

E2.601

67/14  
C

WAR RELOCATION AUTHORITY  
SCHOOL REPORTS  
1942-43 SCHOOL YEAR

Summaries and Interpretations  
(nine centers reporting)

SUMMARY I

TOTAL ENROLLMENTS FOR YEAR BY GRADES FOR  
WRA ELEMENTARY AND SECONDARY SCHOOLS

	Total Enrollment for Year	Enrollment at end of year	Drop in enrollment
Kdg.	1390	1294	96
Grade 1	1261	1200	61
Grade 2	1319	1214	105
Grade 3	1312	1226	86
Grade 4	1362	1289	73
Grade 5	1472	1426	46
Grade 6	<u>1501</u>	<u>1438</u>	<u>63</u>
Total Elementary	9617	9087	530
Grade 7	1716	1620	96 <sup>(1)</sup>
Grade 8	1724	1620	104
Grade 9	<u>2113</u>	<u>2026</u>	<u>87</u>
Total Junior High School	5553	5266	287
Grade 10	2392	2146	246 <sup>(1)</sup>
Grade 11	2476	2166	310
Grade 12	<u>2675</u>	<u>1986</u>	<u>689</u>
Total Senior High School	7543	6298	1245
Total All Secondary	13096	11564	1532 <sup>(1)</sup>
Total Elementary and Secondary	22713	20651	2062
Post Graduate	82	70	12
Grand Total	22795	20721 <sup>(2)</sup>	2074

(1) Part of loss in Jr.-Sr. High School a result of mid-year promotions in some centers without corresponding mid-term promotions from the grades.

(2) Since the 1942-43 term at Jerome did not close until September, the enrollments for column 2 and 3 include only mid-term enrollments for Jerome.

- 2 -

The drop in enrollment was the result of relocation, of transfer to other centers, and of mid-year graduation. Some of the pupils come from schools having mid-year promotions. In most cases those in the upper grades were permitted to continue on the mid-year promotion plan, while the lower grades were placed on the usual annual promotion plan.

The number of pupils in grade twelve most of whom are graduating exceeds those of grade six coming to high school by 546. However, the decrease in secondary school enrollment from graduation alone will not be 545 since with mid-year promotion in the upper grades not all of the 1986 seniors graduated in June 1943. From the trend it does seem that both elementary and secondary school enrollments will be less for the 1943-44 school year.

No term report or accurate data available for Poston. Data from other sources indicates that the enrollments for Poston were about as follows: Grade 1-6 inclusive 1758, Grade 7-12 inclusive 2666. Total 4424. Note this does not include the kindergarten.

If these are correct, the total enrollment for the year for all centers was elementary 11,375 (plus Poston kindergarten not included here), secondary 15,762, post graduates 82, grand total 27,219.. This enrollment is approximately 27 percent of the center population, while the average for the United States in 1939-40 was approximately 20 percent.

## SUMMARY II

## CENTER TOTAL SCHOOL ENROLLMENTS 1942-43

NOTE: As in Summary I, Jerome enrollments are for only the first semester.

Grade	Gila River	Minidoka	Tule Lake	Manzanar	Central Utah	Heart Mt.	Granada	Rohwer	Jerome	Colo. River	Total
Kdg.	322	97	248	148	99	125	99	113	139		1390
1	226	95	177	159	86	136	92	128	182		1261
2	202	97	253	142	93	150	107	132	143		1319
3.	201	106	224	149	120	136	110	130	136		1312
4.	198	116	234	141	94	164	111	135	169		1362
5	192	149	294	167	104	157	139	132	138		1472
6	211	128	261	171	120	166	140	142	162		1501
Total Elem.	1552	788	1691	1077	696	1034	798	912	1069		9617
7	242	185	304	156	174	209	141	146	159		1716
8	255	197	304	165	151	181	134	148	189		1724
9	316	231	386	199	156	261	177	164	223		2113
Total Jr. H.	813	613	994	520	481	651	452	458	571		5553
10	345	236	462	250	184	279	209	201	226		2392
11	327	221	489	272	189	311	181	248	238		2476
12	408	278	486	288	210	271	237	274	223		2675
Total Sr. H.	1080	735	1437	810	583	861	627	723	687		7543
Total Kdg.- 12	3445	2136	4122	2407	1760	2546	1877	2093	2327		22713
Post Grad- uate	0	0	0	0	23	57	22	0	0		82
GRAND TOTAL	3445	2136	4122	2407	1783	2583	1899	2093	2327		22795
Number on Rolls at End of Year	3196	1968	3483	2032	1695	2466	1709	1871	2301		20721

SUMMARY III

ATTENDANCE

In the following summary for nine centers (Colorado River, no report) are estimated on the following basis:

Possible days of attendance was based on total days school was reported session multiplied by the average enrollment. Since the Jerome report, available at the time covered only the first semester this was adjusted and extended to provide an estimated enrollment for Jerome for the year. On this basis the percentage of attendance is as follows for the nine centers reporting:

	<u>Elementary Schools</u>	<u>Secondary Schools</u>
Possible days attendance	1,654,654	2,134,540
Total days attended	1,467,971	2,013,338
Percentage of perfect attendance	88.6	94.3

Information is not yet available to show whether illness, housing, or some other factors contributed to the lower attendance in the elementary schools. In general the percentage of attendance was lower in the Centers located in the colder areas. This was more pronounced in the elementary attendance, e.g., in Gila River and Rohwer the percentage of attendance in the elementary schools was more than 90 percent.

While statistics prepared by the United States Office of Education for 1939-40 on National school attendance are not on a basis wholly comparable, they do seem to indicate that WRA Center attendance was from two to six percent better than that for the nation.

SUMMARY IV

HIGH SCHOOL VOCATIONAL ACTIVITIES

	Pupils enrolled in vocational courses	Pupils engaged in part-time work-school program
Gila River	1296	464
Minidoka	292	400(1)
Tule Lake	1294	350
Manzanar	851	59
Central Utah	947	86
Heart Mountain	286	
Granada	588	
Rohwer	612	128
Jerome	1006	300
Colorado River - No Report		
Total	7172	1787

(1) In Minidoka students other than those enrolled in vocational classes participate in the part-time program.

The enrollment may represent some duplication of pupils enrolled in more than one vocational field. This would not be true of the part-time work-school enrollees. The part-time enrollees (16 years or more of age) represent 28 percent of the senior high school enrollment at the end of the year in these nine centers.

SUMMARY V

TEACHER LOADS

Number of pupils enrolled at end of year per each certified teacher.  
(Appointed and Evacuee)

	<u>Elementary</u>	<u>Secondary</u>
Gila River	50	34
Minidoka	39	43
Tule Lake	42	36
Manzanar	30	30
Central Utah	80	33
Heart Mountain	39	39
Granada	35	30
Rohwer	45	26
Jerome	59	52
Colorado River		
General Average	44 <sup>8</sup>	34 <sup>9</sup>

Since the number of teachers includes principals and vocational advisers the number of pupils per certified classroom teacher would be slightly higher.



WAR RELOCATION AUTHORITY  
COMMUNITY MANAGEMENT DIVISION  
Education Section

February 26, 1944

TO PROJECT DIRECTORS

ATTENTION SUPERINTENDENTS OF EDUCATION

In October 1943 we sent you reports on basis of information available at that time on enrollments, attendance, grade placement of pupils, and other data on the WRA schools. The following report includes data not available from certain centers in October.

In developing hurriedly and in wartime a school program of this scope it was at the beginning difficult to maintain adequate records of all activities and developments. Special efforts were made to prepare the necessary form and to compile essential school information. By the end of the 1943-44 school year the school records were approaching standard in reliability, and should soon be adequate for current and future needs.

The following summaries were compiled from the revised term reports from the ten WRA centers.

Revised - Include Jerome End of Year -  
and Colorado River  
War Relocation Authority  
School Reports  
1942-43 School Year

Japanese Relocation Papers  
Bancroft Library

Summaries and Interpretations

Summary I

Total Enrollments for Year by Grades for  
WRA elementary and secondary schools

	<u>Total Enrollment for Year</u>	<u>Enrollment at End of Year</u>	<u>Drop in Enrollment</u>
Kdg.	1662	1547	115
Grade 1	1519	1440	79
Grade 2	1591	1464	127
Grade 3	1598	1528	70
Grade 4	1662	1582	80
Grade 5	1778	1728	50
Grade 6	<u>1854</u>	<u>1777</u>	<u>77</u>
Total Elementary	11664	11066	598
Grade 7	2085	1946	139 <sup>1/2</sup>
Grade 8	2108	1982	126
Grade 9	<u>2593</u>	<u>2413</u>	<u>180</u>
Total Jr. High School	6786	6341	445
Grade 10	2882	2598	284 <sup>1/2</sup>
Grade 11	3049	2692	357
Grade 12	<u>3248</u>	<u>2375</u>	<u>873</u>
Total Senior H. S.	9179	7665	1514
Total All Secondary	15965	14006	1959 <sup>1/2</sup>
Total Elementary and Sec.	27629	25072	2557
Post Graduate	99	83	16
Grand Total	27728	25155	2573

1. Part of loss in Jr.-Sr. high school a result of mid-year promotions in some centers without corresponding mid-term promotions from the grades.

Information to show the drop in enrollment resulting from transfers to other centers was not available, or of the grade placement of pupils lost through relocation. A part of the drop in enrollment was a result of the excess of the graduating class enrollment over that of the incoming first grade. Many of the pupils came from schools having mid-year promotions. In order to avoid retarding progress these were continued at least temporarily for the upper grades. The enrollment in grade 12 was approximately double that of grade one. Not all of the seniors enrolled at the end of the year graduated since some of them had been promoted at mid-year. The trend indicates a drop in the total enrollment in addition to the loss from relocation.

The total enrollment for the year was 11,664 elementary, and 15,925 secondary pupils, and post graduates 99 for a total of 27,728. This enrollment was equivalent to approximately 26 percent of the total center population, while the average for the United States in 1940-41 was approximately 20 percent.

## SUMMARY II

## CENTER TOTAL SCHOOL ENROLIMENTS 1942-43

Grade	Gila				Central	Heart	Colorado				Total
	River	Minidoka	Tule Lake	Manzanar	Utah	Mt.	Granada	Rohwer	Jerome	River	
Kdg	322	97	248	148	99	125	99	113	145	266	1662
1	226	95	177	159	66	136	92	128	186	254	1519
2	202	97	253	142	93	150	107	132	144	271	1591
3	201	106	224	149	120	136	110	130	136	286	1598
4	198	116	234	141	94	164	111	135	170	299	1662
5	192	149	294	167	104	157	139	132	138	306	1778
6	211	128	261	171	120	166	140	142	162	353	1854
Total Elem.	1552	788	1691	1077	696	1034	798	912	1081	2035	11664
7	242	185	304	156	174	209	141	146	159	369	2085
8	255	197	304	165	151	181	134	148	189	384	2108
9	316	231	386	199	156	261	177	164	230	473	2593
Total Jr. H.	813	613	994	520	481	651	452	458	578	1226	6786
10	345	236	462	250	184	279	209	201	229	487	2882
11	327	221	489	272	189	311	181	248	264	547	3049
12	408	278	486	288	210	271	237	274	263	533	3248
Total Sr. H.	1080	735	1437	810	583	861	627	723	756	1567	9179
Total Kdg.- 12	3445	2136	4122	2407	1760	2546	1877	2093	2415	4828	27629
Post Grad- uate	0	0	0	0	23	37	22	0	0	17	99
Grand Total	3445	2136	4122	2407	1783	2583	1899	2093	2415	4845	27728
Number on Rolls at end of year	3196	1968	3483	2032	1695	2466	1709	1871	2061	4674	25155

SUMMARY III  
 Term Report Summaries 1942-43  
 Total Enrollment at End of Year

Grade	Gila River	Minidoka	Tule Lake	Manzanar	Central Utah	Heart Mt.	Granada	Rohwer	Jerome	Colorado River	Total
Kdg.	311	89	209	136	92	124	93	106	133	254	1547
1	214	84	160	154	67	132	87	120	173	249	1440
2	198	94	225	128	60	146	99	122	137	255	1464
3	198	105	216	130	85	135	107	116	129	307	1528
4	192	111	217	123	92	155	105	125	165	297	1582
5	191	149	257	107	119	157	131	127	136	304	1728
6	203	127	224	169	126	161	134	133	155	345	1777
Total Elem.	1507	759	1508	997	641	1010	756	849	1028	2011	11066
7	226	179	324	84	168	212	135	137	120	361	1946
8	236	193	247	152	148	197	125	135	168	381	1982
9	293	219	385	164	155	274	169	147	169	438	2413
Total Jr.H.	755	591	956	400	471	683	429	419	457	1180	6341
10	308	205	367	198	177	295	185	187	215	461	2598
11	306	193	355	237	185	272	161	223	229	531	2692
12	320	220	297	200	200	161	174	193	132	478	2375
Total Sr.H.	934	618	1019	635	562	728	520	603	576	1470	7665
Total Kdg.-12	3196	1968	3483	2032	1674	2421	1705	1871	2061	4661	25072
Post-Graduate	0	0	0	0	21	45	4	0	0	13	83
GRAND TOTAL	3196	1968	3483	2032	1695	2466	1709	1871	2061	4674	25155

These summaries show enrollment decreases of from about four or five percent in Heart Mountain and Central Utah to fifteen or sixteen percent in Jerome, Tule Lake, and Manzanar. In Manzanar and Gila River the elementary enrollments were nearly as high as those in the secondary schools, but in most other centers the secondary enrollments were much larger than the elementary.

----- 0 0

SUMMARY IV

Attendance

Possible days of attendance was based on the total days school was reported in session at each center multiplied by the average enrollment.  
 On this basis:

Possible days of attendance	4,616,494
Total days attended	4,264,357
Percentage of attendance	92.4

The elementary attendance was 88.6 percent and the secondary 94.3 percent. This percentage of attendance is nearly seven percent better than the national norm for 1940-41 and is higher than the reported percentages of all, except Colorado, of the seven states where the centers are located. Information is not available to show what factors contributed to the lower attendance in the elementary grades. In general the percentage of attendance was lower in the colder climates. For instance the elementary attendance in the Rohwer and Gila River elementary schools was more than 90 percent of the possible attendance.

Much attention was given to the development of secondary school vocational training. The enrollments in such training are shown in the following summary.

SUMMARY V

High School Vocational Activities

	<u>Pupils enrolled in vocational courses</u>	<u>Pupils engaged in part-time work-school program</u>
Gila River	1296	464
Minidoka	292	400 <sup>1/2</sup>
Tule Lake	1294	350
Manzanar	851	59
Central Utah	947	86
Heart Mountain	286	
Granada	588	
Rohwer	612	128
Jerome	1286	
Colorado River	876	1021
Total	8328	2508

1. In Minidoka students other than those enrolled in vocational classes participate in the part-time program.

The enrollment represents some duplication of pupils enrolled in more than one vocational field. This would not be true of the part-time work-school enrollees. The part-time enrollees (16 years or more of age) represent 33 percent of the senior high school enrollment at the end of the year in these centers.

At the mid-year and final closing exercises 2743 high school seniors were granted graduation certificates or diplomas.

SUMMARY VI

High School Graduates

	Graduate this year		
	Boys	Girls	Total
Gila River	184	201	385
Minidoka	95	115	210
Tule Lake	185	212	397
Manzanar	82	120	202
Central Utah	95	101	196
Heart Mountain	112	137	249
Granada	83	92	175
Rohwer	83	123	206
Jerome	88	136	224
Colorado River	253	246	499
Total	1260	1483	2743

The number of graduates was almost double the anticipated 1943-44 first or second grade enrollments.

SUMMARY VII

ADMINISTRATIVE EMPLOYEES  
CERTIFIED-APPOINTED AND EVACUEE TEACHERS  
IN ELEMENTARY AND SECONDARY SCHOOLS

	<u>Administrative Office</u>		<u>Teachers</u>					
	<u>Employees</u>		<u>Elementary</u>			<u>Secondary</u>		
	Appointed Personnel	Evacuee Assistants	Appoint- ed	Certified Evacuee	Total	App- ointd	Certif Evacuee	Total
Gila River	4	14	30	0	30	44	6	50
Minidoka	6 $\frac{11}{2}$	11	19 $\frac{1}{2}$	0	19 $\frac{1}{2}$	28	0	28
Tule Lake	4	6	33	3	36	55	0	55
Manzanar	4	27	32	1	33	34	0	34
Central Utah	5	8	8	2	10	31	0	31
Heart Mountain	8		25	4	29	33	3	36
Granada	3	12	19	3	22	30	4	34
Rohwer	4	6	18	1	19	33	6	39
Jerome	4	10	18	0	18	23	0	23
Colorado River	7	4	31	2	33	52	16	68
Totals	49 $\frac{1}{2}$	98	233 $\frac{1}{2}$	16	249 $\frac{1}{2}$	363	35	398

Administrative employees include only administrative supervisors or workers assigned to the superintendents office. The teaching personnel changed frequently hence, no one list of employees gives picture of teachers available throughout the year. Some positions were vacant a part of the year. This list represents primarily the positions filled. It also includes principals and vocational advisers. Certified evacuee teachers include those having state certificates in the state where they are working. Principals are here (only) included with number of certified teachers.

1. One teacher seems to have been assigned to part-time administrative and part-time elementary school duty in Minidoka

Elementary and Secondary Teaching Loads

The teaching load for each teacher is measured by the number of pupils she handles and the amount of other school and community duties assigned. The pupil-teacher load is indicated in the following summary:

SUMMARY VIII

Teacher Loads

Number of pupils enrolled at end of year per each certified teacher.  
 (appointed and evacuee)

	<u>Elementary</u>	<u>Secondary</u>
Gila River	50	34
Minidoka	39	43
Tule Lake	42	36
Manzanar	30	30
Central Utah	80 ?	33
Heart Mountain	35	39
Granada	35	28
Rohwer	45	26
Jerome	57	45
Colorado River	61	39
General Average	48	35

Note - This summary is incomplete and could not be accurate in all details without obtaining a weekly report on enrollments and teachers employed and on the job. It is inserted as a basis for comparing teaching loads with the 1940-41 national norm of 28.7 pupils per teacher, elementary and secondary combined, or of 28.2 for the seven states where the centers are located.

In order to release teachers for other duties, to provide assistance for pupils needing special help in overcoming language and other difficulties a number of assisting non-certified evacuee teachers were assigned to the schools on each center.

SUMMARY IX

EVACUEE NON-CERTIFIED TEACHER ASSISTANTS OR HELPERS  
ELEMENTARY AND SECONDARY SCHOOLS, AND ENROLLMENT  
PER HELPER

	<u>Elementary</u>		<u>Secondary</u>	
	Teaching Assistants or Helpers	Enrollment per Helper	Teaching Assistants or Helpers	Enrollment per Helper
Gila River	33	46	38	44
Minidoka	15	51	12	101
Tule Lake	42	36	74	27
Manzanar	14	71	10	103
Central Utah	26	25	36	30
Heart Mountain	17	59	29	49
Granada	6	109	10	95
Rohwer	19	45	25	41
Jerome	29	35	34	30
Colorado River	49	41	65	41
Totals	250		333	
General Average, enrollment per assistant		46		42

The number of non-certified teaching assistants varied frequently. A part of these assistants were used in supervising activities and providing extended day care for otherwise idle pupils for out of school hours. Other assistants were used to permit splitting of classes too large for the small barrack classrooms, and others to fill vacancies when no appointed teachers were available.

Other School Employees

In adapting and caring for the residence barracks buildings used by the schools and in setting up and maintaining records during the first year a number of resident helpers were employed.

SUMMARY X

ALL NON-CERTIFIED EVACUEE EMPLOYEES IN ELEMENTARY  
AND SECONDARY SCHOOLS

(Enrollment at end of year)

	<u>Custodians and Warehouse Employees</u>	<u>Pupils Enrol. per Custodian</u>	<u>Total of all non-teaching Evac. Employ.</u>	<u>Pupils enrolled per each non-teaching evacuee employee</u>
Gila River	38	84	81	39
Minidoka	11	179	16	123
Tule Lake	39	89	68	51
Manzanar	44	46	73	28
Central Utah	50	34	105	16
Heart Mountain	16	154	25	99
Granada	29	59	62	28
Rohwer	29	65	41	45
Jerome	45	46	52	44
Colorado River	39	119	136	33
Total	340		659	
General Average		74		38

Since segregation for same was not designated in reports, all janitors and secretarial help for nursery and adult education schools are charged to the elementary and secondary schools.

Other School Educational Activities

On all centers nursery schools were provided as one means of overcoming language and other school pupil difficulties that these pupils might be prepared to make normal progress in the center schools, conducted in English, when they did enter the elementary grades. In addition the schools provided a comprehensive adult educational program designed as an aid to relocation and as a means of training needed center workers.

SUMMARY XI  
Enrollments in Other School Activities

	<u>Nursery Schools</u>		<u>Adult Education</u>	
	<u>Enrollment</u>	<u>Number of Teachers &amp; Other employees</u>	<u>Enrollment</u>	<u>Number of Instructors</u>
Gila River	414	27	1443	52
Minidoka	249	16	1221	31
Tule Lake	328	63	2588	102
Manzanar	283	24	1766	25
Central Utah	303	44 <sup>1/</sup>	2658	245
Heart Mountain	28	6	1144	33
Granada	189	37	1483	46
Rohwer	118	6	3862	39
Jerome	235	16	1926	21
Colorado River	390	47	4300	23
Total	2537	268	23318 <sup>2/</sup>	617

1. Central Utah had 34 full time, 41 part time employees. For this table used estimate of 44 full time.
2. In adult education lack of accurate data on duplicate enrollments, number of class meetings per week, length of class hours, and length of class terms makes it difficult to analyze teacher loads. Term reports seem to indicate an over all enrollment of 30.5 enrollees per instructor, ranging from 6 in Central Utah to about 99 in Rohwer. As indicated lack of information on items mentioned and on part & use of full time employment of adult education teachers makes these comparisons of little value.

### EDUCATIONAL COSTS

During the first year of the WRA school budgets were fluid and school costs were in many cases not easily separated from other costs. Also educational costs were not always analyzed on a functional basis easily compared with educational costs in other schools. Per capita costs were in some cases computed on the total enrollment in regular day, nursery, and adult education schools. This gave a distorted picture of costs. The finance sections on the projects have where possible prepared some summaries of costs for the educational administrators. An analysis of some of the available ones are shown here. In interpreting these it should be understood, that in some cases equipment item costs were included with supplies, in others are shown under other headings. In some cases janitorial service was charged to project operations, in others to schools. In some cases fuel costs were included in school costs, in other cases they are not included.

SUMMARY X

SUMMARIES OF COSTS PER PUPIL ENROLLED  
IN ELEMENTARY AND SECONDARY SCHOOLS IN SOME CENTERS

	<u>Annual Costs Per Pupil Enrolled</u>				
	<u>Minidoka</u>	<u>Central Utah</u>	<u>Heart Mountain</u>	<u>Rohwer</u>	<u>Jerome</u>
A. Administrative Costs	2.69	8.86	4.66	4.46	3.28
B. Instruction Costs	44.61	55.82	59.68	43.83	34.06
C. Auxiliary Services <sup>1/</sup>	.22			1.04	
D. Plant Operation	8.05	3.49	1.16	2.05	2.06
E. Plant Maintenance	1.27	.07	.48	.877	1.86
F. Storehouse	.02	.28	.01		.05
Total for Current Operation	56.86	68.52	65.99	52.25	41.31
Cost per pupil per day of Attendance	0.366	0.414	0.448	0.320	0.259
Partial separation of "B" Instruction Cost					
Elementary	39.53	41.48	56.02	33.55	22.80
High School	47.87	64.19	62.14	51.76	44.62
Nursery School Costs	7.74	25.98	1.69	8.96	10.28

1. Auxiliary costs are supposed to include those for health service, free lunches, special recreational facilities, or transportation.  
Adult Education - Some cost estimates were given but since term lengths, and periods or hours of attendance are not given estimates of pupil costs per year are of little value. During this first year elementary and secondary costs are not fully comparable; e.g., Minidoka included fuel costs, some others did not, etc., and are offered here primarily to show cost ranges.

Since the WRA schools used some evacuee labor, and the cost records did not in all cases show the cost per pupil of fuel, water, or electric service the per pupil costs are not wholly comparable with those for the various states or for the nation. However, the items mentioned here cost only a few dollars. (General range \$4.00 to \$10.00) per pupil per year and a comparison of available cost estimates may be of interest.

Public school current operating costs per pupil enrolled approximately for 1939-40 (last official data now available). The United States \$76.35; States where Centers are located: Arkansas \$25.15, Arizona \$77.20, California \$126.15, Colorado \$82.80, Idaho \$68.35, Utah \$91.00, Wyoming \$71.10.

These data seem sufficient to indicate that the WRA educational costs are similar to those for other comparable schools.

(ed)

E2.60

WAR RELOCATION AUTHORITY  
Community Management Division  
Education Section

1944  
Annual  
School Term Report  
For Fiscal Year July 1, 1943 to June 30, 1944

10-14-44

WRA SCHOOL TERM REPORTS

Enrollments

The total elementary and secondary school enrollment for the year is shown in Summary No. I.

Summary No. I

Total Enrollments for the Year  
With Changes During Year for  
Elementary and Secondary Schools

	<u>Total Enrollment for Year</u>	<u>Enrollment at End of Year</u>	<u>Drop in Enrollment</u>
Kindergtn.	1,252	1,109	143
Grade 1	1,488	1,261	227
2	1,356	1,181	175
3	1,371	1,214	157
4	1,467	1,311	156
5	1,545	1,349	196
6	1,689	1,461	228
Special	<u>30</u>	<u>14</u>	<u>16</u>
Total Elementary	10,198	8,900	1,298
Grade 7	1,755	1,670	85
8	1,838	1,649	189
9	<u>2,080</u>	<u>1,896</u>	<u>184</u>
Total Junior High	5,673	5,215	458
Grade 10	2,417	2,194	223
11	2,558	2,204	354
12	<u>2,778</u>	<u>2,019</u>	<u>759</u>
Total Senior High	7,753	6,417	1,336
Total all Secondary	13,426	11,632	1,794
Total all Elementary and Secondary	23,624	20,532	3,092
Post Graduate	<u>164</u>	<u>134</u>	<u>30</u>
Grand Total	23,788	20,666	3,122

The total elementary and secondary enrollment of 23,624 includes some duplication where pupils transferred and were enrolled in two centers during the year. The total drop of 1,448 from the enrollment at the close of the previous year is accounted for by transferees to Tule Lake who did not enter school, the excess of the 12th grade graduating over the incoming kindergarten, and by relocation. The decrease of 3,122 during the year was the result of some duplicate enrollment in center transfers, transferees to Tule Lake who did not attend school, mid-year graduation without a corresponding mid-year intake, and relocation. The loss through graduation was about 1,100. Accurate information on losses through the first and third factors is not yet available.

Total enrollments by grades for each center for the year and at the end of the year are shown in Summaries II and III.

1943 - 1944  
Summary No. II  
Term Report

Total Enrollment For the Year

Grade	Gila River	Mini-toka	Manzanar	Central Utah	Heart Mt.	Granada	Rohwer	Jerome	Colo. River	Tule Lake	Totals
Kdg.	160	90	148	103	100	124	119	123	242	43	1,252
1	144	123	139	100	143	121	135	116	253	214	1,488
2	179	111	147	68	134	93	110	110	219	185	1,356
3	152	110	122	80	151	115	114	111	236	180	1,371
4	163	123	133	115	144	125	125	110	262	167	1,467
5	167	130	110	108	164	122	122	150	260	212	1,545
6	162	167	156	140	178	145	131	126	280	204	1,689
Spec.			24					6			30
Total Elem.	1,127	854	979	714	1,014	845	856	852	1,752	1,205	10,198
7	197	166	137	127	190	144	130	147	337	180	1,755
8	208	182	118	165	218	156	133	122	317	219	1,838
9	225	293	157	157	222	146	133	141	343	263	2,080
Total Jr. Hi	630	641	412	449	630	446	396	410	997	662	5,673
10	259	276	158	178	270	187	147	202	412	328	2,417
11	298	291	196	187	275	176	186	193	418	338	2,558
12	282	268	223	181	310	209	266	245	439	355	2,778
Total Sr. Hi	839	835	577	546	855	572	599	640	1,269	1,021	7,753
P. Grad	6		6	19	41	14		14	42	22	164
Total Jr. and Sr. High	1,469	1,476	989	995	1,485	1,018	995	1,050	2,266	1,683	13,426
Grand Total Enroll.	2,602	2,330	1,974	1,728	2,540	1,877	1,851	1,916	4,060	2,910	23,788
Total Elem. & High School	2,596	2,330	1,968	1,709	2,499	1,863	1,851	1,902	4,018	2,888	23,624

C-1972-03-bu

1943-1944  
 Summary No. III  
 Term Report  
 Total Enrollment at End of Year

Grade	Gila River	Mini-doka	Manzanar	Central Utah	Heart Mt.	Granada	Rohwer	Jerome	Colo. River	Tule Lake	Totals
Kdg.	143	82	108	98	96	111	101	111	216	43	1,109
1	124	99	93	95	142	110	113	99	232	154	1,261
2	172	89	106	63	127	92	98	110	194	130	1,181
3	142	104	92	69	114	110	97	95	219	142	1,214
4	154	110	107	110	140	121	103	94	237	135	1,311
5	155	118	81	99	160	115	100	125	228	168	1,349
6	123	159	115	101	169	133	115	113	261	172	1,461
Spec.			14								14
Total Elem.	1,013	761	716	635	978	792	727	747	1,587	944	8,900
7	166	139	104	126	179	141	122	225	307	161	1,670
8	195	155	95	128	204	146	122	117	293	194	1,649
9	197	247	121	166	212	138	126	133	320	236	1,896
Total Jr. Hi	558	541	320	420	595	425	370	475	920	591	5,215
10	246	249	125	165	251	174	134	170	378	302	2,194
11	247	227	148	186	273	152	160	156	346	309	2,204
12	205	94	175	158	205	138	198	148	372	326	2,019
Total Sr. Hi	698	570	448	509	729	464	492	474	1,096	937	6,417
P. Grad.	10		4	19	36	11		14	24	16	134
Total Jr. & Senior High	1,256	1,111	768	929	1,324	889	862	949	2,016	1,528	11,632
Grand Total Enroll.	2,279	1,872	1,488	1,583	2,338	1,692	1,589	1,710	3,627	2,488	20,666
Total Elem. & High School	2,269	1,872	1,484	1,564	2,302	1,681	1,589	1,696	3,603	2,472	20,532

### School Attendance

The large decrease in the Manzanar enrollment was, in part, the result of a mid-year transfer to Tule Lake. To some extent this was true for other centers. The Tule Lake enrollment decrease seemed to be a result of a transfer of pupils from WRA to resident schools. Data are not yet available to indicate the number of Tule Lake pupils who are not attending the WRA schools.

The percentage of attendance was above the national norm. Since the school population decreased the total possible days of attendance and the percentage of attendance have been compiled on a monthly rather than a yearly basis. The total days of pupil school attendance was: elementary (kindergarten through grade 6) 1,451,396; secondary (grade 7-12, inclusive) 1,917,129; total, 3,368,525. The percentage of attendance, representing the ratio of the actual to the possible days of attendance computed monthly was elementary, 92.3; secondary, 96.1.

High School Graduates

Mid-year promotions and graduation is gradually decreasing as the older pupils who came with fractional credits complete their school programs. The number of 1944 graduates is shown in Summary No. IV.

Summary No. IV

High School Graduates of 1944 and  
Location of Some 1943 Graduates

	1944 <u>Graduates</u>	<u>Location of Some 1943 Graduates</u>	
		<u>In College</u>	<u>Have Relocated</u>
Gila River	241	31	162
Minidoka	283	31	96
Manzanar	177	15	72
Central Utah	179	29	No data
Heart Mountain	310	28	No data
Granada	192	29	88
Rohwer	193	No data	103
Jerome	274	Closed	
Colorado River	406	54	255
Tule Lake	<u>123</u>	<u>No data</u>	<u>No data</u>
Total	2,378	217	776

The total number of graduates again was approximately twice the enrollment in the first grade. The numbers of pupils from the 1943 classes relocating or attending college are not separated in the Rohwer report. Data on relocated pupils from Central Utah, Heart Mountain, and from Jerome were not available. There was no relocation from Tule Lake.

Approximately 50 percent of the 1943 graduates in the centers for which complete information was available relocated or left for college during the following year.

Education Section Employees

It was not possible at any one time during the year to fill all appointive personnel positions. Some positions were vacant most of the year. In other cases positions were filled by two or three different people during the year. During much of the year some of the schools operated with not more than 75 percent of the authorized personnel. Resident or evacuee certified teachers were used where available. Assistant evacuee teachers were used to supplement the work of and to relieve the load of the regular teachers, and for nursery school and adult education classes. Evacuees were employed for secretarial and janitorial services. The total number of employees is shown in Summary VII.

Summary No. VII

Project Education Section Employees

	<u>Appointed</u>	<u>Evacuee Employees</u>			
	<u>Admin. Supcr. and Teachers Elem., Sec., Nursery and Post H. S.</u>	<u>Elem. &amp; H.S. Tchr., Ass't. Tchr., Janitors, Librarians</u>	<u>Nursery School</u>	<u>Post H.S. Adult &amp; Vocational</u>	<u>Total Evac. Empl.</u>
Gila River	74	95	17	28	140
Minidoka	58	43	18	9	70
Manzanar	59	76	8	26	110
Central Utah	40	96	20	44	160
Heart Mountain	74	52	4	24	80
Granada	60	133	18	51	202
Rohwer	46	92	8	43	143
Jerome	58	69	10	16	95
Colorado River	92	170	37	43	250
Tule Lake	<u>59</u>	<u>124</u>	<u>11</u>	<u>—</u>	<u>135</u>
Total	620	950	151	282	1,385

Frequent changes in evacuee personnel and in the total number employed made it difficult to determine the average number of such employees. In addition, in some centers janitors were assigned from other sections. The number of employees in the post high school programs normally varied with the enrollments.

Efforts were made to select well qualified teachers for the center schools. Records available for some of the teachers employed on the centers a part or all of the year showed that 48 elementary and 184 secondary teachers had completed one or more years of graduate education in college; 125 other elementary, and 237 secondary teachers had completed bachelor degree requirements; 34 elementary and 6 secondary had 90 to 120 hours of college education; and 23 elementary teachers had less than 90 hours of college training.



F2.60

Japanese Relocation Papers  
Bancroft Library

Table I

Elementary and Secondary School Enrollments  
By Centers for the 1944-45 School Year

<u>Center</u>	<u>Total Enrollment for the year.</u>		<u>Enrollment at the End of the year.</u>	
	<u>Elem.</u>	<u>Sec.</u>	<u>Elem.</u>	<u>Sec.</u>
Gila River	1307	1358	1156	1170
Minidoka	691	1057	559	682
Manzanar	682	680	606	566
Cent. Utah	642	835	563	738
Heart Mtn.	997	1282	923	1080
Granada	837	978	708	753
Rohwer	885	1026	774	826
Colorado River	1494	1793	1341	1522
Tule Lake	<u>948</u>	<u>1580</u>	<u>877</u>	<u>1329</u>
Total	8483	10,589	7507	8666

Table II

Number of 1945 Graduates and Location  
of Some 1944 Graduates

	1945 Graduates	Location of Some 1944 Graduates	
		In College	Have Relocated
Gila River	227	58	128
Minidoka	186	34	219
Manzanar	127	10	No data
Central Utah	183	49	102
Heart Mountain	262	35	30
Granada	212	33	125
Rohwer	211	9	78 *
Colorado River	303	167	182
Tule Lake	<u>388</u>	<u>No data</u>	<u>No data</u>
Total	2,099	395	864

\* Relocation to January only

Table III

## Enrollments in Other School Activities

	<u>Nursery School</u>	<u>Post<math>\phi</math> High School, Adult and Vocational Education</u>
Gila River	293	5,592
Minidoka	146	1,094
Manzanar	100	807
Central Utah	205	3,160
Heart Mountain	123	1,166
Granada	252	990
Rohwer	233	930
Colorado River	323	3,695
Tule Lake	<u>290</u>	<u>-</u>
Total	1,965	17,434

These enrollments include only a part of the enrollment in adult-vocational conferences, forums, etc. Since classes in flower making, sewing, etc. were sometimes classified as vocational and in other instances as general or avocational education. No attempt is made here to separate vocational and general adult enrollments.

Table IV

Student Participation in Vocational Courses  
 and in Part-Time Work-School Programs

	<u>Enrolled in Vocational Courses</u>	<u>Engaged in part- time Work- School Program</u>
Gila River	1,028	232
Minidoka	405	120
Manzanar	251	20
Central Utah	464	81
Heart Mountain	1,324	-
Granada	91	125
Rohwer	365	74
Colorado River	1,197	344
Tule Lake	<u>593</u>	<u>8</u>
Total	5,708	1,004

DEPARTMENT OF THE INTERIOR  
WAR RELOCATION AUTHORITY  
Community Management Division  
Education Section

1945  
School Term Report  
For Fiscal Year July 1, 1944 to June 30, 1945

N. E. Viles  
Head, Education Section

8-20-45

WRA SCHOOL TERM REPORTS

Enrollments

The total elementary and secondary school enrollments for the year are shown in Summary No. I.

Summary No. I

Total Elementary and Secondary  
Enrollments for the year and Number  
Enrolled at the End of the Year

	<u>Total Enrollment for Year</u>	<u>Enrollment at End of Year</u>	<u>Drop in Enrollment</u>
Kindergarten	1152	997	155
Grade 1	1244	1130	114
2	1188	1060	128
3	1078	962	116
4	1250	1077	173
5	1244	1107	137
6	<u>1327</u>	<u>1174</u>	<u>153</u>
Total Elementary	8,483	7,507	976
Grade 7	1436	1264	172
8	1529	1317	212
9	<u>1609</u>	<u>1396</u>	<u>213</u>
Total Junior High	4,574	3,977	597
Grade 10	1844	1507	337
11	1969	1550	419
12	<u>1913</u>	<u>1417</u>	<u>496</u>
Total Senior High	5,726	4,474	1,252
Total All Secondary	10,300	8,451	1,849
Total Elementary and Secondary	18,783	15,958	2,825
Post Graduate	<u>289</u>	<u>215</u>	<u>74</u>
Grand Total	19,072	16,173	2,899

The enrollment shown in grade 12 is less than the number of graduates. This is an error in pupil accounting resulting from three causes--the mid-year promotions, the Tule Lake school term split by the fiscal year ending, and summer term credits permitting graduation without a promotion to grade twelve. The difference is absorbed in lower grade enrollments. The decrease of 2899 was the result of relocation and mid-year graduation without a corresponding group of new entrants into grade one. Data on mid-year graduation is not reported separately. The center schools permitted pupils with good grades to complete their school credits early if the parents were relocating. Many pupils did leave on this basis and some of them were carried on the rolls as belonging until the end of the year. Hence, the total number relocating may have been larger than indicated here.

Enrollments by grades by centers for the year and at the end of the year are shown in Summaries II and III.

1944-45 Term Report

Summary No. II

Total Enrollment for the Year by Grades for Each Center

Grade	Gila River	Mini-doka	Manzanar	Central Utah	Heart Mt.	Granada	Rohwer	Jerome	Colo. River	Tule Lake	Totals
Kdg.	180	95	97	104	138	124	113		172	129	1152
1	208	88	108	92	121	120	142		216	149	1244
2	167	98	99	88	142	117	132		229	116	1188
3	188	86	101	58	127	98	129		191	100	1078
4	185	101	93	85	160	119	104		229	174	1250
5	187	109	104	118	140	131	121		228	106	1244
6	192	114	80	97	169	128	144		229	174	1327
Total Elem.	1307	691	682	642	997	837	885		1494	948	8483
7	210	155	114	100	179	133	146		234	165	1436
8	202	140	96	122	179	154	151		286	199	1529
9	217	146	94	128	223	157	150		283	211	1609
Total Jr. H.	629	441	304	350	581	444	447		803	575	4574
10	216	252	113	153	206	158	167		309	270	1844
11	251	225	121	164	239	150	200		341	278	1969
12	251	139	134	153	246	191	212		320	267	1913
Total Sr. H.	718	616	368	470	691	499	579		970	815	5726
Total Kdg.-12	2654	1748	1354	1462	2269	1780	1911		3267	2338	18783
Post Graduate	11	0	8	15	10	35	0		20	190	289
GRAND TOTAL	2665	1748	1362	1477	2279	1815	1911		3287	2528	19072

Summary No. III  
 Total Enrollment at the End of the Year by Grades for Each Center

Grade	Gila River	Mini-doka	Manzanar	Central Utah	Heart Mt.	Granada	Rohwer	Jerome	Colo. River	Tule Lake	Totals
Kdg.	163	70	79	98	122	98	93		159	115	997
1	187	75	97	85	114	99	126		186	161	1130
2	143	80	96	79	130	103	114		206	109	1060
3	162	74	85	54	119	81	113		172	102	962
4	159	86	86	64	149	105	97		209	122	1077
5	167	82	90	100	129	114	108		199	118	1107
6	175	92	73	83	160	108	123		210	150	1174
Total											
Elem.	1156	559	606	563	923	708	774		1341	877	7507
7	174	117	99	81	170	111	126		216	170	1264
8	180	109	83	110	162	133	136		254	150	1317
9	206	116	72	113	202	124	132		261	170	1396
Total											
Jr. H.	560	342	254	304	534	368	394		731	490	3977
10	186	160	96	142	173	136	151		276	187	1507
11	223	91	92	150	198	121	157		293	225	1550
12	197	89	120	137	169	118	124		210	253	1417
Total											
Sr. H.	606	340	308	429	540	375	432		779	665	4474
Total											
Kdg.-											
12	2322	1241	1168	1296	1997	1451	1600		2851	2032	15958
Post											
Grad-											
uate	4	0	4	5	6	10	0		12	174	215
GRAND											
TOTAL	2326	1241	1172	1301	2003	1461	1600		2863	2206	16173

The average enrollment loss per center was 16 per cent. The greatest decrease 29 per cent was at Minidoka. The enrollment decrease at Tule Lake was not the result of relocation. There was not much transfer of students between centers during this year. In the Tule Lake language schools which are not supported by the WRA 4298 pupils were enrolled. About 2900 of these are not enrolled in the WRA schools and are not reported elsewhere. A few of these Japanese Language school enrollees were above school age; hence, there may have been fewer than 2900 school pupils not enrolled in the WRA, American type, schools.

School Attendance

The total days of attendance and the average daily attendance by centers is shown in Summary No. IV

Summary No. IV

Total Days of Attendance and Average  
Daily Attendance by Centers

	<u>Total Days of Attendance</u>	<u>Average Daily Attendance</u>
Gila River	446,644	2,452
Minidoka	260,345	1,488
Manzanar	209,173	1,223
Central Utah	231,354	1,286
Heart Mountain	349,203	2,017
Granada	270,951	1,515
Rohwer	306,016	1,700
Colorado River	545,215	3,028
Tule Lake	<u>422,802</u>	<u>2,258</u>
Total	3,041,703	16,967

The average percentage of attendance was 96.2. There was little difference in the ratio of attendance between elementary and secondary schools. The lowest percentages of (perfect) attendance were the Gila and Manzanar elementary schools and the largest was that of the Poston secondary schools.

High School Graduates

The total number of 1945 graduates, and the number of 1944 graduates who are known to have relocated or to have entered college are shown in Summary No. V.

## Summary No. V

High School Graduates of 1945 and  
Location of Some 1944 Graduates

	1945 Graduates	<u>Location of Some 1944 Graduates</u>	
		<u>In College</u>	<u>Have Relocated</u>
Gila River	227	58	128
Minidoka	186	34	219
Manzanar	127	10	No data
Central Utah	183	49	102
Heart Mountain	262	35	30
Granada	212	33	125
Rohwer	211	9	78 *
Colorado River	303	167	182
Tule Lake	<u>388</u>	<u>No data</u>	<u>No data</u>
Total	2,099	395	864

\* Relocation to January only

The total number of graduates was 2099. This was over ten per cent of the total number enrolled. The number indicating 1944 graduates attending college is not accurate since some pupils who enter college drop out and the center schools did not have an accurate follow up system.

High School Vocational Activities

The schools encouraged high school pupils to enroll in vocational courses and to participate in part-time school-work programs. The total number of such participations are shown in Summary No. VI.

Summary No. VI

Student Participation in Vocational Courses  
and in Part-Time Work-School Programs

	<u>Enrolled in Vocational Courses</u>	<u>Engaged in part- time Work- School Program</u>
Gila River	1,028	232
Minidoka	405	120
Manzanar	251	20
Central Utah	464	81
Heart Mountain	1,324	-
Granada	81	125
Rohwer	365	74
Colorado River	1,197	344
Tule Lake	<u>593</u>	<u>8</u>
Total	5,708	1,004

In promoting the vocational work the schools included typing and certain other courses which do not necessarily lead toward employment in the vocational group. Likewise, one pupil enrolled in bookkeeping, typing, and shorthand represents three participations. This fact is illustrated in Gila River which had an enrollment of 762 in grades 9 to 12 inc., but reported 1028 vocational participations, and Heart Mountain with an enrollment of 914 in these grades and which reported 1324 vocational participations.

Other Educational Activities

On all centers nursery schools were provided to assist pre-school pupils in overcoming language difficulties and in preparing for entrance into the elementary grades. Post high school adult programs including academic, vocational, and general improvement courses were provided on all centers. The enrollments in these activities is shown in Summary No. VII.

## Summary No. VII

## Enrollments in Other School Activities

	<u>Nursery School</u>	<u>Post High School, Adult and Vocational Education</u>
Gila River	293	5,592
Minidoka	146	1,094
Manzanar	100	807
Central Utah	205	3,160
Heart Mountain	123	1,166
Granada	252	990
Rohwer	233	930
Colorado River	323	3,695
Tule Lake	<u>290</u>	<u>-</u>
Total	1,965	17,434

These enrollments include only a part of the enrollment in adult-vocational conferences, forums, etc. Since classes in flower making, sewing, etc. were sometimes classified as vocational and in other instances as general or avocational education. No attempt is made here to separate vocational and general adult enrollments.

Education Section Employees

When the schools opened in September 1944 teachers were available for nearly all positions in all except two or three centers. As the enrollment decreased near the end of the year few new teachers were employed to fill places vacated by resignation and other teachers shifted programs to pick up the added load. The total number of education section employees is shown in Summary No. VIII.

Summary No. VIII

Project Education Section Employees

	Appointed				
	Admin. Super. and Teachers Elem., Sec., Nursery and Post H.S.	Elem & H.S Tchr., Ass't. Tchr., Janitors, Librarians	Nursery School	Post H.S. Adult & Vocational	Total Evac. Empl
Gila River	75	89	20	21	130
Minidoka	51	60	18	14	92
Manzanar	45	32	4	14	50
Central Utah	40	64	15	49	128
Heart Mountain	70	43	4	24	71
Granada	48	68	9 $\frac{1}{2}$	10	87 $\frac{1}{2}$
Rohwer	58	78	11	13	102
Colorado River	89	126 $\frac{1}{2}$	31	65	222 $\frac{1}{2}$
Tule Lake	<u>70</u>	<u>134</u>	<u>-</u>	<u>-</u>	<u>134</u>
Total	546	694 $\frac{1}{2}$	112 $\frac{1}{2}$	210	1,017

The number of appointed personnel represents the number of positions filled and does not indicate the total number of different persons employed during the year or the number employed at any one time. Most of the qualified evacuee teachers and assistant teachers relocated early during the year. There were only 11 certified evacuee teachers. In some instances nursery schools were closed because of a lack of help. The total number of evacuee employees particularly in adult-vocational courses and in janitorial work, were as in previous years, higher than that found in normal school situations

Future Programs

Some centers permitted a few pupils to do make up school work after June 30, 1945 and the Tule Lake schools were in operation after that date. To the extent possible, this data will be picked up in a supplementary report.

WAR RELOCATION AUTHORITY  
COMMUNITY MANAGEMENT DIVISION  
Education Section

March 1, 1944

To PROJECT DIRECTORS

Attention: SUPERINTENDENTS OF EDUCATION

In October 1943 we sent you reports on basis of information available at that time on enrollments, attendance, grade placement of pupils, and other data on the WRA schools. The following report includes data not available from certain centers in October.

In developing hurriedly and in wartime a school program of this scope it was at the beginning difficult to maintain adequate records of all activities and developments. Special efforts were made to prepare the necessary forms and to compile essential school information. By the end of the 1943-44 school year the school records were approaching standard reliability, and should soon be adequate for current and future needs.

The following selected summaries were compiled from the revised term reports from the ten WRA centers.

N. E. VILES  
Education Adviser

Information to show the drop in enrollment resulting from transfers to other centers was not available, or of the grade placement of pupils lost through relocation. A part of the drop in enrollment was a result of the excess of the graduating class enrollment over that of the incoming first grade. Many of the pupils came from schools having mid-year promotions. In order to avoid retarding progress these were continued at least temporarily for the upper grades. The enrollment in Grade 12 was approximately double that of Grade 1. Not all of the seniors enrolled at the end of the year graduated since some of them had been promoted at mid-year. The trend indicates a drop in the total enrollment in addition to the loss from relocation.

The total enrollment for the year was 11,664 elementary, and 15,925 secondary pupils, and post graduates 99 for a total of 27,728. This enrollment was equivalent to approximately 26 per cent of the total center population, while the average for the United States in 1940-41 was approximately 20 per cent.

SUMMARY III

Term Report Summaries 1942-43  
Total Enrollment at End of Year

Grade	Gila River	Minidoka	Tule Lake	Manzanar	Central Utah	Heart Mt.	Granada	Rohwer	Jerome	Colorado River	Total
Kdg	311	89	209	136	92	124	93	106	133	254	1547
1	214	84	160	154	67	132	87	120	173	249	1440
2	198	94	225	128	60	146	99	122	137	255	1464
3	198	105	216	130	85	135	107	116	129	307	1528
4	192	111	217	123	92	155	105	125	165	297	1582
5	191	149	257	107	119	157	131	127	136	304	1728
6	203	127	224	169	126	161	134	133	155	345	1777
Total Elem	1507	759	1508	997	641	1010	756	849	1028	2011	11066
7	226	179	324	84	168	212	135	137	120	361	1946
8	236	193	247	152	148	197	125	135	168	381	1982
9	293	219	385	164	155	274	169	147	169	438	2413
Total Jr. H.	755	591	956	400	471	683	429	419	457	1180	6341
10	308	205	367	198	177	295	185	187	215	461	2598
11	306	193	355	237	185	272	161	223	229	531	2692
12	320	220	297	200	200	161	174	193	132	478	2375
Total Sr. H.	934	618	1019	635	562	728	520	603	576	1470	7665
Total Kdg.-Gr. 12	3196	1968	3483	2032	1674	2421	1705	1871	2061	4661	25072
Post-Graduate	0	0	0	0	21	45	4	0	0	13	83
Grand Total	3196	1968	3483	2032	1695	2466	1709	1871	2061	4674	25155

These summaries show enrollment decreases of from about four or five per cent in Heart Mountain and Central Utah to fifteen or sixteen per cent in Jerome, Tule Lake, and Manzanar. In Manzanar and Gila River the elementary enrollments were nearly as high as those in the secondary schools, but in most other centers the secondary enrollments were much larger than the elementary.

-----

SUMMARY IV

Attendance

Possible days of attendance was based on the total days school was reported in session at each center multiplied by the average enrollment.

Possible days of attendance	4,616,494
Total days attended	4,264,357
Percentage of attendance	92.4

The elementary attendance was 88.6 per cent and the secondary 94.3 per cent. This percentage of attendance is nearly seven per cent better than the national norm for 1940-41 and is higher than the reported percentages of all, except Colorado, of the seven states where the centers are located. Information is not available to show what factors contributed to the lower attendance in the elementary grades. In general the percentage of attendance was lower in the colder climates. For instance the elementary attendance in the Rohwer and Gila River elementary schools was more than 90 per cent of the possible attendance.

Much attention was given to the development of secondary school vocational training. The enrollments in such training are shown in the following summary:

SUMMARY V

High School Vocational Activities

	<u>Pupils enrolled in Vocational courses</u>	<u>Pupils engaged in part-time work-school program</u>
Gila River	1296	464
Minidoka	292	400 <sup>1/</sup>
Tule Lake	1294	350
Manzanar	851	59
Central Utah	947	86
Heart Mountain	286	
Granada	588	
Rohwer	612	128
Jerome	1286	
Colorado River	876	1021
Total	8328	2508

1. In Minidoka students other than those enrolled in vocational classes participate in the part-time program.

The enrollment represents some duplication of pupils enrolled in more than one vocational field. This would not be true of the part-time work-school enrollees. The part-time enrollees (16 years or more of age) represent 33 per cent of the senior high school enrollment at the end of the year in these centers.

Revised - Include Jerome End of Year - And Colorado River  
War Relocation Authority  
School Reports  
1942-43 School Year

Summaries and Interpretations

SUMMARY I

Total Enrollments for Year by Grades for  
WRA elementary and secondary schools

	Total Enrollment for Year	Enrollment at End of Year	Drop in Enrollment
Kdg.	1662	1547	115
Grade 1	1519	1440	79
Grade 2	1591	1464	127
Grade 3	1598	1528	70
Grade 4	1662	1582	80
Grade 5	1778	1728	50
Grade 6	<u>1854</u>	<u>1777</u>	<u>77</u>
Total Elementary	11664	11066	598
Grade 7	2085	1946	139 <sup>1</sup> / <sub>2</sub>
Grade 8	2108	<u>1982</u>	<u>126</u>
Grade 9	<u>2593</u>	<u>2413</u>	<u>180</u>
Total Jr. High School	6786	6341	445
Grade 10	2882	2598	284 <sup>1</sup> / <sub>2</sub>
Grade 11	3049	2692	357
Grade 12	<u>3248</u>	<u>2375</u>	<u>873</u>
Total Senior H.S.	9179	7665	1514
Total All Secondary	15965	14006	1959 <sup>1</sup> / <sub>2</sub>
Total Elementary & Sec.	27629	25072	2557
Post Graduate	99	83	16
Grand Total	27728	25155	2573

1. Part of loss in Jr.-Sr. High School a result of mid-year promotions in some centers without corresponding mid-term promotions from the grades.

WAR RELOCATION AUTHORITY  
Community Management Division  
Education Section

1944  
Annual  
School Term Report  
For Fiscal Year July 1, 1943 to June 30, 1944

10-14-44

WRA SCHOOL TERM REPORTS

Enrollments

The total elementary and secondary school enrollment for the year is shown in Summary No. I.

Summary No. I

Total Enrollments for the Year  
With Changes During Year for  
Elementary and Secondary Schools

	<u>Total Enrollment for Year</u>	<u>Enrollment at End of Year</u>	<u>Drop in Enrollment</u>
Kindergtn.	1,252	1,109	143
Grade 1	1,488	1,261	227
2	1,356	1,181	175
3	1,371	1,214	157
4	1,467	1,311	156
5	1,545	1,349	196
6	1,689	1,461	228
Special	30	14	16
Total Elementary	10,198	8,900	1,298
Grade 7	1,755	1,670	85
8	1,830	1,649	189
9	2,000	1,896	184
Total Junior High	5,673	5,215	458
Grade 10	2,417	2,194	223
11	2,558	2,204	354
12	2,778	2,019	759
Total Senior High	7,753	6,417	1,336
Total all Secondary	13,426	11,632	1,794
Total all Elementary and Secondary	23,624	20,532	3,092
Post Graduate	164	134	30
Grand Total	23,788	20,666	3,122

The total elementary and secondary enrollment of 23,624 includes some duplication where pupils transferred and were enrolled in two centers during the year. The total drop of 1,448 from the enrollment at the close of the previous year is accounted for by transferees to Tule Lake who did not enter school, the excess of the 12th grade graduating over the incoming kindergarten, and by relocation. The decrease of 3,122 during the year was the result of some duplicate enrollment in center transfers, transferees to Tule Lake who did not attend school, mid-year graduation without a corresponding mid-year intake, and relocation. The loss through graduation was about 1,100. Accurate information on losses through the first and third factors is not yet available.

Total enrollments by grades for each center for the year and at the end of the year are shown in Summaries II and III.

1943 - 1944  
Summary No. II  
Term Report

Total Enrollment For the Year

Grade	Gila River	Mini-toka	Manzanar	Central Utah	Heart Mt.	Granada	Rohwer	Jerome	Colo. River	Tule Lake	Totals
Kdg.	160	90	148	103	100	124	119	123	242	43	1,252
1	144	123	139	100	143	121	135	116	253	214	1,488
2	179	111	147	68	134	93	110	110	219	185	1,356
3	152	110	122	80	151	115	114	111	236	180	1,371
4	163	123	133	115	144	125	125	110	262	167	1,467
5	167	130	110	108	164	122	122	150	260	212	1,545
6	162	167	156	140	178	145	131	126	280	204	1,689
Spec.			24					6			30
Total Elem.	1,127	854	979	714	1,014	845	856	852	1,752	1,205	10,198
7	197	166	137	127	190	144	130	147	337	180	1,755
8	208	182	118	165	218	156	133	122	317	219	1,838
9	225	293	157	157	222	146	133	141	343	263	2,080
Total Jr. Hi	630	641	412	449	630	446	396	410	997	662	5,673
10	259	276	158	178	270	187	147	202	412	328	2,417
11	298	291	196	187	275	176	186	193	418	338	2,558
12	282	268	223	181	310	209	266	245	439	355	2,778
Total Sr. Hi	839	835	577	546	855	572	599	640	1,269	1,021	7,753
P. Grad	6		6	19	41	14		14	42	22	164
Total Jr. and Sr. High	1,469	1,476	989	995	1,485	1,018	995	1,050	2,266	1,683	13,426
Grand Total Enroll.	2,602	2,330	1,974	1,728	2,540	1,877	1,851	1,916	4,060	2,910	23,788
Total Elem. & High School	2,596	2,330	1,968	1,709	2,499	1,863	1,851	1,902	4,018	2,888	23,624

C-1972-03-bu

1943-1944  
 Summary No. III  
 Term Report  
 Total Enrollment at End of Year

Grade	Gila River	Mini-doka	Manzanar	Central Utah	Heart Mt.	Granada	Rohwer	Jerome	Colo. River	Tule Lake	Totals
Kdg.	143	82	108	98	96	111	101	111	216	43	1,109
1	124	99	93	95	142	110	113	99	232	154	1,261
2	172	89	106	63	127	92	98	110	194	130	1,181
3	142	104	92	69	144	110	97	95	219	142	1,214
4	154	110	107	110	140	121	103	94	237	135	1,311
5	155	118	81	99	160	115	100	125	228	168	1,349
6	123	159	115	101	169	133	115	113	261	172	1,461
Spec.			14								14
Total Elem.	1,013	761	716	635	978	792	727	747	1,587	944	8,900
7	166	139	104	126	179	141	122	225	307	161	1,670
8	195	155	95	128	204	146	122	117	293	194	1,649
9	197	247	121	166	212	138	126	133	320	236	1,896
Total Jr. Hi	558	541	320	420	595	425	370	475	920	591	5,215
10	246	249	125	165	251	174	134	170	378	302	2,194
11	247	227	148	186	273	152	160	156	346	309	2,204
12	205	94	175	158	205	138	198	148	372	326	2,019
Total Sr. Hi	698	570	448	509	729	464	492	474	1,096	937	6,417
P. Grad.	10		4	19	36	11		14	24	16	134
Total Jr. & Senior High	1,256	1,111	768	929	1,324	889	862	949	2,016	1,523	11,632
Grand Total Enroll.	2,279	1,872	1,488	1,583	2,338	1,692	1,589	1,710	3,627	2,488	20,666
Total Elem. & High School	2,269	1,872	1,484	1,564	2,302	1,681	1,589	1,696	3,603	2,472	20,532

### School Attendance

The large decrease in the Manzanar enrollment was, in part, the result of a mid-year transfer to Tule Lake. To some extent this was true for other centers. The Tule Lake enrollment decrease seemed to be a result of a transfer of pupils from WRA to resident schools. Data are not yet available to indicate the number of Tule Lake pupils who are not attending the WRA schools.

The percentage of attendance was above the national norm. Since the school population decreased the total possible days of attendance and the percentage of attendance have been compiled on a monthly rather than a yearly basis. The total days of pupil school attendance was: elementary (kindergarten through grade 6) 1,451,396; secondary (grade 7-12, inclusive) 1,917,129; total, 3,368,525. The percentage of attendance, representing the ratio of the actual to the possible days of attendance computed monthly was elementary, 92.3; secondary, 96.1.

High School Graduates

Mid-year promotions and graduation is gradually decreasing as the older pupils who came with fractional credits complete their school programs. The number of 1944 graduates is shown in Summary No. IV.

Summary No. IV

High School Graduates of 1944 and  
Location of Some 1943 Graduates

	1944 <u>Graduates</u>	<u>Location of Some 1943 Graduates</u>	
		<u>In College</u>	<u>Have Relocated</u>
Gila River	241	31	162
Minidoka	283	31	96
Manzanar	177	15	72
Central Utah	179	29	No data
Heart Mountain	310	28	No data
Granada	192	29	88
Rohwer	193	No data	103
Jerome	274	Closed	
Colorado River	406	54	255
Tule Lake	<u>123</u>	<u>No data</u>	<u>No data</u>
Total	2,378	217	776

The total number of graduates again was approximately twice the enrollment in the first grade. The numbers of pupils from the 1943 classes relocating or attending college are not separated in the Rohwer report. Data on relocated pupils from Central Utah, Heart Mountain, and from Jerome were not available. There was no relocation from Tule Lake.

Approximately 50 percent of the 1943 graduates in the centers for which complete information was available relocated or left for college during the following year.

High School Vocational Activities

Center school officials encouraged pupils to select courses giving a proper balance of academic and vocational training. A part-time work-school program was also encouraged. The high school vocational enrollment is shown in Summary No. V.

## Summary No. V

High School Pupils Enrolled in Vocational  
Courses and in Work-School Programs

	<u>Enrolled in Vocational Courses</u>	<u>Engaged in part- time Work- School Program</u>
Gila River	1,141	193
Minidoka	380	144
Manzanar	309	22
Central Utah	503	54
Heart Mountain	227	3
Granada	511	60
Rohwer	649	44
Jerome	457	—
Colorado River	673	233
Tule Lake	<u>530</u>	<u>—</u>
Total	5,380	753

In these reports commercial, home economics, industrial arts, agriculture and shop courses are included under the heading of vocational courses without regard to the intention of the pupil in enrolling for the course. Since some pupils enrolled in more than one such course, there are some duplications.

Other School Educational Activities

On all Centers nursery schools were provided to assist pupils to overcome language difficulties and to make the adaptations necessary to prepare for enrollment in the elementary grades. In addition, the schools provided adult and vocational education programs as an aid to preparation for relocation and for center occupations. Enrollments are shown in Summary No. VI.

Summary No. VI

Enrollments in Other School Activities

	<u>Nursery School</u>	<u>Post High School, Adult and Vocational Education</u>
Gila River	312	4,293
Minidoka	198	1,002
Manzanar	218	2,078
Central Utah	243	2,043
Heart Mountain	116	1,785
Granada	223	1,149
Rohwer	179	276
Jerome	171	1,089
Colorado River	384	3,177
Tule Lake	<u>92</u>	<u>43</u>
Total	2,136	16,935

Many of the adult class programs were organized to be completed in a short period of time. Hence, the enrollments do not necessarily indicate the enrollment at any one time or the number of different individual enrollees. In a few cases enrollment reports may include special forum or other non-class enrollees.

Education Section Employees

It was not possible at any one time during the year to fill all appointive personnel positions. Some positions were vacant most of the year. In other cases positions were filled by two or three different people during the year. During much of the year some of the schools operated with not more than 75 percent of the authorized personnel. Resident or evacuee certified teachers were used where available. Assistant evacuee teachers were used to supplement the work of and to relieve the load of the regular teachers, and for nursery school and adult education classes. Evacuees were employed for secretarial and janitorial services. The total number of employees is shown in Summary VII.

Summary No. VII

Project Education Section Employees

	<u>Appointed</u>	<u>Evacuee Employees</u>			
	Admin. Supr. and Teachers Elem., Sec., Nursery and Post H. S.	Elem. & H.S. Tchrs., Ass't. Tchrs., Janitors, Librarians	Nursery School	Post H.S. Adult & Vocational	Total Evac. Empl.
Gila River	74	95	17	28	140
Minidoka	58	43	18	9	70
Manzanar	59	76	8	26	110
Central Utah	40	96	20	44	160
Heart Mountain	74	52	4	24	80
Granada	60	133	18	51	202
Rohwer	46	92	8	43	143
Jerome	58	69	10	16	95
Colorado River	92	170	37	43	250
Tule Lake	<u>59</u>	<u>124</u>	<u>11</u>	<u>—</u>	<u>135</u>
Total	620	950	151	282	1,385

Frequent changes in evacuee personnel and in the total number employed made it difficult to determine the average number of such employees. In addition, in some centers janitors were assigned from other sections. The number of employees in the post high school programs normally varied with the enrollments.

Efforts were made to select well qualified teachers for the center schools. Records available for some of the teachers employed on the centers a part or all of the year showed that 48 elementary and 184 secondary teachers had completed one or more years of graduate education in college; 125 other elementary, and 237 secondary teachers had completed bachelor degree requirements; 34 elementary and 6 secondary had 90 to 120 hours of college education; and 23 elementary teachers had less than 90 hours of college training.

At the mid-year and final closing exercises 2743 high school seniors were granted certificates or diplomas.

SUMMARY VI

High School Graduates

	<u>Graduate This Year</u>		
	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Gila River	184	201	385
Minidoka	95	115	210
Tule Lake	185	212	397
Manzanar	82	120	202
Central Utah	95	101	196
Heart Mountain	112	137	249
Granada	83	92	175
Rohwer	83	123	206
Jerome	88	136	224
Colorado River	253	246	499
Total	1260	1483	2743

The number of graduates was almost double the anticipated 1943-44 first or second grade enrollments.

## SUMMARY VII

Japanese Relocation Papers  
Bancroft LibraryADMINISTRATIVE EMPLOYEES  
CERTIFIED-APPOINTED AND EVACUEE TEACHERS  
IN ELEMENTARY AND SECONDARY SCHOOLS

	<u>Administrative Office</u>		<u>Teachers</u>					
	<u>Employees</u>		<u>Elementary</u>		<u>Secondary</u>			
	Appointed Personnel	Evacuee Assistants	Appointed	Certif. Evacuee	Total	Appointed	Certif. Evacuee	Total
Gila River	4	14	30	0	30	44	6	50
Minidoka	6 $\frac{11}{2}$	11	19 $\frac{1}{2}$	0	19 $\frac{1}{2}$	28	0	28
Tule Lake	4	6	33	3	36	55	0	55
Manzanar	4	27	32	1	33	34	0	34
Central Utah	5	8	8	2	10	31	0	31
Heart Mountain	8		25	4	29	33	3	36
Granada	3	12	19	3	22	30	4	34
Rohwer	4	6	18	1	19	33	6	39
Jerome	4	10	18	0	18	23	0	23
Colorado River	7	4	31	2	33	52	16	68
Total	49 $\frac{1}{2}$	98	233 $\frac{1}{2}$	16	249 $\frac{1}{2}$	363	35	398

Administrative employees include only administrative supervisors or workers assigned to the superintendents office. The teaching personnel changed frequently hence, no one list of employees gives picture of teachers available throughout the year. Some positions were vacant a part of the year. This list represents primarily the positions filled. It also includes principals and vocational advisers. Certified evacuee teachers include those having state certificates in the state where they are working. Principals are here (only) included with number of certified teachers.

1. One teacher seems to have been assigned to part-time administrative and part-time elementary school duty in Minidoka.

Elementary and Secondary Teaching Loads

Teaching load for each teacher is measured by the number of pupils she handles and the amount of other school and community duties assigned. The teaching load for each teacher changed frequently with changes in the number of teachers employed and the number of certified evacuee teachers available. These loads vary for each center and between centers. At times the teacher-pupil load in some centers was down to thirty pupils in the elementary schools and to twenty-six in the secondary schools. At other times the teacher-pupil load in the elementary schools ran to seventy-five or eighty for at least one center and up to forty-five or forty-six in the secondary schools. Accurate data for annual averages were not available.

Teaching Assistants

In order to release teachers for other duties, to provide assistance for pupils needing special help in overcoming language and other difficulties, and in order to permit splitting classes to groups that could be assembled in the small rooms available a number of assistant non-certified evacuee teachers were assigned to the schools in each center. In the elementary schools there were during the year a total of 250 teaching assistants and in the secondary schools 333. As with the appointed teachers the number varied throughout the year and there was a continuing turnover as various employees relocated. Throughout the year there seemed to have been one assistant teacher for every forty-four or forty-five elementary pupils and one for every forty-two or forty-three secondary pupils. This ratio varied from center to center and ranged from a low of one assisting teacher for each twenty-five or thirty-pupils to one for each 100 pupils. In most cases the low enrollment per helper occurred where there was a shortage of appointed teachers.

Other School Employees

In setting up and maintaining records during the first year and providing janitorial and other needed services numbers of non-teaching evacuees were employed in the elementary and secondary schools. In most cases the employees also provided services for the adult and nursery school programs. There seems to have been no general policy in determining the number of such employees for each center. In some centers teachers and pupils built the fires during the day and in other centers janitors performed this duty. In some centers there was one janitor custodian for every fifty or sixty pupils, in other centers there were about 150 to 175 pupils enrolled for each janitor employed. Toward the end of the year there was an apparent tendency to reduce the number of janitors, but at no time during this year were the WRA schools able to reduce the number of janitorial employees to that of outside schools, where one janitor may be expected to service building facilities for 300 or more children.

In a like manner the number of other non-teaching evacuee employees was higher than that experienced by outside schools. As with janitors, there was a tendency near the end of the year to reduce the number of other non-teaching employees. Some centers were able to operate with one non-teaching evacuee employee, including janitors, for every 100 pupils. Others deemed it advisable to have one evacuee employee for every forty or fifty pupils enrolled. Because of this inequality an evacuee employment schedule for schools was prepared for use during the year 1943-44.

Other School Educational Activities

On all centers nursery schools were provided as one means of overcoming language and other school pupil difficulties that these pupils might be prepared to make normal progress in the center schools, conducted in English, when they did enter the elementary grades. In addition the schools provided a comprehensive adult educational program designed as an aid to relocation and as a means of training needed center workers.

## SUMMARY XI

Enrollments in Other School Activities

	<u>Nursery Schools</u>		<u>Adult Education</u>	
	<u>Enrollment</u>	<u>Number of Teachers and employees</u>	<u>Enrollment</u>	<u>Number of Instructors</u>
Gila River	414	27	1443	52
Minidoka	249	16	1221	31
Tule Lake	328	63	2588	102
Manzanar	283	24	1766	25
Central Utah	303	44 <sup>1/</sup>	2658	245
Heart Mountain	28	6	1144	33
Granada	189	17	1483	46
Rohwer	118	6	3862	39
Jerome	235	16	1926	21
Colorado River	390	47	4300	23
Total	2537	268	23318 <sup>2/</sup>	617

1. Central Utah had 34 full time, 41 part time employees. For this table used estimate of 44 full time.
2. In adult education lack of accurate data on duplicate enrollments, number of class meetings per week, length of class hours, and length of class terms makes it difficult to analyze teacher loads. Term reports seem to indicate an over all enrollment of 30.5 enrollees per instructor, ranging from 6 in Central Utah to about 99 in Rohwer. As indicated lack of information on items mentioned and on part use of full time employment of adult education teachers makes these comparisons of little value.

### EDUCATIONAL COSTS

During the first year the WRA school budgets were fluid and in many cases school costs were not easily separated from other costs. During this first year educational costs were not always analyzed on a functional basis providing easy comparison with educational costs in other schools. Per capita costs were computed on the basis of the contribution of this cost to the overall per capita cost for the project and in other cases per capita costs covered all the enrollees in the regular day school, the nursery, and the adult education programs. These gave cost estimates not comparable with those of outside schools. The finance officers and the school superintendents on the projects made an effort to segregate school costs and in some instances were able to provide an analysis that gave a comparison between centers. These were not wholly comparable in that some centers allocated utility, fuel, and janitorial costs in the schools while other centers did not. Textbooks which are normally considered a part of current costs were included in the WRA records on a depreciation basis (36 months) similar to that for library books or equipment.

The WRA schools used a considerable amount of evacuee labor and under the Civil Service Commission regulations paid teachers on a twelve months, with overtime, basis. Parents of evacuee children did not have labor incomes sufficient to permit family purchases of school incidental supplies for pupils. Hence, these had to be supplied by the schools. All of these should lead to a WRA current educational cost in excess of national norms or those of most of the states in which the centers were located. However, the pupil load per teacher in the WRA schools was larger than that for most outside schools and in addition many positions could not be filled during the year or could be filled for only short periods of time. As a result current per pupil operating costs for the year, for other than capital outlay items, were less per pupil than national norms and in most cases considerably less than those for neighboring schools with enrollments comparable to those in WRA centers.

*Questioned summaries*

Japanese Relocation Papers  
Bancroft Library

*E2.60*

SUMMARY I

ENROLLMENTS IN OTHER SCHOOL ACTIVITIES

Nursery Schools

Adult Education

	Enrollment	Number of Teachers & other employees	Enrol. per teach. employed	Enrollment	Number of Instructors
Gila River	414	27	16	1443	52
Minidoka	249	16	15	1221	31
Tule Lake	328	63	5	2588	102
Manzanar	283	24	11	1766	25
Central Utah	303	44 <sup>1/</sup>	7	2658	245
Heart Mountain	28	6	4	1144	33
Granada	189	17	11	1483	46
Rohwer	118	6	19	3862	39
Jerome	235	16	14	1926	21
Colorado River					
TOTAL	2147	219	av. 9	19018 <sup>2/</sup>	

1. Central Utah had 34 full time, 41 part time employees. For this table used estimate of 44 full time.
2. In adult education, lack of accurate data on duplicate enrollments, number of class meetings per week, length of class hours, and length of class terms makes it difficult to analyze teacher loads. Term reports seem to indicate an over all enrollment of 30.5 enrolless per instructor, ranging from 6 in Central Utah to about 99 in Rohwer. As indicated lack of information on items mentioned and on Past U. S. full time employment of adult education teachers makes these comparisons of little value.

SUMMARY <sup>1</sup>/<sub>II</sub>

ADMINISTRATIVE EMPLOYEES  
CERTIFIED-APPOINTED AND EVACUEE TEACHERS  
IN ELEMENTARY AND SECONDARY SCHOOLS

	<u>Administrative Office</u>				<u>Teachers</u>			
	<u>Employees</u>		<u>Elementary</u>		<u>Secondary</u>			
	Appointed Personnel	Evacuee Assistants	Appointed	Certified Evacuee	Total	Appointed	Certif. Evacuee	Total
Gila River	4	14	30	0	30	44	6	50
Minidoka	6 $\frac{1}{2}$ (1)	11	19 $\frac{1}{2}$	0	19 $\frac{1}{2}$	28	0	28
Tule Lake	4	6	33	3	36	55	0	55
Manzanar	4	27	32	1	33	34	0	34
Central Utah	5	8	8	2	10	31	0	31
Heart Mountain	8		25	4	29	33	3	36
Granada	3	12	19	3	22	30	4	34
Rohwer	4	6	18	1	19	33	6	39
Jerome	4	10	18	0	18	24	0	24
Colorado River								
Totals	42 $\frac{1}{2}$	94	202 $\frac{1}{2}$	14	216 $\frac{1}{2}$	312	19	331

Administrative employees includes or is supposed to include only administrative supervisors or workers assigned to the superintendent's office. The teaching personnel changed frequently hence, no one list of employees gives picture of teachers available throughout the year. Some positions were vacant a part of the year. This list represents primarily the positions filled. It also includes principals and vocational advisers. Certified evacuee teachers include those having state certificates in the state where they are working. Principals are here (only) included with number of certified teachers.

- (1) One teacher seems to have been assigned to part time administrative and part time elementary school duty in Minidoka.

SUMMARY VIII

EVACUEE NON-CERTIFIED TEACHER ASSISTANTS OR HELPERS  
ELEMENTARY AND SECONDARY SCHOOLS AND ENROLLMENT  
PER HELPER

	<u>Elementary</u>		<u>Secondary</u>	
	Teaching Assistants or Helpers	Enrollment per Helper	Teaching Assistants or Helpers	Enrollment per Helper
Gila River	33	46	38	44
Minidoka	15	51	12	101
Tule Lake	42	36	74	27
Manzanar	14	71	10	103
Central Utah	26	25	36	30
Heart Mountain	17	59	29	49
Granada	6	109	10	95
Rohwer	19	45	25	41
Jerome	29	37	34	37
Colorado River				
Totals	201		268	
General Average, enrollment per assistant		45	$\frac{268}{469}$	43

The number of non-certified teaching assistants varied frequently. A part of these assistants were used in supervising activities and providing extended day care for otherwise idle pupils for out of school hours. Other assistants were used to permit splitting of classes too large for the small barrack classrooms, and others to fill vacancies when no appointed teachers were available.

## SUMMARY IX

ALL NON-CERTIFIED EVACUEE EMPLOYEES IN ELEMENTARY  
AND SECONDARY SCHOOLS

(Enrollment at end of year)

	Custodians and Warehouse Employees	Pupils Enrol. per Custodian	Total of all non-teaching Evac. Employ.	Pupils enrolled per each, non-teaching evacuee employee
Gila River	38	84	81	39
Minidoka	11	179	16	123
Tule Lake	39	89	68	51
Manzanar	44	46	73	28
Central Utah	50	34	105	16
Heart Mountain	16	154	25	99
Granada	29	59	62	28
Rohwer	29	65	41	45
Jerome	45	51	52	44
Colorado River				
Total	301		523	
General Average		69		40

Since segregation for same was not designated in reports, all janitors and secretarial help for nursery and adult education schools are included with and are charged to the elementary and secondary schools.

### Educational Costs

During the first year of the WRA school budgets were fluid and school costs were in many cases not easily separated from other costs. Also educational costs were not always analyzed on a functional basis easily compared with educational costs in other schools. Per capita costs were in some cases computed on the total enrollment in regular day, nursery, and adult education schools. This gave a distorted picture of costs. The finance sections on the projects have where possible prepared some summaries of costs for the educational administrators. An analysis of some of the available ones are shown here. In interpreting these it should be understood, that in some cases equipment item costs were included with supplies, in others are shown under other headings. In some cases janitorial service was charged to project operations, in others to schools. In some cases fuel costs were included in school costs, in other cases they were not included.

SUMMARY *XI*SUMMARIES OF COSTS PER PUPIL ENROLLED  
IN ELEMENTARY AND SECONDARY SCHOOLS IN SOME CENTERS

	Annual Costs Per Pupil Enrolled			
	Minidoka	Central Utah	Heart Mountain	Rohwer
A. Administrative Costs	2.69	8.86	4.66	4.46
B. Instruction Costs	44.61	55.82	59.68	43.83
C. Auxiliary Services <sup>(1)</sup>	.22			1.04
D. Plant Operation	8.05	3.49	1.16	2.05
E. Plant Maintenance	1.27	.07	.48	.877
F. StoreHouse	<u>.02</u>	<u>.28</u>	<u>.01</u>	<u>      </u>
Total for Current Operation	56.86	68.52	65.99	52.25
Cost per pupil per day of Attendance	0.366	0.414	0.448	0.320
Partial separation of "B" Instruction Cost				
Elementary	39.53	41.48	56.02	33.55
Secondary	47.87	64.19	62.14	51.76
Nursery School Costs	7.74	25.98	1.69	8.96

- (1) Auxiliary costs are supposed to include those for health service, free lunches, special recreational facilities, or transportation. Adult Education. Some cost estimates were given but since term lengths, and periods or hours of attendance are not given estimates of pupil costs per year are of little value. During this first elementary and secondary costs are not fully comparable - e.g. Minidoka included fuel costs, some others did not etc., and are offered here primarily to show cost ranges.

Since the WRA schools used some evacuee labor, and the cost records did not in all cases show the cost per pupil of fuel, water, or electric service the per pupil costs are not wholly comparable with those for the various states or for the nation. However, the items mentioned here cost only a few dollars. (General range \$4.00 to \$10.00) per pupil per year and a comparison of available cost estimates may be of interest.

Public school current operating costs per pupil enrolled approximately for 1939-40 (Last official data now available). The United States \$76.35; States where Centers are located: Arkansas \$25.15, Arizona \$77.20, California \$126.15, Colorado \$82.80, Idaho \$68.35, Utah \$91.00, Wyoming \$71.10.

These data seem sufficient to indicate that the WRA educational costs do not exceed similar costs for other comparable schools.

Summary VI

High School Graduates

Graduates

J. H. + Elementary

Gila	385
Minidoka	216
Tule Lake	397
Manzanar	202
Central Utah	196
Heart Mountain	249
Granada	175
Rohwer	206
Jerome	164
Colorado River	_____
	2184

Of these 1201 were girls and 983 were boys. Since some of these students had come from schools having mid-year enrollments a part of them completed the required courses in mid-year, hence, the number of graduates was larger than the number of enrollees in grade twelve at the end of the year. *(Does not include graduates for second semester for Jerome)*  
(May need to increase Jerome- after close of term).

~~E2.63~~WAR RELOCATION AUTHORITY  
COMMUNITY MANAGEMENT DIVISION  
EDUCATION SECTION

March 1, 1944

## A SUMMARY REPORT ON THE WRA EDUCATIONAL PROGRAM

Origin and Purposes of Schools

After evacuation of the people of Japanese ancestry in 1942 it soon became evident that the large number of school children in the evacuated groups should not and could not under American standards be denied the privilege of making normal educational progress in American schools. The communities and states where the new centers were located could not and probably had little obligation to provide educational facilities for these pupils.

The evacuation brought to the WRA centers many families who resented the evacuation and many pupils and parents who were dismayed in new and strange surroundings. In general there was an air of discouragement. WRA officials realized that this feeling might lead to difficulties and most surely to an attitude of resignation and an apathy towards the future unless new hopes could be aroused and new ambitions developed to serve as incentives to future planning. One of the most valuable assets on which these plans could be based was the resilience of youth. It was hoped through the youth and through parental ambitions to reinstate their children in normal American communities that new vistas might be opened. It was also realized that the schools could make a substantial contribution to this ideal.

Organization and Problems

When the schools were opened numerous difficulties were encountered. Comparable American precedents were unavailable. Community customs and mores had not evolved. That school faculty coherence so essential to an unified school system was yet to be developed. The lack of adequate facilities, school rooms without seats, one textbook for several students, and few of the ordinary school comforts were enough to discourage pupils and teachers. Optimistic hopes of modern, comfortable, well equipped buildings soon faded and an attempt was made to adapt existing resident barrack rooms to school use. Building materials and labor were scarce, hence, school plant improvements were repeatedly delayed. However, the drive and interest of WRA officials and interested parents gradually brought results. Useable school plant facilities were developed, and supplies and equipment were made available. Extensive recruitment programs brought new teachers to the schools. Some found it difficult to adapt to local conditions, others failed to meet the needs of the center schools, but as the months passed the centers were able to bring together a body of qualified teachers to serve as the nucleus of a school organization.

School Planning

School needs developed so rapidly that comprehensive overall planning was delayed. As the local programs developed the educational leaders realized

that the ideal of guiding pupils to desire the better things of life and assisting them to acquire the ability to satisfy these desires and ambitions were applicable to these children of Japanese ancestry. It was evident that these schools must promote an understanding of American ideals and institutions and educate for responsible citizenship. In addition the schools must aid in adjusting to evacuation and in preparing for satisfactory reabsorption into normal civilian life. It was also realized that the schools must meet the needs of individual students and that they must provide for the students, and through them to the parents, contacts with the outside world that might aid in preserving an interest in living in normal communities. Even with these added obligations, it was evident that the schools must provide standard approved educational programs that the pupils might make acceptable educational progress while temporarily withdrawn from normal American communities.

#### Scope of Education Program

The school organization and the basic educational programs are those found in other American communities. The elementary schools are composed of the kindergarten through grade six. The secondary schools grades seven to twelve inclusive are divided into junior and senior high school units. School programs are patterned along lines approved by the states where located and the basic curricula are designed to qualify for state accreditation.

In addition to the regular elementary and secondary programs the schools provide comprehensive nursery and adult education programs. These programs are supervised and directed by appointed staff members but otherwise are staffed by evacuee employees. The nursery schools provide for pre-school children an opportunity to become familiar with American customs and to develop some ability in the use of the English language that they may make normal educational progress when they enter the elementary grades.

The educational program for adults is divided into two parts known as adult education and vocational training. These programs have two major purposes, that of preparing for relocation and that of training needed workers for essential center employment and activities. The adult education program provides specific training in the use of the English language. It is also organized to provide information on business and occupational opportunities outside the center and on living conditions, community life, opportunities and limitations in outside communities. The vocational courses available to a smaller number of people provide training in a few selected occupations or trades that leads to employment in the occupations on the center and in outside communities.

#### Educational Contributions

Although subject to many limitations the WRA schools do contribute to the present and future welfare of the residents of the community. Pupils cut off from former associates and community relationships find in the schools a definite link with past lives and possible futures. The schools aid the pupils in maintaining American interests, habits, and standards of thinking and living. Facile, impetuous youth which might easily have become a disturbing influence in the centers, through school interests and influence became

a stabilizing agency. Parental interests in the children aided in maintaining closer community organizations and in developing an interest in planning for outside living.

The schools also play an important part in the relocation program. Nearly all of the adult education program is beamed on relocation and assimilation of evacuees into normal American communities. The vocational training program provides specific training for certain types of employment on the center and in outside communities. Language difficulties, barriers to successful relocation, were given specific attention in direct class work and in related activities. Throughout the whole program specific attention has been given to developing with the evacuees an understanding of relocation which to them looms as a major pioneering event.

### Enrollments

During the 1942-43 school year the WRA schools had a total enrollment of 27,728 elementary and secondary pupils. Since there was some movement between centers this number may include a small number of duplicate enrollments. This enrollment had dropped to 25,155 by the end of the school year on June 30, 1943. Of this total decrease of 2573 in enrollment 1081 represented the excess of the number of graduates over the number of first year or kindergarten enrollees. While accurate data are not now available, the remaining loss seems to represent the number of students leaving the centers through relocation during the year. One interesting trend in enrollments and one that varies from state and national norms was the piling up of enrollments in the upper grades. Without exception from grade one to grade twelve each succeeding grade enrollment was larger than the preceding one, and during the year the grade twelve enrollment was almost double that of either the kindergarten or grade one.

The enrollment at the end of the year equalled about 25 to 26 per cent of the total population which was about five per cent above the national norm. The center enrollments at the end of the year were Gila 3196, Minidoka 1968, Tule Lake 3483, Manzanar 2032, Central Utah 1695, Heart Mountain 2466, Granada 1709, Rohwer 1871, Jerome 2061, Colorado River 4674, Total 25,155.

Enrollment in the nursery schools for the year was 2537. The total reported enrollment in adult classes was 23,318. However, complete records of early adult enrollments were not available.

Many of the students came from schools having mid-year promotions. In keeping with the modern trend this practice was abandoned so far as possible in the WRA schools. However, some pupils had programs developed on a mid-year promotion basis and most of the centers continued to provide at least temporarily for a limited amount of mid-year promotion and graduation in the upper grades.

### Pupil Progress

Available information on pupil promotions and on grade placement seems to indicate that pupil progress and pupil age distributions are similar to those found in outside schools.

The school attendance of 92.4 per cent of the maximum was, under existing conditions, exceptionally good. It surpassed the national norm for 1940-41 by nearly seven per cent and that of each state, except one, in which centers are located.

Specific attention was given to vocational training in the secondary schools. A large percentage of the senior high school pupils took some vocational training and 2508 pupils participated in a part-time work-school program wherein they had opportunities to correlate actual experience on the job with classroom instruction.

#### School Employees

Schools started with the teachers that could be obtained and there were not many times during the year when the schools were adequately staffed. New teachers who were brought in were unacquainted with the problems and conditions and many of them found it difficult to adapt to the situations. This turnover coupled with the shortage of teachers made recruitment difficult. During the year the centers report 233 elementary teaching positions and 365 secondary positions were filled. Some of these were filled by three or four people during the year and some were filled for only a part of the year. In addition there were 53 certified evacuee teachers who handled regular class loads. Early in the program a standard of one certified teacher for every 40 elementary and one for every 35 secondary pupils was established. This was higher than the national norm or those for the states where the centers are located. However, it was felt that qualified evacuee teachers might work as assistants thus relieving the load on the regular teachers.

#### Teaching Load

The teaching load for teachers is usually measured in terms of the number of pupils assigned to the teacher and the amount of administrative and other school and community duties assigned her. The teacher-pupil load varies between centers and in the same center during different times of the year. At times the elementary load in one center was reported to be as high as 70 or 80 per certified teacher, and during the year the total enrollment per appointed teacher employed was 36.3 pupils. This was based on total number of teachers and did not represent the load at any one time. During 1940-41 the national norm was 28.2 and only one state of the seven in which the centers are located approached the WRA average.

Other factors must be considered in evaluating the teacher loads in the WRA schools. Lack of adequate supplies and equipment and small or poorly adapted classrooms increased teaching difficulties. Since the pupils had limited home duties and interests and no place for home study the schools are required to provide services not common to all outside schools. In many cases much time is consumed in aiding some of the pupils to overcome language difficulties. In addition to these duties teachers participate to a great extent in other project activities such as leave clearance hearings and after school classes.

### Evacuee Helpers

It was anticipated that evacuee helpers might assist teachers that they might participate in these added duties. In other cases helpers were used to provide special tutoring for maladjusted students, or to care for overflow classes which could not be handled in the small rooms. During this first year a large number of helpers or assistant teachers were used. Since most of these assistant teachers could not qualify as teachers in accredited schools it was found desirable to provide a full staff of certified appointed teachers. The evacuee assistant teachers also cared for the instruction in the nursery, adult education, and vocational training classes. There was at first, a tendency to employ more teaching assistants, janitors, messengers, and others than justified by the work load. Recommendations for the 1943-44 school year provided that evacuee school employees should be allotted on a scheduled basis. Standards developed for the coming year are for one nursery school worker for every nine or ten pupils, one assistant teacher for every two teachers, and approximately one janitor for every two barrack buildings.

### Educational Costs

Data were not available to permit an accurate comparison of the educational costs of 1942-43 with national and state averages. However, a comparison of the 1940-41 state and national averages with the proposed 1945 WRA school budget has been made and is included here.

#### Educational Cost Data

The following is a comparison of educational costs from available 1940-41 data for the U.S. and the states where the WRA centers are located with 1944-45 WRA anticipated costs as per preliminary budget approvals. (Final WRA budgets approval pending appropriations).

WRA Education Costs - 1945 Budget  
 Compared with National Norm and State Averages for Seven Affected States for 1940-41

	"A"	"B"	"C"	"D"	"E"	"F"	"G"	"H"	"I"
	Tot Curnt Cost per Pupl. Enr.	Avg. Tch Salary	Cost per Pupl Inst Staf Sal.	Pupl Enr. per tch. Empl yd.	Cost pr/ Pupil Oper.	Cost per pupil Auxil.	Cost per pupl. Maint & Fxd. Chgs.	Cost per pupl Ins- tr., Sups & Txbks.	Cost per pupil Gen. Con.
U. S. Total	78.68	1470	52.74	28.7	7.43	5.60	5.09	3.71	3.69
Arizona	76.05	1544	50.66	32.6	7.57	4.98	5.66	4.09	4.24
Arkansas	25.40	592	16.69	35.9	1.81	2.71	1.27	1.28	1.65
California	128.29	2373	84.08	28.2	12.56	5.91	5.66	9.11	7.04
Colorado	92.48	1372	61.49	23.	8.32	6.39	6.06	5.34	4.84
Idaho	77.23	1227	47.79	26.6	9.37	7.48	4.13	4.07	4.37
Utah	72.18	1408	47.43	31.	7.27	4.76	4.21	5.04	3.38
Wyoming	99.33	1129	58.13	19.8	9.47	15.20	4.77	4.83	6.90
Median 7 St. Avgs.	77.23	1372	50.66	28.2	8.32	5.91	4.77	4.83	4.37
Avgs. of Avgs 7 Sts.	81.56	1379	52.61	28.1	8.07	6.77	4.54	4.48	4.63

WRA Basis 1945

W. Budgets	80.26	2074 <sup>4/</sup>	60.93*	36.3*					
			64.47**	32.7***					
				23.2****	1.69 <sup>2/</sup>	0.00	0.00 <sup>3/</sup>	10.03	3.15 <sup>6/</sup>

The following Data are on basis ADA not total enrollment:

	"C"	"H"
Provo, Utah Pop. 18071	49.57	7.97
Batesville, Ark. Pop. 5267	24.39	2.72
Jerome, Ida. P. 3537	42.12	7.84
Astoria, Ore. Pop. 10339	75.59	10.30
Ft. Morgan, Colo. Pop. 4884	58.98	9.64
Chico, Calif. Pop. 9287	86.89	13.50

U.S. Cities

Pop. 10,000 -									
29,999 / 2500	90.13	67.81	11.21	2.69	4.81	3.71			
U.S. Cities 9999	82.17	59.54	9.92	3.25	4.89	4.57			

- Notes -
1. Current costs only, equipment, debt service omitted.
  2. WRA operations does not include fuel or utilities.
  3. WRA - no fixed charges maintenance in other budgets - not school.
  4. Overtime pay, not included in teacher salaries, overall or per pupil costs.
  5. WRA - no auxiliary as health and food included elsewhere, WRA no transportation of pupils.
  6. WRA no board expense, no elections, office supplies budgeted to Fiscal Office.

- \* Appointed Teachers only
- \*\* Appointed and evacuee teacher staff
- \*\*\* Appointed and classified
- \*\*\*\* Appointed, classified and assistants

School budget allocations for the WRA and outside school costs differ in several respects.

- A. Operations, fuel, utilities, and janitorial supply costs common to other schools are budgeted elsewhere under WRA.
- B. Auxiliary costs: health common to outside schools budgeted elsewhere under WRA; transportation not a factor in WRA.
- C. WRA instructional supply costs, including textbooks, necessarily higher because of lack of family incomes back of each pupil.
- D. In instruction WRA schools have an added load in developing an understanding of English for many pupils not proficient in its usage.
- E. WRA salary and total costs quoted do not include overtime salaries. If all positions were filled salary costs and total current costs would be increased about \$12.90 per pupil enrolled.

These represent current costs. Items "A" and "B" not included here or in WRA school budgets; are picked up in cost accounting. Building construction, equipment and other capital outlay costs are omitted.

#### Some Cost Units in Other Schools

##### Textbooks

In 160 other schools population 2500 to 29,999, 1940-41 costs averaged - Elementary \$1.20, junior senior high schools \$1.79 per pupil in ADA or \$1.02 and \$1.43 per pupil enrolled.

### Operation Costs

In 160 other schools 1940-41 the costs were janitorial supplies \$0.68 fuel and utilities \$3.81, other operations \$0.32 total \$4.81 per pupil enrolled or \$0.58, \$3.25 and \$0.27, total \$4.10 per pupil enrolled. In WRA these costs are budgeted elsewhere but are picked up in cost accounting.

In other cities population 2500 to 29,999 costs of teacher salaries were: elementary \$44.94, secondary \$62.07 per pupil in ADA or \$38.27 and \$52.84 per pupil enrolled. The WRA teacher salary costs as per 1945 budget would be elementary \$41.02, secondary \$62.17 on base salaries. With overtime pay they should be about \$49.22 and \$76.60. However, it is probable that the lapses may equal the overtime.

The state and national costs quoted here are for 1940-41. Data now being compiled indicate that in 1941-42 the national per pupil in ADA costs were about \$98.33 or \$83.50 per pupil enrolled. From present trends it seems that the 1944-45 costs may be for the nation at least \$103.00 per pupil in ADA or \$87.50 per pupil enrolled. Unit costs have and will rise accordingly.

### Future for the WRA Schools

With the basic academic and vocational curricula program fairly well established and with a number of teachers and administrators who are now experienced in the WRA program, it will be possible to give specific attention to many problems which should be faced. The accepted goals of education, education for normal living, education for democracy, assume an additional urgency in the work of the schools in the relocation centers. The schools will have performed valuable service only if their students are able to live in a normal community as normally participating members of the social group. It becomes particularly important, therefore, for the schools to aid in the relocation process. It should aid in this process not merely by urging the advisability of leaving the center but also by providing the insights, confidences, attitudes, and skills, that contribute toward the individual's desire to relocate.

Approaches toward educational techniques in furthering the relocation program are included in the January 4, 1944 Emergency Instruction. The detailed techniques will be available within a number of weeks. In the main the following seem areas requiring attention: They are listed as objectives in the Emergency Instruction:

1. Education of school staff in positive relocation attitudes so that these attitudes may become part of daily teaching.
2. Bringing into the schools such contributions of project officials, project visitors, evacuee leaders, and evacuee organizations as will provide incentives toward successful relocation.
3. Emphasizing American cultural patterns and acquainting students with economic, social, and other data necessary for successful relocation.
4. Developing a vocational training program geared to project and relocation needs.
5. Developing facility in conversational and written English.

### School Accreditation

State accreditation for the WRA schools is endangered at some points because of a lack of adequate housing and equipment facilities. These conditions must be improved.

Specific attention will be given to the improvement of certain phases of the elementary and secondary programs. Continuing and constant attention should be given to curricular revision and to the adjustment of the curricular offering to the changing needs. Specific attention should be given to the purposes, scope, and programs of the junior-high schools.

Few certified evacuee teachers or qualified evacuee assistant teachers are now available, hence, a continuing recruiting program should be carried on that a sufficient number of qualified appointed teachers may be available as needed.

Close cooperation should be maintained with the State Department of Education and other state educational institutions and organizations.

### Advance Planning

At both the Washington and the project levels careful and comprehensive planning will be essential to the maintenance of efficient economical school programs. Teaching vacancies should be anticipated. Where possible, new teachers selected should be qualified in more than one field so that the loss of one teacher may be covered wholly or in part by transferring some of the work to others. Curricular offerings should be limited to types of activities for which qualified teachers may be available insofar as it can be done without too much injury to the educational program. Equipment and supply needs should be anticipated and procurement requisitions prepared in advance that purchases may be made through regular channels. Future enrollment decreases should be anticipated in recruitment, curricular, and procurement planning.

School administrators should interpret school program and probable needs, should plan budgetary needs in detail, and should provide ample specific justification for each request.

Every possible effort will be made to guard the education future of the students. A complete system of pupil transfer records will be compiled and made available for frequent and active use in future years. These records will show pupil achievements, attitudes, gradation of the school and other pertinent data.

### Miscellaneous

There are many areas in which progress may be made and to which some attention should be given.

The summer program should be so planned that no appreciable lag in pupil interests occurs, and that the out-of-classroom educational progress may continue. The school health program should be restudied from remedial, protective, and educational viewpoints. Specific attention should be given to

purposes, procedures, and plans for the nursery and kindergarten programs. The care of atypical cases for the physically handicapped and for those mal-adjusted mentally should receive the attention of a teacher having some experience in these fields. Educational guidance, of utmost importance in relocation and in future educational progress, should be studied by all teachers.

Teachers and pupils should be provided library facilities and books adapted to their needs, and some direction should be given to the use thereof. Professional books applicable to their work should be made available for teachers. The adult education program should be attuned to changing needs and the abilities and needs of the enrollees.

Some attention should also be given to caring for the future needs of the WRA teaching force many of whom will not attempt to remain in Federal service. This may be handled by preparing transcript records showing the work of each teacher and which may be made available to future employers in assisting teachers in obtaining employment after leaving the WRA program.

The whole program should be dynamic. Change alone is not sufficient. Each program and each activity should be supervised constantly and appraised often. Stimulation should be provided where needed. The Washington advisory staff should aid in stimulating, supervising, appraising, in changing or directing where needed, and in advising on source materials. Teachers should be helped to understand and appreciate present trends in American Education. They should have some knowledge of approaching post war problems in education and their implications for both minority and majority groups.