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WAR RELOCATION AUTHORITY

San Francisco, California, Office
Whitcomb Hotel Building

Mr Fleming
Jacoby

June 19, 1942

MEMORANDUM TO: Messrs. Head
Rachford
Nash

SUBJECT: Attached copies of statement - JAPANESE AMERICAN STUDENT RELOCATION

Attached are several copies of a statement on JAPANESE AMERICAN STUDENT RELOCATION. This statement was sent to us by the Washington office and has Mr. Eisenhower's approval. I suggest that you give it distribution so that it will be brought to the attention of interested persons at your relocation center.

Ed Bates

Edwin Bates
Chief, Information Division

Enclosure-1226
1227
1228

EBates:em

Tule Lake

Japanese American Student Relocation

At the request of the War Relocation Authority, Mr. Clarence E. Pickett, Executive Secretary of the American Friends Service Committee, convened an important group of national leaders in Chicago May 29, to consider plans and procedures for relocating in colleges and universities throughout the country the Japanese American students displaced from West Coast institutions of higher learning.

Mr. Milton S. Eisenhower of the War Relocation Authority was represented at the meeting by Mr. John Provinse, Chief of the Community Management Division of the W.R.A. Miss Bess Goodykoontz, Assistant Commissioner represented the United States Office of education. The conference group included spokesmen for the American Council on Education, and other College and University Associations, Church Boards of Education and Missions, International Student Service, the Y.M.C.A. and Y.W.C.A., the Japanese American Citizens' League, and other interested organizations.

In brief reviews of the major aspects of the present situation it was set forth that the evacuation of all Japanese from Pacific Coastal areas involved somewhat more than two thousand American born Japanese who were enrolled at many different colleges and universities. The government, through the War Relocation Authority, has indicated its desire that these young Americans of Japanese ancestry be enabled to complete their education in preparation for useful service and fuller assimilation into our national life. As arrangements for their re-enrollment in other colleges and universities are perfected, the government will issue certification and release orders to approved students who are now in assembly or relocation centers. Before evacuees can be granted furloughs for educational purposes, however, assurances must be given for their safety and evidence must be provided that they will not become public charges.

A great deal of preliminary work has already been done which will be conserved and coordinated by the new organization, the National Japanese American Student Relocation Council, under the executive management of Dr. Robbins W. Barstow, President of the Hartford Seminary Foundation, who will serve as Director. His office will be at the headquarters of the American Friends Service Committee at 20 South 12th Street, Philadelphia.

Immediately upon announcement of the plans for coastal evacuation, a Student Relocation Committee was organized in the Pacific states, with Northwestern and Southern regional headquarters. This committee, representing many interests and organizations, and with the cooperation of college and university administrators, began to assemble lists of students affected by the evacuation and desiring relocation. This group will continue its activities under the National Student Relocation Council.

Meanwhile, through the Western College Association and the Association of American Colleges, inquiries were addressed to a considerable number of colleges outside the restricted area as to the possibility of enrolling in their student bodies the Japanese American student evacuees. Encouraging replies were reported from these contacts, which will be followed through to discover more definitely the available openings.

It was pointed out that in addition to the resources of the individual students and their families, considerable help will be needed by way of scholarship grants, work opportunities, and other subsidies. Suggestions were made as to possible sources of aid, but no decisions were reached as to the financial needs.

The immediate undertaking, which has the full support of the War Department, as well as the War Relocation Authority, and the Office of Education, contemplates the working out of an effective plan whereby the individual students may be properly selected, certified, relocated in the receiving colleges, and financially supported. It is felt that this provides a unique opportunity to render service of lasting value not only to the minority group involved, but to the entire life of the nation.

520

Tule Lake Project
Newell, California

June 18, 1942

MEMORANDUM TO: Mrs. Lucy Adams

SUBJECT: The educational set-up at Tule Lake Project for consideration prior to conference to be held June 23.

Following the receipt of your telegram of June 17, Mr. Fleming, Mr. Harkness, and Mr. Shirrell had a conference in which was discussed the desirable program of things to be considered at the June 23d meeting with you and the representatives from the State Department and the County Superintendents. There are many things which we feel must be cleared up at once in order that we can go forward with our plans for the various units of the Educational Program.

I. The Legal Aspect of the Educational Set-Up.

A. We understand that in all probability we shall function under a unified school district. However, we are wondering just how this district may be set up in such a way as to satisfy state and county requirements inasmuch as we have no regularly constituted governing board, but only a board which can act in an advisory capacity. Such a board obviously cannot exercise such powers as the contracting for the services of teachers or the levying of any taxes for the support of the schools.

B. The financing of the schools.

1. Are the expenditures for the maintenance of the schools to be made on A.D.A. anticipatory warrants in order that there might be an immediate appropriation for the purchase of school supplies and equipment? Would it be possible and feasible for the State Department to make a loan to W.R.A. for immediate operation costs, same to be charged against A.D.A. appropriation following action by the State Legislature? Such a loan obviously would have to be underwritten by W.R.A.

B

2. Is it in the plan of the W.R.A. to make a direct budget appropriation to compensate for the loss of the normal revenue ~~as~~ derived from the district tax?

3. To avoid the unnecessary burdening of Modoc County officials in the issuing of warrants and in the other school accounting, would it not be more practical to consider a plan whereby all warrants would be issued through the W.R.A. Accounting Department against an authorized budget with a final annual report to be made to the county on which the A.D.A. appropriation could be made?

4. Inasmuch as there is no precedence on which to anticipate needs, the budget must be highly flexible, with adaptations to be made as the need arises.

II. Provision for Opening Schools.

A. Immediate communication will be necessary for procedure to make purchases for the Administrative Building and instructional supplies so that the schools may be ready to open by the first of September.

B. Authorization is needed to equip each classroom to meet minimum standards, with ~~educational~~ additional equipments to be added later. The number of classrooms to be built and equipped will have to be computed on the basis of age-group breakdown as shown by probably the first three or four thousand colonists to register. It would seem highly inadvisable to wait until the full quota of colonists have arrived in order to get the exact school census.

C. A requisition of text books and seatings should be based on a similar computation.

D. A full-time librarian should be employed at once, and a budget for the school reference library set up. It must be understood that this budget will necessarily be much greater than the annual continuing budget of a school system of this size inasmuch as all the books must be purchased at one time.

To be of maximum utility, our library, which will also be the Community Public Library, will establish branch libraries in several wards. It is estimated that the personnel for the branch libraries may be available from the colonists, but an experienced and well-trained librarian is essential for organizing and supervising the library service for the schools and community.

E. Plans should be considered at once for warehouse and supply rooms for the school system.

F. Would it be feasible to exploit the possibility of purchasing or renting used school furniture from the schools from which the colonists have been evacuated and which will likely therefore have a surplus of these things for the duration?

III. Plans for Buildings.

A. We have been working on the basis of one combined six-year high school, three elementary schools, nursery schools in each ward, and adult education classes necessitating some building space in the wards and utilization of classroom space within the high school and elementary school buildings.

B. Definite locations of the schools should be approved at conference on June 23 so that building may get under way. If training schools are to be carried out, one Elementary School should be rushed to completion to house such courses.

C. No specifications for school buildings have been received on the project up to date, but Mr. Harkness saw the plans under consideration in the F.S.A. office and from his report, it is felt that certain changes are advisable.

Closed corridors with locker provisions will be a necessity. Otherwise children will be stepping from the classroom onto the open porch and into the snow at each passing period. This would probably mean damp feet at several times during the day for the children. In this climate where the incidence of pnuemonia is very high anyway, even with the best of housing facilities, this would be prejudicial to the health of the children.

Because of multiplicity of fires which is being experienced on the project it is hoped that the schools may be equipped with some safe heating plan.

Mr. Harkness reports that it is proposed to use the school gymnasium for the movie as well. This seems very undesirable for many reasons:

1. The floor will be level. Representatives from three film houses have said that where a level floor is used, the theater would not be able to seat a sufficient number who would be able to see the screen to make the theater pay.

2. Within the school itself, the gymnasium will be in use from 8:30 o'clock in the morning until 10:00 o 'clock at night. To use it for a picture house would necessatate the vacating of the building for school purposes by 5:00 o'clock.

3. Likewise from the standpoint of a fire hazard, the use of the gymnasium with approximately one thousand movable seats, this danger would be great.

IV. Personnel--Especially Administrative.

A. When this project was first planned and the salary schedule set up, it was expected that we should have approximately 11,000 evacuees. This has now been increased to 16,000. Some adjustment will have to be made if we are to secure well-qualified administrators who have had the school experience which will be required for handling schools of the size which we will have here, and in which we shall have to make so many adjustments.

If but one principal is to be employed for the six-year high school, this position should pay $3800.00 with Vice Principals at $3200.00.

If we were to split the high school into a Senior High School and Junior High School with separate principals and vice principals, we might be able to find men who could qualify at the salary schedule as had been set up.

Another factor which must receive careful consideration at once is the fact that the school here is planned on the basis of eleven months. This will mean that the administrators and teachers will not be able to have any other summer employment, so that the salary paid will have to be divided on the twelve-months basis rather than the usual nine or ten-months basis, which makes our program less attractive to the teaching staff.

In addition, we are asking these teachers to come to positions with uncertain tenure. To attract well-trained, experienced teachers with California credentials, and who will be willing to make the other adustments required by work in the Evacuees' Camps, salaries will necessarily have to be greater than ordinarily expected.

B. Under the present set-up, the Superintendent of Schools is under the W.R.A. What type of a contract will be offered to other Administrative and Instructional Personnel of the schools?

C. Living conditions and costs must be decided at once so that the teachers may know what to expect along this line. They will want to know what their apartments will cost them, and what other facilities will be included along with their job. This will play an important part in their willingness to teach on the project.

D. Authorization for the immediate employment of a Secretary for the Superintendent of Schools is desirable.

E. Request for recommendations of principals and vice-principals have been sent to the Placement Bureau of the University of California, University of Southern California, Stanford University and the California Teachers' Association. As soon as applications come in, recommendations will be made for the immediate employment of the principals, and it is hoped that they may be on the project in the near future to help with the making of the programs, requisitioning of constructional supplies and textbooks. We shall also have to request transcripts of credits for all of the High School students and make a survey of the subjects which they would like to carry before setting up our school program and hiring the other teachers. This is going to involve a tremendous amount of work in the short time, and

these principals, at least, should be on the grounds to assist with this work for their respective schools.

C. E. Rashford
Project Director

KMHarkness:sh
cc: SUBJ.
CHRON.

321

Tule Lake Project
Newell, California

July 7, 1942

MEMORANDUM TO: Mrs. Lucy Adams

SUBJECT: Recommendations for changes in the Manzanar School plans to adapt them for the Tule Lake Location

ELEMENTARY SCHOOLS:

In all schools on the Tule Lake Project, it is of primary importance that there will be covered corridors connecting the classrooms and the lavatory facilities. The plans of the Elementary School unit with the Assembly Room as drawn up for Manzanar will meet the needs of this project if the covered corridor space is provided by backing two units together so that the overhang of the two roofs would form the closed corridor. This enclosed corridor could be cut to 9 feet in the case of the Elementary Schools.

It is deemed highly desirable that we have an auditorium in conjunction with each Elementary School because the size of our colony necessitates the placement of the Elementary Schools at a great distance from each other so that an Assembly Hall in one unit would not be of practical use for the other two schools.

It is assumed that the cafeteria service will be provided for in community mess halls adjacent to the schools.

The toilet facilities fall a little short of standard requirements for Elementary Schools, but we believe that this shortage in the Elementary Schools is not sufficient to warrant the alterations of plans as drawn.

JUNIOR-SENIOR HIGH SCHOOL UNIT:

In the Junior-Senior High School unit again, the matter of covered corridors is of first importance, and we recommend that this be taken care of by backing two classroom units to each other so that the over-hang of the roofs will provide the corridor.

There has been no provision made for locker space in the High

School unit, and we recommend that instead of putting the cloak room facilities in each individual classroom as drawn, the lockers be built lining the wall on either side of the 12 foot corridor which will still leave ample traffic room.

To meet our population here, we shall need three classrooms each of Biology, Home Economics, and Commercial; two for Chemistry, while the one provided for Physics will probably suffice. We shall need a total of 56 classrooms which will mean that in addition to the recommended special classrooms, we shall need thirteen standard classrooms added to the Manzanar plan. Eight of these should be attached to the Senior High portion of the plant, and five to the Junior High.

In adding these additional classrooms, care must be taken to provide fire escape corridors at least every 96 feet, because the backing of two units together has cut off the exits to the outside from the individual classrooms.

As nearly as we are able to estimate, our enrollment, on figures based from actual statistics on grade levels taken from a sampling of 24 blocks, for the High School will be approximately 2000, and the Kindergarten and Elementary approximately 1500. This will mean that with a 6 period school day, we shall have approximately 300 pupils engaged in Physical Education at each period, taking out the few who will be in shops or other activities during the school day. This would mean that approximately 125 of each sex will be in the gymnasium at each period; and some provision should be made for dividing the auditorium floor into two parts, one for each sex. This might be done by some movable walls or screens which could be placed in during the school day and removed for night activities.

The lavatory facilities seem to be very inadequate in the Junior-Senior High School plan. Provisions should be made for at least 25 seats and 50 urinals for boys' lavatories, and 40 seats for girls.

The same deficiency in shower bath facilities appears. The total number of showers for boys and girls alike must be increased three-fold for the Tule Lake plan.

In the girls' showers, there is no provision made for individual stalls. This has been a matter of great controversy in all school planning. Students, as well as parents, are very insistent that the girls' showers be of cubicle type, and we recommend that provision be made for this in the girls' shower rooms.

The locker space provided must be increased to provide 145 half-length lockers and 1000 cubicle lockers for boys, and the same number for girls. The cubicle lockers should be approximately one foot each dimension and half-length lockers 3'x1'x1'.

No provision has been made for special rooms for Physical Education activities, and we recommend that three special rooms approximately 20'x33' in size be provided for each sex in conjunction with the physical education plant. Our enrollment would indicate that we will have approximately 125 girls and 125 boys at the same hour on a gymnasium floor 100'x80' in size. By putting special rooms in for Physical Education, smaller classes could be drawn off from the gym floor during these periods, which would lighten the load on the larger physical education classes. These special rooms would handle such activities as boxing, wrestling, corrective exercises, tumbling, tap dancing, and the like.

LIBRARY:

The library plant should be double the size of that of the Manzanar plan. The High School plant does not provide any study hall space, and the library will have to take care of that part of our activity. Hence, considerably more space will be necessary for reading and study desks. This larger library could be built by throwing together two of the barrack type buildings in the same manner that the mess halls were constructed.

EQUIPMENT:

When Mr. Gibson was here, he suggested that 4'x8' tables should be used throughout the school plan. These will be acceptable in all Elementary Schools and for 50% of the classroom seating in the High School classes, but half of the high school seating should be of the tablet-armchair type in addition to the laboratory stools. The tables should be adjustable in height.

In all of the buildings where the units are backed together, ample electrical wiring should be provided to insure adequate lighting on cloudy days. Also, shades will have to be provided for the windows through which we shall have direct sunlight. Storm windows should be provided for all windows in this climate, and suitable protection on doors to shut out strong winds.

Elmer Shirrell
Project Director

KMHarkness:sh
cc: SUBJ. ✓
CHRON.

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File

TULE LAKE RELOCATION CENTER

570

August 4, 1942

Mr. E. R. Fryer
Regional Director
War Relocation Authority
Whitcomb Hotel Building
San Francisco, California

Attention: Mr. Robert E. Gibson

Dear Mr. Fryer:

In reply to your memo of July 25 asking for a complete list of the anticipated colonists' help for the schools, Mr. Harkness has tried to prepare such a list in so far as he is able to do at the present time. You can appreciate the difficulty which confronts him in trying to forsee all the possible needs for the entire educational program at this early date when the school program is just in the process of being set up.

Inasmuch as the pupil-teacher ratio was set up on the basis of 40 to 1 with the understanding that there would be plenty of help in the line of assistant teachers and clerks, he is planning for an average of one assistant teacher to each classroom teacher and one clerical assistant to each four teachers. In the nursery school he is requisitioning eight workers for each school which is slightly less than the standard setup for nursery school supervision, but at the present time we find that we are able to operate our schools on that ratio. In so far as the adult education program is concerned, it is almost impossible to anticipate our full needs but he is listing a round number of fifty workers for this program.

The complete tabulation then of our needs is as follows:

Assistant teachers	106
Teachers in charge of classes	20
Clerical assistants (typists, stenographers, etc.)	27

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Nursery school teachers	56
Adult education teachers	50
Janitors and custodians	30
Store house clerks,drivers, etc.	4

Some of these workers will be on a professional status. The bulk of them will be on a semi-skilled status and a few will be on the unskilled labor status; so as a rough estimate it will be safe, I believe, to average them as the non-skilled group on the $16.00 a month basis.

I am sorry that I cannot give you a more complete breakdown of colonists' help at this time, but this is the best Mr. Harkness can do with the information that he has on hand.

Yours very truly,

Elmer L. Shirrell
Project Director

KMHarkness:ck
CC: Subject
CHRON.

COPY

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WAR RELOCATION AUTHORITY

Tule Lake Project
Newell, California

See

August 8, 1942

MEMORANDUM TO: Mr. E. R. Fryer, Regional Director

ATTENTION: Mrs. Lucy W. Adams, Director of Education and Recreation

SUBJECT: Teacher training program

When Mr. Wilder returned from Los Angeles, he informed Mr. Harkness of your request that he send to you at once plans for teacher training courses. At the present time, it is impossible to set up any teacher training courses. Mr. Harkness and the principals are very busy trying to get the Caucasian teachers selected, and to get the schools set up to be ready to open at the earliest possible moment.

We do not have chairs, desks, blackboards, books, supplies, or anything else with which to conduct the teacher training courses at the present time. Furthermore, the teachers have not yet been selected. We have interviewed a large number of possible candidates, but it is impossible to make a definite selection of Japanese teachers until the Caucasian teachers have been selected, and until we know from the regional office just how many of the colonist helpers which were reported as needed for the schools have been approved.

We are making plans for a teachers institute for both Caucasian teachers and the colonists who will serve as teachers and as assistants, to be opened as soon as possible after the first of September. The date will be dependent largely on the time when we can provide housing for the Caucasian teachers. At the present time, we do not have a single apartment ready for teachers.

Mr. Gibson informed Mr. Harkness at the curriculum

B

conference that each project was to draw up plans for a two-week institute and to send in requests for the outside personnel that was required for this institute, Mr. Harkness has already sent forward a memorandum enumerating those whom we wish to have for our institute. A detailed plan of the institute will be sent forward just as soon as we have a reply as to the availability of those asked for.

It is our understanding that the Supervisor of Teachers in Training was to be selected from your office, and would be on the project with us. Certainly this person should be selected and be on the project to help set up any teacher training program.

We feel that it is more important that we get the furniture, books, and school supplies for the opening of schools, than to have this wait while we are trying to conduct teacher training courses. We do not have the personnel to do both with the limited equipment which we have. Probably the training of the teachers will have to be in-service training.

Elmer L. Shirrell
Project Director

KMHarkness:ft
cc: SUBJ
CHRON

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Tule Lake Project
Newell, California

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8/15/42

MEMORANDUM TO: Mr. E. R. Fryer, Regional Director

ATTENTION: Mrs. Lucy W. Adams, Director of Education and Recreation

SUBJECT: Teacher training program

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Elmer L. Shirrell
Project Director

KMHarkness:ft
cc: SUBJ
CHRON

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WAR RELOCATION AUTHORITY
TULE LAKE PROJECT
Newell, California

AUG 25 '42

Mr. E. R. Fryer
Regional Director

Attention: Mrs. Lucy Adams

Subject: Adult Education Program and needs

Dear Mrs. Adams:

Mrs. Francis tells me that in a conversation with you during your recent visit, she reported the urgent need of mimeograph and other supplies for continuing preparation of teaching materials for our English classes for Issei and Kibei; and that you asked for an estimate of needs. On June 16 Mrs. Francis prepared for Mr. Harkness a minimum estimate to cover lesson-preparation work for the first three months of the current fiscal year. The supplies requisitioned then will just take care of the materials-preparation program which has been under way during the past weeks and will, it is expected, be completed as planned by the end of September.

Mrs. Francis urges extension of the materials-preparation program until at least a skeleton series of lesson sets on various levels has been assembled. She also reports that if neighborhood locations are made available for the English classes, as urgently requested, the original three months' supply of lesson sets for which materials were requested on June 16 will be entirely inadequate. She asks that $100 be made available for supplies for the preparation of new materials and for running off an additional stock of lessons on hand.

In addition to mimeograph materials of different levels, a few books are desirable for use in English classes. The attached list contains several old titles (some out of print) which might be available from discarded book stocks. A few more recent titles are included on the chance of some funds for purchase being made available. Besides the study-materials need, which is especially severe in our large English classes, blackboards are in most urgent demand.

WAR RELOCATION AUTHORITY
TULE LAKE PROJECT
Newell, California

Shortage of materials and labor has prevented our construction department from making boards. Mrs. Francis has been investigating sources of supply by gift or loan; and Miss Annie Clo Watson, now of the National Board of the Y.W.C.A., has offered to make the need known to groups with which she is in contact. So far, however, the problem remains unsolved. Can your office do anything to make a few blackboards available?

Very truly yours,

SIGNED

ELMER L. SHIRRELL
Project Director

Enc.

JDFrancis:yy

8/21/42

cc: Desk
Chron.
Subj.
Mr. Fleming
Mr. Harkness

BOOKS RECOMMENDED FOR ADULT ENGLISH CLASSES

Edith M. Garretson, HOME & HEALTH IN A NEW LAND. Latest edition. Scribner's

Neal & Storm, THE OPEN ROAD (Second Reader). Macmillan

Waddell et al, HOME. Macmillan

LITTLE JOURNIES IN CALIFORNIA. Bull. #18, Setp. 1937. Calif. State Dept. of Education (New Ed.)

LITTLE JOURNIES IN CALIFORNIA. Bull. #9, May, 1932. Calif. State Dept. of Education (Old Ed.)

~~Floercky, H. E., VISUAL GEOGRAPHY OF CALIFORNIA. Revised and adapted by Calif. State Board of Education, Sacramento, 1933~~

Ettie Lee, SILAS MARNER. (Adapted) Macmillan

CALIFORNIA HISTORY, Bull. #1, 1934, Calif. State Department of Education.

Dunshee & Ludeke, TREASURE ISLAND (Adapted). D. C. Heath & Co.

Mabel V. Cage, SPOKEN DRILLS & TESTS IN ENGLISH. Latest edition. Harr Wagner , San Francisco

Mabel V. Cage, FIRST DRILLS IN ORAL LANGUAGE. Harr Wagner, San Francisco, 1935

Mabel V. Cage, ORAL LANGUAGE BOOK. Harr Wagner, San Francisco, 1935

Reed & Jensen, KNOW YOUR GOVERNMENT. (Mrs. F. G. Millerick, 5347 Thomas Street, Oakland, California)

C. H. Macavoy, FIRST DRILL BOOK IN READING ENGLISH. Fort Orange Press, Albany, N.Y.

J. W. Bachrach, USEFUL ENGLISH. F. A. Owen Publishing Co.

E. Swain, A PRACTICAL FIRST READER FOR ADULTS. Sather Gate Bookshop, Berkeley.

L. K. Horton, LANGUAGE FOR LIVING IN A NEW LAND, Stratford Press, Boston 1935

R. D. Hunt, CALIFORNIA THE GOLDEN, Silver Burdette Co. 1911

W. H. Mace, BEGINNER'S HISTORY. Rand McNally & Co. 1921

H. K. Norton, STORY OF CLAIFORNIA, McClurg 1913

Riddlesbarger, Cottner, EASY ENGLISH EXERCISES. World Book Co. 1935

CALIFORNIA HITORY NUGGET. (Periodical, Oct. through May) State Dept. of Education, Sacramento.

70.21

Tule Lake Project Schools

September 23, 1942

Adm. # 1
~~Duplication of Adm. Bulletins~~

To: ALL TEACHERS

From: Mr. Floyd Wilder
By A.G.W.

Subject: REDUCING CLASS SIZE

In adjusting class sizes, the following techniques should be followed in order to avoid conflicts in schedules:

I. In all classes larger than 40, adjustments should be made sooner or later. (Try to get all classes as near to the maximum of 40 as possible while waiting for new teachers to come in those departments where they are needed.)

A. If the present class number is over 60, see if it is possible to create a new section with your assistant in charge of one and you becoming the supervisor of both sections. An adjacent second room nearby will be needed in this case.

B. Assign approximately one-half of your class to the newly created section, calling one section "A" and the other "B", etc.

II. In classes between 40 to 60 enrollment, the teacher should meet with all other teachers of the same subject to adjust the classes - filling up small classes meeting at a different period and equalizing the load as nearly as possible.

A. A suggested procedure is to add all the students in the one class together and divide between the number of teachers available to get the newly equalized class size.

B. To estimate your needs for new teachers, add the total number of children together and divide by 40, the maximum class load. This should give you the number of regular teachers needed for this subject.

C. Be sure to consult the schedule of each student to make sure that he has a free period when the class with a smaller number meets (A show of hands will tell you this).
AVOID CHANGING ANYONE'S SCHEDULE INVOLVING CHANGE OF PERIOD UNLESS HE HAS A FREE PERIOD INTO WHICH TO BE TRANSFERRED AS THIS MAY PREVENT THIS PERSON FROM MEETING HIS GRADUATION NEEDS.

III. In all changes use enclosed "Change of Program Daily Schedule" filling in the free period with the name of subject. This should be signed and sent with the student to be picked up by his last period class teacher to be sent to the office. Be sure to consult student-made program when making the changes.

IV. The only reason to exempt a student from making a change to one of his free periods is as follows:

A. If student is working and does not want to make the change, have him bring in a note of verification from his section head.

B. However, try to be as fair in changes as possible, avoiding undue hardship on the part of the pupil. For example, if a student would have only one class during the 7th period and all of his other classes meet in the morning, try to find someone else to transfer if possible.

V. Try to make all adjustment within the subject yourself. If you have difficulty, consult Mrs. Jaderquist. Try to have all changes made and all of the program schedule turned in by Thursday evening, September 24.

WAR RELOCATION AUTHORITY

Tule Lake Project
Newell, California

October 2, 1942

MEMORANDUM TO: Mr. E. M. Rowalt

ATTENTION OF: Mrs. Lucy W. Adams

SUBJECT: Caucasian teachers to replace colonist teachers

Numerous complaints are coming in from the residents of the colony due to the fact that colonist teachers are being employed to be in full charge of classes in the high school and of grades in the elementary schools.

Because of this fact, I have instructed Mr. Harkness to try to replace all colonist teachers with Caucasians just as quickly as possible. However, we shall continue to use colonist assistant teachers for the Caucasian teachers.

We find that on the whole, the colonist children are very gravely deficient in English grammar and composition, and I have instructed Mr. Harkness to see that special emphasis is given to this particular phase of the school program in the hopes that by the time we graduate our seniors, they will be better qualified to compete on the college level because of a better knowledge of English and English composition.

SIGNED

Elmer L. Shirrell
Project Director

KMHarkness:sh

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WAR RELOCATION AUTHORITY

Tule Lake Project
Newell, California

October 16, 1942

MEMORANDUM: to Mr. E. M. Rowalt, Regional Director

ATTENTION: Mrs. Lucy Adams, Director Education and Recreation

SUBJECT: Handicapped children

On September 22 I wrote you a memorandum regarding the physically-handicapped children. We have not received any reply from your office on this very urgent matter. I am enclosing for your consideration Case List Nos. 1-26 inclusive, of mentally and physically-handicapped individuals in the camp on which my visiting teachers has written up a survey.

You will see from this that we have a wide range of incapacities to consider. We do not have any special teachers who are qualified to handle this type of work on the project. Legally, these children are entitled to schooling. Will it be possible for you to provide special teachers to take care of these cases?

These are the original sheets from my own file on the handicapped, so after giving them your consideration, will you kindly return these case histories to me. As further studies are made, you will be kept informed of the needs.

Elmer L. Shirrell
Project Director

Enclosures

KMH:ft (Harkness)
cc: SUBJ
CHRON
DESK

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WAR RELOCATION AUTHORITY

Tule Lake Project
Newell, California

October 20, 1942

MEMORANDUM to: Mr. E. M. Rowalt, Regional Director

ATTENTION: Mrs. Lucy Adams, Director, Education and Recreation

SUBJECT: Teachers for handicapped children at Tule Lake Project

The correspondence to which we referred in our wire of October 15 was mailed to your office on September 22. Your memorandum of October 16 passed our memorandum of the same date in the mails, together with which I had sent a case study on each one of the physically-handicapped that we have run across so far in the camp.

Inasmuch as that was our only copy, I cannot have the list compiled that you asked for in your memorandum but you will have that information available from the material sent.

In addition to these, we have established special classes for the kibei, both on the adult education level and the school age level.

SIGNED

Elmer L. Shirrell
Project Director

KMHarkness:ft

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TULE LAKE PROJECT
Newell, California

DEC 16 '42

MEMORANDUM TO: Mr. E. M. Rowalt, Acting Director
War Relocation Authority
Washington, D.C.

SUBJECT: Japanese Language Adult Education Class

In accordance with a request of the War Department, we are setting up on this Project classes in the Japanese language, for the preliminary training of young men who wish to enter the Military Intelligence School at Camp Savage, Minnesota. The materials to be used have been supplied by Colonel Kai Rasmussen of the Language School at Savage.

From the applicants for this we have selected Mr. Tokuyoshi Kawasaki, a Kibei about 36 years old who came to this country at the age of 15, graduated from high school in Seattle and took half a year's work in the University of Washington in Economics and Foreign Trade.

From 1934-38 Mr. Kawasaki exported lumber and general merchandise to Japan. From 1938-42 (evacuation) he managed his own grocery store and soda fountain in Seattle.

He arrived at this Project on November 18 as a transfer from Minidoka. He made the change in order to be near his mother, Mrs. Hanako Kawasaki of this Project.

We understand that clearance through the FBI is necessary before Mr. Kawasaki can begin his classes. Will you please have proceedings started? Since the Army has taken initiative in this, perhaps the investigation can be hastened. I shall appreciate receiving word from you as soon as possible.

SIGNED
Elmer L. Shirrell
Project Director

cc: Subject
Dhron.
Desk

MFrancis:yy
December 15, 1942

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WAR RELOCATION AUTHORITY
TULE LAKE PROJECT

Tri-State High School
Newell, California

November 30, 1942

TO: SUPERINTENDENTS of Education of All Relocation Centers

From: Arthur G. Ramey, Supervisor of Student Teachers

Subject: Report on Teacher Training Program

Organization

1. In the three elementary schools there are five student teachers and131 assistant teachers. In the high school there are 19 student teachers and 66 assistant teachers.

2. Standards for student teachers are a four year college degree; for assistant teachers at least two years of college.

3. Student teachers have been given full charge of classes in most cases and assistant teachers have been assigned to them and to the Caucasian teachers. The ratio is approximately one assistant for every teacher. In a few emergency situations, well-qualified assistants have had to assume full teaching responsibility.

4. The Supervision of the student teachers in the elementary schools has been assumed by the Principal and his two assistant principals. It was considered advisable for the Supervisor of Student Teachers to devote his full attention to the Colonist teachers and assistants in the high school due to the size of the job there,due also to to the fact that his training and experience had been largely on the secondary level.

SUPERVISION OF STUDENT TEACHERS IN THE HIGH SCHOOL

1. The supervisor of student teachers visits regularly the classes of the student teachers to assist them in their organizational and instructional problems and to give them guidance and encouragement.

2. The Student teachers meet in a group conference with the Supervisor of Student Teachers for at least one hour each Saturday morning. In addition, they confer individually on the average of once a week with the Supervisor.

3. The student teachers turn in weekly teaching plans in advance which are criticized for purpose of improving instruction and for broadening their concept of the teaching process.

4. The trained, credential teachers also help in every way possible to develop the teaching skill and to consult in the plans of the Student Teachers in their subject field. This is done in subject committee meetings and by individual conferences.

Teacher Training Program in the High School

1. The teacher training program is largely carried out by the visitation, and individual and group conferences mentioned above.

2. The weekly conferences include some material on general educational background and theory, but are mostly concerned with immediate classroom, problems and with teaching methods.

3. A class for student teachers and assistants has also been started in speech correction and improvement by Garrett Starmer, a well-qualified Caucasian teacher on the high school staff.

4. Also a regular college course in Secondary Education is now being offered in the evening by Paul Fleming, Director of Community Activities, who has been an instructor for the University of California. This is voluntary, but many of the Colonist teachers and assistants are signed up for the course.

TEACHER TRAINING PROGRAM IN THE ELEMENTARY SCHOOL

1. The training program for student teachers consists largely of actual supervision by the principal or and vice-principals. This supervision includes, demonstration teaching by the principals, observation of other teachers, after school conferences, and Saturday morning meetings, reading assignments, help with lesson planning etc.

SUPERVISION OF ASSISTANT TEACHERS IN THE HIGH SCHOOL

1. The regular teacher is responsible for the type and quality of work done by his assistant. The Supervisor of Student Teachers consults with teachers concerning standards of work.

2. In subjedt fields where it has been necessary to give assistants more responsibility for classes, the chairman of that subject committee closely supervises the work of the assistants. The Supervisor of Student Teachers advises with this chairman.

3. The assistants meet in a group conference with the Supervisor of Student Teachers once each week.

PROBLEMS

1. The turnover of Colonist teachers and assistans due to student relocation and the attraction of other jobs in the project which they feel will be more valuable training for future employment.

2. The heavy teaching load which it has been necessary to give to the inexperienced teachers making it difficult to expect much additional study in connection with the teacher training program.

3. The large amount of routine in assigning, scheduling, terminating, and handling of other personnel work related to such a large group which cuts down on the time devoted to the important task of teacher training.

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WAR RELOCATION AUTHORITY
TULE LAKE PROJECT

OFFICE MEMORANDUM

TO: Mr. Harkness DATE: 12/31/42

FROM: Mr. Floyd Wilder

SUBJECT: Quarterly Reports

1. Study Halls.

We have been able in the past quarter to start study halls which were not planned for at the beginning of that quarter. We feel that this is a great improvement.

2. Tests.

We, at first, set up certain criteria which we intended to use when we were making the test program. This has been done and all tests have been ordered.

3. Comprehensive Report Cards

We have inaugurated a unique system of mimeographing our report cards in Japanese and English. We feel that report cards should be understood by as many people as possible; hence, mimeographing them in English and Japanese.

4. Adequate Seating

This practically speaks for itself. We now have enough seats that we can release, and have been releasing messhalls, community service chairs, and some tables that the Adult Education loaned us.

5. Teachers' Institute During Christmas Vacation

At first we thought that this would be no more than a piece of busy work, but feel that those teachers who were here accomplished a great deal by having this institute.

6. Science Equipment

Tubs were taken out of the science laboratory and put in teacher's quarters, but these were never replaced. This has cut down our efficiency in our laboratory by fifty per cent.

7. Home Rooms

We have set up a home room system of guidance. We took the fifth period of the day and arbitrarily assigned all of the students to that teacher who had them that period of the day.

8. Rapid Turnover of Colonist Teachers and Assistants.

We have been at a considerable disadvantage in view of the fact of the rapid turnover of colonist teachers and assistants. About the time we had one teacher trained, he or she would leave for another work.

9. Period

We have finished one quarter of work, and feel that under the conditions, a considerable amount of progress has been made.

10. Attendance Problem

Attendance problems have been reduced considerably by bringing in the parents.

11. Office Help

We, at the beginning of the school, had untrained office help who were entirely unaccustomed with educational terms. This help is still in the process of training. We feel that they have come a long way.

12. Next Quarter's Plan

Next quarter we plan to concentrate on first, parent inspection, and improvement of instruction.

13. Extra-Curricular Program

An extra-curricular program has been inaugurated. A novel Student Council that seems to fit the situation at hand. We also have a well-planned school constitution.

14. Supplies and Textbooks.

We have now straightened out our supplies and textbooks order. We just about know what we are due and what we are not going to get.

15. Surveys

We have completed two surveys. One on the former high schools to which the students went, and a survey of parent replies to the report card.

16. Forms

High school forms are in their total and are planned to fit our unique needs. Many dollars were saved by this.

17. Vocational Agriculture

Vocational Agriculture is on the way with a 50 acre farm and all its accessories.

18. Shop Program

The shop, which was at first only temporary, is now going to be fully equipped and will be in better shape.

19. Curriculum Program

We expect a lot of good will come from this well-planned curriculum program.

Education

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WAR RELOCATION AUTHORITY

WASHINGTON

Room 828 Barr Building
910 Seventeenth Street
January 2, 1943

Mr. Harvey M. Coverly
Project Director
Tule Lake Relocation Project
Newell, California

Attention: Mr. Kenneth Harkness
Superintendent of Schools

Dear Sirs:

"Education for Victory", the official publication of the U. S. Office of Education, has requested that we prepare descriptive articles on the education programs in our various relocation centers.

You will note a reference to the War Relocation program in the middle of November and the December issues of "Education for Victory" relative to our program. I f you will prepare an article describing the education program at Newell, California, and send it to me, I shall ask the editor of "Education for Victory" to include it in a forthcoming issue.

The article that appeared around December 1 might be suggestive as to length and the type of material that is desired. However, we should like each of the descriptions to be distinctive so that there is no need to merely follow a given pattern. Describe the educational program at Tule Lake Relocation Center and send it to me in duplicate, and I shall be glad to pass it on to the proper official in the U. S. Office of Education.

Thank you in advance for this service.

Sincerely yours,

Lester K. Ade

LESTER K. ADE
Education Consultant

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WAR RELOCATION AUTHORITY

WASHINGTON

Room 506 Barr Building
910 Seventeenth Street
January 13, 1943

Mr. Harvey M. Coverly
Project Director
Tule Lake Relocation Project
Newell, California

Attention: Mr. Kenneth Harkness
Superintendent of Schools

Dear Sirs:

At the request of the Navy, the U. S. Office of Education and the Nation's schools have undertaken the making of 800,000 solid scale model airplanes to be used by the Army and Navy for training in plane recognition and gunnery practice. It has been found that the use of these scale model planes affords excellent training. The models are 1/72 of actual size. They are made of easily worked woods such as white pine, poplar, and bass. A high degree of skill is necessary in making these planes, because they must be accurate in every detail for training purposes.

The local communities supply all the materials such as glue, wood, and paint. The Navy Bureau of Aeronautics furnishes free of charge all plans, specifications, and instructions for making the planes.

The finished planes are inspected by a committee of local craftsmen, appointed by the local director. Instructions for the use of this committee accompany the packets of plans and specifications.

Navy Certificates of Award are given to persons completing approved planes. Ranks of aircraftsmen corresponding to commissioned officers' ranks in the Navy are indicated on these certificates, and are in accordance with the number of approved planes made by an individual.

Complete instructions for shipping the model planes are included in the packets received through the State Director. It

is desirable that the model planes be shipped to receiving centers express prepaid. However, if it is impossible to do so, instructions are given for shipping them collect.

A list of the State Directors of the Model Aircraft Project is enclosed for your convenience, should you wish to have your center participate in this project.

Making model planes for the Army and Navy would be an excellent contribution to the war effort, and should fit in well with the educational and recreational programs of your center.

Mr. W. P. Beard, Executive Assistant in Vocational Education, U. S. Office of Education, Washington, D. C., hopes that your center will see fit to engage in this project. He further states that many adult groups over the country are making planes as well as school students. If you have specific questions about this program, it is suggested that you communicate directly with Mr. Beard.

Sincerely yours,

Lester K. Ade

LESTER K. ADE
Education Consultant

Enclosure

Federal Security Agency
U. S. OFFICE OF EDUCATION
Washington

Misc. 2959 Rev.

STATE OR TERRITORY	STATE DIRECTORS OF MODEL AIRCRAFT PROJECT
Alabama	E. R. Plowden, State Dept. of Education, Montgomery
Alaska	James C. Ryan, Office of Commissioner of Education, Juneau
Arizona	Rollah E. Aston, State Dept. of Public Instruction, Phoenix
Arkansas	Fred A. Smith, State Dept. of Education, Little Rock
California	E. E. Ericson, State College, Santa Barbara
Canal Zone	Ben M. Williams, Division of Schools, Balboa Heights
Colorado	A. K. Hammond, Room 210, Argonaut Hotel, Denver
Connecticut	John H. Thorp, State Dept. of Education, Hartford
Delaware	A. B. Anderson, Admin. Bldg.,11th & Washington Sts., Wilmington
Dist. of Columbia	Chester W. Holmes, Franklin Admin. Bldg., Washington
Florida	Paul Eddy, State Dept. of Education, Tallahassee
Georgia	W. E. Pafford, State Dept. of Education, Atlanta
Hawaii	Ernest Hood, P. O. Box 1601, Honolulu
Idaho	Stanley S. Richardson, State Dept. of Education, Boise
Illinois	Kenyon S. Fletcher, State Dept. of Education, Springfield
Indiana	George K. Wells, State Dept. of Public Instruction, Indianapolis
Iowa	J. P. Street, State Dept. of Public Instruction, Des Moines
Kansas	J. H. Clement, State Dept. of Education, Topeka
Kentucky	Mark Godman, State Dept. of Education, Frankfort
Louisiana	John B. Robson, State Dept. of Education, Baton Rouge
Maine	Austin Alden, State Dept. of Education, Augusta
Maryland	Glen D. Brown, 1111 Lexington Building, Baltimore
Massachusetts	M. Norcross Stratton, State Dept. of Education, Boston
Michigan	Dorr Stack, State Dept. of Public Instruction, Lansing
Minnesota	Leonard C. Olson, State Dept. of Education, St. Paul
Mississippi	D. W. Aiken, State Dept. of Education, Jackson
Missouri	Mark Brooks, State Dept. of Public Schools, Jefferson City
Montana	R. W. Harper, State Dept. of Public Instruction, Helena
Nebraska	F. E. Bowers, State Dept. of Public Instruction, Lincoln
Nevada	George E. McCracken, State Dept. of Education, Carson City
New Hampshire	Walter M. May, State Dept. of Education, Concord
New Jersey	Robert A. Campbell, State Dept. of Public Instruction, Trenton
New Mexico	T. F. Conway, State Dept. of Education, Santa Fe
New York	Roy G. Fales, State Education Dept., Albany
North Carolina	J. Warren Smith, N. C. State College, Raleigh
North Dakota	R. O. Bostrom, State Dept. of Public Instruction, Bismarck
Ohio	J. Loel Lamb, State Dept. of Education, Columbus
Oklahoma	DeWitt Hunt, State College, Stillwater
Oregon	Miss Joy Hills, State Dept. of Education, Salem
Pennsylvania	Urwin Rowntree, State Dept. of Public Instruction, Harrisburg
Puerto Rico	Ferdinand Rossy, Insular Board for Vocational Education, San Jua
Rhode Island	Raymond W. Perry, 119 State Office Bldg., Providence
South Carolina	D. E. Foster, Columbia High School, Columbia
South Dakota	C. O. Gottschalk, State College, Brookings
Tennessee	G. E. Freeman, Room 202, War Memorial Bldg., Nashville
Texas	W. R. Cate, State Dept. of Education, Austin
Utah	H. B. Gundersen, State Dept. of Pub. Instruction, Salt Lake City
Vermont	Max W. Barrows, State Dept. of Education, Montpelier
Virginia	B. H. Van Oot, State Dept. of Education, Richmond
Virgin Islands	Louis M. Shulterbrandt, Charlotte Amalie H.S., Charlotte Amalie
	Alexander Henderson, Frederiksted Jr. H. S., St. Croix
Washington	E. L. Lindman, State Dept. of Public Instruction, Olympia
West Virginia	Sam M. Lambert, Acting, State Dept. of Education, Charleston
Wisconsin	W. B. Senty, State Dept. of Public Instruction, Madison
Wyoming	Raymond S. Orr, State Dept. of Education, Cheyenne

10.112.5

WAR RELOCATION AUTHORITY

In reply, please refer to:

Tule Lake Project
Newell, California

January 15, 1943

MEMORANDUM TO: Mr. Wilder
Mr. Gunderson

SUBJECT: Enrollment of students over 21 years of age.

In order to clarify the questions which have arisen from time to time regarding requests of students over 21 years of age to enroll in the high school, I am dictating this memorandum to be filed as a matter of policy regarding the handling of such cases.

Inasmuch as some students were enrolled this year because of clerical errors on the part of the school force, any such students will be permitted to remain in school for the remainder of this school year in order to complete their work which they have already started.

No new student shall be enrolled in the high school who has passed his 21st birthday, except on the special recommendation of the faculty committee, which committee shall review the case of each applicant and decide the worthiness of the request on the basis of individual merit; and make recommendations to the principal and the superintendent for final approval.

Each student who is over 21 years of age, and wishes to enroll must submit in writing to the committee a letter of request together with the circumstances justifying such request.

In no case is the faculty committee to permit a student to enroll in any class which would bring the total enrollment of that class in excess of 40 pupils.

Students enrolled in any school year who pass their 21st birthday during that school year will be permitted to complete that year of work. At the end of the year, a written request to the faculty committee will have to be

submitted in the same manner as in any other case to be acted upon by the committee before such student will be permitted to start the next school term.

K. M. Harkness

Kenneth M. Harkness
Superintendent of Schools

Copy: Mr. Fleming
Mr. Walker
Mrs. Jaderquist
Mr. Inouye
Desk
Chronological
File

Wilder 10.11.25

Tule Lake Project
Newell, California

January 26, 1943

MEMORANDUM TO: Mr. Coverley, Project Director

FROM: K. M. Harkness, Superintendent of Schools

SUBJECT: School construction

A copy of the memorandum dated January 19, from D. S. Myer to all Project Directors regarding school construction has been forwarded to my desk, and inasmuch as you are asked to make an immediate reply regarding the elementary school building needs for this project, I am listing what we deem to be the essential needs for our elementary schools in case we are to be housed in barracks permanently.

RIM ROCK SCHOOL in BLOCK 50
The Rim Rock School in Block 50 should be allotted barracks 5001-5007 inclusive, with a continuance of the day-time use of 5008 as at present.

WASHINGTON SCHOOL in BLOCK 72
The Washington School in Block 72 should be expanded to include the mess hall 7218. The kitchen of this mess hall is being used at the present time for the preparation of lunches for high school students, and in the past has been used for the preparation of lunches for farm workers. With the construction of the dining hall on the farm, this latter need will not exist, and when the high school is housed in the new location and the use of the barracks in Block 66 is discontinued, Block 72 kitchen would be too far removed from the high school plant to serve its present purpose for the preparation of school lunches. In view of this and due to the fact that mess hall requirements of the people living in the half of Block 72 are being met adequately by adjoining blocks, we request the use of the mess hall for a school auditorium .

LINCOLN SCHOOL
The Lincoln School is at the present time functioning in the

community activity halls in Blocks 34, 35, 36, 37, and 38. This has been a very unsatisfactory arrangement, and with the new proposed program of permanent housing in barracks, we request that space be given to us in one-half of Block 30--numbers 3001-2-3-4-5-6-7, and the day-time use of community activity hall, 3008. With the additional space, the schools will have sufficient classroom space to carry on their present activities, in addition to having two barracks available for general meetings and for physical education activities of the children when the weather is inclement, and it is impossible for them to play out of doors. At the present time, we are finding it a very serious problem of taking care of these two needs in the elementary schools. With the organization of Parent-Teacher Association groups, in connection with each school, it is necessary that we have some auditorium facilities for meetings.

LIGHTING FACILITIES
The present lighting facilities in the barracks is markedly inadequate for classroom needs. There should be at least a double string of lights running down through each barracks to provide more adequate lighting.

HEATING FACILITIES
The plans drawn up by the F.S.A. for the permanent school buildings provided for oil burning heaters in the rooms. These should be placed in the school barracks. This would take care of the circulation of the heat and the humidity content of the air, and at the same time be eliminating the grave danger of the children burning themselves against the unprotected stoves. We have had several instances of this occur under our present situation.

AWNINGS
Inasmuch as the schools will be carrying on a summer-time activity as well, it will be necessary to provide some type of an awning for the south windows of the buildings. These could be light-board awnings rather than canvas.

SHELVINGS
Provision should be made for additional shelving in the elementary school classrooms and school library.

PAINT
The classrooms should be painted, especially the ceilings, to reflect the light.

FLOORS
A very unsanitary condition, and one which resulted in numerous cases of respiratory disorders has resulted from the type of floors in the school buildings. New floors of matched fir should be laid over the rough pine floors,

or the latter should be sanded down and master-pave laid in all school classrooms. It is impossible to keep the floors sanitary with the wide cracks between the dried-out present flooring.

GRADED WALKS

At the present time the school barracks are literally surrounded by water, and the space between the barracks should either be filled to provide adequate drainage, or elevated grades surfaced with lava rock should be made for walks between the barracks and the street.

PLAY GROUND EQUIPMENT

The plans for the permanent elementary school buildings called for certain play ground equipment to be built on the project. These have not been laid out around the temporary buildings, but if these are to become permanent buildings, immediate steps should be taken as soon as the weather permits to lay out this much needed play ground equipment for the small children. Constant complaints are coming from many quarters that facilities for the recreational program of the small children are not being adequately met.

The memorandum from Mr. Myer was a little bit ambiguous in the second paragraph. I was not sure whether the continued use of barracks for classrooms referred to high school classrooms, or temporary classrooms. If it refers to high school classrooms, it will be impossible for us to use our present high school plant in Block 66 in conjunction with laboratory, shop, and assembly room facilities to be built in the fire break opposite Blocks 5 and 6. If it is the plan to utilize barracks as high school classrooms permanently, than Block 6 and one-half of Block 5 should be vacated and converted into school classrooms, to be used in conjunction with that part of the new high school plant which will be constructed.

K. M. Harkness
Superintendent of Schools

WAR RELOCATION AUTHORITY
TULE LAKE PROJECT

OFFICE MEMORANDUM

TO: Visual Education Committee Date: Jan. 27, 1943

FROM: Glenn Walker

SUBJECT: AUDIO-VISUAL EDUCATION

I would like to meet with you during your first meeting to give you the audio-visual education situation here at Tri-State. I would like to recommend that we check with Harry Mayeda, since he has our projector, and have promised to get us films. It will not be sufficient; however, and we will have to start a free film service of our own, and also start putting pressure on getting some money for audio-visual education. We have several machines here at the present and should form an Audio-Visual Aids Department. The machines we have are: (1) 16 kilometer Sound Projector (2) Lantern Slide Projector (3) Still Film Projector (4) Opaque Projector. Since this was my field in college, I have quite a few materials which you should feel free to use, and I would like to give you the results of all of my work to date on it; so I would appreciate the knowledge of your first committee meeting at least one week in advance, so that I can have these materials ready for you.

GW/hm

cc: Files

Miss Phillips Mr Okazaki
Miss Dooley Miss Roeder
Mr. Mori

16.11 25

Tule Lake Project
Newell, California

January 29, 1943

MEMORANDUM TO: Mr. Harvey M. Coverley, Project Director

SUBJECT: Office equipment for schools

A situation is very likely to arise for which the schools will not be responsible; and because the schools will be criticized, I wish to bring this matter to your attention at this time.

When our school program was set up, we made plans for two class rooms of 32 typewriters each in typing and shorthand, and requested mimeograph machines, ditto duplicators, files, and other office machines for the instruction of commercial subjects and the training of steno-clerks and office helpers.

For the first two months of the school year we had no instructional machines whatsoever. Than 30 machines were made available for classroom instruction, but when the shipment of typewriters for the project arrived, all other offices were given the opportunity to select from those machines and to turn in old equipment for use in the schools.

As a result, the machines allotted to the schools represented the 30 poorest machines on the project. Due to this fact, many of the machines have been in a state of total or partial disrepair from the very beginning, and they are not the types of machines conducive to good effort on the part of those students who are taking typing.

No other office equipment of any kind has been furnished for this instructional purpose in the schools.

As the program of relocation goes forward and we lose more and more of our efficient steno-clerks and file clerks, the various offices on the project will look toward the schools for replacement of these workers with those who have been trained in the

commercial department of the school.

Under the existing conditions, it is impossible for us to train stenographers. We know that criticisms will come to the schools for failure to turn out students who are equipped to take their places in the work program of the project. Also, we feel that the commercial field is one of the more fertile for training evacuees for relocation.

We are not meeting that need in any way. This is not due to lack of foresight on the part of the schools but rather to the fact that we do not have the equipment for such instruction. Shorthand cannot be taught without typewriters for transcription. Typing cannot be taught by tapping ones fingers on the edge of a table as was necessary for the first two months of the year, and is necessary now when the machines are out of repair.

In the beginning typing classes we have from forty to fifty students enrolled. This means that each student does not have more than 20 minutes at a machine daily while the usual procedure in schools outside is for the students to have either one period of one hour or two forty-five minute periods in typing classes.

We should appreciate anything that can be done to alleviate this situation.

Kenneth M. Harkness
Superintendent of Schools

Paul Fleming, Chief
Community Services

Copy: Mr. Conner
Mr. Fleming
Mrs. Francis
Mr. Wilder
Desk
Chron.

WAR RELOCATION AUTHORITY
TULE LAKE PROJECT

OFFICE MEMORANDUM

Date: February 15, 1943

TO: All School Teachers

FROM: K. M. Harkness

SUBJECT: Blood donors

A request has come from Reece M. Pedicord, Chief Medical Officer, for voluntary blood donors for the Base Hospital. It is requested that all who are willing to donate blood for emergency purposes go to the hospital at their convenience to make arrangements for typing and to furnish pertinent information.

K. M. Harkness
Superintendent of Schools

WAR RELOCATION AUTHORITY
Tule Lake Project
Newell, California

February 16, 1943

MEMORANDUM TO: All Teachers

FROM: K. M. Harkness

SUBJECT: Teachers' Living Quarters

Inasmuch as many of the teachers arrived on the project after the memorandum had gone out to those already arrived, this memorandum is to remind each of you that, since we are living in rather congested quarters, radios are to be turned off in quarters after ten o'clock at night, and each person is requested to be very considerate of others living in the barracks by being as quiet as possible. Remember that when doors are slammed, or loud talking or laughter in the barracks takes place, others who have already retired are likely to be disturbed. Your careful attention to this matter will be greatly appreciated.

10.11.25

WAR RELOCATION AUTHORITY
TULE LAKE PROJECT

OFFICE MEMORANDUM

March 13, 1943

MEMORANDUM TO: Mr. Harkness

FROM: Glenn Walker

SUBJECT: SUPERINTENDENTS' CONVENTION

Several points which we discussed Friday morning may have been overlooked so I would like to restate some of the things that I would like you to discuss at the superintendents' meeting in Denver, April 5.

1. Standard of procedure for part-time work
2. Progress reports on the following items:

   a. The establishmentof the physical education program--intramural, equipment, etc.
   b. Teacher training tie-up with nearby institutions.
   c. New buildings--especially auditorium and gymnasium.
   d. The amount of equipment secured--office machinery, general shop, etc.
   e. Work experience program
   f. Guidance program, including whether there are screening tests available, such as audiometer and telebinocular--especially educational guidance program.
   g. Tests and measurements program
   h. Research studies
   i. Type of relationship with other divisions, including questions as to whether they can get remodeling done, partitions put in, etc.
   j. Relationship between the various staff officials and Mail and File Procedures (We already know that they do not have to write the project directors name for everything)
   k. Library--percentage of book orders completed
   l. Report as to when schools plan to become accredited.
   m. Number of various administrative staff (Suspect they have more administrators per number of students)
   n. The extent and development of public relations program, including PTA.
   o. What has been done about handicapped students as a whole and near-handicapped students, such as classes for sight-saving, hard of hearing, spastics, etc.

10 117'

p. Whether evening classes of Adult Education have enough certificated teachers to count towards graduation. (This, I feel, is a great need here and will become more acute as the resettlement program progresses.)

Finally, I would like to recommend that near the close of the conference that you suggest another conference at our project near the end of the school, as I feel that with the possible exception of Heart Mountain, we have as good an organization as any. (I think it will be well worthwhile to stop at Heart Mountain as I suspect that they have a good organization.) If they do not wish to meet this spring, it might be appropriate to suggest a meeting again next fall during the hunting season when all could make it a vacation as well as a superintendents' convention.

When school begins again and the first attendance problem is licked, our school should be in tiptop shape with the exception of elimination or improvement of several members of our personnel. Please consider these only suggestions.

/ck

10.425

WAR RELOCATION AUTHORITY
TULE LAKE PROJECT
NEWELL, CALIFORNIA

Weller

OFFICE MEMORANDUM

TO: Mr. Califf DATE: March 18, 1943

FROM: Mr. Harkness

SUBJECT: Construction Requirements for Elementary Schools

At the present time the Rim Rock School occupies barracks 5001, 5002, 5003, 5004 and 5005 with the day-time use of the community activity hall. The Lincoln School occupies barracks 3406, 3508, 3608, 3708 and 3808. The Washington School occupies barracks 7212, 7213, 7214, 7215, 7216, 7217 and the front forty feet of the mess hall. The high school occupies all of block 66 and 6708, 7108, 908 and 901.

If the high school construction is completed according to the plans on the file, we shall have adequate space for classrooms in the high school but we shall need six barracks in block 5--preferably 501, 502, 503, 511, 512 and 513 for study halls and other special purpose barracks.

It is proposed to move the Lincoln School from barracks 3001 to 3008 inclusive, thus releasing five community activity buildings now occupied by this school. We shall need 7211, 5006, 5007 and 5008 in the other two schools in order to adequately house the elementary school population. Because the additional buildings which we are asking for already have partition, by moving the partitions from the community activity halls of the Lincoln School it is felt that adequate materials will be available for all necessary partitions in the respective schools. There will be a sufficient number of doors and windows for the buildings as well. However, we wish to request that in place of the coal stoves now installed in these elementary schools that the same be replaced by oil stoves because of the hazard to the children of being severely burned. The lighting in all schools is totally inadequate. There should be a double row of lights ten feet apart in each barrack.

One of the problems which we have not yet solved is the matter of lavatories for the women teachers. We request that a small additional room be built on the end of the women's lavatories in block 30, 72 and 50 with lavatory and toilet facilities installed to accommodate the teaching staff. This would require the minimum of new plumbing.

We also wish to request matched flooring to be installed in all barracks occupied by the elementary schools. The type of flooring now in the buildings is very inadequate from the standpoint of a public school sanitation and maintenance.

The windows on all buildings should be with matched sills rather than the hinge type of window to shut out draft and dust; likewise, over

all south windows a wooden canopy or awning should be constructed to shut out the intense sunlight. Window shades will be needed on south windows. These were covered in the PD 408 submitted to you earlier.

Shelves will be needed for the elementary school libraries in each of the three elementary schools.

Unless the Half of block 30 can be secured for the Lincoln School it will be necessary to build one elementary school. To carry on the schools scattered along five blocks is inadequate from the standpoint of administration.

The playground equipment for the elementary schools shown on the plans submitted should be installed in the firebreaks adjacent to the respective schools. This playground area for the schools should be fenced off from general usage.

When the high school is moved to the new high school plant the fifteen barracks vacated by the high school will be available to house the families to be vacated according to these requests.

Mr. Crowley

5-20

WAR RELOCATION AUTHORITY

WASHINGTON

MAR 29 1943

To: Project Directors

Recently a number of questions have been raised relative to Paragraph III, Supplement No. 2, Administrative Instruction No. 23, in particular reference to the clause:

> "Japanese language schools shall not be permitted to operate in any center."

This is not to be taken to mean that language classes, similar to classes in Spanish, French, and other foreign languages are prohibited; nor is the use of the Japanese language prohibited where in adult vocational education courses it forms the only available means of communication. It is obviously in place where proficiency in the Japanese language may lead to employment outside the center.

It is strongly urged that, whenever possible, where Japanese language courses are carried on, the study of English be encouraged concurrently with said Japanese courses.

D. S. Myer

Director

12484

WAR RELOCATION AUTHORITY

WASHINGTON

MAR 29 1943

To: Project Directors

Recently a number of questions have been raised relative to Paragraph III, Supplement No. 2, Administrative Instruction No. 23, in particular reference to the clause:

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It is strongly urged that, wherever possible, where Japanese language courses are carried on, the study of English be encouraged concurrently with said Japanese courses.

Director

WAR RELOCATION AUTHORITY

WASHINGTON

Room 828 Barr Building
910 Seventeenth Street
November 10, 1942

Mr. Kenneth Harkness
Superintendent of Schools
Tule Lake Relocation Project
Newell, California

Dear Superintendent Harkness:

We have just purchased a copy of a recent yearbook entitled "Americans All" which Mr. Provinse and I think you will be interested to read and place in your library.

The document, as you will discover, has been prepared by a number of writers. It is background material, and the group have done a good job on a very difficult problem. The chief value as we see it is that the material is current and it contains a very excellent selected bibliography.

Sincerely yours,

Lester K. Ade
R.K.

LESTER K. ADE
Education Consultant

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C. S. E.

5 2 0

Tule Lake Project
Newell, California

April 27, 1943

Mrs. Quigley
Instructor
Tionesta, California

Dear Mrs. Quigley:

Mr. Kenneth M. Harkness, Superintendent of Schools on the project will be very happy to accept your kind invitation to be present at your commencement exercise for the eighth grade graduates of the Tionesta school, May 18, at eight o'clock, and to address the members of the graduating class.

On behalf of the schools of this project, will you kindly extend to the members of the district school board our sincere thanks for the gift of used furniture for the schools. They will come in very handy in helping us to care for our shortage of furniture for the children of Japanese ancestry on our project.

Yours very truly,

SIGNED

Harvey M. Coverley
Project Director

Mr. Harkness
Mr. Francis

Carbon to Mr. Cawley

WAR RELOCATION AUTHORITY

WASHINGTON

5 20

April 28, 1943

Mr. Harry M. Coverley
Tule Lake Relocation Project
Newell, California

Attention: Mr. Kenneth Harkness
Dr. J. Francis
Vocational Retraining Committee

Gentlemen:

Please refer to Memorandum No. 1 of the Vocational Retraining Committee issued by Mr. Rowalt on April 27, 1943, concerning training of evacuees in N.Y.A. resident training centers.

Please note that candidates for N.Y.A. training must be citizens of the Unived States between sixteen and twenty-five years of age. They should have in their possession birth certificates or other proof of citizenship.

The N.Y.A. region which is ready to receive residents from Tule Lake consists of Minnesota, Iowa, North Dakota, South Dakota, and Nebraska. The regional director is Mr. Chester B. Lund, National Youth Administration, 44 East Sixth Street, St. Paul, Minnesota, to whom all correspondence should be addressed.

It has been agreed with Mr. Lund that the initial W.R.A. quota shall be fifty young men and twenty young women. Since one other center will be included in this quota you are urged to limit yourself for the present to twenty-five young men and ten young women.

It has been agreed further that Japanese-Americans included in this agreement will be trained at two centers. (Additional centers will be included from time to time.) Below you will find a list of the centers with the courses offered in each:

Center	Sex	Suggested Quota Boys	Suggested Quota Girls	Courses
Shakopee, Minn.	Boys only	25		Machine Shop Foundry Sheet Metal Pattern Making Drafting

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Center	Sex	Suggested Quota Boys	Suggested Quota Girls	Courses
St. Cloud, Minn.	Girls only		10	Machine Shop Sheet Metal

Training courses vary in length from six weeks to three months. Because of their educational background, it may be expected that evacuees may make quick progress.

In writing to Mr. Lund it is possible to indicate the N.Y.A. Center to which you desire to send designated individuals, as well as the course in which they wish to enroll.

It is suggested that this opportunity be given extensive publicity and that a serious attempt be made to arouse resident interest in N.Y.A. training. Starting immediately Mr. Joseph Samler, Supervisor of Vocational Retraining, will pay brief visits to the Centers in order to help with this program. It is urged that arrangements be made for meetings of residents at which Mr. Samler can go into detail about this training opportunity. He will notify you of the date of his arrival.

Groups of young men and women sent for N.Y.A. training should discuss relocation problems. In addition to the areas usually covered, they should be urged to enter into the social and recreational life of the N.Y.A. Centers.

Further inquiries may be addressed to this office or directly to Mr. Lund, N.Y.A. Regional Director.

Sincerely,

Joseph Samler, Chairman

VOCATIONAL RETRAINING COMMITTEE
Joseph Samler, Supervisor
Vocational Retraining Program
Earl Brooks, Assistant Chief
Personnel Division
Davis McEntire, Assistant Chief
Employment Division

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Mr. Kenneth Harkness
Tule Lake Project
4/27/43

Mr. Harkness

520

WAR RELOCATION AUTHORITY

WASHINGTON

To Project Directors

Attention: Superintendent of Education
Vocational Retraining Committee

Subject: Evacuee Training in N.Y.A. Resident Training Centers

The acceptance of Japanese-American young men and women in N.Y.A. resident centers should meet a need frequently expressed by the Projects for training opportunities leading to participation in war industry. The material below constitutes Memorandum No. 1 prepared by the Washington Vocational Retraining Committee.

In the last month the Committee has been intensively exploring the possibility of utilizing N.Y.A. resident training centers for pre-employment training of evacuees. It is now possible to report that agreements have been reached with Mr. Aubrey Williams, N.Y.A. Administrator, and certain of the N.Y.A. regional directors so that evacuees will receive such training at N.Y.A. training centers. There is evidence at hand that evacuees with pre-employment skills in the metal trades can secure employment in war industries. This memorandum outlines the background of the agreement and briefly describes N.Y.A. resident center organization. Specific information on training courses, lists of resident training centers, and procedures to be followed in referring evacuees to the N.Y.A. Centers are being forwarded to the Projects.

N.Y.A. Resident Training Centers.

The National Youth Administration at present operates more than 250 resident training centers throughout the country, in addition to non-resident centers. N.Y.A. youth must be between the ages of sixteen and twenty-five and must be American citizens. A typical resident center contains barrack-type dormitories, well-equipped mess halls, and excellently equipped shops. Provision is made for recreation and social activities. N.Y.A. youth are provided with subsistence, laundry facilities, emergency medical services, tools and equipment, plus $15.90 per month. Certain of the centers accommodate boys or girls only. A great many contain facilities for housing both boys and girls. Resident centers are generally located adjacent to small communities.

N.Y.A. resident centers train, generally, in occupations leading to employment in war industries. Training in machine shop, welding, and sheet metal is offered in nearly all centers. Foundry, pattern making, aircraft engine mechanics, power-sewing-machine operating, radio, photography, auto mechanics, and other occupations are offered at given centers.

Length of training in any one occupation depends upon the ability of the individual student to complete a given series of "contracts" or assignments. Depending upon the student's background and ability courses of study may be completed in from six weeks to three or four months.

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The placement record of N.Y.A., working in conjunction with the U.S.E.S., is good. When advisable, a student may be transferred from a training center to an industry induction center in another part of the country, if it is demonstrated that placement possibilities for that student will be increased by the transfer. N.Y.A. has been informed that while W.R.A. would carry major responsibility for placement of evacuees trained by N.Y.A., any aid in placement by N.Y.A. would be greatly appreciated.

Background of the Agreement:

Initial discussions concerning the proposal were held with W. W. Charters, in charge of training for the War Manpower Commission and with Aubrey Williams, Administrator of the National Youth Administration. Following Mr. Williams' approval of the proposal in principle, conferences were held with N.Y.A. Regional Directors in Denver, Kansas City, St. Paul, Chicago, and Cleveland.

In substance, W.R.A. asked that a number of evacuees be admitted to N.Y.A. resident training centers. It was suggested that the initial number sent be relatively small. However, at any time after initial contact of the Center Director with the N.Y.A. Regional Director, individual arrangements can be made for considerably increasing this number.

It is important to note the sympathetic and interested attitude of the N.Y.A. regional directors. W.R.A.'s request met with an immediate and cordial response. The regional directors offered the agency more places than it seemed advisable to accept in an untried situation. In initiating the program W.R.A. stated it would attempt to send 375 young men and women to resident training centers in the five regions listed above.

As at present contemplated, W.R.A. is to send young men and women interested in the type of training offered to agreed upon points. Fare is to be paid by this agency. Once arrived at their destination the evacuee becomes the responsibility of N.Y.A. Further travel and maintenance from that point until completion of training will be taken care of by N.Y.A. This is worth emphasizing, since, as has been indicated above, N.Y.A. procedures allow for transfer from a resident training center to a center closer to job opportunities, which may be a considerable distance from the training center.

The part played by the Washington Vocational Retraining Committee is limited to arranging the initial contact between Centers and designated N.Y.A. Regional Offices. Depending upon resident interest in this program, Project Directors may arrange with the N.Y.A. regional director to send more evacuees than indicated in the Committee's letter to the Center.

Specific material concerning referral procedures will be sent to the centers within the next two or three days.

14738

E. M. Rowalt

Elmer M. Rowalt
Acting Director

4/27/43

C.S.E.- Adm.

Tule Lake Project
Newell, California
June 3, 1943

JUN-7 '43

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

Attention: Education Division

Dear Mr. Myer:

In connection with the efforts of the education division to stimulate interest in the relocation program among students of the senior high school by means of setting up a "Relocation Unit" as part of the regular curriculum, we wish to make the following suggestions.

Since the facilities for visual education through moving pictures are limited at this project, we wonder if, as a substitute, recordings of interviews between relocation officers and evacuees who have been successfully relocated might not be made. These recordings could be used in individual classrooms and, if well done, would be of considerable value, particularly if the evacuees interviewed were from this Project.

Yours very truly,

SIGNED

J. O. Hayes
Acting Project Director

KMHarkness: cmj
Mr. Huycke
Miss Bogarad
Mrs. Jaderquist

Mr. Wilder

10.1125

OFFICE MEMORANDUM

November 12, 1942

MEMORANDUM TO: Mr. Wilder
Mrs. Jaderquist
Mr. Walker

SUBJECT: WORK FOR SCHOOL STUDENTS

This memorandum is to clear up any misunderstanding which may exist relative to the type of work which students enrolled in the high school may undertake. In our vocational training, we have 3 types of work:

(1) Projects which are operated by the schools themselves, and for which students of any age enrolled in the school may participate, and for which the students may not be paid but for which they may be entitled to receive class credit when such work is part of the work of the class.

(2) Specialized vocational training leading to employment, such as may be had in the shops, hospitals, etc. This is on an apprenticeship basis, and the student may receive pay for such work. A student must be 16 years old to participate in this program.

(3) Actual operation on the project in the shop, fields, etc. for which they may receive pay and for which they must be 16 years of age. Students engaged in any work must maintain a satisfactory standard of classroom work accomplished during the time that they have such employment. For any work, especially training in service or apprenticeship training for which credit is given, there must be an actual learning situation under teacher supervisors; and such training must be progressive in nature--that is, the student must have the actual experiences leading to a full understanding of the complete job, i.e. students working on a single operation in a furniture factory would not be considered as learning the furniture trade, by such work. This could be classified as actual operation work and would fall under Item 3 for which no classroom credit can be given. On the other hand, if a student were to take one step of manufacture--learn that, and progress to successive steps, this could be considered as apprenticeship training.

Specialized vocational training leading to employment would fall into Item 2, and for this a student may receive class credit.

No student may carry a load of more than 4 hours of class work in school in addition to 4 hours work outside; however, it is permissible for the principal to exercise judgment in excusing students from physical education classes during the time of outside employment, provided they deem such outside employment to give the necessary physical development to the body.

Exception can be made to this ruling in the cases of those who are carrying only a single course at the school to complete work for graduation or as in the case of kibei English. For the time being, at least, the administration deems it advisable to waive that clause of the administrative instruction regarding the labor of minors--stating that they must have a minimum of 12 hours' rest period from the time they quit work at night until their first class in the morning. At any time that a student seems to be physically exhausted or so tired that he cannot give proper attention to his class work, of if his work causes truancy from school or tardiness at school, these actions will constitute sufficient grounds for the individual being denied the privilege of outside work.

Inasmuch as the Placement Bureau and the Administration have not drawn up any forms to be used for work permits, we shall operate without such formal applications.

This memorandum is not to be given any publicity, but is merely to guide you in dealing with cases as they come up. If this were given any publicity, there is danger that we might be accused of not living up to the letter of the California law, and it might jeopardize our chances of getting satisfactory legislation with regard to A.D.A.

K. M. Harkness
Superintendent of Schools

Copies to:
Mr. Shirrell
Mr. Fleming

10.1125

C
O
P
Y

April 27, 1943

TO: Mr. Gunderson

FROM: K. M. Harkness

SUBJECT: Inventory of School Books

I was informed by the Fiscal Department yesterday that we are going to have to make a different kind of an inventory of the books to set up the new accounting system. They are eager to make the categories under which we classify ur books as simple and convenient for us as possible.

Books are going to be classified henceforth as expendable, a certain percentage of the initial evaluation being written--off periodically. However, to set up their accounts with the initial charge, it is necessary that we have an inventory for which the following information will be needed. We need the total number of used books which you have in your possession but it will not be necessary to have the titles of the used books. All new books (those purchased as new books at the beginning of the school year) are to be classified by title and the number of copies which you have. Do not count any books that are not actually charged out to the school. If you have returned any books to the warehouse for storage which are still charged out to you, it will be necessary for you to make a check of these books and report them as in your possession. If you know the price of new books or can estimate it, will you please put this item after the title. Be sure to count any books that you have on reference shelves in class rooms, libraries, or stored in the office for this inventory. Do not count paper bound books or pamphlets.

I should like to have this report by May 10. I shall explain to the Fiscal Department and the Property Control that the inventory on books will follow later because it will entitle to much work to have this ready by April 30.

For library books, two general classifications will be all that we shall use, i.e., fiction and non-fiction. Miss Zink will report all library books from elementary schools as well as the high school since they are all covered by her

control index.

It was reported that following our last inventory, there was a discrepancy of more than 10,000 books so I urge you to be very careful and systematic in making this check because these will be the figures for which you will be accountable.

If the used books are ready to be scrapped, scrap them at this time when counting them. Give only the number of those actually kept. Place books to be scrapped n containers and we shall pick them up for the survey committee.

K. M. Harkness
Supt. of Schools

KMH:cmj

C.S.E. - Adm.

Tule Lake Project
Newell, California
May 31, 1943

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

Attention: N. E. Viles

Dear Sir:

Reference is made to your letter of May 22 regarding the accrediting of the project schools by the State Board of Education.

Mr. Fleming and Mr. Harkness have discussed this matter and feel that the State Board of Education cannot and will not take any responsibility in the matter of accrediting inasmuch as this is not a state school district.

They have also discussed the advisability of requesting the University of California to inspect the schools with the view to asking them to accredit our schools. They feel that for the present, we are using so many unqualified colonist teachers that, while our pupil-teacher ratio is so unfavorable, it would not be wise to ask for such accreditment at this time. They believe that it would be a better policy to wait until the new school term has taken up when we shall have a more complete staff of teachers, be in our new high school plant, and have a more favorable pupil-teacher ratio, and then ask the University of California to visit the schools sometime in the early fall.

If the Washington office feels that anything can be done with the State Board of Education relative to this matter, we feel that it should be taken up from the Washington office because they have not shown a friendly attitude for considering us a state school district in the past.

Yours very truly,

SIGNED
J. O. Hayes
Acting Project Director

KMHarkness: cmj

Education

520

WAR RELOCATION AUTHORITY

WASHINGTON

Room 506 Barr Building
910 Seventeenth Street
June 4, 1943

Mr. J. O. Hayes
Acting Project Director
Tule Lake Relocation Project
Newell, California

Dear Mr. Hayes:

This will acknowledge and thank you for your letter of May 22 to Mr. Dillon S. Myer, Director, and to my attention.

The recommendation of the Denver Committee with respect to teachers being allowed pay for two weeks and using their annual leave to complete a six-weeks summer session has had the attention of the authorities here in Washington. I regret to say that after going into the matter carefully, it is the judgment of the authorities in Washington that it would be unwise to act favorably upon the recommendation. A communication to Project Directors, attention: Superintendents of Educated dated June 3, was mailed out on that day. A copy of this action is enclosed for your information.

Sincerely yours,

Lester K. Ade

LESTER K. ADE
Director of Education

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WAR RELOCATION AUTHORITY
Washington

To: All Project Directors
Attention: Superintendents of Education

JUN 3 1943

From: The Director

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

1. That the Project Directors be authorized to assign regularly employed teachers on their staffs to work at an accredited college or university for a period of not more than two weeks during the summer of 1943 during which time the teachers would receive the regular salary of their positions, provided, among other things: that each teacher should be a bona fide registrant at the college or university and should take work for credit there.

2. That any time in excess of two weeks needed to complete work at the college would be charged to the teacher's accumulated annual leave and, if necessary, to leave without pay.

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

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

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

D. S. Myer

Director

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10.1125

WAR RELOCATION AUTHORITY

Tule Lake Project
Newell, California

DATE: August 17, 1943

MEMORANDUM TO: Mr. Gunderson, Acting Superintendent

FROM: G. W. Cook

SUBJECT: SCHOLARSHIP DANCE

The Scholarship Fund Dance seems to have become a bit involved due, perhaps, in part to the interest of Mr. Mason. Last evening, Mr. Harkness asked me to check on the problem and do something to clarify the issue as possible so I shall give you a brief outline of the activities of the Scholarship Fund Committee from June 1. I shall also enclose copies of the minutes from that date.

At a meeting June 1 with Miss Jean McKay acting as temporary chairman, several suggestions were made for raising funds. One of these suggestions was that a dance be held for the benefit of the fund on the final evening of the drive. The suggested date was July 3. Under that suggestion were the following notes:

1. Co-sponsored by the High School and the Recreation Department.
2. Mr. Cheek and Mr. Johnson to be consulted as to the available band.
3. Dance to be held in the new High School Shop Building and Mr. Cook to consult Mr. Harkness on that possibility.

At a meeting held June 11 with the following present--Mrs. Schaaf, Miss McKay, Miss Dickinson, Mr. Cheek, Mr. Frost, Mr. Johnson, Mr. Palmerlee, and Mr. Ramey--there is the following notation concerning the Scholarship Fund Dance: Mr. Johnson as Chairman and the suggestion that the Recreation Department might take the initiative, working through some young peoples' organizations such as the YBA, BPW, Tri-State Coeds or some other clubs.

The minutes for the meeting of June 21 has one notation concerning the dance which merely indicates that Mr. Johnson was Chairman. At the meeting of June 22 held in Miss Smoyer's apartment, the following were present: Mr. Harkness, Mr. Johnson, Miss McKay, MissSmoyer, Mrs. Tanabe, and Mr. Cook. At this meeting Mr. Johnson brought up the question of the dance. It was suggested that the date of the dance be determined by the availability of the new auditorium. Fifty cents a couple was thought a possible price for the bids.

In the conversation with Mr. Mason last evening, I gathered that he felt that Mr. Zimmer had asared him he might use the auditorium for the first public dance. He also stated that after conversation with some folks in the colony, he had purchased about fifty dollars worth of decorations. He seems to feel that he should have an important part in planning the activities which were to occur in connection with the completion of the auditorium, particularly the dance.

The Scholarship Fund Committee would like to enter a formal request for the use of the auditorium on a date which is soon after August 28, if the floor will be available.

Dick

G. W. Cook, Acting Principal

WAR RELOCATION AUTHORITY
Tule Lake Project
Newell, California

September 17, 1943

MEMORANDUM TO: ALL DIVISION HEADS
ALL SECTION HEADS
ALL UNIT HEADS

SUBJECT: REVISION OF ALL TRAIN LISTS AFTER DEPARTURE

Due to changes which will be made in the departures after the mimeographing of the final train lists, there will be corrections to be made in the records of each train list subsequent to the departure of the train.

Mrs. Thema Davis is preparing a final revision list on each train list which will be sent to you after the departure of the train. After all outgoing trains have left, we shall plan to pick up the necessary files for each revision to be forwarded to the respective centers.

Where the files of individuals have already been forwarded to other centers and the names deleted afterwards from the train lists prior to the departure of the train, their records will be either transferred to another project or recalled to this project as the case may be, after the final train has left.

Do not send additional records in to correct the train lists at this time, but wait until all of the outgoing trains have left, and then send in one complete correction set of your files of those who have left the project with a transmittal list prepared as before for the records going to each project.

K. M. Harkness

Kenneth M. Harkness
Superintendent of Schools

WAR RELOCATION AUTHORITY
Tule Lake Center
Newell, California

October 19, 1943

MEMORANDUM TO: ALL APPOINTED PERSONNEL TEACHERS

SUBJECT: OPENING OF SCHOOL

If the chimney jacks arrive for the high school building, it is planned to open the elementary schools November 1. In case any elementary teacher wishes to take annual leave prior to the opening of schools, she must take such leave with the consent of the section head for whom she works in order to be able to report for duty October 28, if called by the elementary principal. In all likelihood we shall not have to use many high school teachers in the elementary school as far as can be seen at the present time. Therefore, it will not be necessary for high school teachers to be here at that time.

In case you have earned any compensatory time, it will be necessary that you use up such time prior to the opening of school, because you will not be excused from your classroom in order to avail yourself of such compensatory time earned in other sections.

K. M. Harkness
Kenneth M. Harkness
Superintendent of Education

TO: All Teachers

FROM: Kenneth M. Harkness

SUBJECT: Attendance Reports

Below is a summary of the attendance report in the junior and senior high school for Monday, February 12:

Number of students who were marked absent or tardy in one or more periods during the day. 117

Of these students, those coming to the attendance office for admission slips 41

Same students who were absent on Tuesday, February 13. . . . 35

Number of students who had been readmitted to all of their classes on Tuesday, who did not get admission slips from the office 41

Number of students who came to the attendance office asking for excuses for absence Monday, who had not been reported absent by any of their teachers 8

Number of students who reported themselves absent or tardy in one or more periods, who were not reported by teachers as being absent. 38

Number of students who had been reported absent in one or more classes by the teachers, who insisted that they had not been absent from any class during the day. 3

This is a glaring instance of the carelessness on the part of the classroom teachers in checking and reporting attendance, and failure to adhere to the regulations of the school relative to the admission of students following absence or tardiness without a properly signed admission slip from the attendance office.

You have been informed of the regulations governing the attendance procedure in faculty meetings, and reminded of the procedure repeatedly through the announcer. I am sure that you will agree with me that proper attention to routine classroom procedure, such as pupil attendance, is as much a part of the responsibility of the teacher as is his attendance in the classroom himself.

I am asking that a report be sent to me from the attendance office of the names of those teachers who are failing to perform this very important part of the teaching function, and disciplinary proceeding will be taken in cases where teachers persist in not fulfilling their duties.

K. M. Harkness

Kenneth M. Harkness
Superintendent of Education

Comm. Mgmt. Div.

Tule Lake Center
Newell, California

JAN 17 '44

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

Attention: Mr. N. E. Viles
Education Adviser

Dear Mr. Myer:

We have your letter of January 4, 1944, attention Mr. Kenneth Harkness, Superintendent of Education, with reference in part to the partitioning of ironing rooms to provide play room for small children.

We do not feel that there is a close relationship between this subject and the proposal to resume operation of nursery schools. The resumption of operation of nursery schools is problematical at this particular time and in all likelihood it will be a matter of months before it is possible to open these schools again. It is also recognized that nursery schools are conducted on a ward basis which covers an area of nine blocks, whereas playrooms, if provided in partitioned ironing rooms, would be available on a block basis, a feature considered most desirable by residents of each block. It is also worthwhile to remember that many of our recreation halls are used for purposes other than recreation, and although plans are being considered for provision of additional facilities, it is considered that the partitioning of the ironing rooms is an immediate necessity and a most practical one.

We trust this information will answer your questions.

Sincerely,

SIGNED

R. R. Best
Project Director

LH:kt
1/13/44
desk

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chron

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January 4, 1944

Return to files

Mr. Raymond R. Best
Project Director
Tule Lake Relocation Project
Newell, California

Attention: Mr. Kenneth Harkness
Superintendent of Education

Dear Mr. Best:

Revised Tule Lake budget estimates for current quarter show request for partitions in ironing rooms to provide play room for small children. Would not such children be cared for in nursery schools? Do you propose to operate nursery schools, and if so what are your tentative plans?

Budget request also included item of $8124 for completing the high school building and $4356 for school shelves, partitions, etc. The first item $8124 was easily understood. We did not fully understand the second item. Is the $4356 to be used to provide shelves, etc., in the high school building or in barracks to be converted to elementary school use?

From our last reports it seems that you may qualify for, and eventually need space for about eighty-seven to ninety appointed teachers. Your high school building will, under normal conditions, provide space for fifty-five to sixty teachers. What is the present outlook for your school enrollments? Do you anticipate having barrack buildings for your elementary schools? Will you need them during this quarter? This year?

Evacuee labor allocations for Tule Lake for the current quarter have not yet been made. Do you hope to be able to use evacuee teachers, assistant teachers, office help, etc? Feel free to call upon us for any help that we can give.

Yours truly,

N. E. VILES
Education Adviser

UNITED STATES
DEPARTMENT OF THE INTERIOR

Tule Lake Center
Newell, California

CME

Mr. Dillon S. Myer
Director
War Relocation Authority
Barr Building
910-17th Street N. W.
Washington (25), D. C.

JUL 14 '44

Attention: Mr. John Provinse
Dr. Lester K. Ade

Dear Mr. Myer:

The opening of the nursery school has made us quite aware of the fact that our pre-school children are speaking little or no English. No English is spoken by the two and three-year-olds and very little by the four-year-old group. We realize that within a couple of years, our children will enter the first grade totally unprepared for a reading program of any kind.

In order that a non-reading program may be worth-while and meet the needs of the children, much work needs to be done in planning both the curriculum and the techniques that the teachers will need to use.

In view of this fact, we are asking the Washington office to provide a workshop advisor, or materials that the office feels will be helpful in a problem that is especially peculiar to this situation.

Yours very truly,

R. R. Best
Project Director

KMH:ey
Chron.
Sub.
File
7-12-44

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Education

UNITED STATES
DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
WASHINGTON

SEP 1 1944

Mr. Raymond R. Best
Project Director
Tule Lake Segregation Center
Newell, California

Attention: Kenneth Harkness, Superintendent of Education

Dear Mr. Best:

Last fall a policy on education for exceptional children was established by the WRA Washington office. Relative to this matter Mr. Provinse sent out the following teletype to some of the centers:

> "IT IS EXPECTED THAT PROJECT CENTER SCHOOL SYSTEMS WILL PROVIDE EDUCATION FOR ATYPICAL CHILDREN INCLUDING DEAF BLIND PHYSICALLY HANDICAPPED AS WELL AS SUBNORMAL CHILDREN OF SCHOOL AGE. TO THIS END PROJECT DIRECTORS ARE URGED TO PROVIDE A COMPETENT SPECIAL CLASS TEACHER TO ASSUME THIS RESPONSIBILITY AT EACH CENTER. EXTREME CASES INVOLVING PERSONS WHO CANNOT PROFIT BY SUCH TEACHING AND WHO PRESENT SOCIAL OR HEALTH PROBLEMS WHICH CANNOT BE ADEQUATELY HANDLED WITHIN THE CENTER SHOULD BE MADE THE BASIS OF A RECOMMENDATION FOR HANDLING AS INSTITUTIONAL CASES."

This office appreciates the fact that most of the centers have made provision for the education of exceptional children and sincerely hopes that all centers will reinforce and improve upon their current atypical education programs.

Thank you in advance for your consideration of this vitally important matter.

With cordial regard and deep appreciation, I am

Sincerely yours,

Lester K. Ade

LESTER K. ADE
WRA DIRECTOR OF EDUCATION

B

UNITED STATES
DEPARTMENT OF THE INTERIOR

Tule Lake Center
Newell, California

CME

SEP-8 '44

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

Attention: Dr. Lester K. Ade

Dear Mr. Myer:

When Dr. Viles visited the project, he raised the question about granting full credit to elementary school pupils in view of the fact that they are attending half-day sessions in the center school. This credit may be granted elementary school pupils on completion of two semesters of 18 weeks each and an additional eight weeks of summer school attendance. This would approximate the minimum requirement of the State of California.

Under the California school law, the minimum school day for grades 1, 2, and 3 is 200 minutes; grades 4, 5, and 6 is 240 minutes, or four hours per day for 170 days, making a total of 680 hours of school. With our three-hour daily session, five days a week for 44 weeks, gives us a total of 660 hours. Grades 1, 2, and 3 have no difficulty meeting the requirement.

In addition to attendance in the center schools, pupils attend the Japanese Language School for a similar length of time daily. In these schools, they receive instruction in art, rhythmics, calisthenics, and other motor skill subjects so that in the center school we do not have to devote the usual amount of time to such instruction, therefore allowing us additional time for the basic skills.

In the Japanese Language Schools, they are using the same arithmetic series of textbooks that we are using in the center schools, so there is a very close correlation in this field.

In view of these facts, we feel that we are quite justified in promoting the children on a

chronological and social basis.

SEP-8 '44

Yours very truly,

Harry L. Black
Acting Project Director

KMH:ey
Chron.
Sub.
File
9-7-44

Education

MEMORANDUM TO: Ray Best
Project Director
Tule Lake Center

SUBJECT: Teaching Personnel for Pupils of Caucasian Personnel

Your recent memorandum to Mr. Dillon Myer, attention Dr. John Provinse, was referred to me. Dr. Provinse asked me to consult the State Department of Education. On March 9, I went to Dr. Dexter's office in Sacramento and found him quite desirous of cooperating in every way possible with the War Relocation Authority. He thought it might be possible for the State to furnish the funds for paying teachers to teach in a school operated in the Center for children of the Caucasian personnel. He referred me for further consultation to Mr. Walter Morgan and Mr. Lenz, respectively financial and legal advisers of the State Department of Education.

The following facts emerged from this conference:

1. The county superintendent can provide transportation or can supply emergency teachers, the district providing other expenses. In this case the attendance would be accredited to the district. The moneys for such attendance would not be received until the following year.

2. The county superintendent could give the district in which the center is located emergency apportionment, the district then maintaining a school at the project or transporting pupils to a regular school in the district.

3. The county superintendent can maintain emergency schools at the project and will be reimbursed from State funds during the following year.

It seems the district has a moral but not a legal responsibility either to transport pupils to a school in the district or to provide teachers for a school at the center.

There is no reason, however, why the county superintendent cannot provide an emergency school at the center, especially since practically the only expense would be the salary of the teachers. The State would reimburse the county next year.

Both Mr. Morgan and Mr. Lenz suggested that you consult Mrs. Tierney or the county superintendent of Siskiyou County and ask her to establish an emergency school on the project. She could give the district the emergency help and let them count the attendance.

The emergency school would have to be conducted by the district in which the center is located. If the children are at present going to the Carr District, and the center is not in that district, it could not send teachers to the camp. Only the governing board of the district in which the center is located could do so. It is the only district which can assume any financial obligation in the matter.

The State Department suggests that you carry on for the rest of this year as you have been doing and then make new arrangements for next year.

In talking with Dr. Provinse we both agreed that it was at least the moral obligation of the State to provide teachers for the Caucasian personnel at Tule Lake Center. Whether we could persuade them to exercise a legal responsibility was another matter.

The above represents my efforts in this direction.

Robert E. Gibson
Liaison Officer

UNITED STATES
DEPARTMENT OF THE INTERIOR

Tule Lake Center
Newell, California

CME

January 11, 1945

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

Attention: Mr. John Provinse
Chief, Community Management

Dear Mr. Provinse:

Reference is made to your letter of January 1 regarding the head teacher positions at the Tule Lake Project. I am surprised to learn that your office is apparently uninformed relative to the use of our head teacher positions on this project.

When the center became a segregation center, it was found that, with the operations of the Japanese Language Schools, the students showed very little interest in the vocational fields. Therefore, it was felt advisable to replace the vocational head teachers with head teachers in other fields whenever replacements were necessary. With the peculiar need for English instruction and the difficult situation which prevailed in this center in the field of social studies, it was felt wise to utilize one of these positions for the appointment of an individual well trained in these fields to serve as a head teacher.

Because of our inability to find mathematics and Science teachers to help in these fields, it was decided that it would be well to use two head teacher positions in the mathematics and science fields, one for the junior high level and the other for the three upper grades.

We had anticipated that there would be a far greater interest in the field of music following the segregation and we were about to lose our music instructor to another job, so it was deemed wise to put this person in as a head teacher in the field of music in order to retain that individual on on our faculty. These changes were effected after discussion with the Chief of Community Management and the Personnel Office. When Dr. Ade, Dr. Viles, Dr. Johnson, and Dr. Van Buskirk visited the project from the Education Section, we explained to them our peculiar needs for the Tule Lake Schools and thought that these decisions which had been made were understood and approved by them.

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cc: mgt.

Also, at the time that I attended the Washington Conference I, likewise, explained the situation and our peculiar needs and how we had met these contingencies. Therefore, I was surprised to receive your letter of January 1 which seems to indicate that you were totally unaware of the special adaptation which we had made for this project.

Our shop teacher expects to resign March 1 and we do not expect to replace him, thus taking care of one of the surplus head teacher assignments. In order to bring the other assignments in line with the proposal from the Washington office, we had expected to assign the teachers to secondary teacher positions at the top of the grade just as soon as vacancies occurred on the staff. This arrangement, however, would not bring the head teacher positions in line with the positions as listed in the job description of May 13, 1943, but we feel that we have made a far wiser distribution than would have been the case had we put them in the vocational fields named.

Inasmuch as the job description stated that they could be used in "such subjects as" --both our office and the Personnel Section felt that we might use our discretion in utilizing these head teachers in the fields where they seem to be most needed to carry out an efficient educational program on the project. If this disposition of the case does not meet with your approval and it is to become necessary to terminate these teachers in these particular fields, will you advise us promptly of your decision. Frankly, I do not believe that we shall be able to replace them with teachers to handle our teaching load if we terminate them. We have not had an application submitted to our office from Personnel for some time, and apparently teachers are not willing to come into this type of a position with the uncertainty of the future of the program. We hope that your office will see fit to permit us to use our discretion in the assignments of the allocated chart positions.

In December, in reply to correspondence from the Washington Office suggesting that two administrative positions be discontinued, I recommended through the Personnel Section that we eliminate position of the supervisor of adult education, which was then vacant, and the position of supervisor of student teachers for this project. At the same time I had asked for the appointment of Mr. G. W. Cook to replace Mr. Gunderson as the principal of the high school and the appointment of Mr. Don Miller to the position of assistant principal to fill the vacancy thus created, and it was my plan to designate the present supervisor of student teachers to the vacancy thus created as head teacher in mathematics and social studies, which would have solved theproblem of retaining the present staff members, because we felt that it would be

very unwise to bring new administrative members into the staff who would be totally unfamiliar with the many peculiar problems which have arisen out of the disturbed school program in this center. We felt that those who had been here through the greater part of the program were in a much better position to do a good piece of work than strangers would be. To date the approval of these suggested changes have not come through and I note that on the new budget for their quarter, 1945, these recommended changes have not been put into affect.

Likewise, in the third quarter budget the number of secondary teachers was cut drastically, and the justification given by the Personnel Section was that this was due to the fact that the schools were operated on a half-day basis. We cannot understand this line of reasoning for the secondary schools inasmuch as the students are carrying the same load, regardless of the fact that in many cases they are carrying four subjects in a half day. We still have the same number of students to handle for the regular classes, and our teacher assignment load is not changed in any way. We cannot assign teachers a double load of classes, and we hope that this matter will be given careful reconsideration by your office. As it is we were allocated the number of positions now filled, and it means that we are not in a position to recruit any additional teachers to replace those who will terminate or the colonist teachers who may relocate under the present opening of the Western Defense Zone. You are quite aware of the fact that we cannot wait until we actually have an opening before we try to recruit teachers, or we should not be able to handle the classes left open by such terminations.

I trust that these explanations will clarify the matter of our assignments of head teacher positions and hasten action relative to the appointment of a high school principal and assistant principal.

Sincerely,

R. H. Best
Project Director

CC: R. B. Cozzens

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1-10-45
Chron.
Subj.
Desk
Confirmation
cc: Mr. Gunderson

Community Education

UNITED STATES
DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

WASHINGTON

January 1, 1945

Mr. Raymond R. Best
Project Director
Tule Lake Segregation Center
Newell, California

Attention: Mr. Kenneth Harkness
Superintendent of Education

Dear Mr. Best:

In your letter of December 18, you indicate that you have seven head teachers in your high school: two in science and mathematics; one each in physical education, music, commerce, shop; and one in English and social studies. How have you qualified these people for head teacher positions? The original "Head Teacher" job description, May 13, 1943, listed home-making, agriculture, industrial arts, commerce, atypical education, retraining, health and physical education, and general curriculum as the areas in which head teachers might be employed. The job description did not include authorization for head teachers in science or mathematics, music, English and social studies.

You do seem to have head teachers in commerce, and shop but not in the other areas outlined in my letter of December 9. In this letter I suggested a limit of five head teachers and that these be selected for the areas listed. I also suggested means of caring for head teachers in the three head teacher positions to be abolished, but did not suggest means of caring for head teachers now employed in positions not included in our former authorization. I shall be interested to know your plans for handling this problem.

Sincerely,

John H. Provinse

John H. Provinse
Chief of Community Management

43570

UNITED STATES
DEPARTMENT OF THE INTERIOR

Tule Lake Center
Newell, California

CME

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

JAN 31 '45

Attention: Dr. John Provinse
Dr. N. E. Viles

Dear Mr. Myer:

Your letter of January 20, in reply to ours of January 11, raises several questions to which we should like to have answers in order that we shall be able to plan our work for the coming semester.

(1) What administrative positions do you contemplate having on the chart for the fourth quarter, 1945?

In a previous letter you suggested the elimination of two administrative positions, and Mr. Harkness recommended that the positions of supervisor of student teachers and supervisor of adult education be the two positions eliminated from the staff at Tule Lake.

No changes were made in the allocation for the first quarter, 1945. In order that we shall have time to adjust our staff according to plans under consideration in your office, we should like to know what the situation will be regarding these administrative staff positions after April 1.

(2) The third paragraph of your letter indicates that it is not the present policy as set by the Washington office to provide post-graduate work on the high school level. When Dr. Viles visited the project in August, Mr. Gunderson reported that he expressed his whole-hearted approval of the program which we were following, permitting our graduates to return in order to enroll in additional courses on the high school level, so that some of them who had taken a non-college entrance course would be able to earn additional units to enable them to enter college.

Of all those enrolled in the high school as special students, at the present time the only students taking work which could be classified as adult education are those enrolled in one course in analytic geometry, which course is being offered by one of the teachers as an additional load.

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We felt that providing this additional opportunity for young people to come within the atmosphere of the school was a decidedly wholesome program for this center, and we felt that it had the support of the education advisers from the Washington office. Will you, therefore, advise us at once whether or not we are to plan to offer any such work for the next semester, because if this is not to be permitted, it will only be fair that we notify the students of this action without delay.

(3) In the first paragraph of his letter, Dr. Viles expresses the opinion that the plan of allocating one teacher for 35 high school pupils automatically sets up a teaching load of 210 pupil-clock-hours per teacher per day. This is the first indication that has come to this project that anyone in the education section on the Washington level has interpreted the pupil teaching ratio in this manner.

The standards of this state do not permit any such teaching load and I am sure that they do not conform to the standards of any high school accrediting association. The City of Oakland will not permit a teacher of English, for example, to have a daily load of more than 125 pupils. The North Central Association of Secondary Schools sets its recommendation at not more than 150 pupils per day per teacher. If we interpret this first paragraph of your letter correctly, you are recommending six classes per day of 35 pupils each.

Likewise, we cannot understand just what Dr. Viles has in mind when he writes that fewer teachers are needed when the students take their four subjects in one-half day, rather than spreading them through the entire day. The teachers are handling the same number of pupils regardless of the time when they conduct the classes.

(4) In your letter of January 23 you asked what has been done relative to the head teacher position recommendations previously made. As was suggested in our letter of January 11, the only way in which we can take care of the reassignment of head teachers would be by failing to fill positions vacated by terminations. We have 31 approved secondary teacher positions, 30 of which are filled. Therefore, we cannot process the head teachers as secondary teachers at the top of the grade, because we do not have positions open. The only suggestion we can make would be that you authorize additional secondary teacher positions for this project and eliminate a corresponding number of head teacher positions.

The only head teachers that we have on the staff at the present time in the categories listed are shop teacher and commercial teacher. As reported in our letter of January 11, the shop teacher expects to resign March 1 and we had not contemplated filling that position, inasmuch as woodshop has been discontinued for lack of enrollment in the classes.

We had understood that when the allocation of funds for positions came through for the first quarter, that we should have until April 1 to bring these positions into line. However, if you insist that this be done immediately, we shall need an additional quota of secondary teacher positions in order to make these reclassifications of the head teachers.

An early reply, clearing up these four points, will be very greatly appreciated.

Sincerely,

R. R. Best
Project Director

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1-30-45
Chron.
Sub.
File
Confirmation
Mr. Gunderson

Education

UNITED STATES
DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

WASHINGTON

January 31, 1945

Mr. Raymond R. Best
Project Director
Tule Lake Segregation Center
Newell, California

Attention: Mr. Kenneth Harkness, Superintendent of Education

Dear Mr. Best:

For purposes of recording adequately the Practical Arts program in the Tule Lake schools, we would appreciate the following information:

1. Registrations for each month of the present term, in

   a. Industrial Arts —
   b. Commercial Arts —
   c. Home Making Arts —
   d. Agriculture Arts —

2. A statement identifying for each of these curricula:

   a. Individual courses included: i.e. Typing I, II, Shorthand I, II, III, etc.
   b. General scope of each course
   c. Text and reference books used
   d. Other appropriate information
   e. Roster of teachers, and their assignments

Cordially,

R B Johnson

Richard B. Johnson
Washington Vocational
Training Supervisor

44518

UNITED STATES
DEPARTMENT OF THE INTERIOR

Tule Lake Center
Newell, California

CME

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

FEB 14 '45

Attention: Mr. Richard B. Johnson
Vocational Training Supervisor

Dear Mr. Myer:

Reference is made to the request in your letter of January 31 for information regarding the Practical Arts program in the Tule Lake Schools.

At the present time we have no agriculture being taught in the center. In Home Making Arts, Commercial Arts and Industrial Arts, the situation remains very much the same as it was when Mr. Johnson visited the center; namely, that the students who are trying to carry a load at the center school as well as a load in the Japanese language school find that time does not permit them to carry vocational subjects requiring double periods of recitation. Therefore, the enrollment is very limited in the Practical Arts courses.

We have a small enrollment in home making and a heavy enrollment in commercial fields. A great interest had been evidenced in courses in auto mechanics, but these courses will have to be discontinued at the end of the present semester, due to the fact that the fire regulations do not permit the program to be carried on in a wooden building on a wooden floor.

Attached you will find descriptions of the courses, texts used, roster of teachers and enrollments for the first three months of the present school year.

Sincerely,

R. R. Best
Project Director

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Mr. Gunderson
Confirmation
2-14-45
Enclosure

Edu.

February 8, 1945

Mr. R. R. Best
Project Director
Tule Lake Relocation Center
Newell, California

Attn: Mr. Kenneth Harkness
Superintendent of Education

Dear Mr. Best:

We are attaching Memorandum No. 3, covering certain items of the general outline of suggested school closing procedures.

Under Item F-4 we are including a copy of an outline for the "Final or Closing School Report." This is a copy of the material submitted to the Reports Office as a suggested proposed revision of Handbook Section 140.10.1B, Exhibit XXVI, and was based on our experience with the Jerome report. We are sending these as advance sheets and have been informed by the Procedures Secion that the final form should be essentially the same as this.

We feel that the plan outlined will permit better organization of the report. Note the suggestion that the final writing or editing should be done by one of two persons. Item IV of this report is not a duplication of the program summary (Item E-4) requested in Memorandum No.2, which is a subject by subject or a grade by grade report made by teachers and overall summary by school units elementary, secondary, etc. Item IV, as listed here. is more of an administrative report covering records, testing, enrollment, etc. It is not a subject by subject report and is to be prepared by one person. However, data given as per the Memorandum No. 2 request may provide him background for this summary.

The Appendix (IX) will provide an opportunity for you to include statistical and tabular data on various items which are not properly a part of the main or descriptive part of the closing report. The two parts of the report should be bound separately.

Sincerely,

N. E. Viles
Education Adviser

UNITED STATES
DEPARTMENT OF THE INTERIOR

Tule Lake Center
Newell, California

CME

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

MAR 10 '45

Attention: Mr. N. E. Viles

Dear Mr. Myer:

Reference is made to your letter of February 26 in which you inquired about the closing dates and the school program for the Tule Lake school.

The new school year opened December 11, 1944. At the end of the first quarter we had one week of vacation from February 16 to February 26. The first semester will close May 4.

Inasmuch as the greater number of the members of the senior class will be finishing at the end of the first semester of the school year rather than at the end of the second, the class decided that the major activities of senior week would be put on at the end of the first semester. The week from April 29 to May 4, inclusive, will include the usual senior week activities.

There will be a three-week vacation period at the end of the first semester from May 5 to May 27, inclusive. At this time teachers wishing to take annual leave will have an opportunity to do so. At the end of the third quarter there will be another week of vacation from August 3 to August 13. The high school here will close with a second commencement program, October 19.

On first consideration it might seem that it would be advisable to try to crowd the program straight through in order to complete the school year at an earlier date, However, we feel that it is necessary for both pupils and teachers to have some vacation periods during the year, and it was decided at the beginning of the year that the most beneficial program would be to have a one week's

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period at the end of each quarter and a three week's period at the end of the each semester. Knowing that, the teachers will be able to make their vacation plan accordingly.

Sincerely,

Harry L. Black
Acting Project Director

KMH:ey
Chron.
Sub.
File
Mr. Gunderson
Confirmation
3-9-45

Tule Lake

Education

Kunst.

DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington

February 26, 1945

TO ALL PROJECT DIRECTORS:

Attention: Superintendents of Education

It will be easier here to plan schedules when we know the closing dates of your regular school program. We have received some of this data, but are not sure in all cases that it is official. Will you please send us a copy of your calendar showing closing dates, schedule of closing activities, etc. for the regular school program?

Yours very truly,

N. E. Viles

N. E. VILES
Education Adviser

45582

UNITED STATES
DEPARTMENT OF THE INTERIOR

Tule Lake Center
Newell, California

CME

Mr. Dillon S. Myer
Director
War Relocation Authority
Barr Building
Washington (35), D. C.

MAR 30 '45

Attention: Dr. N. E. Viles
Education Consultant

Dear Mr. Myer:

Reference is made to your communication of March 2, asking for information regarding the participation of the parents of this center which indicate their interest in the schools.

There has not been much activity at Tule Lake since segregation which points to an active interest on the part of the parents in the center schools. The interest of the evacuees of this center is largely gathered about the Japanese language schools, for which the parents assess themselves for tuition fees and other contributions to finance the program.

Prior to the time when the project became a segregation center, we had in operation several groups backing the school program. A committee comprised largely of teachers and evacuee assistants raised a fund in excess of $1700, which was used for scholarships for worthy students from this high school to colleges throughout the United States.

Parent-Teacher Associations were organized in each of the elementary schools, with the high school parents belonging to the association of the elementary school adjacent to the high school plant. A lively interest was shown in the welfare of the children and the program of the Education Section. At the conclusion of the relocation center the treasurers turned over the balances on hand to be used in the center schools to provide playground equipment for nursery schools and diploma covers for high school graduates, items which otherwise would have been hard to obtain through regular budgetary procedures. Even under the segregation center set-up, parents have contributed much time in making toys and playground equipment for the nursery schools, which are located within the colony itself. Parents of children attending these schools also donate their services in cleaning the nursery schools and grounds.

Comm. Act

Inasmuch as there has been no landscaping on this project, we have not had any participation on the part of the community in assisting in this type of help for the schools.

Prior to the opening of the schools in the relocation center at Tule Lake, the education staff held a series of joint meetings with a group of approximately 40 leaders of the center, representing the several interests and activities then going on. They helped in the planning of the schools and the school programs. However, this group felt that it would be better to function as a consulting group, rather than as an organized advisory school board. It was largely from the membership of this consulting committee that the leadership was found for the Parent-Teacher Association groups.

There has not only been a lack of participation in English activities, but on the other hand, there has been an active opposition to the so called-American-type program and school activities. This is perhaps a natural outcome of the emphasis which has been placed on the center as one in which Japanese traditional activities might be conducted.

Sincerely,

Harry L. Black
Acting Project Director

KMM:ey
Chron.
Sub.
File
cc: Mr. Gunderson
Dr. Lester K. Ade, Washington (25), D. C.
Mr. John Provinse, Washington (25), D. C.
Confirmation
3-28-45

UNITED STATES
DEPARTMENT OF THE INTERIOR

Tule Lake Center
Newell, California

SEP 28 1945

Mr. B. Omoto
6-1-A
Heart Mountain, Wyoming

Dear Mr. Omoto:

In answer to your letter of September 22, 1945 regarding pharmacist training at this Center, I wish to inform you that we have no such training course.

Further, under our WRA policy, we are not permitted to admit any person to this center as a resident.

Sincerely,

R. R. Best
Project Director

RRBx
MPGundersoN;br
9/28/45
cc: chron
subj
file

Carme MG

Comm. Mgmt.

UNITED STATES
DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

October 19, 1945

Mr. Raymond R. Best
Project Director
Tule Lake Segregation Center
Newell, California

Attention: Mr. M. R. Gunderson

Dear Mr. Best:

By this time you will have copies of the Director's Administrative Notice establishing certain dates for the closing of various Community Management activities. As per your previous notice from the Director, you will note that schools are to close not later than December 21. We understand that one term of your high school ended on October 19, and that the new term was scheduled to begin October 29. We also note that your new term in the elementary school opened September 17.

From our experience in closing of other Centers, we find that the final days are sometimes hectic. In some cases certain essential and planned activities are delayed only to find, as the closing time draws near, that the needed time and personnel are not available. Some teachers find new positions and others are needed in other project activities. In order to avoid this condition and to be able to clear up the school program in a satisfactory manner, it seems desirable that you arrange now with your school officials for a time schedule for the completion of all records and reports, and that specific individuals be assigned to certain tasks. We are specifically concerned with completion of all school records and reports, the completion and filing of all pupil records, and the development of accurate teacher data.

Comm Mgt

The school section here will send to you and Superintendent Harkness detailed suggestions on school closing procedures within the next day or two.

Sincerely,

John H. Provinse

John H. Provinse
Chief, Community Management

56080