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DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

SUMMARY REPORT
of the
SCHOOL CURRICULA

August 18, 1945 - July 31, 1945

? N.E.U. ?

Rohwer Relocation Center

McGehee, Arkansas

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INTRODUCTION

In the beginning of the school program the War Relocation Authority set forth the aims and purposes which were "to enable these young citizens to make acceptable educational progress while temporarily withdrawn from normal American communities." Considerable emphasis was given to "maintain an understanding of American ideals, institutions, and practices." Another major educational aim "was to prepare the pupils for rehabilitation into normal community life and for re-entrance into outside schools without an undue loss of time or of scholastic standing."

AIMS AND PURPOSES

The organization of the Rohwer Center Schools was based on the practice and the standards of the schools of the State of Arkansas. The nursery school enrolled children, ages 2 to 4 inclusive. Several nursery school centers were established in the school blocks and in other parts of the center. Attendance was voluntary. The kindergarten was established in connection with the elementary school in both school blocks. Attendance in the kindergarten was also voluntary. One elementary school and the junior high school were established in one block. Another elementary school and the senior high school were established in a second block. This gave greater convenience in regard to distance to children attending the elementary schools. It also afforded separation of the junior and senior high school. There were some disadvantages of this arrangement, especially in the utilization of equipment and materials. Generally speaking this arrangement proved satisfactory.

ORGANIZATION

There were many problems in the organization and early administration of the schools. Some of the more difficult problems included attitudes of resentment and frustration, lack of school tradition and practices, lack of an established unity of purpose, understanding the goals, among the teaching personnel, meager supplies and equipment, lack of records for classification, induction of pupils from widely different schools and insufficient time to secure, interpret, and use the information received from other schools and agencies.

The scope of the school program included the nursery school through senior high school. No college courses were planned for the younger groups. Adult education included

PROBLEMS

some college courses which gave immediate training to persons enrolled for special work within the center. Although adult education was at first top heavy with avocational courses it later became more nearly vocational. Special stress was placed on courses leading to Americanization and the use of the English language. Training and retraining courses were given special emphasis. SCOPE

The teaching personnel was recruited from two groups-- the personnel selected from applicants on the outside and properly trained evacuees. The recruitment on the outside was done through the United States Civil Service Commission with the cooperation of other agencies, including the United States Employment Service, colleges and universities, teacher placement bureaus and interested professional friends. The superintendent of education spent a number of weeks in the regional office in Little Rock securing teachers. When school began the recruitment had not been completed. In fact recruitment continued throughout the history of the school. During the summer months there was some turn over. This was caused by factors. The newness of the situation had worn off, the endurance of disagreeable living conditions had become weak and more permanent plans for the future were made. There were teachers from nearly twenty states. Many of the appointed personnel had their master's degree, most had their bachelor's degree and only a few had less than 120 semester hours of college training. FACULTY

Although teacher loads were assigned by the War Relocation Authority, it was impossible to follow these standards at all times. An insufficient number of personnel was available and constant shifting and reassignment of duties were necessary. Some teachers could not stand the test of constant readjustment and left the service.

It was possible to obtain only a few certified evacuee teachers. Many assistant evacuee teachers were used and, as a group, performed a valuable service for the schools.

The regular schools lasted 9 months. A summer activity program, including a formal academic program for retarded pupils or those wishing to advance, was planned for the summer months. This program utilized the services of most of the appointed personnel, although many of the personnel took from two to four weeks annual leave during this time. There was a break of only one month between the 1942-43 school term and the 1943-44 school term on account of the late beginning of the first school term. However, there was a break of 3 months between the 1943-44 school term and the 1944-45 school term. SCHOOL TERM

Before the organization of the Rohwer Center Schools a Memorandum of Understanding was negotiated by the War Relocation Authority with the Arkansas Department of Education. The state officials were consulted in the selection of key personnel, in determining professional standards for teachers and in planning the curricula. Throughout the three school years the Rohwer Center Schools were given the highest possible rating. It was not considered wise to apply for accreditation from the North Central Association of Secondary Schools due to the inadequacy of buildings and the short duration of the schools.

ARKANSAS
DEPARTMENT
OF
EDUCATION

In compliance with the Memorandum of Understanding between the State and the Authority a state board of consultants was appointed to make semi-annual visits to the center. This board proved helpful in stimulating the program and in giving the public correct information. An advisory board of education within the center was appointed by the project director. Through this board the requests and opinions of the public were heard and the school administrators could better understand what the patrons were saying and thinking concerning educational matters.

ADVISORY
BOARDS

ELEMENTARY SCHOOL

The elementary school was set up as a K-6 unit but for the purposes of this report the nursery school is included. Elementary schools were opened in two locations to make them more readily accessible to the smaller children. Each grade was divided into three or four classroom units. In each grade the teachers worked together as a unit, therefore, a single report gives a concise picture of each grade level.

The aims of the nursery school were various. An attempt was made to give the small children a desire to adjust behavior to school routine, to be willing to stay at school without some member of their family being present, to teach health habits, to give play experiences, to teach how to share and enjoy being with children of their own age, and most important of all, to teach these Japanese-American children the English language by conversation, discussion, and dramatic play so that they would be prepared for normal living outside the centers when they relocated to different sections of the country.

NURSERY

Aims

The offering of the nursery program consisted of a number of different ideas. One of the most important was health habits established by regular routine work. Daily, each child was given an inspection for his general health condition and for the prevention of the spread of communicable diseases. Children who were found to be suffering from some disease were isolated or sent home until they were able to return to school without endangering the health of other children. Each child was taught to do his own toileting, and to

Offering

wash and dry his hands in an orderly manner. A lunch period was provided every day at which time table manners were taught. The art of serving the food to other children was also emphasized. Each child rested with his head on a table or lay down on a bed if he wanted to sleep. Longer rest periods were provided for the afternoon classes.

A music period was given every day and the children were taught songs to encourage self expression through music and rhythm. Many songs were dramatized. The children with better rhythm and coordination took part in the rhythm band. This music period in the regular music room was not in each daily schedule. The teacher took the small children to the music room two or three times a week. Sometimes the teacher showed slides or film strips with the picture machine. There were a few films that were suitable for visual education of the pre-school group. Occasionally the phonograph and records were borrowed from the Community Activity Section to teach music appreciation. The supervisor had a set of records suitable for small children and one of the assistant teachers used a phonograph of her own in connection with pre-school music.

One period every day was devoted to art work in the nursery program. The practice of using hectographed material in large designs was followed at first for the purpose of distinguishing colors. Late in the year the children were encouraged to do free-hand drawing and create their own pictures and idea of coloring.

A period of free play was given daily that the children might develop physically by imaginative, creative, and constructive play. They played out doors when the weather permitted and indoors in foul weather. A story telling period everyday was provided for children to enjoy conversation to encourage expression of their thoughts in English.

A definite plan was followed by each nursery school but they were not all alike. Individual plans were worked out for each group according to the needs of the children. Some groups were slower learning the English language because they could not understand directions given in English.

Plan
of
Work

The time was fairly well allotted. In the school blocks the first period from 8:45-9:45 was used for free play, opening ceremony, roll call, health inspection, and toileting. The next period from 9:45-10:45 was the regular daily music schedule because the music room was available to the pre-school group at that time. The third period from 10:15-11:30 was used for toileting, lunch, art, and rest with the last ten minutes used as a clean up period and

Time
Allotments

preparation for going home. The afternoon plan was very similar to the morning plan and the time was divided according to the three periods mentioned for the morning program.

The standards for physical, mental, emotional, and social development in the nursery schools were the same as those suggested by the Merrill-Palmer Nursery School of Detroit, Michigan with the exception of the mental tests to measure the intelligence of pre-school age youngsters. The children were trained to distinguish color, shapes, and sizes by the use of Bambi picture puzzle. Three year old children enjoyed playing in the sand but nearly all four year olds began to make cakes, or dig tunnels in dirt or sand. It was a great advantage for a child to enter kindergarten and be able to distinguish differences of color, size, shape, sound, touch, and weight. The use of the English language was stressed because the children needed to hear good English and to practice it. They were encouraged to talk. Nursery children liked the "Here and Now Stories" by Lucy Sprague Mitchell because these stories dealt with every day experiences of small children.

Standards

The pre-school staff was composed of a supervisor from the appointed personnel, ten evacuee teachers and several senior high school girls who worked one hour every day in the pre-school. Two of the nursery teachers had worked in the Jerome School two years before coming to Rohwer Center. One of these teachers had two years work in the Los Angeles City Junior College and all the others were high school graduates. The two who had worked two years in the nursery schools at Jerome were willing to help train the new teachers by having the beginning teachers visit the rooms and learn their methods of procedure. This was very beneficial and there were good results in using the observation method of teaching for a few days before giving the new teacher a definite assignment.

A weekly meeting was held Saturday morning with ideas presented of practical techniques of nursery school procedures. All the pre-school teachers were required to attend these meetings and the high school assistant teachers were encouraged to attend and secure copies of the mimeographed material and other pamphlets that the supervisor was able to secure. In these Saturday meetings games were learned. Nursery and kindergarten procedures were studied and a study of child development in the pre-school was made.

From the beginning of the nursery school program in 1943 until September 1944 no lunch was provided for the pre-school. In the fall term of 1944-45 the Mess Division was

was willing to cooperate with the pre-school and a lunch was furnished. Refrigerators were installed.

High school shop boys came to one school block and made a sandbox for the nursery school.

The home economics department of the senior high school made stuffed toys every year for the pre-school children. The kitchen was available all year in the senior high school block. The dishes were sterilized there.

The enrollment increased gradually in the nursery schools the last term. Some relocated and others were dropped from the roll because of weather conditions.

The specific aim or objectives of the kindergarten schools were similar to those given for the nursery group. Under physical development there were health, safety, motor development, nutrition, rest, and cleanliness. For the intellectual development English was stressed and by stimulating environment the children were given experiences to create a reading readiness program. The emotional and social development was stressed more in the kindergarten than in the nursery school. By group experiences, cooperation and proper attitudes were developed.

KINDERGARTEN

The schedule for the pre-school was simple and the activities carried on were similar in nursery and kindergarten. Emphasis was placed on learning the English language. The children were given opportunities to express themselves through conversation. They were encouraged to talk freely about their experiences. Story telling helped them acquire new words to increase their vocabulary. They had a period for playing games, and singing songs. Excursions were made to different parts of the center and a few simple units were carried on in the room. One year the kindergarten group made a play house. This small unit was the foundation of a Home Unit for the first grade work. One group studied Indian Life and learned Indian songs and dances. One group took care of six little chickens in connection with a "Farm Unit."

Offerings

The time allotments and standards were those suggested by the material furnished by Mill's College, California and other material from the WRA Bulletins. The same courses of study were given to the four kindergarten teachers as for the nursery group. Weekly meetings were held and group discussions carried on. A few simple units that apply to kindergarten work were found in Child Craft with some suggestion from The Grade Teacher and The Instructor magazines.

Time Standards

Most of the curriculum for the kindergarten was composed of social experiences and out of these experiences grew other phases of subject matter. Perhaps the most important thing the children learned was how to live happily, comfortably, and constructively with other people. The children had a great interest in the activities going on around them. It was the responsibility of the kindergarten to give the children, to the extent to which they were able to assimilate it, correct information and adequate explanations. Children were also shown how to get information for themselves. Actual experiences, conversations, pictures, and stories were used to help clarify thinking. In the kindergarten group the emphasis was on group adjustment rather than individual adjustment like the nursery group. The older children had a longer interest span and their standards of achievement were higher.

Accomplish-
ments

In the first grade an endeavor was made to provide experiences to enlarge the speaking vocabulary, to enrich the background which was devoid of actual contact with average life situations, to develop desirable attitudes and habits in reading, to develop number concepts and comprehension, to encourage correct and free oral self expression, to stimulate an appreciation of good music and literature, and to develop ability to write simple stories. Good health was encouraged by correct habits of eating, sleeping, dressing, cleanliness, and posture. By nature study interest was aroused in the world about them.

FIRST GRADE

Aims

At first the school used reading readiness exercises and reading experience charts. The reading material consisted of approximately twelve pre-primers, eight texts on primer level, and six texts on first reader level; all correlated with units.

Offerings

Numbers - counting - rote, auditory, and visual; development of number concept; number combinations by 1's, 2's, 5's, and 10's.

Nature study - Field trips and room displays.

Writing - Manuscript was used only, - copying and creative.

Music - Tonal development, singing for pleasure, simple and rhythmic, and the use of a piano.

Phonics - Ear training for better speech as well as usual phonetic subject matter. Sight training - sounds of letters and diphthongs.

Health - Pictures and charts on nutrition, simple, rhythmic, and mimetic games, and an insistence upon correct posture.

The school had a projection machine and assembly room.

Work was presented in correlated activity units with periods of drill. The units centered around the Farm, Home, City, Zoo, Birds, Clowns, and Holidays.

Plan of
Work

School began at 8:45 and ended at 3:45, with recesses at 10:00 a.m. and 2:30 p.m. for 15 minutes, and an hour and a half lunch period. The time was spent approximately in the following way:

Reading, Seatwork, and Drill	2 hrs. 15 minutes		
Rest and Relaxation	20	"	
Phonics	20	"	
Homeroom	15	"	
Music	30	"	
Citizenship, Nature Study, Fire Prevention, and Health Instruction	20	"	Time Allotment
Numbers	30	"	
Writing	20	"	
Literature	20	"	

Standards used were those set forth in Arkansas State Course of Study. A Grade A rating was given the elementary schools by the State Commissioner of Education.

Standards of Attainment

Standardized Tests were used. Gates Reading Readiness Tests were given with 70.6 as the Median. Since English was rather new to many first graders here, there was much progress in vocabulary and reading ability.

Accomplishments

In the second grade the aim was:

SECOND GRADE

- A. To provide a situation which would help the children become well rounded and to develop an understanding of the various controls which determine the life of the people of a community.
 1. To show the advantages of a community from the standpoint of health, beautification, and nearness to markets.
 2. To show how people help one another by having varied occupations.
 3. To show relationships and to develop and appreciation of workers who supply the community with food, clothing, shelter, and transportation.
 4. To show how one adapts himself to the factors of environment, temperature and topography.
 5. To show the advantages which children of today enjoy in contrast to those enjoyed by children years ago.
- B. To help children to be able to concentrate for an increasing period of time and to work independently on assignments.
- C. To help children to participate in the discussions of class interests.
- D. To develop the ability to assist in solving problems which arise by contributing related ideas from own experience.
- E. To develop the ability to express in sentences what has been done.

F. To provide opportunities for the realization of the aims set up in each subject.

G. To provide as normal a school situation as possible.

H. To provide situations which develop an "awareness" of advantages of relocation.

The offering of the Rohwer schools was three-fold. An attempt was made to offer opportunities which developed the whole child mentally, physically, and to a great extent morally. In

In many instances it was necessary to provide for the children all of those things which in a normal situation were provided by the home, church, and school. In other words the teachers tried to give the children all of the opportunities which would help them to be happy, participating members of any community in which they might relocate. Offering

There was offered a complete health program which aimed at enabling the children to develop strong healthy bodies. This was done through teaching the proper foods to eat which would develop bones, muscle, and teeth. The necessity of fresh air both night and day was emphasized. The school tried to make the children realize that unless the body is kept clean, the health program has failed.

Besides this, the children were offered an opportunity to learn to read, to write, to play, to sing, to spell, and to become number conscious and weather conscious. They were given the opportunity to express themselves through the medium of colors, clay, paints, and dramatization.

The block program of work was used. This program gave the proper amount of time to each subject or activity as the need arose. It was a flexible schedule.

Time
Allotment

The unit plan of work centering most of the activities about life in the community was used. In this way, the children had an opportunity to participate in activities which help them to realize the aims set up for the second grade. Some of the units were:

Plan of
Work

- A. The community and its helpers
- B. The farm, its helpers and their relationship to the community
- C. Eskimos
- D. The library, cafeteria, and postoffice and their relationship to the community
- E. Transportation including aviation, train, boat, and walking.

F. Various holidays:

Halloween, Thanksgiving, Christmas, Lincoln, Valentine,
George Washington, and Easter

G. Nature Study:

Seasons, weather, birds, wild life, and animals

H. Clothing, shelter, and foods - their source

I. Health and nutrition

All of the requirements of the Arkansas State Department of Education in addition to those standards set up by W. R. A. were met: Standards

A. Children with little or no English speaking vocabulary at the time of entrance into school became familiar with and were able to understand words and form meanings of words used on the second grade level.

B. Children re-acted as normally to the school situation as any group.

C. Children developed a set of values which enabled them to work independently and harmoniously with a group on any undertaking on which the class worked as a whole or independently. Accomplish-
ments

D. Taking the children's mental ages and IQ's into consideration, they were placed in groups which was on their level. They made progress according to their abilities. As their understanding of words increased they were allowed to change from group to group until their particular needs were met.

E. Each child developed into a better member of the school community.

F. Most children realized the aims set up in various subjects.

G. Most children became conscious of their needs and what to expect when relocation plans were carried out.

H. The children participated in:

1. The Junior Red Cross
2. Drive for Crippled Children
3. National Education Week
4. Book Week
5. Infantile Paralysis Drive

I. Habits of good health and fairness in work and play were established in a majority of the group.

J. They learned to appreciate the contributions made by one person to the life of the other members of society.

In general, the aims of the teacher at this level were to aid the pupils in overcoming a natural shyness, to measure up to the state requirements of education, to instill in them better English habits, and to prepare them for relocation.

THIRD
GRADE

Specifically, the aims were to achieve added skills in:

- A. Reading - To acquire the ability to use text books, dictionaries, and other supplementary material. To develop skill in answering questions, good work habits, and a permanent interest in reading. To enlarge their outlook and to have true reading experiences, and an urge to understand life.
- B. Language and Literature - To achieve the ability to talk and write in organized sentences, to say one thing at a time and say it well. To have a sense of responsibility for correct writing and spelling. To appreciate good literature.
- C. Spelling - To learn to spell common everyday words. To be able to break words into syllables and to reorganize sound combinations. To check their own papers and record progress.
- D. Science - To understand the natural world and to develop an appreciation of the beauty of nature. To learn the simple principles of elementary science.
- E. Arithmetic - To make numbers functional. To reason in thought problems. To understand the inter-relationship of numbers.

The subject matter was taken from the adopted state texts, supplementary readers, workbooks, science and health material, and the wealth of material found in the center libraries. These children had access to more good literature than the average public school pupil.

Offering

The plan of work was centered around and developed by units of work, which sometimes were necessarily short, lasting from two to six weeks, or sometimes longer.

Plan
of
Work

The units were suggested by the basic reader and supplemented by all available material.

Drill periods were used as needed and a special teacher for remedial reading was available to give special attention to those falling below the average in achievement tests.

A flexible schedule was followed in order to allow the children to carry through a worth while activity. However, there was a certain amount of routine work to be accomplished so a regular schedule was prepared.

Time
Allotment

From 8:45 to 11:45 there was a planning period, arithmetic, spelling, and reading, with a recreation period about the middle of the morning. In the afternoon there was an activity period which included English, science, health, and art, then a recreation period, followed by reading and library.

The elementary department fulfilled all requirements and received an "A" rating from the State Department of Education.

Standards

The teachers tried to develop the proper social control of conduct. Courtesy in the class room was one criterion for measuring the quality of teaching. Freedom of movement was not restricted as long as work habits were good and the attitudes courteous toward the teacher and classmates.

Home life cast great influence upon the standards obtained but the crowded conditions of the center were not conducive to home study.

Although many English difficulties were encountered they were minimized and the children were able to speak and write more freely. The children became less shy. The school had a stabilizing influence and aided in developing desirable social habits which would be invaluable when relocated and entered other schools.

Accomplish-
ments

The unit method provided increased opportunities for improvement of skills, for growth in ability to comprehend reading material, and for increased pleasure in reading.

Children live in a democracy; therefore, a program was used that gave each individual and equal opportunity. The school tried to create in each individual those habits and attitudes that would make him a good neighbor and a desirable citizen. The "Unit Approach" was used in teaching all the elementary subjects. This method provided experiences which were of interest to the children and promoted a democratic way of living. The major aim was teaching reading so as to develop habits of word recognition which would insure accuracy and independence in both oral and silent reading. To stimulate thinking and to create a permanent interest in reading.

FOURTH
GRADE

Aims

Offering

Standard tests were given at the beginning of the school year to provide a basis on which to build the reading program. After the tests were given, the class was grouped according to abilities in speed and comprehension. An abundance of easy reading material was provided for the children to help re-establish reading skills that had not been used during vacation, and to help the teacher meet individual needs. Free reading was encouraged by arranging a reading center in the room. The reading center was made as attractive as possible with flowers and pictures. Magazines and storybooks were placed on the reading table. The children were encouraged to use the center library. Reading was stressed in every subject and a drill period of one and one-half hours was given each day. At that time drill in the fundamentals was given. Gates practice exercises was used to follow up the test given at the beginning of the term. These exercises helped meet individual differences.

Plan
of
Work

The children grew in both oral and silent reading. Reports showed that children made frequent use of the library. Many children learned to share with others their storybooks and magazines.

Arithmetic objectives were: To develop ability to think and to provide practice for skills already acquired in primary grades. To present interesting problems drawn from pupils interests and activities.

The children did actual counting and measuring. They were able to make comparisons of the sizes of their homes and homes in other countries. Arithmetic was correlated with other subjects and a period of one hour was given each day for drill in the fundamentals. The class was grouped according to reading abilities. The text book with work books was used. Problem solving was taught by making problems and applying them to everyday life. Tests were given from time to time to determine whether the goals had been reached.

Accomplish-
ments

The children acquired skills and practices that helped them to meet problems of everyday life.

The aims of language, spelling and writing were to teach oral English and to develop self-expression. To overcome language difficulties due to a dual language.

Oral English was emphasized in all classes. Speaking clearly and distinctly was encouraged by story-telling, oral book reports, and dramatizing stories. The state adopted text was used with a work book. Magazines were placed on the reading table from which they could select their stories. Assembly programs were given to develop self-expression and to overcome shyness. A period of one hour was given each day for drill.

Accomplish-
ments

The children showed improvement in many ways. They were able to correct the speech of classmates and to write fairly good sentences.

The aims of the social studies were as follows: To promote in children an understanding and sympathy for people of other lands; to teach them to appreciate their own country and government, and to develop desirable health and safety habits.

All of the unit work was centered around social studies. Most of the units grew from their geography. Units were promoted by placing pictures on the bulletin board. Some grew from the actual experiences of the children. Two hours were devoted each day to social studies. This period gave the children more freedom and a chance to express themselves. The schoolroom was a pleasant place and the children were doing the things they were interested in. They acquired knowledge more effectively in the tool subjects. They grew in both social and physical habits.

The aims of the fifth grade were numerous. The most important aim was to help the pupils acquire a general facility in the English language. The teacher tried to guide the children in their social, mental, and emotional adjustment so that they would appreciate and take advantage of the American way of life. Developing special talents and initiative was stressed wherever possible.

FIFTH GRADE

Aims

The courses of study that were offered were English, health, social studies, arithmetic, spelling, geography and reading. There was a generous supply of readers. Crafts, music and art were taught. An assembly room was available to use for any purpose desired. Pictures could be shown on a modern machine. Children and teachers could obtain books from the community library. The State Course of Study for Arkansas was followed and fire drills and health tests were given.

Most of the work was planned in units combining social sciences, English, art and music. Some of these were planned on transportation, communications, North and South America, American Indians, and homes and housing. Sometimes these were taught as subject units and continued as activity units. Planning was flexible.

Plan of Work

There were used as culminating activities, folk dances, plays, home made picture shows, newspapers, choral readings, etc.

The block schedule was used for time allotments. School began at 8:45 and ended at 3:45. Recesses were at 10-10:15 AM

Time Allotments

and 2:30-2:45 PM. Reading was given more time than any subject. Short periods were used for drill and spelling. For the most part, activities were conducted in the afternoon.

The standards of the State Department of Education, in education, attendance and state supervision were reached. An A rating was given by the State Department of Education. Gates Reading Tests were given.

Standards

In view of the fact that Japanese was spoken in the homes, difficulties arose constantly in the teaching of English. Despite this fact, many children improved their English. They developed a love for reading, lost some of their shyness and developed initiative. They acquired ideas of health and safety and some appreciation of the resources of America.

Accomplish-
ments

The general aims of the sixth grade were as follows:

- A. To have the pupils understand and appreciate the nature of the democracy in which they live by studying about America and stressing the American way of life.
- B. To establish desirable health habits and provide opportunities for children to learn safety in home, school, and street.
- C. To teach the pupils to appreciate the fact that life is rich in satisfactions, privileges and opportunities and to develop habits of self-reliance and the ability to apply knowledge.
- D. To improve reading skills, increase the vocabulary, and develop an ability to use conversational and written English.
- E. To arouse an appreciation for good books, and develop reading as a wholesome use of leisure time.
- F. To master the fundamental arithmetical processes, to read and analyze statement problems, and to increase speed and accuracy.
- G. To develop an appreciation for the beautiful and the ability to express self creatively through dramatization, art, poetry and music.
- H. To prepare children for life after relocation.

SIXTH
GRADE

Aims

The state adopted basic texts, supplementary readers, newspapers, center library, maps, visual aids, and all available references were used. Subjects taught were mathematics, language arts, social studies, health, music, art, and natural science.

Offerings

The work was planned by the week--that is daily plans were made one week in advance. Units originating in social studies were developed. Reading, silent and oral was stressed. The class was divided into ability groups. Achievement tests were used as a guide in making the division. Drill exercises was practiced daily. The time allotments were as follows:

Plan
of
Work

Music	30 minutes
Mathematics	45 minutes
Language Arts	45 minutes to 1 hour
Social Studies	1 hour and 15 minutes
Art, Health or	1 hour and 15 minutes
Natural Science	
Recreation	30 minutes
Lunch (for children)	1 hour 30 minutes
Lunch (for teachers)	45 minutes

Time
Allotments

The standards used were those set forth in Arkansas State Course of Study. An A rating was given the elementary schools by the State Commissioner of Education.

Standards

A. Attitudes acquired were as listed:

1. Tolerance toward center circumstances
2. Loyalty to school
3. Respect toward each other
4. Cheerfulness

Accomplish-
ments

B. The abilities acquired were as listed:

1. To use silent reading as recreation
2. To use reference books
3. To interpret thought in oral and silent reading
4. To express thought in oral and written English
5. To listen intelligently
6. To work in groups

SUMMARY REPORT FOR SECONDARY SCHOOLS

The Rohwer Center Secondary schools began operation on November 9, 1942 and operated on the basis of two semesters per year for three years. A summer school for credit was operated in the summer of 1944. This summer school met the minimum requirement of the State Department of Education for full summer school credit. Each class met two hours per day, 5 days per week for 12 weeks in order to earn 1 Carnegie unit.

PREFACE

The bulletin of general regulations in use for the first semester contains the basic credit regulations followed during the three year period. It is given below:

REGULATIONS

1. A regular course consists of four full time solids. Pupils making superior grades ("B" or better) may take a fifth solid. Physical Education is required of all and does not count as one of these solids.
2. Any course meeting five times per week for one semester shall count one credit toward graduation. Two credits shall constitute one Carnegie unit.
3. Thirty-two credits (or 16 Carnegie units) shall be required for graduation, at least 22 of which must be completed in senior high school.
4. Courses marked with Roman numerals are 36 weeks in length. Arabic numerals indicate an 18 week's course.
5. Only 10 credits or 5 Carnegie units will be accepted for any given school year of two semesters. Summer school credits earned during the 12 months period may be in addition to the 10 credits mentioned above.
6. Pupils who were evacuated during the spring term of 1942 are being advanced conditionally if they were in school through March 27, 1942. These people must maintain grades of "C" or better in the new half grade or be placed in the half grade below.
7. All periods on pupils' cards not filled with regularly scheduled classes are to be marked "Study." Study hall will be in the mess hall.
8. Languages may be begun not later than the beginning of the 11th grade.
9. Pupils having part-time work may secure special schedules enabling them to keep on working.

- Pupils over 17 years of age, holding full time jobs must give up their work unless the courses they need are offered in night school.
10. Pupils whose credits have not arrived from former schools will be given temporary classifications will be the pupil's responsibility.

The transcripts of credit from California and other places were accepted at full value. This involved giving equal credit to preparation and non-preparation subjects. Since the majority of the California schools observed this practice the Rohwer Center Schools accepted such credit and adopted the same credit value for its own offerings. While this practice is subject to question it was followed after consultation with the State Department of Education in Little Rock.

TRANSCRIPT EVALUATION

This school also allowed one-half unit in some subjects such as physics, biology, and general science. The regulations of the entrance committee of the University of Arkansas were considered as the guide in such decisions. In all such cases the students were advised that these partial units were subject to question. Usually the graduate had 16 Carnegie units in addition to partial units in these subjects.

PARTIAL UNITS

The tables that follow show the offering of the Rohwer Center High School for the six semesters of its existence. Credit was calculated for grades 9 to 12 inclusive.

TABLE of OFFERINGS

ART DEPARTMENT

The aim of the art department of the Rohwer Center High School was not to make artists of all the students but to, open their eyes to beauty in the everyday world; teach them to appreciate quality in any form, give them the experience and satisfaction of creating something out of nothing with their own hands and minds.

Aims

- | | |
|---|-----------|
| Rohwer Center High School offered the following courses: | Offerings |
| (1) beginning art--a general course of elementary public school art including drawing, lettering, color poster, and some craft; | ART I |
| (2) color and design, basic principles of color mixing and combination, and general types of design, applied to usable articles of wearing apparel, and articles for the home and the office; | ART II |
| (3) poster and lettering, foundation study of several types of lettering; applied to poster making, often being used for various school and center activities; | ART III |
| (4) handicrafts, creating useful articles from the simple materials provided, such as string, leather, tin, wood, glass, cardboard, paper, rocks, and cloth; | ART IV |
| (5) advanced art, further study of color and drawing in charcoal, pastel, watercolor, tempera, and oil. | ART V |

SUBJECTS OFFERED SHOWING PLACEMENT AND CREDIT VALUE
ROHWER CENTER SECONDARY SCHOOL

SUBJECT	Required	Elective	WHEN OFFERED						GRADE YEAR IN WHICH OFFERED						TOTAL UNITS OFFERED
			1942-43		1943-44		1944-45		7	8	9	10	11	12	
			F	S	F	S	F	S							
I. Art		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	5
II. Band		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	3
III. Commercial															9½
1. Bookkeeping		✓	✓	✓	✓	✓	✓	✓					✓	✓	2
2. Bus. Corres.		✓	✓	✓	✓	✓	✓	✓					✓	✓	1
3. Bus. English		✓	✓										✓	✓	1
4. Com. Law		✓	✓	✓									✓	✓	½
5. Office Prac.		✓	✓										✓	✓	½
6. Salesmanship		✓	✓									✓	✓	✓	½
7. Shorthand		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	2
8. Typing		✓		✓	✓	✓	✓	✓				✓	✓	✓	2
IV. Diversified Occupational Training Program		✓					✓	✓					✓	✓	2
V. English															6½
1. Journalism		✓	✓	✓			✓	✓					✓	✓	1
2. Reg. English	7-11	12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4
3. Rem. English		✓	✓	✓	✓		✓				✓	✓	✓	✓	1
4. Speech		✓			✓							✓	✓	✓	½
VI. Home Economics	7-8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	4

SUBJECTS OFFERED SHOWING PLACEMENT AND CREDIT VALUE
ROHWER CENTER SECONDARY SCHOOL

SUBJECT	Required	Elective	WHEN OFFERED						GRADE YEAR IN WHICH OFFERED						TOTAL UNITS OFFERED
			1942-43		1943-44		1944-45		7	8	9	10	11	12	
			F	S	F	S	F	S							
VII. Industrial Arts															10
1. Auto Mech.		✓				✓	✓	✓				✓	✓	✓	4
2. Mech. Draw.		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	2
3. Voc. Maint.		✓	✓	✓	✓	✓	✓	✓					✓	✓	2
4. Woodwork	7-8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2
VIII. Language															4
1. Latin		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	2
2. Spanish		✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	2
IX. Mathematics															6½
1. Arith. 7	✓		✓	✓	✓	✓	✓	✓	✓						
2. Arith. 8	✓		✓	✓	✓	✓	✓	✓	✓	✓					
3. Algebra I		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	1
4. Algebra II		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	1
5. Bus. Arith.		✓	✓	✓	✓	✓	✓	✓			✓			✓	½
6. Gen. Math.		✓		✓							✓	✓			1
7. Plane Geom.		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	1
8. Shop Math.		✓	✓	✓								✓	✓	✓	1
9. Solid Geom.		✓	✓	✓	✓		✓							✓	½
10. Trigonometry		✓	✓	✓	✓	✓		✓						✓	½
X. Music		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	4
XI. Physical Education	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2

SUBJECTS OFFERED SHOWING PLACEMENT AND CREDIT VALUE
ROHWER CENTER SECONDARY SCHOOL

SUBJECT	Required	Elective	WHEN OFFERED						GRADE YEAR IN WHICH OFFERED						TOTAL UNITS OFFERED
			1942-43		1943-44		1944-45		7	8	9	10	11	12	
			F	S	F	S	F	S							
XII. Science															7½
1. 7th } Gen.	✓		✓	✓	✓	✓	✓	✓	✓						
2. 8th } Science	✓		✓	✓	✓	✓	✓	✓		✓					
3. 9th }		✓	✓	✓	✓	✓	✓	✓			✓	✓			1
4. Aircraft Theory		✓	✓									✓	✓	✓	½
5. Biology		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	1
6. Chemistry		✓	✓	✓	✓	✓	✓	✓					✓	✓	1
7. Consumers' Science		✓	✓	✓								✓	✓	✓	1
8. Human Geography		✓	✓									✓	✓	✓	½
9. Physics		✓	✓	✓	✓	✓	✓	✓					✓	✓	1
10. Physiology		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	1
11. Pre-Induction Electricity		✓		✓									✓	✓	½
XIII. Social Science															5
1. 7th	✓		✓	✓	✓	✓	✓	✓	✓						
2. 8th	✓		✓	✓	✓	✓	✓	✓		✓					
3. 9th (Elem. Civics)	✓		✓	✓	✓	✓	✓	✓			✓				1
4. Am. Hist.	✓		✓	✓	✓	✓	✓	✓					✓		1
5. Government (Civic Problems)	✓		✓	✓	✓	✓	✓	✓						✓	½
6. Pan-American Dev.		✓	✓											✓	½
7. Person. Development		✓				✓	✓					✓	✓	✓	½
8. Sociology	✓		✓	✓	✓	✓	✓	✓						✓	½
9. World Hist.		✓	✓	✓	✓	✓	✓	✓				✓			1

The plan of work included the major portion of time spent in the art workshop, with some lectures and reference work. Students took notes on fundamentals. References included; Magazines--School Arts, The American Artist, Every-day Art; Books--Applied Art, Lemos; Art Through The Ages, Gardner; Art Today, Faulkner; and Handicrafts, Griswold.

Plan of
Work

The time allotment for each art course was 60 minutes per period, 5 periods per week, 18 weeks per semester.

Time
Allotment

The standards of work in the department were high from the beginning when compared to other schools.

Standards

The number of different students taking art increased. More became interested in a variety of types of work, surprising even themselves. Students learned to share their accomplishments through art exhibitions sent from the school to other high schools, colleges, universities, YMCA's, YWCA's, summer camps, churches, etc. all over the United States. Eight students in the spring of 1944 painted eight murals 4' by 16' for the new center auditorium, depicting the history of evacuation. Two students painted a 12' by 16' mural on cloth in 1943 showing "America Today." It travelled to many different states, and was accepted for a magazine cover design for the September 1943 issue of The Window of YWA, a Baptist young peoples national publication from 1111 Comer Building, Birmingham, Alabama. Posters were made for publicity on relocation, war bond and stamp drives, Red Cross, T. B. seal sales, March of Dimes, hospital, parties, programs, etc. Open house art exhibitions were held for patrons of the center displaying some work of every student. Permanent "exhibits-on-tap" in art rooms to show to out-of-center visitors were used many times. Temporary exhibits for the offices of the superintendent, principals, relocation and project directors were placed and changed frequently. Gifts of work done in center schools to hostels and relocation offices over the country were many.

Accomplish-
ments

BAND

The aims were as follows; (1) teach the students a definite procedure for perfecting a skill in manipulating their individual instruments; (2) develop a respect for the delicate construction and proper care of the instruments.

Aims

Hubank Elementary Band Course was the material for all foundation work. This course constituted the major part of the work in Elementary Band. Selected Band Folios were

Offering

used in Intermediate and Advanced Band as: (a) Bennett Band Book No. 1 (b) Fox "Pep" Band Book (c) "Clipper Book" (d) "The Classic Band Book" (e) Others on varying levels of difficulty and interest. A library of individual band selections were available and augmented periodically to meet program and interest needs.

Pupils were given a foundation for playing their instruments by the "Class Method." The pupil's advancement was noted periodically by small group testing and individual testing. Group and individual performance was a part of each pupil's program in class and when sufficiently advanced, placed on center and school programs. The incentive for advancement to the first band was the motivating force in the second and third bands. The first band worked on definite material for school and "Center." Grades for all bands were based on a point-merit system.

Plan of
Work

The Americanization process went quite unnoticed by the student in that practically all marches and overtures had a tendency toward a decided nationalism. Some examples are Sousa's Marches, "National Emblem March," etc. When these selections were performed before high school and center groups the effect was definitely wholesome and elevating. Through performance, individual and group, the individual gained confidence in his ability which in turn improved his musicianship and pride in his instrument.

Accomplish-
ment

COMMERCIAL DEPARTMENT

Because the students of Rehwer High School were expected to relocate in various places and to do various jobs, much emphasis was placed on the work of the commercial department. The aim of the commercial department was to give training to the students which would fit them for general office work. However, most of the emphasis was given to bookkeeping, shorthand, and typing.

Aim

Bookkeeping I and II was offered the entire life of the school (1942-1945). The texts used were 20th Century Bookkeeping and Accounting, 18th Edition B-12 and B-13 by Carlson, Prickett, and Forkner, published by South-Western Publishing Company. Each class met 5 times a week for 60 minute periods, 2 credits being given for each course. Bookkeeping I gave the fundamentals of bookkeeping for single proprietorships, personal records, and social organizations. It included record making from the simplest form to the multicolumn special journals and ledgers. Bookkeeping II offered more of the fundamentals presented in Bookkeeping I but in a more detailed form. In addition it included making records for partnerships, corporations, consignment sales, and installment sales. Besides the

Offering
and
Time
Allotment

BOOKKEEP-
ING

Plan of
Work

study of the text in the course, each student did all the suggested exercises in the accompanying workbook and in a Practice Set. The latter gave practice in real bookkeeping. To give actual experience in bookkeeping, these second-year students were assigned jobs in the administration buildings and other center offices. This practice proved helpful to all concerned.

Gregg Shorthand I classes met 5 times each week for 60 minute periods, carrying 2 credits. The Functional Method by Louis A. Leslie, published by Gregg Publishing Company, was used the entire time (1942-1945) for Shorthand I. Also in this course was used the Functional Method Dictation by Leslie, published by Gregg. The method as suggested by Mr. Leslie was closely followed and good results were obtained. The girls took jobs in the center and outside, and in almost all instances did creditable work. Shorthand II met 5 days per week for 60 minute periods. Two credits were given. It was offered in the summer of 1944 and the fall semester 1944-45 term. Functional Dictation and Gregg Speed Studies were used as texts. In this course, methods of increasing speed in dictation were emphasized. Good results were obtained here too, as some of the girls passed the Civil Service tests and worked in the center offices. (Since this subject was offered for such a short time, it was allowed only 1 credit.)

**SHORT-
HAND**
Offering

Plan of
Work
Accomplish-
ments
Time
Allotment
Offering
Plan of
Work
Accomplish-
ment

Typing I was offered first in April 1943 and continuously thereafter. The text used was 20th Century Typewriting, Fourth Edition, by Lessenberry, published by South-Western Publishing Company. The classes met 5 times a week for 60 minute periods. This text is divided into four parts. One part was required for each semester. Therefore, Parts I and II were completed in Typing I and Parts III and IV were completed in Typing II. At the end of the first semester the students were required to make a speed of 25 words per minute with not more than 5 errors. At the end of the second semester the requirement was 40 words per minute; at the end of the third semester, 50 words per minute; and 60 words per minute at the end of the fourth semester. The material and timing suggested by the author were carefully followed. There was always an emphasis on accuracy as well as speed. During the fourth semester the students were given practice in regular office procedure. The typing courses particularly proved valuable. The students used their skill in preparing their themes, notebooks, etc., and large numbers of them obtained jobs in the numerous center offices and on the outside. Many good reports come to the department about their work.

Offering
TYPING

Time
Allotment

Plan of
Work
Standards

Accomplish-
ment

Business Correspondence was offered each year of the school (1942-1945). The classes met 5 days each week for a period of 60 minutes each day for one credit per semester.

**BUSINESS
CORRES.**
Offering

The text used was Effective Business Correspondence by Aurner, published by South-Western Publishing Company. This course was a rather comprehensive study of the fundamentals of grammar, sentence and paragraph construction, lay-outs, and good usage in business as applied to the usual kinds of letters. The students also did helpful exercises in their workbooks (the one made to go with the text), and made several projects illustrating the use and power of words in business letters and advertisements.

Time
Allotment
Plan
of
Work

Commercial Law by Kerr, published by South-Western, was the text for a course offered during the terms of 1942-43 and 1944-45. The classes met 5 days each week for 55 minute periods for one semester; 1 credit was given. In this course the students were taught elementary law as applied to everyday problems which come up in the office or home. Each student made a project of his own choice which illustrated some point or points of law. Some of these projects were amazingly good.

COM. LAW
Offering
Time
Allotment

Plan of
Work

Business English by J. Walter Ross, published by South-Western Publishing Company, was offered in the 1942-43 session. The classes met 5 days a week for 60 minute periods carrying 1 credit. This course emphasized formal grammar as applied to business and the mechanics of writing business letters. Since much of the material for this course was covered in the Business Correspondence course, the two classes were combined and the Business English as such was discontinued.

BUS. ENG.
Offering
Time
Allotment
Plan of
Work

Fundamentals of Selling by Walter-Wingate, published by South-Western Publishing Company, was offered in the 1942-43 term for 1 credit. A lack of teachers and facilities to give the students actual practice, caused this course to be discontinued as impractical.

SALESMAN-
SHIP
Offering

Office Practice was offered in the 1942-43 term. The text was Office Practice by Loso, Hamilton and Agnew, published by South-Western Publishing Company. Classes met 5 times each week for 60 minute periods; credit was given. This course gave general training in office work of all kinds. Because of lack of equipment, little laboratory work was done.

Offering
OFF. PRACTICE
Time
Allotment
Plan of Work

DIVERSIFIED OCCUPATIONAL TRAINING PROGRAM

Beginning with the third year of the school and running for one semester, a work experience program was open to both

boys and girls on the 11th and 12th grade level. This program was abandoned after one semester, since the majority of sections with whom students were placed were either unwilling or unable to provide adequate supervision. Failure to maintain what were considered by the school to be minimum standards of work as to quality, accuracy and adherence to time schedule, automatically eliminated the most sought after work experience areas, which would otherwise have been highly desirable.

ENGLISH

English was a required subject in Grades 7, 8, 9, 10, 11, and elective in Grade 12.

The aims were as follows: to provide meaningful experiences in functional oral and written English, to increase familiarity with the outstanding contributions to American and English literature, with special attention to those reflecting the American way of life, to encourage reading for pleasure and for information. Aims

Because of the bi lingual problem, particular emphasis was placed upon oral English in all grades. Perhaps more than the usual amount of time was devoted to informal discussions, informal and formal speeches of various types, and reports. Offering

Iowa Silent Reading Tests were used.

One member of the senior high school faculty used part of one summer vacation to make a classified list of all materials in the library related directly to the English field. Copies of this list were placed in the hands of all English teachers for use in their classes.

The texts used in Seventh Grade English were: Junior Units in English, Book I, Ramsey; Plain Way English Exercises, Walsh and Walsh; and Treasury of Life and Literature, Vol. 4, Lyman, Moore, Hill and Young. SEVENTH GRADE
ENGLISH

Silent reading for comprehension, oral reading for interpretation as well as comprehension, free expression in reports, debates, oral talks, composition dramatization, and supplementary reading were included. Plan of
Work

The time allotment was 60% grammar and composition and 40% literature.

The texts used in Eighth Grade English were: Junior Units in English, Book II, Ramsey; Treasury of Literature and Life, Vol. 5, Lyman, Moore, Hill and Young; and Plain Way English Exercises, Walsh and Walsh. EIGHTH GRADE
ENGLISH

The time allotment was 60% grammar and composition and 40% literature.

The Arkansas prescribed course of study for eighth grade were followed.

Oral composition in class discussions, relating of personal experiences, and reports on reading correlated English with other subjects and with life experiences were used. A special study of paragraphs called attention to complete sentences, organization of material, variety in choice of words, and word pictures. Workbook exercises provided needed drill.

Plan of
Work

In the study of literature attention was given to visualizing what is read, getting central idea and main points, reading for details, personal reaction to material read, determining author's purpose and drawing conclusions from reading. Time for free reading was scheduled. Recognition was given to pupils who read library books.

The texts used were, New Frontiers, Briggs, Herzberg, Jackson, and Bolenius; English in Action, Course I, Tressler; and Study Guidance Workbook, McNeely.

NINTH GRADE
ENGLISH

The time allotment was grammar, spelling, composition, oral reports, 60% and literature, 40%.

Review of fundamental grammar and language activities, conversing, listening, reading, summarizing, explaining, observing and sharing experiences, persuading, announcing, taking notes, making reports, social and business letters were included. Workbooks provided drill as needed.

Offering

Stories of courage, adventure, good sportsmanship; essays that discuss such topics as getting a job and improving personality; narrative poems appealing to noble ideals; one-act plays; full length novels e.g. Treasure Island; biographies of people who have lived courageous, interesting, and rich lives were studied. Two credits (one unit) were given.

The texts used were Romance, Briggs, Herzberg, Jackson, and Bolenius; English in Action, Course II, Tressler.

TENTH GRADE
ENGLISH

The time allotment was 50% grammar and composition, 50% literature.

The course stressed functional grammar. Particular emphasis was placed upon outlines, paragraphs, sentences, word study, spelling, punctuation, and business and social letters. Oral and written composition were related to the study of literature.

Offering

The basic anthology was supplemented with library materials of the following types: short stories, narrative poetry, novel, one-act plays, epic poetry, narrative essays. Two credits (one unit) were given.

The texts used were American Literature, Briggs, Herzberg, Jackson and Bolenius; and English in Action, Course III, Tressler.

ELEVENTH
GRADE
ENGLISH

The time allotment was one-third grammar and composition, two-thirds literature.

This course also stressed functional grammar. Sentence structure, punctuation, spelling, and written and oral composition, related to the literary types included in the course, were studied with particular emphasis on exposition, defining, presenting facts and ideas and on narration.

Offering

The basic anthology were supplemented by library materials of the following types: great American documents, letters, journals, biography, poetry, essays, novels, short stories, one-act plays, folklore. Two credits (one unit) were given.

The texts used were English Literature, Briggs, Herzberg and Bolenius; and English in Action, Course IV, Tressler.

TWELFTH
GRADE
ENGLISH

The time allotment was one-third grammar and composition, two-thirds literature.

A brief review of grammar was given with emphasis again on functional aspects. Composition study and practice, both oral and written were related to the literature units.

Offering

Basic anthology was supplemented with library materials of following types: letters, journals, and biography; narrative poetry; stories of adventure; short stories; lyric poetry; drama; humor and satire; essays; and novels. Two credits were given.

This course was offered in both junior and senior high schools for those who had unusual language difficulties.

REMEDIAL
ENGLISH

Reading levels were determined by the Gates Basic Reading tests and the Iowa Silent Reading tests. Gates--Peardon Practice Exercises in Reading, Types A, B, C, and D were used. Other reading materials were selected at levels varied enough to meet individual needs. Individual speech and reading problems were analyzed and discussed with the students and remedial techniques were adapted to the students' needs.

Offering
Plan of
Work

Practice in pronunciation and enunciation and ample opportunities for informal conversation and discussion were provided. Help was given in other subjects in which the student was enrolled, and in which language difficulty was a definite handicap. One credit was given.

The texts used in Journalism were High School Journalism, Spears and Lawshe (basic text). Supplementary texts were Elements of Journalism, Wrinn; Student Editor, Marn; Editing Small Newspapers, Rae; and Writing for Print, Harrington and Harrington.

JOURNALISM
Offering

The course included how to read a newspaper, a study of all types of news and feature stories and headlines, news gathering and writing, copyreading, proof reading, and make-up. The class edited and published the bi-weekly school newspaper. One credit was given.

Plan of
Work

The text used in this course was Ease in Speech by Painter. The course included study and practice of voice production, diction, enunciation, pronunciation, vocabulary building, composition and delivery of varied types of prepared and extemporaneous speeches, parliamentary procedure, speech and personality development. One credit was given.

SPEECH
Offering
and
Plan of
Work

HOME ECONOMICS

The objectives of the home-making courses were as follows: (1) to create on the part of the students a desire to be good home makers by giving information and practice of skills sufficient to give them fundamental knowledge for home-making and (2) to unify the educational experiences with home-life activities.

Aims

Class periods were 60 minutes. The subject matter was divided into units covering from three to ten weeks. The senior high school home economics cottage with a three-unit kitchen, sewing room, and living room, comparing favorably with home economics departments outside, provided opportunity for real home making activities.

Time
Allotment

Offering

Junior Foods and Junior Clothing by Kinyon and Hopkins were the textbooks used in the junior high school. Your Home and You by Charlotte Greer was the senior high school text. The libraries in both schools supplied supplementary books and magazines for additional study. The Arkansas vocational course of study was used as a guide in planning the course.

Plan of
Work

In the junior high school (Grades seven, eight, and nine) the units consisted of elementary work in learning to be a likable person; entertaining friends; use of leisure time;

good grooming; room improvement; preparation of breakfasts; elementary nutrition; construction of underclothing and a cotton dress; laundering, care, and repair of clothing; family relationships; and care of young children.

The senior high school course for grades ten, eleven, and twelve was similar to that of the junior high school, with longer units of more advanced work. Luncheon and dinner menus were prepared with nutrition standards especially in mind. Consumer education was added to each unit with emphasis on budgets and planned spending. Advanced work in clothing entailed the drafting of patterns. The home nursing unit included the study of symptoms of common diseases, preventive medicines, and first aid for accidents and illness. The unit in family relationships was repeated with special emphasis on preparation for marriage and the study of family problems and causes of broken homes.

In addition to this information the girls gained practical experience in making their own clothing and in preparing and serving types of meals which they could not get in their mess halls, where the food was largely Japanese. They gained new experiences in the planning and furnishing of the living room. Certain routine duties in cleaning were carried out each week, such as defrosting the refrigerator, care of linen, cleaning of living room, mopping floors, washing windows, etc. An attempt was made to keep step with the outside world by a study of rationing, black markets, and other changes resulting from the war; by conserving fats and sugar; and by using substitutes. New uses for left-overs and things on hand were found so as to avoid waste. Etiquette and the "American way of life" were constantly stressed in order that the students might the more easily orient themselves in new communities as American citizens.

Accomplish-
ments

INDUSTRIAL ARTS

The aims of the Industrial Arts courses have been primarily exploratory and avocational in nature, though many specific skills in numerous trades have been a natural by-product.

Aims

The aims of the two Mechanical Drawing classes, i.e., the elementary and advanced, have varied somewhat with the different instructors. However, the overall department objectives have been three-fold: first, to familiarize prospective trade students with industrial drawing to the extent that they could read and understand them; second, to provide the foundation work upon which some students might later go on with their training and become industrial draftsmen; and third, to provide pre-engineering students a course which is usually pre-requisite to their entrance into an

MECHANICAL
DRAWING

engineering school. Although these objectives might better have been served by setting up separate courses, economy demanded the single type of course.

The first year's work consisted of learning the fundamental techniques and skills and the geometry of mechanical representation. Plane orthographic, and isometric projection were incorporated into the work plan as well as sectional and auxiliary view problems.

The advanced work covered problems in detailing and assemblies, and in some cases problems in revolutions, architectural lay out, and perspective drawing.

Related mathematics sought to remotivate the shop student in essential arithmetic and algebra by giving him real problems along the line of his interest. The customary units on mensuration, fractions, decimals, finding roots, ratios and proportion and solving simple equations formed the core of the work. Accelerated students were encouraged to go on with problems involving simple geometric and trigonometric techniques.

Elementary general courses have been required of all boys in the 7th and 8th grades. In grades 9 through 12, boys have been free to elect four years of progressive work; while in the 11th and 12th grades girls have been free to elect one year of work in semi-household mechanics with emphasis on avocational wood craft.

Offering

During the first year in the center, the Industrial Arts curriculum was largely dictated and controlled by the nature of equipment and supplies made available. As it developed, it fell chiefly in the area of general wood working, beginning with elementary hand tool work on the lower levels and extending through elementary carpentry to rather difficult and complicated machine cabinet work on the higher level.

Plan of
Work

During the second and third years, as additional equipment became available, additional areas of activity were incorporated into the existing courses, including some sheet metal, forge, electrical, plumbing, and general mechanical work. Mechanical drafting became a part of the department's offerings toward the end of the first semester of the school and continued as an important part thereafter. The presence of an aeronautical engineer on the staff during the first year permitted the inclusion of some aircraft theory work. Related shop mathematics were also included in the first year curriculum.

During the second summer (1944) the shop staff, with student help, completed building a new senior high shop which had been abandoned by the center construction department after about one half completed.

This provided adequate space for work in auto mechanics, and courses were started July 5. Failure to obtain a permanent, trained auto mechanics instructor and a sufficient number of automotive units on which students could work, limited the offerings to the Industrial Arts level. Complementary class work in related auto theory was given parallel to actual shop classes.

In general, standards of manipulative skill ran rather high, since the nisei group as a whole appear to show (subjectively) a slightly higher level of manipulative skill than comparable groups on the outside.

Standards

The program as a whole can be written off the record as generally successful in terms of pre-vocational standards.

Evaluation

FOREIGN LANGUAGE

The Rohwer Secondary Schools offered two years of Latin and Spanish throughout its existence. During the first year beginning Latin classes were held in both junior and senior high school. For reasons of economy as well as dwindling enrollment this was later changed, so that Latin was begun in the 10th grade only.

One of the aims of the language department was proficiency in the reading of the language. The language department also set forth the idea that Latin and Spanish have many practical uses, as in the fields of advertising, medicine, law and cosmetology. The fact that there are more than 12,000 derivatives from Latin in the English language is also considered a practical reason for teaching Latin.

Aims

Another aim of the Latin department was to bring about an understanding of the Roman private life. In Spanish classes, emphasis was placed upon speaking the language.

Only two years of Latin have been offered in the Rohwer schools with the usual divisions in the first and second year. The first year was largely grammar with simple translation of the history of the Roman life and customs, Roman history, legends and mythology. The text used was Latin for Today, Book I by Gray and Jenkins. The second year class began with a review of grammar and translation and continued these topics on a more advanced level. The translation included topics from mythology, history, Roman life and Caesar's commentaries. The text for second year Latin was Latin for Today, Book II by Gray and Jenkins.

LATIN
Offering

In addition to the usual Latin procedures, the Latin department used many interesting devices to stimulate interest in Latin. Learning experiences included mythology in English and Latin. The Roman family, school, clothing, food, homes, furnitures, bath, amusements, shops and customs were studied. Latin songs and games gave additional zest. Soap and card board models of Roman life and figures were used.

Two years of Spanish were offered throughout the history of the senior high school. Beginning Spanish was offered in the ninth grade during the school year 1942-1943.

One credit was given for the completion of each year's work. No credit was given for the completion of only one semester's work.

In the first year, the text used was Heath's Primer Curso de Espanol by Pittaro and Green. The fundamentals of Spanish grammar were presented. Oral practice based on the reading text was emphasized. As far as seemed feasible, the classes were conducted in Spanish.

In the second year the text used was Heath's El Mundo Espanol, Vol. II, by Casis, Switzer, and Harrison. During the year 1944-45 the pupils subscribed to a Spanish newspaper, La Luz, published by Banks Upshaw of Dallas, Texas. This course consisted of review and more extended treatment of grammar, intensive and extensive reading, Spanish conversation and composition.

All language classes met five days per week for 60 minute periods. In addition to this a Latin club was held one day each week, with voluntary membership.

The Language department created and developed interest among its members. The aims set forth were accomplished to a satisfactory degree. The activities of the group were satisfying and instructive.

SPANISH
Offering
and
Plan of
Work

Plan of
Work

Time
Allotment

Accomplish-
ments

MATHEMATICS

Mathematics in high school consists, mainly, in learning how to put the tools of Arithmetic into everyday use. It also serves the purpose of giving a forward look. This is expressed in the following aims: (1) to enable students to perform, readily and efficiently, the needed computations and transactions found in daily life, (2) to establish a thorough foundation in the essentials, so that those interested in higher mathematics may progress without handicap, (3) to open the minds of the students to the fact that mathematics coupled with language will produce accurate thinking, and thus will promote the general welfare of human society.

Aims

In the required subjects, the following text books were used: Seventh Grade Arithmetic, Child Life Arithmetics, 7, Overman, Woody, and Breed; Eighth Grade Arithmetic, Child Life Arithmetics, 8, Overman, Woody, and Breed; Ninth Grade, choice of--(1) General Mathematics - Socialized General Mathematics, Hart and Gregory, (2) Business Arithmetic or Junior Business Training - Introduction to Business, Reed and Morgan, and (3) Algebra I - Essentials of Algebra, First Course, Walter W. Hart.

Offering

For the elective subjects, the following text books were used: Essentials of Algebra, First Course, Walter W. Hart; Essentials of Algebra, Second Course, Walter, W. Hart; Business Arithmetic, Sutton and Lennes; Economic Mathematics, Sutton and Lennes; Plane Geometry, Hart; Solid Geometry, Avery; Trigonometry, Breslich and Stone; Shop Mathematics, Wolfe; Practical Shop Mathematics, Wolfe.

In the seventh grade, the contents of the text were made into units of two weeks each. The text was supplemented with material found elsewhere. Work-books were used for drill.

Plan of
Work

The four fundamentals, common fractions, decimal fractions, the U. S. monetary system, percentage, interest, and measurements were the skills emphasized.

In the eighth grade, the subject matter was the same as the seventh grade, plus the metric system, square root ratio and proportion.

The project method was used in class-room, one project was assigned for each semester.

In the first semester the family budget which consisted of six units; shelter, food, clothing, utilities, savings, and miscellaneous was used for class work.

One special activity under unit two was "Shopping for Groceries" which included the used of point rationing. In the second semester practical measurements which included; linear measurements, square measurements, square root and tables, cubic measurements, the metric system, ratio, and proportion was assigned.

Special reports to introduce units, drawing, illustrations, student notebooks, and original problems were used in class work. The culminating activity was a "Dr. Math. Quiz."

In the ninth grade Business Arithmetic included general business practices. The general plan of the text was followed.

In the ninth grade General Mathematics covered eight units; home life mathematics, leisure time problems, elementary vocational mathematics, community life mathematics, more mathematical tools, and indirect measurement. The methods employed were: formula, graph, scale drawing and problems both textual and original.

Algebra I followed the chapters as outlined in the text and was supplemented with material from other sources. Included in class-room work were the formula, graphs, simple equations, signed numbers and monomials, polynomials, equations of the first degree embracing both one unknown and two unknowns, products and factoring of quadratics, algebraic fractions, and rational equations.

ALGEBRA I

Business Arithmetic covered business processes and short cuts. The subject matter was taught in the order as presented by the text. Special emphasis was put on detail and fundamentals. An attempt was made to relate all to community life. Graphs, business forms, tables, and charts were used to increase the functional value of the course.

BUSINESS
ARITH.

Second Year Algebra was an academic course covering the bases for advanced work in specialized fields. It was divided into the following main heads: first semester, the fundamental operations, special products and factoring, fractions, first degree equations, second degree equations, functional relations--ratio, proportion, variation, square root, surds, radical equations; second semester, quadratic equations, theory of quadratics, exponents, logarithms, elements of trigonometry, series of progressions, equations of high degree. Ordinary classroom procedure was maintained which included drill on fundamentals; special attention was given to reading and interpreting verbal problems; application of quadratics, particularly to astronomy and ballistics; the history of algebra, emphasizing its development to its present place in the field of mathematics.

ALGEBRA II

In Plane Geometry and Solid Geometry included activities which were calculated to promote an interest in making original designs in linoleum, quilt patterns, etc.; the study of columns and arches; the making of intricate decorative borders, using straight lines and arcs.

PL. GEOM.
and
SOLID GEOM.

Trigonometry was offered as a basis for further study in the fields of science and engineering. The subject matter areas were trigonometric ratio, logarithms, the relationship of trigonometric functions.

TRIG.

Shop Mathematics was used to review and to put into practice previously learned arithmetical processes. The text outline was followed. A work-book of graded shop exercises was used also. Thus the course served, not only as a remedial course, but it put into actual use common formulas and rules while performing general shop work.

SHOP MATH.

All classes were scheduled for 60 minute periods, five days per week, three six week periods per semester, two semester each school year.

Time
Allotment

According to need, the 60 minute class periods were used in supervised study or recitation. It would be safe to say that the time was about equally divided.

In the main, the aims were accomplished. Some very outstanding work was done. Much remedial work was done with weak students. Opportunities were given to test and put into practice what was taught, wherever feasible.

Accomplish-
ment

VOCAL MUSIC DEPARTMENT

It was the aim of the music education program to contribute to the social and personal development of every student and to give impetus to creative work in the music field. Specifically, it was hoped that in the end every child would want to sing and would love beautiful music; that he would know and appreciate a wide variety of music, particularly American music, that he would participate wholeheartedly in community sings, church choir singing, etc. All of the music activities looked toward public performance, for obvious reasons. The radio, phonograph recordings, recitals, community sings, folk song festivals, and creative work were used to foster an over-all interest in music and to encourage talented students to choose music as a vocation.

Aims

The courses offered, which were open to all students, were beginning choral classes, advanced choral classes, mixed chorus, high school girls' chorus, glee club, and ensembles. Classes met five times a week for 60 minute periods. The texts and work materials used in class were Music Fun Activity, Books I and II, by Reeve, Kurtz; America's Musical Heritage, by Burk, Meier, Hoffer, and Phillips; People and Music, with accompanying workbook, by McGehee; various song books; music magazines; and music reference books from the library.

Offering

The class work included theory (fundamentals of music, ear training, sight singing, vocal exercises); appreciation (recordings and participation); singing for at least half of music period; creative music (songs for special days, school

Plan of
Work

songs); a unit of American music in each class; and patriotic music. The classes made music writing paper; music bingo games for learning music signs and terms; music bingo games for learning key signatures. They also made tamborines and wind instruments and created a bottle band.

The choral music learned and presented at public performances included twenty Christmas carols of different nations, American folk songs representing every section of the United States, patriotic music, light opera selections, music by composers of the classical period, music by modern composers, sacred music, novelty music, and Latin-American music.

HEALTH AND PHYSICAL EDUCATION

The department of Health and Physical Education in the Rohwer Secondary Schools was set up and directed during the first year of operation by a full time director of health and physical education, assisted by several evacuee teachers and assistant teachers. Very few teachers in the department were qualified teachers from the standpoint of college training, and there were no qualified teachers after the first year of operation. However, those employed as teachers were greatly interested in the health and physical development of the boys and girls. The general aims of the department were as follows; (1) participation by all students in healthful activities which might be carried over into adult life; (2) provision of health instruction in class periods, as well as activity periods, to help the student in dealing with health problems from a personal and social standpoint.

Aims

Classes were organized on the basis of two or three periods per week for each student and, during the greater part of the time of operation of the school, two-thirds of the class time was devoted to activities, and one-third to health instructions in the class room. This distribution of time was adhered to more closely in the senior high than in the junior high school. Class periods were 60 minutes in length and one credit was given per year.

Plan of
work
and
Time
Allotment

During the third year of operation, texts in certain activities were administered to conform with the requirements of the State Department of Education. Health charts were made each year for all boys and girls and progress was noted on the charts. Health instruction was based on the following: knowledge of the parts and functions of the body; simple sex education; an understanding of the importance of maintaining personal health to promote healthful living in a complex society and a knowledge of cooperating agencies related to the improvement of the physical and health status of the pupil. Textbooks and source materials used in health instructions were as follows: The Red Cross First Aid Handbook, many library reference books, numerous pamphlets, and several health charts.

The Physical Education classes were used as a basis for setting up intra-mural sports which were carried on after school hours. A regular schedule of games was carried out as follows: softball, basketball, touch football, and volleyball. Tournaments were held in a number of other activities.

The school was unable to provide proper housing arrangements for the Physical Education classes. During the first and second year of operation practically all of the activities except class room work in health, were carried on out of doors. The center auditorium was opened to the Physical Education classes for use as a gymnasium during the final year, however, there were no showers and lockers available. The school was able to secure sufficient equipment for participation in basketball, softball, baseball, football, track, volleyball, tennis, table tennis, badminton, marching, folk dancing, social dancing, tumbling, wrestling, and other gymnastics.

Accomplish-
ment

SCIENCE

In the Seventh Grade Science classes, the aims were (1) to get a simple knowledge of useful and interesting science in the immediate environment of the individual, (2) to encourage accurate thinking rather than the reproduction of facts, (3) to eliminate superstition, and (4) to understand the necessity of keeping a balance in nature for the good of man and all things in his environment.

SEVENTH
GRADE
Aims

The text used was My Own Science Problems by Hunter and Whitman. The text was divided into twelve units which were extended over the first semester. The 60 minute period was divided into about 30 minutes for recitation and 30 minutes given to study. One day a week was given to reports, experiments and picture material. The text had numerous devices, such as: the review summary, practice problems, self-testing exercises, and thought problems. In addition to the text-work, the students made booklets covering each unit. Many of the booklets were very attractive and informational.

Plan of
Work

The children seemed to enjoy the work and the texts showed that many gathered much information about elementary science.

Accomplish-
ment

The chief aim of Eighth Grade Science was to give a general background of scientific principles and to teach safe living.

8TH GRADE
Aim

For the first 24 weeks the text used was "Science In Our Social Life" by Hunter and Whitman. This included such units as: control of environment, adaptations, air conditions,

Offering

a citizen's need of water, heat, light, electricity, simple machines, seasons, bacteria, food supplies, and how the community looks after the health of its citizens.

The last twelve weeks were spent in studying "Public Safety" by Hreml, Stiver, and Rice. The main units were: safe living, safe driving, and fire taid.

The class period of 60 minutes was divided as follows: 30 minutes of class discussion and 30 minutes of supervised study.

Time Allot.
Plan of Work

The major objectives of the general science classes were as follows: (1) attainment of new and correct attitudes toward scientific methods and problems; (2) dissipation of old superstitions and prejudices, thus developing open mindedness and a spirit of inquiry concerning the nature, value, and use of science in modern life; (3) creation of a desire to know more about the factors of his environment and how they may be used for the improvement of his environment; (4) acquisition of knowledge, understanding, interpretation, and particularl application of science to everyday life; (5) development of the ability to think and to apply facts learned previously to new problems; and (6) correlation of science with other courses such as English, history, mathematics, and health education.

NINTH
GRADE
Aims

Emphasis was placed on thinking rather than on mere reproduction of facts. Particular stress was laid on the application of science principles to various problems. The activities included many things such as oral and written expressions; silent reading; interpretation of the printed page, experiments, maps, diagrams, and tables; preparing outlines; finding information; drawing; solving mathematical problems of science, and application.

Plan of
Work
and
Offering

The text used was "Our Environment" by Wood and Carpenter, plus an accompanying workbook entitled "Science Discovery Book." The subject matter was divided into eight very broad units such as "Transportation," these being subdivided into chapters or topics. There were five 60 minute class periods weekly. Each period had a time allotment of approximately 30 minutes of class discussion and 30 minutes of supervised study. Each chapter or topic required four to eight class periods for complete discussion, answering questions at end of the chapter, demonstrations, vocabulary quiz, workbook material, and other activities particularly suited to the individual units.

In an effort to insert some pre-induction courses into the curriculum, a class in aeronautics was set up. The chief aim was to lay a foundation in the minds of the students for future air-mindedness or possible participation by the student in air operations.

AIRCRAFT
THEORY
Aims

This short lived class concerned itself largely with basic air craft design, life and drag on airfoils, power requirements and engine design. An introductory unit on meteorology was also included. The text used was Science of Pre-Flight Aero and Math in Aviation, both by Osteyee.

Offering
and
Plan of Work

Biology was a popular elective science in the Rohwer Center schools. During the first two semesters, beginning in the fall of 1942, both first and second semester biology classes were offered in each of the two semesters. In the fall of 1943, classes were started in the fall only and conducted throughout the year. Classes met five days per week for eighteen weeks per semester. On an average two days were devoted to laboratory work and three days to class recitation. Field trips were utilized for observation of plant and animal life and the collection of specimen. The specimens were mounted or dissected during laboratory periods.

BIOLOGY
Offering

Plan of
Work

Adequate biology equipment was available including microscopes, hand lens, micro-projector and microtone, in addition to the usual small equipment.

The course was divided into four major units as follows: Principles of Biology, (A) important life functions, (B) composition of living things, (C) physical basis of life; The Biology of Animal Life, (A) insects--collected, mounted, classified, (B) other interesting invertebrates--crayfish, spiders, mullucks, worms, etc. (C) vertebrates--fish, frogs, reptiles, birds, and mammals; The Biology of Plant Life, (A) flowering plants, (B) leaves, stems and roots, (C) flowers and fruits, (D) forests, (E) ferns, (F) bacteria; The Biology of the Human Body, (A) the covering of the body, (B) work and protection of the body, (C) transportation system, (D) biological problems solved by man.

The aims were to have the student learn the fundamentals of chemistry, the direct and indirect relationship of chemistry to everyday functions of life, to learn several of the simple tests for various elements and compounds, and to recognize by chemical action or examination many of the compounds or elements, to write and balance equations involving chemical reactions of elementary chemistry, and to solve problems of a similar nature.

CHEMISTRY
Aims

The text used was First Principles of Chemistry by Brownlee, Fuller, Hancock, Schon and Whitsit, with Laboratory manual to accompany text by the same authors. The course was elective and open to students from the eleventh and twelfth grades.

Offering

The lecture method was used in presenting subject matter with emphasis on explanation of the chemical reactions and processes. Three one hour periods were devoted to class room

Plan of
Work

work and two to three hours per week were devoted to laboratory work. Students worked in pairs, and were equipped with all laboratory equipment and chemicals to complete some 75 experiments involving the preparation and properties of many of the elements and compounds.

The course was designed to aid the traveler in a pathless jungle of high pressure salesman, radio and magazine advertising in an age that is exceedingly complex.

CONSUMER
SCIENCE
Aim

Earlier courses in Chemistry were taught from the view of the manufacturer and only most indirectly from the view of the consumer. In this course chemistry, physics and biology were presented in those aspects that are of interest to all. Buying from the standpoint of greatest economy and safety was stressed, and a knowledge of chemical composition and physical principles entered. Safety in the home in the handling of electricity, gas and poisons was stressed. Many current periodicals were used, including Hygeia, Science Digest, Readers Digest, Consumers Guide, Time and Life. An effort was made to prepare for relocation by acquainting students with rapidly changing conditions effecting every aspect of American life. The need for rationing in its various aspects was discussed.

Plan of
Work

Offering

Student research in food, clothing and electric lighting was carried out.

As tie up with the guidance program, the work was helpful to those who contemplated nursing or work in dietetics. The high standards of American life entered into the picture at all times. The importance of business ethics and its general prevalence was emphasized.

It was generally assumed when talking to students that they would seek relocation. All lessons were designed to prepare for safe outside life and to stimulate students with a desire to relocate.

The general content of the course was understanding science, living with machines, everyday electricity, applied chemistry, applying consumer science, science and the welfare of man.

Human Geography was offered during the fall semester, 1942-1943. This course was a study of the interrelationships of the physical, climatic, topographic, and economic factors in international relations. Some of the specific problems included were the following: (1) how has England gained and held a place as a leading industrial nation? (2) what are the factors impelling Japan to expand her empire? (3) why have not the great South American countries become highly

HUMAN
GEO.
Offering
and
Plan of
Work

industrialized? (4) why does Russia seem destined to become a world power? (5) can the United States maintain her position of leadership in world trade?

The aims were to make the pupil familiar with certain great physical principles, laws, and facts which relate to everyday life; to develop a scientific habit of mind, to inspire in the students an interest in physical problems that they will want to continue their studies outside the classroom, and to develop an appreciation of, and respect for the laws of nature.

PHYSICS Aims

The text used was Elementary Practical Physics by Black and Davis with a laboratory manual to accompany the text by the same authors. The course was elective and open to students of the eleventh and twelfth.

Offering

The class discussion type of recitation was used, with a considerable number of problems worked both in and out of class.

Plan of Work

Three one hour periods per week were used for recitation, and two one hour periods per week, were devoted to laboratory work.

The course of study included the following main topics: (I) measurement and simple machine elements; (II) mechanics of fluids; (III) forces and motions; (IV) heat-energy; electric (V) fundamentals of magnetism and electricity; (VI) effects of electric currents; (VII) sound waves and music; (VIII) light waves and their uses; (IX) radio and radium.

The aims of the Physiology course were to gain a knowledge of the structure and function of the body so that the student might live a finer and more vigorous life; and to serve as a foundation for further study in this field.

PHYSIOLOGY Aims

The text Healthful Living by Jesse Feiring Williams was used. The course was elective and open to tenth through twelfth grade students. The class met five, one hour period per week. Part of the time, as the need arose, was devoted to laboratory work.

Offering

The subject matter included the study of the many systems organs and processes, and their functions in the body, and the relationship of healthful living to the body and to the environment.

A thorough course in first aid was given during the last six weeks of the second semester.

This course was based upon the officially approved pre-induction training outlines of the War Department and the U. S. Office of Education. The subject-matter was chosen from material found most valuable in applications as shown by the Army technical and field manuals. Lack of equipment prevented progress in development of manipulative skills, but this was largely offset by a broader and deeper experience in solving problems in electrical circuits.

PRE-IND.
ELEC.
Aims
and
Offering

Fundamental principles necessary to handle electrical equipment in the shop and in motor vehicles were stressed. The course laid the ground work for further studies in radio and power electricity. It helped in the preparation for many Army jobs, such as installing telephone and telegraph lines, doing the work of a telephone operator, preparing to be an auto or airplane mechanic, etc.

The studies consisted of common magnets and earth's magnetism; theory of magnetism; static electricity, electrons, protons, different methods of charging; condensers; primary cells, dry cells, storage batteries, charging batteries; Ohm's law, Kirchhoff's law; concept of volt and ampere; current as flow of electrons; circuits, series and parallel, problems in circuits, thermostats; electromagnetism, its discovery and nature, magnetic fields in coils; instruments using electromagnets; meters; galvanometers; AC and DC voltmeters, and ammeters, their use in circuits; heating effects of electric currents, fuses; lamps; arc light; energy, work, power; mechanical and electrical units; induced EMF; Faraday's experiment; Lenz's law and conservation of energy; right hand rule; generators, DC and AC generator; motors, DC and AC; mutual and self induction; induction coil and applications; transformers, step up and step down, use in power transmission; telephones; current rectification, copper oxide and vacuum tube types.

Content

SOCIAL SCIENCE

Social Science occupied a position of major importance in the Rohwer Center Secondary Schools. It was considered equal in importance to English, both subjects being required in five of the six years of work. The work for grades seven and eight were prescribed by the state. In addition the Rohwer schools required Civics in grade nine, American History in grade eleven and Civic Problems or Government and Sociology in grade twelve. Since each part is a unit each will be treated separately.

The aims were to give the pupils a usable knowledge about the world in which he lives; to help the pupil understand the many geographical references which he meets through the press, radio, movies, etc; to give the pupil a background for future study in Social Science.

SEVENTH
GRADE
Aims

The text used was Our World Today by Stull and Hatch. This is a study of Asia, Latin America, and the United States.

Offering

The work was taught in units, using as much outside material as possible. The Junior Scholastic magazines were used alone, and also, together with the library, were used to supplement the text.

Plan of
Work

The periods were 60 minutes. Part of this time was used for supervised study, and part of it for recitation. The amount of time given to each depended upon the assignment for the day.

Time
Allotment

The chief aim was to teach the children the historical facts of how the early states in our country became united, gained their independence, and established a constitution for the new form of government. A study was made of the men who became great leaders in this struggle for a united nation. They were compared with present day outstanding leaders.

EIGHTH
GRADE
Aims

The text used was America's Road to Now by Coleman and Wesley. A workbook by the same name was also used. In the center and junior high Libraries, headed by a qualified librarian, were many books used to supplement the text. Current Events were used in the current news program.

Offering

Classes met for 60 minute periods five days per week. Usually about half the period was used for recitation and half for supervised study. These classes met for 36 weeks.

Time
Allotment
and
Plan of Work

The aims for this course were to teach the meaning of citizenship, (personal) to encourage intelligent thinking, the setting up of high ideals in everyday life, (social) to guide the child in the wise use of his leisure time so that the time spent there will make it possible for him to perform his daily tasks better, (vocational) to give a general view of the whole field of work, with such specific applications and suggestions as would be of value to any boy or girl, (civic) to give an outline of the structure of our government and to make the child realize that governments depend upon men instead of men upon governments, to try to bring about a better understanding of the race problem in the United States.

NINTH GRADE
Aims

The text used was Building Citizenship by Hughes and the work book which accompanied the text. Library books were used for supplementary reading. Oral talks on current events were weekly assignments. One or two (the time varied

Offering

with individual teachers) six-weeks periods were spent in the study of vocations. The text used was Everyday Occupations by Davey, Smith, and Myers. Library books and booklets obtained from other sources were used.

Classes met for 60 minute periods five days a week for thirty-six weeks. Usually about half the period was used for discussion and half for supervised study.

Time
Allotment

This group made a close study of the development of the government in the center. Class representatives attended center council meetings and made reports to other members of the class.

The aims were to understand the meaning and purpose of being an American. Students needed to view the development of the nation as a logical, step by step change that came about because of certain outstanding foreign and domestic forces. Therefore, this course was designed to give the student a general survey of the whole field of American history from the period of settlement to the present time, noting especially those social, political, and economic factors that dominated the whole history of the nation.

AMERICAN
HISTORY
Aims

The text used was Development of America by Wirth which had a chronological organization for the first half of the course with social, political, and economic phases all interwoven into a running narrative account. The last half of the book was organized on the unit basis separating social, economic and political factors into separate units but maintaining the chronological feature within each unit.

Offering

Students met this class for one hour periods, five days a week over a period of thirty-six weeks.

Time
Allotment

Classroom procedure included lecture, discussion, taking of both reading and lecture notes, map study, special reports, and classroom debates. Examinations on material covered were designed to reveal not only how many separate facts a student had learned but also how well he understood that particular phase of history and whether or not he could see its relationship to the whole course of American history.

Plan of
Work

During the first two school years (1942-43 and 1943-44) the course for seniors in Rohwer Center High School known as Civic Problems included three twelve week courses in Government, Economics, and Sociology. The text used for Government was Magruder's American Government (for 1944); the Economics text was Patterson's American Economic Problems and the Sociology text was Our Changing Social Order by Gavian, Gray, and others. It was evident by the end of the second year of this procedure

CIVIC
PROBLEMS
preface

that there was considerable repetition involved in the use of the economics text and that more time could profitably be spent on the other two. As a result, the arrangement for the third school year (1944-45) involved a simple semester division between Government (for 12-B's) and Sociology (for 12-A's) with economics used for supplementary reading.

An effort was made in the teaching of government to give the student a broadening concept of political organization by beginning with theories of government, actual study of center government with reference to the center constitution, moving on through city, county and state government to a final comprehensive examination of the federal system.

GOVERNMENT
Aims and
Plan of work

Constitution analysis (first given in eleventh year American History,) was part of the class program. Teaching techniques varied with individual teachers but an attempt was made to carry on concurrently a daily resume and analysis of current events. It was obvious that either due to psychological strains, or physical difficulties, relocation center life produced a violent distaste for keeping up with world events. An attempt to overcome this was made.

Sociology offered numerous opportunities for developing self-analysis on the part of the students. The effects of center life were examined and weighed in the light of the text's descriptions of what was involved in wholesome family life, and individual adjustment. The units which were emphasized at Rohwer were how shall the individual adjust himself to life and marriage and the family. At the same time current events were a weekly assignment. Oral talks on a number of subjects were required, a map test of the world was given, for students who didn't know the Pacific from the Atlantic, a catalog of world personalities was kept up to date and scientific thinking was held up as the all-time goal.

SOCIOLOGY
Aims
Plan of
work

Classes met five times a week for 60 minute periods.

Time Allot.

The ever increasing interest in the South American countries springs from many sources, chiefly economic. In an effort to broaden the horizon of the student body and to present in an interesting manner information concerning South American countries, a course was offered in the fall of 1942 with title "Pan American Development." The text in this course was "History of Latin America" by Webster published by D.C. Heath Co.

PAN
AMERICAN
DEVELOP.
Aims
Offering

A few reference books in the same field were purchased.

This course was offered on a basis of a single semester's credit. The course did not continue beyond the first semester

Evaluation

credit. The course did not continue beyond the first semester due to the fact that Social Science was required in the Rohwer Secondary Schools in grade 7, 8, 9, 11, and 12. This left little space for electives in the social science field. In an evaluation of this offering it can be said that it was a well conducted course of a highly desirable type. The outside reading possibilities permitted through the availability of wide selections of current magazines and newspapers made the course especially rich.

The text used was Personal Problems and Morale by Geisel.

In summer school this course was open to boys and girls; in the fall term it was open only to boys. Opportunities were offered for students to develop their ability to get along with people. Reading and discussions centered upon social family and personal problems. One credit was offered.

PERSONALITY
PROBLEMS

The aims of the world history course were to develop in the students a proper appreciation of the contributions made to civilization by many nations; and to promote the formation of those attitudes and habits which aided the assimilation of the foreign born and those of foreign heritage, and which made for better international relations.

WORLD
HISTORY
aims

The course was offered each year and covered two semesters. Classes met five days a week for 60 minute periods. The classes were made up mostly of sophomores, with a small number of juniors and seniors. The Making of Today's World by Hughes, with accompanying teacher's handbook and student workbook, was the basis of the course.

Offering

After organizing the material into understandable units (e.g., The gifts of the ancient world to modern life), students decided what they wished to do beyond reading and discussing chapter topics. Some of the activities were reference reading and reports of the reading; book reviews and biography reports; debates; summaries and tabulations of dates worth remembering; illustration of history by drawings and carvings; singing national anthems of the countries studied, and listening to phonograph recordings of the music of various countries; dramatizations, such as "Martin Luther in Prison," "Scenes at the Court of Queen Elizabeth." The study of history was fairly well integrated with English literature.

Plan of
work

The students learned world history by studying ideas institutions, and movements rather than mere chronology of events. Information was organized and presented in simple language, with emphasis upon interpretation of the facts of history rather than just knowledge of a body of fact.

Accomplish-
ments

INDUSTRIAL ARTS DEPARTMENT

48

Course Offerings During the Three
Years of Rohwer Center High School Existence

NAME OF COURSES OFFERED	OPEN TO BOYS GIRLS		ELECTIVE				SEMESTER GIVEN AND LOCATION						
			9th GRADE	10th GRADE	11th GRADE	12th GRADE	1	2	3	4	5	6	
7th Grade Shop (required)	X						PSH 31	31-6 BC	31-6 ABC	31-6 ABC	PSH 31	PSH 31	
8th Grade Shop (required)	X						PSH 31	PSH 31 NORTH	PSH 31 NORTH	PSH 31 NORTH	PSH 31	PSH 31	
9th Grade Shop	X		X				PSH 31	PSH 31 SOUTH	PSH 31 SOUTH	PSH 31 SOUTH	PSH 31	PSH 31	
Elementary Shop	X			X	X	X	PSH 35	-----				SHOP 36	SHOP 36
Advanced Shop	X				X	X	"	"	"	"	"	"	
Vocational Maintenance	X				X	X	"	"	"	"	"	"	
Girls Wood Shop		X			X	X			"	"	"	"	
Elementary Auto Mech.	X			X	X	X			PSH 31 SOUTH	PSH 31 SOUTH	"	"	
Advanced Auto Mech.	X				X	X					"	"	
Related Auto Mech.	X			X	X	X					"	35-7 ABC	
Elementary Mech. Draw.	X	X		X	X	X	35-7 BC	35-7 BC	35-7 BC	35-7 BC	35-7 ABC	35-7 ABC	
Advanced Mech. Draw.	X	X			X	X	"	"	"	"	"	"	
Aircraft Theory	X			X	X	X	35-7 A	35-7 A					
Shop Mathematics	X			X	X	X	35-8 B	35-8 B					
Diversified Occupations	X	X			X	X					35-7 ABC		

ADULT EDUCATION

The curricular offerings in the adult education unit varied according to the needs and interests of the people. In the beginning of the program, the aims were to contribute to leisure time and morale, to the efficient operation of the center, and to successful relocation. After January 1944, only the courses which contributed to the efficient operation of the center or to successful relocation, were offered. Many courses which were needed and wanted were not offered because instructors were not available.

Varied
offering

The budget allowed only for salaries for evacuee teachers. In many instances, members of the appointed personnel were willing to teach a class in addition to their regular duties.

Budget

Almost immediately after the evacuees arrived in this center, the English classes which had been organized in Stockton and Santa Anita assembly centers, were reorganized and the work continued. Several teachers who had taught in the assembly center were here, and assumed the leadership in that work. About two hundred fifty adults enrolled in these classes.

English
classes

In October 1942, Kenneth Lewis, Specialist in Public Services from the Arkansas Department of Education, came to the center to help the supervisor of adult education make plans for vocational and retraining classes. These classes were organized in cooperation with the supervisors of various administrative divisions. On-the-job training was given for the following kinds of work: nurse's training, cooks and bakers, office, motor pool, policemen, and firemen. Two advisory committees on adult education helped to direct the program. The first was organized by supervisor of adult education on December 5, 1942. Its membership consisted of seven center residents.

Special
classes

This committee functioned for seven or eight months. The members agreed that the activities of adult education should be designed to meet some of the interests of adults, to stimulate them intellectually and creatively, and to make them happier and more efficient in Rohwer, as well as in work outside the center.

Advisory
Committee

The second committee was organized in August, 1944 and was called the project committee on adult education and orientation. It functioned as long as the adult education work continued. Dr. N. E. Viles, Education Adviser for WRA helped to organize this committee whose purpose was to develop a program

Second
Committee

that would contribute most to the objectives of WRA and best meet the needs of evacuees. The Project Director appointed the following members; community analyst, chairman, supervisor of adult education, executive secretary; a co-op worker and leader in the community; chief of community service; head of welfare section; community activities worker, chief of administrative management, vocational supervisor, an Issei leader, chairman of the community council, relocation program officer. Two of the group left the center soon after the committee was organized. As members left the center, new ones were appointed and the group continued to meet every two weeks. They served as an advisory committee for adult education, making possible closer coordination of the work done in relocation, welfare, and adult education.

Although in-service-training courses and English classes had started, night school proper began January 4, 1943. The names of courses and number enrolled are shown in the chart. Night The classes in weaving, sewing, and flower arranging were planned cooperatively with supervisor of art and crafts, who was on the staff of Community Activities. Classes

At that time, the supervisor of adult education reported a great demand for mechanical courses, but a lack of equipment for giving them. It was impossible to get teachers or enough equipment for such courses. These difficulties caused efforts to get OSYA and War Industries Training programs to fail. Mechanical Courses

In March 1944, the supervisor of adult education transferred to the position of supervisor of community activities. The curriculum adviser became the supervisor of adult education, and the head shop teacher became the supervisor of vocational education. New Supervisor

The program was disrupted by the transfer of residents from Rohwer to Tule Lake on May 9 to 17, as well as by the transfer of 2500 residents from the Jerome Center. Many teachers and pupils left. It took some time to include the new residents in the program. Tule Transfer

After the close of the regular session of the schools in May, several members of the appointed personnel gave either part time or full time to teaching adults. Several new classes were organized. Five appointed teachers gave full time to English classes which were organized and taught in the blocks. The members of these classes were beginners. The teachers tried out their ideas of teaching functional conversation. Much work was done in conversation and speech improvement. Instruction was given in reading and hand writing, especially in writing letters. The teachers of home economics and an English Appointed Personnel

teacher worked together in the foods laboratory, combining the teaching of English with the study of rationing, nutrition, and actual cooking. English was taught wherever a felt need existed.

The arts and crafts courses held in connection with the summer activities program were open to adults.

Arts and
Crafts

During June 1944, the supervisor of adult education held meetings with the teacher and the three or four block managers in the area where each class was to be held. The purpose of these meetings was to discuss ways of acquainting the new residents from Jerome with the opportunities offered in English Classes.

Teachers'
Meetings

One appointed teacher served as a visiting instructor in speech and phonics. Besides teaching two classes in English another teacher had charge of a room where instruction in handwriting and letter writing were given. She had an evacuee assistant.

Special
Instructors

The teaching of English by members of the appointed personnel was used as a training program for evacuee teachers. In September 1944 an evacuee teacher took charge of the language center in the auditorium building. She was successful in building classes.

Language
Center

The fact that no buildings were designated for adult education led to some difficulties. In many instances classes were given permission to meet in certain rooms, then, because the room was needed for other use, asked to move. It was surprising to find how upsetting such a move could be to a class of adults. They didn't like it.

Building
Difficulties

Since enrollment and attendance were voluntary in adult courses, they really amounted to about the same. The person who did not care to attend regularly or for some reason was forced to be absent from class usually dropped from the roll.

Enrollment

Classes in sewing, tailoring, and foods were the most popular. Wherever and whenever registration was announced, large numbers came. Often more enrolled than could be taken care of at the time.

Sewing
and
Foods

The course most needed by the people as a whole and by WRA's program, beginning English, was perhaps the least popular. Getting people who spoke no English to enroll in an English class was a difficult task. Much more time and effort should have been spent in getting people to start learning English. Because of the efforts of the staff a good enrollment was been

Need of
English

maintained. Some times there were no teachers available to take care of classes. When English teachers relocated, it was difficult to find new teachers. People who spoke English because it seemed like such a difficult job. The same was the reason that kept people from taking the course.

The joy and satisfaction English students found in being able to speak English, to write letters to soldier sons, etc. gave great reward to the teachers who helped them to learn.

The people as a whole were not as interested as they should have been in studying such courses as English, vocational training, nutrition, or whatever was offered to help them to prepare for relocation. The important goals of the adult education program were to help the evacuees to learn English, understand America, and prepare to take their places in American communities. The Japanese language was used and Japanese culture was emphasized in this community so as to make the achievement of those goals a difficult task.

Goals of
Adult
Education

ADULT EDUCATION ENROLLMENTS

(This Chart Shows Course Offering)

CLASSES	<u>JAN. '43</u>	<u>JULY '43</u>	<u>JAN. '44</u>	<u>JULY '44</u>	<u>DEC. '44</u>	<u>APRIL '45</u>
Hearing Music	5					
Understanding Music	17					
Flower Arranging	60					
American History	46					
Geology *	21					
Sketching	20	20				
College Algebra *	24					
Physics	15					
Creative Writing	26					
English	278	275	155	190	291	429
Debate	10					
Southern Regions	10					
Landscaping	5					
Japanese Languages	173	180		15		
Weaving	36	26		25	7	
Carving	86	128				
Economics *	17					
Secretarial Procedures	45					
Shorthand	81	68	26	5	22	22
Accounting	30					
Sewing	300	300	327	151	234	360
Teacher Training *	88	49		7		
Police	40					
Firemen	60	60				
Nurses Aids	52	30		26		
Book Reviewing		16				
Shamisen and Koto		40				
Pottery		14				
American Institutions		33				

CLASSES	<u>JAN. '43</u>	<u>JULY '43</u>	<u>JAN. '44</u>	<u>JULY '44</u>	<u>DEC. '44</u>	<u>APRIL '45</u>
Trigonometry *		6				
Spanish		14				
Chinese		76				
Typing		45	48	18	11	24
Millinery		22				
Cars and Repairs--trucks, etc.		20				
Apprenticeship:						
Clerk Typists			3			
Refrigeration			2			
Cabinet maker			1			
Auto mechanic			6			
Power Sewing			14		10	10
First Aid				12		
Current Events				345		
Office Practice					87	
Foods					41	
Panel Discussion						50
Rationing						35
 TOTAL ENROLLMENT	 <u>1545</u>	 <u>1429</u>	 <u>582</u>	 <u>794</u>	 <u>703</u>	 <u>930</u>

* Taken for College Credit

NOTE 1554 1543 744 794 703 930
 (All Subjects were not listed
 on the Mon. report)

ADULT EDUCATION CLASSES

CHART.

MONTH DATE	YEAR	ENROLLMENT	VOCATIONAL & RETRAINING	ENGLISH COURSES	ACADEMIC COURSES	OTHER COURSES
November	1942	655	128	256		
December	1942	893	213	259		
January	1943	1554	378	278		
February	1943	1614	378	278		
March	1943	1674	378	278		
April	1943	1754	642	275		
May	1943	1744	617	275		
June	1943	1673	574	275		
July	1943	1543	620	164	759	
August	1943	1011	467	164	380	
September	1943	795	368	180	247	
October	1943	947	638	146	163	
November	1943	929	560	150	219	
December	1943	856	483	149	224	
January	1944	744	417	155	184	
February	1944	661	407	145	122	
March	1944	918	654	140	138	138
April	1944	796	566	140	102	102
May	1944	490	294	102	102	102
June	1944	526	254	249	31	31
July	1944	794	232	190	372	27
August	1944	737	220	171	346	16
September	1944	456	282	162	12	12
October	1944	500	291	154	55	55
November	1944	563	290	217	56	41
December	1944	703	318	291	94	

(NOT INDICATED IN RECORDS)

MONTH DATE	YEAR	ENROLLMENT	VOCATIONAL & RETRAINING	ENGLISH COURSES	ACADEMIC COURSES	OTHER COURSES
January	1945	603	283	320		
February	1945	658	303	345		
March	1945	903	406	454	45	
April	1945	930	451	429	50	
May 12	1945	960	414	405	46	
June 2	1945	895	406	424	--	
July 23	1945	709	413	296	--	

VOCATIONAL TRAINING

From the beginning of the center until April 1944, the vocational training program was under the supervision of the supervisor of the adult education. It was difficult to draw a distinct line between adult education and vocational training. For the purpose of this report, however, all classes which contributed to direct employment in the center or out of the center may be considered vocational training.

Origin

In the early days of the center, definite courses of study were promoted by various sections of the administration. Classes for firemen, policemen, nurses aides, hospital orderlies, auto mechanics, secretaries, janitors and teachers were planned and supervised by the various administration heads. Later some of these courses were repeated for the benefit of the larger group. All except three or four received sufficient enrollment to justify classes.

Diversified
Training

In October 19, 1942, Kenneth Lewis, Specialist in Public Services of the Arkansas State Department of Education came to the center to help the supervisor make the following plans for vocational and retraining classes,

Vocational
Training and
Retraining

- I. Arts and Crafts Vocational Training Program
 - Supervisor of arts and crafts
 - A. Sewing
 - B. Pattern drafting
 - C. Cutting and tailoring
 - D. v Costume design
 - E. Weaving
- II. Medical Arts Training Program
 - Head nurses
 - A. Orderlies
 - B. Maternal Care
- III. Cooks and Bakers
 - Chief steward
 - Standard CCG Course
- IV. Office Procedure
 - Personnel clerk
 - 70 office workers received training
- V. Motor Pool
 - Auto mechanic foreman
 - Taught 40 hours
- VI. Internal Security
 - Chief of Internal Security
 - Taught 51 men a course in basic police problems
- VII. Fire Fighters
 - Chief of Fire Prevention Section
 - 95 men took 30 hours of training

In May 10, 1943, the first OSYA class began. This course was the operation, care of repair of tractors, trucks, and automobiles. The enrollment was limited to twenty. The course was completed in August with twelve receiving certificates, the other eight having relocated.

OSYA
Classes

A large number enrolled for a course in Elementary Electricity at that time, but a teacher could not be secured.

In May 1943, the training committee held its first meeting.

Training
Committee

The enrollment went down to 1011 in August 1943, several vocational and training classes met during July, but not in August. The courses discontinued were for firemen, first aid workers, auto mechanics, and salesmen.

Changing
Enrollment

In September 1943, the enrollment was 795. A number of factors contributed to the loss; namely, the summer heat, segregation, loss of teachers, and a shift in policy from long-term vocational classes. Enrollment in the latter was of necessity small.

Classes not active during September were fire fighting, first aid, auto mechanics, physics, trigonometry, and psychology. In addition to the enrollment of 795, current events discussion had an average attendance of 570. There were four lectures each week.

An application for another OSYA course in Auto Mechanics was made in October 1943. The proposed course would begin in November with twenty enrolled. A class in power sewing machine operation was started in October with fifty enrolling.

Auto Mechanics
Class

In December 1943, the State Department of Education rejected the application for the OSYA class in elementary electricity. Their reason for rejection was that WRA would have to pay the evacuee teacher, and they could not approve an instructor whom they were not paying out of OSYA funds.

There was continued effort to set up a full-time class in auto mechanics under the auspices of the War Industries Training Program. Fred Graham, of the War Department of Education, and a suggested teacher of the course, visited the Center December 13. They conferred with the superintendent of education, supervisor of adult education, and supervisor of the center maintenance garage. There was not sufficient equipment for use in the course. Request for justification for \$1000.00 worth of equipment was sent to Washington.

WIT Program

An apprentice training program was initiated on a small scale during December. Seven apprentices were assigned, six to the motor pool and one as a clerk-typist to the office of the superintendent of education.

Apprentice
Training

The following account of the meeting of the vocational training committee held February 25, 1944 indicated the progress.

"The vocational supervisor made a report with reference to apprentice training. He indicated approval had been obtained from Washington for placing apprentices in seven types of employment on the project; Cabinet making, carpentry work, concrete worker, refrigeration, clerk-typist, auto mechanics, and library service. Thirteen apprentices were assigned, one has been dropped and one reassigned to full employment.

"After free discussion the following general proposals were made for the re-assignment of apprentice trainees who have finished their period of training.

1. "The vocational supervisor one week before the end of training period, will send notification of that fact to the unit supervisor with suggested procedure for re-assigning of the apprentice trainee.
2. "The unit supervisor, in case there is a vacancy on this employment chart and in case the trainee is acceptable, will initiate re-classification transfer on the particular trainee to full employment in his unit.
3. "That the vocational supervisor work closely with the high school vocation advisor in order to direct high school graduates into apprentice training.
4. "That the number of areas be increased so that gradually most placements of employees in their first project jobs will be apprentices.
5. "That the vocational supervisor study job description in the various units and train apprentices to fit those positions.

"At the time of adjournment in the meeting, it was understood that the vocational supervisor would call together the committee at the earliest date possible for the discussion of unfinished items; the division of adult education and vocational education, and securing greater use of WRA facilities for our training program."

In March 1944, the supervisor of adult education transferred to supervisor of community activities and the curriculum adviser was transferred to supervisor of adult education.

Transfer of
Supervisor

In April 1944 the head shop teacher, accepted the position of vocational training supervisor with the understanding the he would neither sacrifice nor jeopardize the existing industrial arts program (which had been built with considerable difficulty in twenty months to a fairly strong position) by abandoning any of the responsibilities of the in-school program until some one had been found to replace him.

Supervisor
assumes
duties

By the close of school, May 19th, 1944, no one was available to assume responsibility for the industrial arts program and the new shop building, about 20% complete, had been standing idle for nearly three months with no promise of being completed by any specific date. With a fair supply of automotive tools and equipment on hand and a temporary auto mechanics instructor due to arrive for the summer at any moment with no place to hold classes, the work of finishing the shop building was undertaken by the industrial arts staff with student help. By July 1st, 6000 square feet of concrete flooring had been laid, as well as sufficient plumbing, lighting, and partitions to make it possible to start instruction.

Completion
of shop

A schedule of morning and afternoon classes in Auto-Mechanics was conducted for ten weeks with an instructor from the Little Rock Public Schools. His appointment was for the summer only. Sixteen students were enrolled. Although invitations were extended on a center wide basis for enrollees, only one person in the out-of-school age group took advantage of the classes. The only apparent explanation for this lack of response was the rather universal and persistent concentration of attention on pending induction into military service on the part of eligible persons.

Auto-Mechanics
Classes

By July 1st sufficient exploration had been possible in regard to vocational education within the center to make several facts clear.

- (1) Cooperation on the part of most key sections in attempting to establish satisfactory training situation would be passive.
- (2) Persons available as instructors (both appointed staff and evacuee) for various types of occupational training were, with a few exceptions, definitely substandard, either in trade experience or educational background, or they showed no evidence of possessing a wholesome, responsible attitude from a training point of view.
- (3) Effort to set-up an effective vocational education program thus far had been largely ineffective. If it had appeared satisfactory, in the records, this could be accounted for only by reason of the numbers involved, and not by the quality of the training, which could not stand the scrutiny of a trained person in vocational education.

Cooperation

Instructive

Motivated by these facts, the supervisor doubted that he could make a successful vocational program. He offered his resignation to the superintendent of education in favor of the new head shop teacher who was by then scheduled to arrive during the following months of August. Thus, where one individual might see nothing but frustration in the pending program, some one else, by virtue of a different point of view, might be able to draw out the necessary cooperation from the key departments and sections involved.

Resignation
of
Supervisor

The resignation was turned down and it was agreed that a part of new shop teachers time would be used in developing certain areas of the vocational education program.

For several weeks, during the summer, a young graduate engineer, was employed by the department to investigate possible candidates and openings for learnerships. His efforts were able but fruitless.

With the beginning of the fall term, the new shop teacher was charged with the responsibility of establishing and coordinating an in-school cooperative learnership program which was known as Diversified Occupations. He attacked the program vigorously and by the end of six weeks, 15 students were enrolled and placed in cooperatively employed positions of office practice, cosmetology, drafting and automotive stock room work. However, only in three of the positions (all of which were in school offices and under the supervision of school personnel) could any measure of success be claimed from a training point of view. Inability or failure to supervise the quality of work of maintain minimum standards of attendance and useful activity on the part of the employing sections produced negative rather than positive training results. This was true in spite of repeated conferences with employers, with numerous and varied check and control report devices.

Diversified
Occupations

Paralleling the establishment of the diversified occupations program, was the establishment of a new series of Industrial-Arts courses for the in-school group. These included a revised junior high school program under the instructorship of a newly appointed member of the faculty personnel. The instructor combined the three previously established junior shop units, formerly taught by evacuee assistants, into one coordinated general shop.

Industrial
Arts
Courses

In the new senior high school shop, the responsibility of handling a new fall enrollment of approximately 175 student hours per day in Auto Mechanics, General Shop and Vocational Maintenance, fell largely on the vocation supervisor since

Shop Staff

COURSE OFFERINGS IN
ROHWER SENIOR HIGH SCHOOL
UNDER THE VOCATIONAL TRAINING
PROGRAM

COURSE TITLE	NO.	MEETS DURING PERIOD	TO BE GIVEN ONLY		OPEN TO			MAX. ENROLL- MENT
			FALL	SPRING	BOYS	GIRLS	GRADE	
Diversified Occupations -- See Special Announcement								
Auto Mechanics	1B	1-2	X		X		10-11-12	20
" "	1A	1-2		X	X		10-11-12	20
" "	2B	4-5-6	X		X		11-12	15 inc-3B
" "	2A	4-5-6		X	X		11-12	15 inc-3A
" "	3B	4-5-6	X		X		11-12	15 inc-2B
" "	3A	4-5-6		X	X		11-12	15 inc-2A
" "	1GB	3	X			X	11-12	20
" "	1GB	3		X		X	11-12	20
Ind. Arts Woodshop	1B	3	X		X		10-11-12	20
" " "	1A	3		X	X		10-11-12	20
" " "	1GB	4	X			X	10-11-12	20
" " "	1GA	4		X		X	10-11-12	20

COURSE OFFERINGS IN
ROHWER SENIOR HIGH SCHOOL
UNDER THE VOCATIONAL TRAINING
PROGRAM

COURSE TITLE	PREREQUISITES	TO RECEIVE CREDIT MUST BE FOLLOWED BY	DESCRIPTION	SEM. CREDIT
D.O.T.P. -- See special announcement				
Auto Mech. 1B	none	Auto Mech. 1A	Made work with regular text book assignments and discussions	2
" " 1A	Auto Mech. 1B	none	" " " "	2
" " 2B	Good record in Auto Mech. 1A	Auto Mech. 2A	Production Work	2½
" " 2A	Auto Mech. 2B	none	" "	2½
" " 3B	Excellent record in Auto Mech. 2A	Auto Mech. 3A	" "	2½
" " 3A	Auto Mech. 3B	none	" "	2½
" " 1GB	none	Auto Mech. 1GA	Theory & Demonstration	1
" " 1GA	Auto Mech. 1GB	none	" " "	1
I.A. Wood. 1B	none	Ind. Arts Wood. 1A	Approved Projects - students buy or furnish own lumber and materials. Regular text book assignments	1
" " 1A	I.A. Wood 1B	none	" " " "	1
" " 1GB	none	I. A. Wood. 1GA	" " " "	1
" " 1GA	I.A. Wood 1GB	none	" " " "	1

COURSE OFFERINGS IN
ROHWER SENIOR HIGH SCHOOL
UNDER THE VOCATIONAL TRAINING
PROGRAM

COURSE TITLE	NO.	MEETS DURING PERIOD	TO BE GIVEN ONLY		OPEN TO			MAX. ENROLL- MENT
			FALL	SPRING	BOYS	GIRLS	GRADE	
Vocational Maintenance (Formerly called Vocational Woodshop)	1B	1-2 also 5-6	X		X		11-12	10 inc-2B
" "	1A	"		X	X		11-12	10 inc-2A
" "	2B	"	X		X		11-12	10 inc-1B
" "	2A	"		X	X		11-12	10 inc-1A
Drafting Elementary	1B	2	X		X	X	10-11-12	40
" "	1A	2		X	X	X	10-11-12	40
Drafting Advanced	2B	3	X		X	X	10-11-12	40
" "	2A	3		X	X	X	10-11-12	40

COURSE OFFERINGS IN
ROHWER SENIOR HIGH SCHOOL
UNDER THE VOCATIONAL TRAINING
PROGRAM

COURSE TITLE	PREREQUISITES	TO RECEIVE CREDIT MUST BE FOLLOWED BY	DESCRIPTION	SEM. CREDIT
Voc.Main. 1B	Good record in I.A. Wood. 1A	Voc. Main. 1A	Production work around school & center-cabinet work-repairs, alterations, plumbing, electrical etc., Regular reference book- assignment & discussion	2
" " 1A	Voc. Main. 1B	none	" " " "	2
" " 2B	Good record in Voc. Main. 1A	Voc. Main. 2A	" " " "	2
" " 2A	Voc. Main. 2B	none	" " " "	2
Draft. El. 1B	none	Drafting 1A	Fundamentals of Orthographic projection, lettering, etc., Free hand sketching of machine parts.	1
" " 1A	Drafting 1A	none	Continuation of 1B	1
Draft. Adv. 2B	Good record in Draft. 1A	Drafting 2A	Advanced machine drawing Assemblies and details or elem- entary architectural design - rendering & detail	1
" " 2A	Drafting 2B	none	Continuation of 2B	1

evacuee personnel, which had been counted on to act as instructors, failed to materialize. One evacuee teacher who was employed as an assistant in Auto Mechanics (who also conducted a night class of Issei in auto mechanics for several weeks) was compelled to resign for reasons of health by early December. A second assistant, was a member of the staff for about 10 weeks beginning in mid-October. He was lost through relocation.

Early in November, the vocational training supervisor from Washington visited the center. He spent considerable time in surveying possibilities and interviewing key persons. He was received courteously. He reported complete agreement with his point of view and philosophy from these key persons. The value of whatever agreement was given him can only be judged by the results after he left. Complete and detailed plans were formulated by the vocation supervisor to relaunch the learnership and other phases of the program.

Visit by
Washington
Supervisor

Early in December, it was recommended that Washington's adult education and vocational training supervisor be consolidated in one position. The vocation training supervisor offered his resignation effective in January 1945, in order that he might again assume his duties as head shop teacher in secondary school.

The Rohwer Center Schools operated for three full school years. There were two summer activity programs. The adult education unit closed approximately two months after the close of the elementary and high schools. The nursery schools closed approximately three months after the regular schools.

SUMMARY

Duration

The schools were fully accredited and given the highest possible rating by the Arkansas State Department of Education. Students were accepted with little loss of credit by secondary schools and colleges throughout the United States

Recognition

An objective evaluation of the work of the Education Section would indicate the following results: (1) children of school age were given the advantages of schools with normal length of term, equipment and supplies sufficient to meet minimum standards, and trained teaching personnel; (2) emphasis was placed on an understanding of the American way of life, including its language, traditions, customs and heritage; (3) relocation and adjustment of young and old to usual community life was stressed; (4) a constant redirection of attitudes, causing emotional conflicts, was made, thereby relieving tension; (5) vocational and avocational interests of adults were encouraged and developed wherever possible.

Evaluation



A circular blue ink stamp from the War Relocation Authority. The outer ring of the stamp features numbers 1 through 12, resembling a clock face. In the center, the text "RECEIVED" is at the top, "AUG 1 1945" is in the middle, and "War Relocation Authority" is at the bottom. The stamp is placed on a document with faint, mostly illegible text visible in the background.