plumbing service and connections were made available. Mr. Lindley said that at the first opportunity this service would be made available although he pointed out the fact that adequate plumbing service is not at the present time available at Amache. Mr. Johnson thought that the cupboards and shelving would be provided not only for the Homemaking Department but for other units in the education section in the very near future.

My last professional meeting at Amache was with Superintendent Garrison and his administrative and supervisory cabinet. We spent two or three hours with this group on the matter of evacuee help. It occurs to

me that all the centers are going to find it difficult to conform to the reduced amount of educational help provided among the evacuees and this is especially true with respect to the item of janitorial service and the item of library service in most of the centers. I promised them that I would request Dr. Viles of our Washington office to again look into the matter of more adequate provisions for janitorial and library service in each of our centers.

The reason that the library service item is so inadequate at Amache is because they are now planning to open up a community library which up to the present time has been conducted as a part of the high school library. All of their present help in the library are urgently needed. Mr. Eastman feels that if a community library is established he will necessarily need additional evacuee help as librarians.

All in all, the morale and spirit of the teaching staff at Amache, I found, was very good. I was greatly pleased to find that Superintendent Garrison knew so much about the school details in view of the fact that he had been there only a short time. His strong fort~~e~~^e I believe will be in the educational accounting work and already he is beginning to make studies of per capita costs and I am confident that Dr. Viles will appreciate very much this highly professional service at the project level which will be coming from Amache in the near future.

Here endeth the writing of the Granada visitation report.

Sincerely yours,

LESTER K. ADE
Director of Education

P. S. Enroute from Amache, Colorado to Little Rock, Arkansas I stopped in Oklahoma in search of teachers. From representatives of the United States Civil Service Commission and others I got the impression that it might be possible to recruit a few teachers in Oklahoma. I accordingly contacted among others: (1) A. L. Crable, Oklahoma State Superintendent of Public Instruction, (2) W. T. Doyel, Secretary of the State Board of Education, in Charge of State Certification and Placement Service, (3) Joe C. Scott, President of the Oklahoma Board of Agriculture, (4) Dr. G. S. Sanders, President of the Southwestern Institute of Technology at Weatherford, and (5) Dr. Ellsworth Collings, Dean, College of Education, University of



(2) Dr. William C. Sullivan, Dean, College of Education, University of
Wisconsin, of the Commission on the Improvement of Secondary and
Elementary Education, of the State Board of Education, (3) Dr. C. C. Sullivan,
in charge of State Certification and Placement Service, (4) Dr. C. C. Sullivan,
University, (5) M. J. Doyle, Secretary of the State Board of Education,
among others: (1) V. J. Clarke, Oklahoma State Superintendent of Public
Education, to assist in the research in Oklahoma. I accordingly contacted
State Placement Commission and others I for the information that it might be
Oklahoma in search of research. From representatives of the United States
B. S. Sullivan from Kansas, Colorado to State Board, Kansas I worked in

Director of Education
EDITH K. VDE

Director of Education

Here under the authority of the Kansas Migration Board.

coming from Kansas to the new state.

When this matter was brought before the Board of Education, it was
of the Board of Education and I am convinced that Dr. Sullivan will
the educational accounting work and directly he is responsible to make
and been there only a short time. His action today reflects that he
Sullivan knew as much about the school system in the of the fact that he
I found, was very good. I was greatly pleased to find that Superintendent
will in all the work and ability of the research staff at Kansas.

additional evidence may be obtained.

Let's see if a community trial is carried out we will necessarily need
all of that kind of work in the trial and the necessary need. Dr. Sullivan
to the Board of Education has been convinced as a part of the new school system.
It is possible that the new system is open to a community trial and
the reason that the trial system is so important is because

each of our centers.

Number of work needed for the trial and trial system in
many cases Dr. Sullivan of our Migration Office to get the
trial of trial system in most of the centers. I believe that I
is especially true with regard to the trial of trial system and the
needed amount of educational work needed among the schools and the
we that all the centers are going to find it difficult to comply to the

Oklahoma at Norman. I secured names of a few prospective teachers and also set up procedures to receive the names of teachers urgently needed in our WRA centers; mainly elementary, agriculture, industrial arts and physical ed teachers who hold valid state certificates to teach in their respective fields. I plan to continue my search for urgently needed teachers in Nashville, Tennessee on my return trip enroute from Little Rock to Washington.

L. K. A.



G. K. V.

Back to Washington.
respects to Washington. I believe on my return will include from the
respective fields. I plan to continue my search for material needed
by the Army and Navy who will have certificates to return to them
in our own centers: mainly elementary, scientific, industrial and
also set up procedures to receive the names of persons materially needed
October at home. I secured names of a few prospective persons and

In reply, please
refer to: GR:ED:LAG

GRANADA PROJECT
Amache, Colorado

February 26, 1944

L3.05

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

Subject: Emergency Instruction of January 4, 1944

Dear Mr. Myer:

Attached is the report and the comments of the Education Section of the Granada Relocation Project. The report is the result of the following steps and procedures:

1. A general discussion of the aims and objectives as set forth in the Emergency Instruction by the administrative and supervisory staff of the section.
2. Discussion and decision as to ways and means to be used in presenting the Instruction to the instructional staff.
3. Procedures.
 - a. In elementary schools.
 - (1) The elementary teachers in a meeting discussed the Instruction as a whole.
 - (2) Objectives 2, 3 and 5 were assigned to groups of teachers who expressed special interest in them.
 - (3) Groups reported their suggestions and outlines to the elementary staff for discussion and approval.
 - (4) The revised reports were submitted to the superintendent.
 - b. In the secondary schools.

Mr. Dillon S. Myer - 2 - February 26, 1944

- (1) The secondary teachers discussed the Instruction and the objectives in a staff meeting.
- (2) The teachers in the special fields contributing most to each objective were made responsible for the preparation of materials appropriate to that objective.
- (3) Presentation of specific outlines and recommendations to the staff for discussion and approval.
- (4) Revised reports were submitted to the superintendent.

c. Preparation of final report.

In two meetings the administrative and supervisory staff discussed and revised the elementary and secondary school reports suggesting comments and criticisms to be included.

It should be noted that this report is entirely composed by the Education Section. There have been no general discussions with the administrative staff of the Project. Because of the lack of interest and present overwhelming concern with other matters of the evacuee groups mentioned on page 1 of the Instruction, these groups were not consulted. The shortness of time, the request being received on January 26, made it impossible to carry the problem to all these groups.

Sincerely,

Lloyd A. Garrison
Superintendent of Education

Enclosure

1. In 12 cities in Colorado with a population between 5,000 & 10,000 the following figures have been derived:

Average appraised value of school bldgs.	\$493,000
Average Age of Buildings - 20 to 25 yrs.	
Appraised value per census child	\$204.00

Amache:

Cost of construction	\$308,498
Pupil Census	2,341
Appraised value per census child	\$132.00

2. Number of residents from the center in the Armed Service or comparable activities:

Military Intelligence Service at Camp Savage, Minnesota	19
--	----

Instructors at the Naval Language School at Boulder, Colorado (This is 35% to 40% of the teaching staff at Boulder.)	31
---	----

3. Nine firms bid on the construction of the three school buildings at Amache with bids ranging from \$308,498 to \$383,663.

4. According to CEA statistics, 1938, the average value of school property per average daily attendance is \$313.98.

Cost for Amache - \$171.00 per pupil

5. Dr. Troxel: "\$6,000 per classroom is usually considered a minimum figure for a complete building of 'D' or 'E' type of construction."

The buildings at Amache are of type "E" construction.

Costs per classroom unit:	Elementary & Jr. High	\$4,700
	Senior High	5,520

6. Appraised value of buildings in Lamar, Colorado per average daily attendance, 1940, \$2.84 per child.

Amache - \$1.71 per ADA child.

7. Appraised value of buildings in Prowers County, 1940, \$274.00 per ADA child.

Amache - \$171.00 per ADA child.

8. Appraised value of school buildings in Colorado - \$302.00 per ADA child.

Amache - \$171.00 per ADA child.

9. Japanese American labor is used by the contractor in constructing the schools; 62¹/₂¢ per hour for common laborers. They are not members of the union because the union has not made it possible for them to become members.
10. In the event that part of the construction of the school buildings is halted, the net savings is not the contract price for the unit eliminated. The contractor has the right to claim his profit for the total contract price regardless of how much is completed.

TABLE

APPRAISED VALUE OF SCHOOL BUILDINGS
OF SELECTED TOWNS IN COLORADO

City	Population Census (1940)	1940 (4) Appraised Value Of School Buildings	(5) Number of Buildings	(5) Pupil Census (1940)	Appraised Value Per Census Child
1	2	3	4	5	6
1. Alamosa	5,613	\$395,480	4	2,014	\$196.00
2. Canon City	6,690	485,500	10	2,369	205.00
3. Durango	5,887	472,000	7	2,103	224.00
4. Englewood	9,680	455,000	5	3,547	128.00
5. Fort Morgan	4,884	340,815	6	2,515	136.00
6. La Junta	7,040	839,295	8	3,140	267.00
7. Lamar	4,445	265,000	3	1,496	177.00
8. Leadville	4,774	110,542	4	1,462	76.00
9. Longmont	7,406	343,678	6	2,446	140.00
10. Loveland	6,145	478,800	5	2,082	229.00
11. Sterling	7,411	356,680	3	2,338	153.00
12. Walsenburg	5,855	302,000	3	2,899	105.00
Average		\$493,000		2,360	\$204.00
AMACHE	7,673 ⁽¹⁾	\$308,498 ⁽²⁾	3	2,341 ⁽³⁾	\$132.00

(1) Assigned to Project.

(2) Construction Cost.

(3) Estimated, January 15, 1943

(4) "Age of Buildings. 28% of all buildings were constructed prior to 1900 and 5% since 1930." Source - "The Need for a State-wide Survey of Education in Colorado" by Engelhardt, Morrison, Neale, September, 1938.

(5) County Superintendents' Annual Reports, 1940-1941, Colorado State Department of Education.

High School

25 class rooms, offices, auditorium (50 x 90) 18 ft. ceiling
average size class rooms 32x21

Elementary Schools (2)

36 rooms (36x21)

Foundation - cinder blocks set in concrete

Walls -- outside wall-board

Partitions -- wall-board and ply-wood, blackboards painted

Roof -- tar-paper

Floor -- pine

Average class size elementary school 38 pupils per room; high school
34 per room

Students will build all cupboards, lockers, closet-space, shelving, etc.

Per pupil investment -- \$162

Present enrollment -- 1804; 775 elementary, 1029 high school

School contract let by bid with 10 construction firms submitting bids.
Low bid was \$ 30,000 less than next lowest.

WAR RELOCATION AUTHORITY
Granada Project

March 18, 1943

To: James G. Lindley
Project Director

From: Paul J. Terry
Superintendent of Education

Subject: Evaluation of Recent Public Contacts

At the invitation of the Englewood Community Church I went to Denver on Sunday, March 14th, to speak at the Sunday Evening Service. I took with me Mr. and Mrs. James Yamanaka and Estella Hoshimiya. There were approximately 200 people present at the evening meeting. I gave the introductory talk and then conducted a panel in which Estella and Jimmie participated. Following this, questions were raised from the floor. The audience asked that an extension of thirty minutes be given to the program, and at the end of that time they were still eager for more.

We took with us to Denver a representative collection of arts and crafts materials made by residents of the center which included such things as wood carving, sewing, miniature landscaping, artificial flowers, and other miscellaneous articles. These articles which were displayed as a part of our program attracted a good deal of attention and occasioned many favorable comments. It is my opinion that the display of these materials in connection with programs dealing with the work of the War Relocation Authority is a good feature.

At 10:30 A.M. on Monday, March 15th, the same group spoke to about thirty-five members of the Methodist Ministers Association. This meeting was particularly interesting because for the first time in my experience most of the members of the audience were fairly well familiar with the broad aspects of the WRA program. This made it possible to go into some of the more subtle problems. Again a very wholesome reaction was experienced. I believe this contact was valuable.

At 3:00 P.M. on Monday, March 15th, Mr. and Mrs. Yamanaka and I presented a similar program at the Englewood High School Assembly. About 300 students were present. A favorable reaction was experienced.

On Tuesday noon, March 16th, Miss Namiko Ota, a ninth grade student in the Junior High School, Mr. Herbert Walther, Principal of the Junior High School, and I presented a program at a combined

meeting of the Pueblo Chamber of Commerce and the Pueblo Optimists Club. Namiko rendered two piano solos. Mr. Walther and I presented the speaking part of the program. There were eighty members present at the Vail Hotel. You might be interested to know that the Pueblo Chieftain publisher, Mr. Frank Hoag, sat directly across the table from us, and we had a very interesting conversation with him. Again we used the display of arts and crafts material which was very effective. Mr. Guy Evans was chairman of the meeting. He, together with about fifty others, remained for an extra half-hour after the close of the meeting to ask questions. They were all enthusiastic in their remarks concerning the values of such a meeting.

GENERAL EVALUATION

In my opinion a type of contact with the public which involves three elements is extremely valuable: (1) a person or persons from the center telling about the work of the War Relocation Authority; (2) a representative resident from the center who is capable of contributing to the program; and (3) a sample of materials produced by residents of the center.

Time and again I have heard the phrase, "Yes, we have seen the newspaper articles but have not had a chance to read them carefully. This has really opened our eyes!"

Probably the most difficult question asked which requires a clear and concise answer is, "What can we do to be of assistance in the relocation of these Japanese Americans?" An attempt will be made in the very near future to write a small brochure which will present the answer to this question in concise form. I will consult with you concerning this possibility.