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EDUCATIONAL PROGRAM FOR EVACUATED JAPANESE-AMERICANS

The War Relocation Authority was established by Executive Order No. 9102 for the purpose of providing for the relocation of persons evacuated from military areas and for maintaining and reestablishing these dislocated people. As a part of this larger program an educational system was established and maintained providing essential school programs on each of ten projects. These projects are located in Arizona, Arkansas, California, Colorado, Idaho, Utah, and Wyoming. School staff members are federal employees appointed under Civil Service regulations and are paid salaries established under the Classification Act. Because of the administrative necessity of keeping children occupied in relatively crowded confines, schools are operated eleven months out of the year. Even on such a basis it will be more than a year before the school time lost during evacuation and relocation is made up.

War Relocation Authority schools meet the local State requirements in regard to teacher qualifications, courses of study, and graduation from elementary and high schools. They provide the usual courses needed for admission to local colleges and universities. They also conform to state requirements for attendance. Also it is the desire that students be returned to public schools outside the centers after the war without loss of credit for the time spent in the centers.

In addition to the regular classroom and vocational instruction for each year leading to graduation from elementary and high schools, a modified summer program providing work opportunities, vocational and avocational experiences, and essential health instruction is an essential part of the total school program.

All students are given opportunity and are encouraged to acquire some vocational training before graduation from high school. Where feasible, a part of this vocational training is obtained in work-experience in some section of the Center Operations Division, enterprises, offices, institutions, and apprentice training. In this regard all divisions and activities on the project share the responsibility for formulating and operating this vocational and training program. The placement and vocational and training program of the schools is closely integrated with the employment and production program on the center. Definite responsibilities have been assigned to the schools for some part in the production, operations, and maintenance programs in the centers. The schools are assigned the use of land, equipment, and supplies necessary to carry out these responsibilities.

Day nurseries to provide supervised play and rest periods for young children are carried on in all projects. These are operated by center residents, under the supervision of a qualified leader.

An adult education program to meet the needs of adult evacuees is provided on each project. This program is organized to provide education essential to relocation and to adaptation to American Community life. Emphasis is placed on education for vocational activities, overcoming language difficulties and American ideals and practices. Instruction is provided by qualified evacuees, project teachers, and other center employees.

The War Relocation Authority has full financial responsibility for and administrative control over the center schools.

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ELEMENTARY SCHOOL PROGRAM

PREFACE:

Teachers are agreed that education is a continuous process, a growth that constantly changes with each new experience throughout the life of the individual. It has been our purpose here to guide and develop the mental, physical, and social growth of the child in such a manner as will contribute the greatest good toward his continued welfare under all conditions and in every environment. Specifically, we have been interested in establishing the right mental and emotional habits, the ability to make social adjustments, and the formation of proper habits for sound physical development.

Common knowledge of the fundamental skills and practices for sound mental and physical growth has been a requirement in all courses, with special emphasis placed on the development of individual talents and abilities.

The following brief summary of the school program at the Minidoka War Relocation Center presents the most essential aims, offerings, and accomplishments in the elementary schools. In addition to the regular formal classroom programs, teachers have taken advantage of every opportunity in the way of special days and events to improve the social development of the students. Native materials, the local sage brush, plant life, insects, animal and bird life have all been used extensively in developing the mental abilities and general knowledge of the children.

KINDERGARTEN - Time Allotment - Two hours and thirty minutes daily

Reading: Before We Read by Gray and Monroe - Scott, Foresman and Company. Look and Learn by Gray, Beauchamp, and Crampton - Scott, Foresman and Company.

Aims, Plan of Work, and Subject Matter Covered:

Develop ability to speak freely using simple sentences. Acquire a good conceptual basis and an oral vocabulary for beginning reading. Develop the ability to follow a series of simple instructions in their proper sequence. Increase the ability to concentrate upon a given situation and remain attentive for a period of time. Develop the ability to present ideas and relate experiences naturally and in turn to the group. Stimulate the desire to learn to read.

Activities carried on during the day include organized play, handicraft, picture study, singing, lunches, mid-session naps, rest periods, and story telling.

GRADE ONE:

Arithmetic: Text - Number Stories from Curriculum Foundation Series by Studebaker, Findley, Gray - Scott, Foresman, and Company. Time Allotment - 15 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Develop number concepts through actual experience. Count to 100 by 1's, 5's, and 10's; to 20 by 2's. Begin telling of time. Teach comparative adjectives of size. Learn the value of most common coins and become familiar with some of the common units of measure such as inches, feet, pints, quarts, and dozens.

Reading: Curriculum Foundation Series by Gray, Brauch, and Montgomery - Scott Foresman and Company. Time Allotment - 95 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To guide children through the initial stages of reading and develop skill in handling books. Develop understanding of reading content orally or silently. Instill the desire to read for information and enjoyment. Learn to attack new words through context clues, noting similarities and differences, applying phonetic clues, and using associations of meaning. Develop the use of easy conversational tones in reading.

Language Arts. Time Allotment - 45 minutes.

Aims Plan of Work, and Subject Matter Covered:

Language - The use of conversation, group discussions, correction of defective speech, skill in the use of the telephone, appreciation of appropriate phrase and poetry. Composition dictated by the pupils and recorded by the teacher. To develop correct usage as a means of communication and a tool for thinking.

Penmanship - Manuscript writing of capital and small letters of the alphabet; blackboard writing; correct sitting position for writing. Develop correct letter formation.

Spelling: Oral and written spelling of words used and encountered in reading and other activities.

Social Studies: Text - Peter's Family by Hanna, Anderson, and Gray - Scott Foresman and Company - Time Allotment - 25 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Develop an understanding of the interdependence among members of the family group. Make comparisons between farm and city homes. Bring about an adjustment and friendliness with other children, teachers, school nurses, principal, and janitor. Gain knowledge of respect for property, supplies, the flag and some national heroes.

Science: Taught informally. Text - Wonderworld of Science by Knox and Others - Scribner and Sons.

Aims, Plan of Work, and Subject Matter Covered:

To guide children in acquiring an interest in the natural world around them. To learn about animals and their habits, and the growth and value of plants. Observe the seasonal changes and different types of weather; how they vary with the seasons and the people make adjustments to the seasons and to weather changes. Very elementary study of the sky, the sun, the moon, and stars, the earth on which we live. To learn something about machines, electricity, how they help in our homes and schools.

Health: Text - Scientific Living by Frazier, Dolman, and Van Noy - L. W. Singer Company. Taught Informally.

Aims, Plan of Work, and Subject Matter Covered:

The value and application of good health habits, rules of cleanliness, and safety rules. Kinds of food and clothing needed for children. Health poems, songs, rhymes, and stories used in developing a knowledge of good health habits.

Physical Education: Text - Games for Playground, Home, School, and Gymnasium by Jessie Bancroft - Macmillan Company.
Time allotment - 30 minutes daily.

Aims, Plans, and Subject Matter Covered:

To develop the ability to join and associate with others in play. The use of small and large group games, classroom games, and rhythmic activities. The wise use of play periods. Unselfishness and good sportmanship.

Art: Materials and suggestions secured from current art magazines.

Aims, Plan of Work, and Subject Matter Covered:

To provide opportunities for self-expression through such activities as crayon drawing, chalk drawing, painting, modeling, use of finger paint, paper cutting and tearing, creating with paper pasting, making animals from wood and cloth, A study of some of the famous paintings and art masterpieces.

Music: Text - Listen and Sing by Glenn and Others - Ginn and Company.

Aims, Plan of Work, and Subject Matter Covered:

To assist children to find singing voices, learn songs by rote, develop rhythmic response to musical selections. Provide for creative experiences. Develop an appreciation for good music.

GRADE TWO:

Arithmetic: Text - Number Stories by Studebaker, Findley, Knight, and Gray - Scott, Foresman and Company. Time Allotment - 15 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Review and strengthen number concepts. Understand numbers to 200; Roman numerals to XII. Read and write numbers to 100. Understand and use addition and subtraction with sums and minuends, respectively, of ten and less. Master forty-five combinations of each process. Use numbers in telling time, making change, recording calendar dates, and measuring. Use one-half and one-fourth in comparing the size of objects.

Reading: Friends and Neighbors and More Friends and Neighbors by Gray and Arbuthnot - Scott, Foresman, and Company.
Time allotment - 95 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To learn to read with reasonable speed and comprehension the material of the second grade level. Develop independent use of several clues of word recognition, such as phonetic sounds, content, and beginning and ending sounds. Learn to read and understand lesson material in other subjects. Increase use and interest in the library and library books. Improve oral reading so that others will be interested in listening. Give special attention to expression, enunciation, and freedom from tension.

Language Arts

Language: Time Allotment - 30 minutes daily

Aims, Plan of Work, and Subject Matter Covered:

Story telling and dramatization, oral reports of articles read; correct word usage, language games, to develop ability to express thoughts clearly and use sentences. To read and enjoy prose and poetry. To be able to write related sentences dictated or original. To write names and addresses correctly. Simple letter writing to friends and class mates.

Penmanship: Text - New Laurel Handwriting published by Laurel Book Company. Time allotment - 15 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To develop legible manuscript and letter formation with special attention to correct margins, spacing, and position for writer. Writing to be developed to meet the increasing needs of second grade students.

Spelling: Spelling Workbook by Horn Ashbaugh - J. B. Lippincott Company. Time Allotment - 20 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To learn and use in sentences a basic list of about 200 words, the correct spelling of these words, and their definitions. Write and name letters of the alphabet; spell and use other words learned in other subjects.

Social Studies: Text - Susan's Neighbors by Hanna, Anderson, and Gray - Scott Foresman and Company. Time Allotment - 25 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To develop a realization of the interdependence of people of the community life. Increase understanding of the duties and services of community helpers. To increase respect for workers of all classes and for persons in authority. To gain an acquaintance with several community services. To develop a sense of responsibility for observing rules and regulations of different institutions. Develop a personal responsibility in life in relation to the ability of the child.

Science: Text - The Wonderworld of Science by Knox and Others - Scribner and Sons, Publishers. Time Allotment - 20 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To acquire a simple vocabulary in science, develop an interest in the science and natural world surrounding us. Be able to learn and recognize some of the common birds, plants, trees, and animals. Be responsible for providing good environment for animals used as pets. Study the effect of seasons on plants. Acquire and foster an interest in the many changes and creations in the natural world about us; develop an appreciation for its beauties and wonders.

Health: Text - Through the Year by Charters, Smiley, and Strang - Macmillan Company. Time allotment - 20 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

The formation of good health habits in and out of school; development of sound safety practices in school and on the streets. The use of dramatization, health stories, poems, and health posters.

Physical Education: Physical Education for Elementary Schools by Neilson and Van Hazen - A.S. Barnes and Company
Time Allotment - 30 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To develop coordination by the use of outdoor games for larger groups and indoor games for smaller groups. To develop rhythm by the use of singing games. Good sportsmanship and body development.

Art: Suggestions secured from supplementary texts in the library.

Aims, Plan of Work, and Subject Matter Covered:

Develop an art vocabulary and learn the right names of the colors. Learn to draw trees, animals and figures singly or in groups, real and imaginary flowers. Use crayons and control brush stroke with free arm movements. Learn to model and carve simple farm and circus animals, simplified human figures, bowls and fruit forms. To develop ability to compose a picture around a center of interest. Learn awareness of beauty in color and line in objects and nature.

Music: Text - Tuning Up by Glenn, Leavitt, and Others - Ginn and Company.

Aim, Plan of Work, and Subject Matter Covered:

To learn about forty simple songs including some folk melodies. Increase awareness of accuracy of pitch and beauty of tone. Practice the fundamentals of rhythm than embody marching, skipping, swaying, running, and hopping. To step and write the rhythmic patterns of familiar songs containing whole, half, quarter, and eighth notes. Be able to recognize familiar compositions when heard on the phonograph, piano, or radio.

GRADE THREE:

Arithmetic: Text - Study Arithmetic by Knight, Ruch, Findley, Studebaker, and Gray - Scott, Foresman, and Company.
Time Allotment - 40 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Improve number vocabulary, master basic addition and subtraction combinations and learn to subtract three-figure numbers involving single and double borrowing. Use column addition requiring adding by endings and bridging. Use multiplication and division by two, three, four, and five. Form habits of analyzing problems and checking for accuracy.

Reading: Text - Streets and Roads; More Streets and Roads by Gray Arbuthnot - Scott, Foresman, and Company. Time Allotment - 45 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Develop oral expression and eliminate Japanese accent. Emphasize silent reading for the thought and information. Inspire students to read more books independently of the class assignments. Make appraisals of reading progress. Further the study in structural analysis; prefixes, suffixes, syllables and accents. Improve the ability to use phonetic analysis in attacking unfamiliar words.

Language Arts:

Language: Text - Handbook of English for Boys and Girls by Kibbe, La Brant, Pooley - Scott Foresman, and Company.

Time Allotment - 25 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To develop orally, thought expression by the use of complete sentences; correct word usage and forms, singular and plurals. Oral discussions and reports of books, trips, and incidents. Use of the telephone. Develop proper sentence construction, learn to use capital letters, punctuation marks, homonyms, and proper names. Develop the use of the paragraph, teach composition form and review friendly letter writing.

Penmanship: Text - New Laurel Handwriting by Almack, Bellington and Others - Laurel Publishing Company.

Time Allotment - 15 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To improve letter formation, develop correct position for writing, increase speed and ease, legibility, and rhythm.

Spelling: Text - Spelling Workbooks by Horn Ashbaugh - Lippincott Company. Time Allotment - 20 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Introduce and teach a basic list of 500 words, use simple phonetic clues as an aid to spelling; develop correct study habits of spelling; and include the use and meaning of the most commonly used words.

Social Studies: Text - Centerville by Hanna, Anderson, and Gray - Scott, Foresman and Company. Time Allotment - 30 minutes daily.

Aims Plan of Work, and Subject Matter Covered:

To develop an understanding and appreciation of local communities. Teach the function and importance of the agencies about us, business, community centers, food, clothing, shelter, and transportation. To introduce a knowledge of Indian Life, the early settlers, and emphasize the progress that has been made. Teach children their responsibility to the community.

Science: Text - The Wonderworld of Science by Knox and Others - Scribner and Sons, Publishers. Time Allotment - 20 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To be able to recognize and attempt to solve problems within his own experiences through observation and performance of simple experiments.

Study the development of plants, their parts, their uses, means of distribution of seeds, and ways of protecting themselves. The motion of the earth and results, the development of the earth and its changes through building up and tearing down. The study of heating, machinery and tools and value to man. The story of heat and use of the thermometer.

Health: Text - Health Secrets by Charters, Smiley, and Strang - Macmillan Company. Time Allotment - 20 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To create an interest in healthy living, good health habits such as the proper kinds of foods, plenty of rest and sleep, exercise, fresh air, cleanliness, etc. and the effect these have upon the body and our physical development. Study and practice of Safety Rules in play and everyday living.

Physical Education: Time Allotment - 30 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Outdoor activities and competitive games for body development. Indoor games and gymnasium activities, singing games, good sportsmanship, leadership, and team work.

Art: Text - Art Stories, Book III - Scott, Foresman and Company.

Aims, Plan of Work, and Subject Matter Covered:

To teach the three intensities of primary and secondary colors. Develop an increased sense of proportion, balance, and perspective. Use the coil method in making clay bowls; test resourcefulness and creative skill in making Indian designs and booklet covers. Develop an appreciation for the art of other peoples by correlating with social studies. Study leading artists and masterpieces for third grade level and improve art vocabulary.

Music: Text - Rhythms and Rimes by Glenn, Leavitt, and Others - Ginn and Company.

Aims, Plan of Work, and Subject Matter Covered:

Continue rote singing. Introduce music reading with preliminary rhythmic and tonal experience. To recognize two, three, and four-beat measures, simple note values and phrases of music. Listen to music of other countries and develop appreciation. Learn folk games and the story of some of the great composers.

GRADE FOUR:

Arithmetic: Text - Study Arithmetics by Knight, Studebaker, Rich, Findley, and Gray - Scott Foresman and Company. Time Allotment - 45 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Review and extend all previous learning. Master the combination facts of the four fundamental operations. Multiply by two and three digits. Divide by two figures. Learn to write and tell time. Develop accurate ideas in the use of measures. Understand and use Roman numerals to thirty. Develop and improve the use and understanding of fractional values; and work in problem solving. Apply knowledge to solving of practical problems of every-day life.

Reading: Text - Elson Basic Reading, Grade Four by Elson - Scott, Foresman and Company. Time Allotment - 55 minutes daily.

Aim, Plan of Work, and Subject Matter Covered:

Refine and develop the pupil's mastery of the mechanics of good reading. Teach students to appreciate reading as a means of getting information and acquiring knowledge. Learn to use the dictionary for meanings, pronunciation, and syllabification of new words. Develop and extend accurate and full comprehension. Learn to locate material by using aids, such as the index, table of content, etc. Cultivate a taste for the best type of children's literature.

Language Arts

Language: Text - Handbook of English for Boys and Girls by Kibbe, La Brant, and Pooley - Scott, Foresman and Company. Time Allotment - 40 minutes daily.

Aims, Plan of Work, and Subject Matter Offered:

Oral drill in conversation, explanation, direction giving, reports, and story telling to develop effective expression through the control and proper use of words and sentences. Written exercises in sentence structure, capitalization, punctuation, and paragraph writing. Practice in friendly and business letter writing, addressing envelopes, and making outlines. Written and oral drill in correct word usage.

Penmanship: Text - New Laurel Handwriting by Almack, Billington, Staffelback, and Power - Laurel Book Company. Time Allotment - 15 minutes daily.

Aims, Plan of Work, and Subject Matter Offered:

Special emphasis on arrangement of all written work; further practice and improvement in legibility, letter slant, size of letters, speed, neatness, spacing, and movement in writing.

Spelling: Text - Spelling Workbook by Horn Ashbaugh - J. B. Lippincott Company. Time Allotment - 30 minutes daily.

Aims, Plan of Work, and Subject Matter Offered:

To review and learn a minimum of 540 words; drill in correct spelling in all written work; methods of study; rules for spelling, the use of homonyms and word definitions, and the development of spelling consciousness.

Social Studies: Text - Home Life in Far Away Lands by Atwood and Thomas - Ginn and Company. Time Allotment - 45 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Through type studies, show how different peoples still in the hunting and herding stages adapt their mode of living to their environment. Compare these primitive people with the more cultured, and indicate the advanced stages of development. Present and develop the following type studies: The Belgian Congo; Nomads of the desert, the Far North; and later, the Norwegian and Swiss people. Through these studies, students gained important geographical facts peculiar to each section.

Science: Text - The Wonderworld of Science by Knox and others - Time Allotment - 30 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To understand how plants and animals are interdependent. To learn what is meant by "balance of nature." Study animal and plant communities. Acquire a knowledge of the classes of animals. Study electricity and light. Learn something of the moon, its effects, signs, and value. Study the rocks as written records of the development of the earth. Learn about flowers and their seeds.

Health: Text - Healthful Ways by Charters, Smiley, and Strang - Macmillan Company. Time Allotment - 30 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To develop better health habits by teaching students the value of daily health chores. Students to learn to administer elementary first aid in cases of minor accidents or emergencies; simple cuts, wounds, and bruises. Become familiar with the proper foods and diets essential to good health. Learn the ill effects upon health of narcotics and stimulants. Kinds and causes of disease; disease prevention, and the part germs play in our everyday life. The value of sanitation and personal hygiene. The study and the function of the structure of the body, the organs, the bones, skin, and muscles.

Physical Education: Text: Games for Home, School and Gymnasium by Bancroft, Jessie - Macmillan Company. Time Allotment - 30 minutes daily

Aims, Plan of Work, and Subject Matter Covered:

Playground activities, competitive games, relay games, development of teamwork, good sportsmanship and fair play. Quiet and sense training games for indoors; singing games and folk dances for rhythm development. Calisthenics for muscle development, good breathing habits, and correct sitting and standing postures. To develop observation and judgment and coordination of mind and body.

Art: Text - Industrial Art by Snow and Froelich - The Prang Company

Aims, Plan of Work, and Subject Matter Covered:

To learn primary colors, secondary colors, and complementary colors. To be able to recognize neutral tones. Use monochromatic and complementary colors in simple designs and posters. Refine drawings of objects; show action in figures. Show perspective in such drawings as rivers, roads, fences. Be able to draw foreshortened circle - wigwam, castle, silo, water tower, etc. Know and be able to use the principles -- proportion, rhythm and repetition, balance, unity, and opposition. Construct sand table scenes. Illustrate stories read by pencil or crayon sketching. Study the lives of artists and art masterpieces for art appreciation.

Music: Text - Songs of Many Lands by Glenn, Leavitt, Rebman, Baker - Ginn and Company.

Aims, Plan of Work, and Subject Matter Covered:

To teach simple mechanics of music: notes, measure, time, and staff. To develop music reading for simple songs, learn music appreciation, types of music. Study musicians and composers; the stories of their lives. Learn the kinds and uses of different instruments such as the strings, wood winds, percussion, etc. Learn to sing for enjoyment and pleasure.

GRADE FIVE

Arithmetic: Text - Study Arithmetics, Book Five by Knight, Studebaker, and Ruch - Scott, Foresman and Company. Time Allotment - 45 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Extend child's ideas of number system gained in previous grades. Develop true concepts of perimeter and area correctively interpreting linear and square measure. Increase knowledge of measures. Master common abbreviations and basis vocabulary. Add and subtract common fractions. Use Roman numerals to 30. Increase ability to solve practical problems.

Reading: Text - Elson Basic Readers by Elson and Gray - Scott Foresman and Company. Time Allotment - 55 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Learn to read orally, fluently and with pleasing voice. Increase ability to outline and evaluate material of grade level in difficulty. Establish desirable habits of recreatory reading. Learn to use dictionary references, tables of contents, and index for information and as economic devices. Stimulate and enrich reading interests. Elevate reading tastes. Provide remedial instruction.

Language Arts

Language: Text - Handbook for Boys and Girls by Kibbe, La Brant, Pooley - Scott Foresman and Company. Time Allotment: 45 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Through oral language, develop ability to use correct English and self-expression. Make use of such devices as discussions, book reports, story telling, conversations, proper greetings, farewells, introductions, and assigned reports. Progress in written work by teaching note taking, outlines, assigned reports, book reports, poems, stories, writing of friendly and business letters; mechanics of grammar developed by drill in capitalization, punctuation, sentence structure, parts of speech, word combinations, and the use of the dictionary.

Penmanship: Text - The Rice System of Business Penmanship by W.J. Rice - Rice Publishing Company. Time Allotment - 15 minutes daily

Aims, Plan of Word, and Subject Matter Covered:

Recognition of handwriting as a tool by which to serve a means of communication; legible writing, speed, ease and drill in letter formations.

Spelling: Text - Spelling Workbook by Horn Ashbaugh - J.B. Lippincott Company. Time Allotment - 30 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Drill and review in spelling a minimum of 720 words. Spelling rules, corrective exercises, and development of spelling consciousness. Learn to formulate words to convey meaning. Increased use of dictionary and recognition of misspelled words.

Social Studies: Text - The New World and Its Growth by Meyer and Hamer - Follett Publishing Company. Time Allotment - 35 minutes daily

Aims, Plan of Work, and Subject Matter Covered:

Through a study of the exploration, settlement and growth of the New World and how its geography has influenced man, develop an

appreciation and love for its great opportunities. Present the following topics: A review of explorations and discoveries of the New World; the United States in detail by sections, our outlying possessions; North American neighbors; neighbors south of the United States, and South America by countries.

Science: Text - The Wonderworld of Science, Book Five by Knox and Others - Scribner and Sons. Time Allotment - 35 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Give the pupils a foundation for the understanding and appreciation of the many applications to everyday life. Study the plants and their food, correlated with their health work; the seasons, their causes and effects. The physical and chemical changes around us; limestone formations, solids, liquids, gases; the air and its uses. A study of the solar system. Development in living things, stages of growth, likenesses and differences in the offspring. The struggle for preservation and conservation of the resources of America.

Health: Text - Let's Be Healthy by Charters, Smiley and Strang - Macmillan Company. Time Allotment - 35 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To teach the value of foods and proper diet; develop correct eating habits, habits of personal cleanliness, correct posture, care of the teeth, eyes, ears, and nose. A study of different kinds of clothing, proper clothing for different climates and seasons, and their effect on health. Living together in the community, sanitation, and public health. Learn the value of safety rules, their practice and bearing upon physical health and development.

Physical Education: Text - Physical Education for Elementary Schools by N. P. Neilson - Lyons and Carnhan. Time Allotment: 30 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To develop correct habits of play through organized games, relay races, and other group participation. Development of consideration for others, courtesy, and helpfulness. Fair play and honesty stressed in competitive games. Folk dances for teaching rhythm and gracefulness.

Art: Text - Library Reference Materials

Aims, Plan of Work, and Subject Matter Covered:

Continue work of previous grades. Know the following art terms: normal color, tints, hues, intensity, value. Recognize good arrangements in room decoration, clothing, and industrial design. Continue the use of perspective-one point and foreshortened circle. Refine the drawing of objects introduced in previous grades.

Music: Text - Blending Voices by Glenn, Leavitt and Others - Ginn and Company

Aims, Plan of Work, and Subject Matter Covered:

Provide a joyful musical experience through group activities. Continue rote songs. Teach reading of notes by syllables. Teach the vocabulary of music and correct meanings. Increase the ability to read music signs and carry out their indications. Introduce chromatic scale. Give ear training through the use of recordings. Help monotonies individually. Instruct in playing of tonettes. Review the lives of, names of the leading composers.

GRADE SIX

Arithmetic: Text - Study Arithmetic by Knight, Studebaker and Ruch - Scott, Foresman and Company. Time Allotment - 45 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Review and extend previous learning. Master fractions. Read Arabic numbers to billions and interpret Roman numerals to the number of the current year (1945). Comprehend decimals to the fourth place. Develop concepts of measures of length, area, and volume. Make use of graphs. Gain a working knowledge of units of measure, money and accounts including three step problems. Take advantage of every opportunity to make practical applications of skills mastered.

Reading: Text - Elson Basic Reader, Book Six by Elson, Gray and Keck -- Scott, Foresman and Company. Time Allotment - 40 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Improve the accuracy and depth of comprehension. Learn to adapt the reading rate to the reading purpose and material. Improve oral interpretation and the ability to recognize meanings and pronunciations. Increase the ability to grasp the main ideas and to summarize. Increase the ability to interpret intelligently reading done for different purposes. Provide the necessary corrective and remedial training.

Language Arts

Language: Text - Handbook of English for Boys and Girls by Kibbe, La Brant and Pooley. Time Allotment - 20 minutes daily

Aims, Plan of Work, and Subject Matter Covered:

Development of oral expression by the use of story telling, descriptions, explanations, reports, announcements, discussions, answering door bells and telephones, making introduction, pronunciation, enunciation, and use of a variety of sentence structure.

Written language -- writing letters, notes; invitation, making outlines, interviews, poetry, creative writing, drills in punctuating and word usage, parts of speech, analyzing sentences.

Penmanship: Text - The Rice System of Business Penmanship by W.J. Rice - Rice Publishing Company. Time Allotment - 15 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

Legibility as essential for accurate spelling, neatness and good paper arrangement, speed and relaxation while writing. Drill and correlation with all written work.

Spelling: Text - Spelling Workbook by Horn and Ashbaugh - J. B. Lippincott Company. Time Allotment - 20 minutes daily.

Aims, Plan of Work and Subject Matter Covered:

Learn and review words, syllabication, spelling-conscience, dictionary usage, apply word meaning and spelling rules.

Social Studies: Text - The Old World and Its Gifts by Meyer, Hamer, and Crisso - Follett Publishing Company

Aims, Plan of Work, and Subject Matter Covered:

Through a study and appreciation of the progress of man from the beginning of time, develop the ability to understand and interpret life today. Present (some at length, and others more or less briefly as time permits) the following units: early man and his use of the world, civilization in the beginning, Mediterranean development, the story of civilization in Central Europe, our inheritance from the British Isles, contributions of the Scandinavian and Balkan countries, progress of the Union of the Soviet Socialistic Republics, and our debts to the Orient.

Science: Text - Wonderworld of Science by Knox and Others - Scribner and Sons. Time Allotment - 30 minutes daily.

Aims, Plan of Work, and Subject Matter Offered:

Stimulate pupils to perform experiments, to engage in individual and group investigations, to read other science books. Teach the interdependence of animals and men for food, clothing, and shelter. Their dependence in turn upon plants, and finally the dependence of all upon the sun for their source of energy. To learn about weather and climate, including winds and air masses, clouds, precipitation and storms as well as measuring and forecasting atmospheric conditions. Value of electricity for heat, light, and power and sending messages. How sound travels and how we hear. The wonders of the sky as stars, constellations, and our means of observing them.

Health: Text - Habits Healthful and Safe - Charters, Smiley and Strang - Macmillan Company. Time Allotment: 30 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

A study of the history of modern health (from the early forms of magic to the modern scientific methods.) Knowledge of the causes and prevention of diseases. Formation of sound health habits, the care of the body, sleep, rest, and food. Instruction in simple first aid; a thorough knowledge of school and home safety rules. A study of the organs and functions of the different parts of the body.

Physical Education: Text - Games for Home, School and Gymnasium by Bancroft, Jessie - Macmillan Company. Time Allotment: 30 minutes daily.

Aims, Plan of Work, and Subject Matter Covered:

To develop skills in leadership, sports, games, and handling play equipment. To make the individual self-reliant and able to make social adjustment to the group. Carry on competitive games and tournaments. Develop the body and form habits of correct posture in standing, sitting, etc.

Art: Text - Every Day Art Magazine - American Crayon Company Library supplementary material.

Aims, Plan of Work, and Subject Matter Covered:

Concentrate upon principles of design in motif, border and an occasional composition by using variety of line, space and direction and by balance and repetition. These are developed in a number of media such as pencils, crayons, water color, tempera, finger paint, and block printing. Use simple color combinations (preferably not more than three) emphasizing variety of values in color. Continue with lettering working for more accurate spacing as well as form. Introduce simple perspective and proceed as far as time and understanding permit. Spend much time on art appreciation correlating it with the Old World Background and studying famous paintings, statues and architecture of the past.

Music: Text - Tunes and Harmonies by Glenn, Leavitt, and Others - Ginn and Company

Aims, Plan of Work, and Subject Matter Covered:

Folk songs and folk dances should be taught in the sixth grade. These may be presented in connection with units of study in other subjects. Use songs appropriate to the holidays and seasons. Some two part and three part singing should be done. Learn to recognize and understand rhythm, note values, and the simplest and most commonly used signs and terms of expression. Strive for melodic singing and playing and strive to increase the enjoyment and understanding of music. The use of tonettes for two-part playing and harmony.

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Japanese Relocation Papers
Bancroft Library

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: Classified
Salary: \$19
Date: 7-1-43

ELEMENTARY SCHOOL TEACHERS

Under the supervision of the Elementary School Principal or the Supervisor of Elementary School Teachers, plans, organizes, and directs the activities of elementary classes organized on the basis of grade levels (e.g. 1st grade, 2nd grade.)

Provides materials or instructions, such that will provide purposeful activities and vital experiences within prescribed time limit. Plans and arranges schedules of curriculum activities. Instructs pupils by such techniques as group activities, demonstrations, and discussions. Makes suggestions for modification of curriculum as shown desirable by day-to-day activities of the program in action. Carries out other school duties assigned by the principal. Engages in such curriculum and extracurricular activities as will advance the total education program.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: Classified
Salary: \$19
Date: 7-1-43

VOCATIONAL TEACHER

Under the supervision of the high school principal, teachers assigned to duties in vocational fields shall work under the direction of the head teacher in that department. Duties such as classroom teaching, lesson preparation, shop management, business practice illustrations, home economics demonstrations or any other activity or duty normally assigned teachers in that particular field.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: Classified
Salary: \$19
Date: 7-1-43

SECONDARY SCHOOL TEACHER

Under the supervision of the high school principal, teaches evacuee students and organizes and conducts curriculum activities in a particular subject matter field or related fields in any of the six grades in the junior-senior high school.

The incumbent receives general instructions with respect to the curriculum to be followed, but is independently responsible for devising day-to-day plans and conducting activities and experiences to achieve this purpose. Suggests revisions and modifications of the curriculum, teaching methods, and techniques to best adapt the educational program, particularly in the incumbent's field, to the facilities available and to the personal characteristics for the students.

Prepares materials of instructions. Instructs pupils by demonstrations, by discussions, by providing desirable activities and life-like experiences, and by such other techniques as may be desirable. Arranges activities and study periods for the classes within daily or weekly schedules prepared by the high school principal. Devises and administers

-2-

oral and written tests and other measurements of pupils' intellectual and emotional development. Counsels and guides pupils not progressing as they should in order to insure and facilitate pupil adjustment to the general program of studies. Recommends the promotion or retention of pupils in classes. Carries out other school duties assigned by the principal. Engages in such curricular and extra-curricular activities as will advance the total educational program.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-501
Salary: \$19
Date: 7-1-43

SECRETARY

Serves as secretary to the superintendent of education. Supervises and directs activities of other office assistants in handling correspondence and records, distribution of supplies, and in the duplication of typed or printed material. Shall specifically be responsible for maintaining time schedule of appointments, and records and reports due.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-a-502
Salary: \$18
Date: 7-1-43

TIME KEEPER

Under the direction of the superintendent, keeps employment time record for the education section. Collects daily time sheets, makes appropriate records of same and after approval by the superintendent, transmits such records to the Cost Division.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-a-503
Salary: \$16
Date: 7-1-43

TRUCK DRIVER

Under direction of the Superintendent of Schools, distributes educational goods from warehouse to schools. Transfers books and equipment between schools. Takes agricultural students to farm plot, groups of students to various parts of the project as directed.

War Relocation Authority
Evacuee Project Employment
Community Service Division
Education Section

Position: 2-c-504
Salary: \$19
Date : 7-1-48

HEAD JANITOR

Works under the direction of the superintendent in supervising all janitorial service in the schools. Is responsible for control, distribution, use, and records of janitorial supplies and equipment. In directing the work in each building or when engaged in regular janitorial duties in any building shall cooperate with and report to the principal of that building. Shall cooperate with principals in setting up work schedules and standards of janitorial service for each building.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-505
Salary: \$16
Date: 7-1-43

JANITOR AND JANITRESS

Provides necessary janitorial services for all buildings and grounds used for school purposes. Shall work under the direction of the head janitor in the control of supplies and equipment and in general work procedures. Shall be responsible to the principal of the school for all activities and duties directly related to the school program in that building.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-506
Salary: \$16
Date: 7-1-43

STENOGRAPHER (ADULT EDUCATION)

Acts as secretary to night school director in charge of adult education.
Handles correspondence, maintains class schedules, distributes supplies,
and keeps enrollment and attendance records.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-507
Salary: \$16
Date: 7-1-43

ASSISTANT TEACHER (ADULT EDUCATION)

Under the direction of the Night School Director, prepares courses and teaches in day or evening classes in adult education.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-508
Salary: \$K
Date: 7-1-43

ASSISTANT TEACHERS (ELEMENTARY OR
HIGH SCHOOL)

Under the guidance of the supervisor of student teachers and at the direction of the principal of the building, teaches or directs classes or groups of evacuee students in the grade, subject, or activity assigned. Will be responsible for preparation of material, organization, lesson plans, records, reports, and for group discipline. May be assigned specialized duties such as school playground supervision, coaching in speech, health education, or testing, counseling, guidance, or in home visitation work.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-509
Salary: \$16
Date: 7-1-43

STENOGRAPHER
(ELEMENTARY OR HIGH SCHOOL)

Acts as secretary to Principal of High School. Keeps daily attendance records of all teachers, app'td and evacuee. Supervises office force. Acts as registrar. Keeps inventory record, handles requisitions, and performs miscellaneous typing and clerical duties as requested.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-510
Salary: \$16
Date: 7-1-45

CLERK TYPIST

Does clerical work on attendance records, reports, operates mimeograph and ditto machine. Handles files, and other general clerk duties.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-511
Salary: \$16
Date: 7-1-43

PROPERTY CLERK

Responsible for storeroom. Keeps records of all property received and issued. Requisitions new stock as necessary. Issues textbooks to teachers. Operates ditto machine for school material. Reports to Superintendent of Education.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-512
Salary: \$16
Date: 7-1-43

ASSISTANT LIBRARIANS

Handles lending of books on circulation shelves. Keeps inventory and record of all books in the library. Catalogues new books received. Keeps record of all books issued to students. Issues books on requisition teachers. Checks on condition of books returned and reports need for repair and replacement. Advises students on books available in various fields. Reports to and is responsible to the librarian. When assigned to a specific school shall, as are all other employees in that building, be under the supervision of the building.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-513
Salary: \$16
Date: 7-1-43

ASSISTANT TEACHERS

See description position #2-c-508

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position : 5-c-514
Salary: \$16
Date: 7-1-45

ASSISTANT HOME VISITING TEACHER

Under the supervision of the Supervisor of Student Teachers, the assistant teachers assigned to home visitation duties shall make visits to the homes of children in the Elementary or Nursery Schools who present problems of behavior, personality or scholarship. Attempts to work out plans with the parents and teachers for overcoming these difficulties.

War Relocation Authority
Evacuee Project Employment
Community Service Division
Education Section

Position: 2-c-515
Salary: \$5
Date: 7-1-43

ASSISTANT NURSERY TEACHER

Under the supervision of the superintendent of education. Works in nursery for pre-school children 2 to 5 years of age. Teaches simple tasks, songs, games, language usage, etc. Prepares material for creative work. Responsible for care of nursery equipment, home visiting and consultation with parents. Give special attention to developing desirable child health, play, and dietary habits.

War Relocation Authority
Evacuee Project Employment
Community Service Division
Education Section

Position: 2-c-516
Salary: \$16
Date: 7-1-43

NURSERY MATRON

Performs nurse-maid duties for nursery school children. Prepares food for nourishment period, cleans rooms, aids in pupil toilet service. Reports to supervisor in charge of nursery schools.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-517
Salary: \$16
Date: 7-1-43

STENOGRAPHER
(ELEMENTARY SCHOOL)

Acts as secretary to Principal of elementary school . Keeps attendance records. Keeps property inventory, and handles requisitions for school material. Performs miscellaneous typing and clerical duties as required.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-513
Salary: \$16
Date: 7-1-43

COPY CLERK

Keeps records of all property received and issued. Requisitions new stock as necessary. Issues text books to teachers. Operates ditto machine for school material. Reports to appropriate superintendent.

War Relocation Authority
Evacuee Project Employment
Community Management Division
Education Section

Position: 2-c-519
Salary: \$16
Date: 7-1-43

ASSISTANT LIBRARIAN

See description position # 2-c-512.

Documents
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THE EDUCATIONAL PROGRAM IN WAR RELOCATION CENTERS

The ten war relocation centers were established to care for approximately 110,000 people evacuated from western coastal areas as directed in Executive Order No. 9102 issued by President Roosevelt, March 18, 1942. These people were of Japanese ancestry; however, more than two-thirds of the 26,000 school children were citizens of the United States. As citizens the school-age pupils could not be denied opportunities for normal school progress.

The establishment of these relocation centers brought unusual problems in education and in the relationships between the schools and the community.

1. The pupils and parents represented a racial group separated from their homes and their home community relationships as a result of the war.
2. The evacuation and the removal to the project centers led to a disruption of social groupings, and a consequent breakdown of family enterprise, of family life, and of normal social controls.
3. Normal school facilities were unavailable. Adequate buildings, books, and other supplies were difficult to obtain, and it was almost impossible to secure teachers specifically trained for the work to be done in these schools.
4. The whole program was of necessity planned for an indefinite, but probably a short, duration of time.

- 2 -

It seemed essential to develop a community-wide educational program that would aid school-age children in maintaining normal educational progress, all pupils and parents in adjusting to life in relocation centers, and older pupils and adults in preparing for relocation. In developing a program to fit these needs the following general principles or aims evolved:

1. To promote an understanding of American ideals and loyalty to American institutions. To educate for responsible citizenship, for family life, and for economic independence.
2. To assist in adjustment to evacuation and resettlement, and to prepare for a satisfactory reabsorption into normal civilian life.
3. To adapt schools to the needs and interests of individual students, and to the group needs of the community. To promote ideals and practices that prepare for later adaptation into the national and world-wide social order.
4. To provide an educational program that would best enable students, without undue loss, to transfer to other schools, enter college, or to obtain outside employment.
5. To maintain essential educational contacts with American literature and with American thinking outside the centers.

In order to provide an educational program that would aid in stabilizing relocation center living and which would contribute most in preparation for relocation after leaving the center, the school program was extended beyond the usual 180 six-hour days for grades one to twelve inclusive.

- 3 -

Nursery Schools.

On each of the ten centers, nursery schools were organized and are supervised by school officials, but are operated by the residents on the center. These schools are also used as demonstration centers for training in child care by parents and by homemaking classes.

Adult Education.

As a part of a program of Americanization and as an aid to future reabsorption into American life a comprehensive program of adult education and of training and retraining for relocation was developed. This program is supervised by Caucasian teachers but otherwise is operated by the evacuees. Many courses in English and social science, in handicraft, and in vocational training are offered. During March, 1943, approximately twenty-five per cent of the population above school age were enrolled in these classes.

Vocational Education in High School.

As an aid to future relocation all high school pupils are required to complete some courses vocational or pre-vocational in nature. In order to vitalize these courses pupils majoring in one of the vocational fields are given opportunities and encouraged to participate in a combined school-work program. In these programs the pupil spends about one-half of his time in a type of work activity which serves as a laboratory for his more formal classroom activities. Facilities are provided for experiences in farming, shop work, office training, office work, and various other community enterprises.

- 4 -

The Year-Round School.

These centers differ from ordinary communities. Teachers are employed for twelve months of service. Pupils have little opportunity to participate in normal home or community occupations or enterprises. In order to provide direction for the pupils during vacation periods, the schools are operated on a year-round basis. One hundred and eighty days are devoted to regular class work during the regular school year. During the vacation period a supervised summer activities program provides a variety of experiences in vocational activities and in hobbies, recreation, scouting, camping, and hiking.

Keeps for
own files

SUGGESTIVE MATERIAL

WHAT THE SCHOOLS SHOULD TEACH IN WARTIME

F 2. 60

When the role of the elementary school is considered in the light of the above analysis, it appears that the instruction at that level should seek to accomplish at least the following results during the elementary-school years¹:

1. Lay a sound foundation of skills and habits of accuracy in reading, spelling, writing, and arithmetic.
2. Maintain the greatest possible amount of security, courage, and self-confidence. Avoid undue excitement, pathological hatreds and fears, and hysteria. Keep discussion of the war in bounds. Keep informed regarding the home and family problems of each child so that the child whose mother works in a war industry or the child who has relatives in posts of danger may always be treated with understanding.
3. Promote good health. Teach the proper choice of food to secure good nutrition in wartime diets. Stress the prevention, isolation, and proper treatment of contagious diseases. Cooperate in all community efforts to improve housing, sanitation, and recreation, and to provide for necessary child-care centers.
4. Provide many opportunities for community service, both of a wartime and peacetime nature. Participate in the salvage, Red Cross, war savings, victory garden, and other federal programs. Guide these experiences so that maximum learning in terms of a participating democratic citizenship will result. The habits, attitudes, and information that elementary-school children acquire by engaging in war service activities are more important than the income from the sale of stamps or the collection of salvage.
5. Expand and improve the teaching of cultural and physical geography. The end in view is to develop an accurate knowledge of the earth as the home of man, of the principal resources of soil and culture in the various regions of the globe, and of the inter-dependence and relationships of peoples and nations. Show the key position held by the people of the United States and stress

¹The special problems of the elementary school in connection with the care and education of the young children of mothers who are gainfully employed are recognized later in connection with the war industries training program.

their share of the responsibility for world order, justice, and security.

6. Emphasize the ideals of freedom and equality for which we are fighting. Teach the history of these ideals in this country and elsewhere. Develop the clearest possible understanding of these ideals and the deepest possible loyalty to them.

7. Enrich the artistic, literary, and musical experiences of the children and the community, partly in order to provide a release for wartime emotions and partly as a tool for self-realization in childhood and adult life.

The above items cannot be arranged in any order of relative importance; all are essential.

CONVERSION OF THE SECONDARY SCHOOL

In the secondary schools, every young person must be regarded as a reservist in preparation for the armed forces or for the war industries. These young people are almost at the point of assuming full adult responsibilities. Young men are subject to selective service at age eighteen.

Many demands are being made on the schools from many sources in connection with the education of this group. Teachers are asked to teach more things in less time. They are asked to overhaul their programs of instruction and to teach wartime skills to people who, in other years, might have been regarded as incapable of learning them. Some of these demands of the war agencies are based on a careful study of the specific needs of the nation. Other demands are of an extremely general type.

If educators should attempt to respond to all the calls made upon them for assistance, they would be able to satisfy none of them. It is the obligation of teachers and school administrators to see the educational program as a whole and to make the most effective use of a certain limited period of time in the education of youth. In order to do so, they need to evaluate the various demands that are made, to determine some order of priority for the various services which they are asked to render, and (the most difficult task of all) to discontinue certain prewar educational services in order to meet the new situation.

To expect that the secondary-school program can be retained substantially as it was, with superficial additions here and there to acknowledge the fact that the United States is engaged in a war of survival, is to avoid reality. The policy that nothing in the prewar program can be discontinued and that all the war activities of the school must be regarded primarily as extras is both inefficient and impractical. This viewpoint has its parallel in the

attitude of some Americans -- that we can wage and win a major war without giving up the comforts, and many of the things we thought were the necessities, of life. The war must profoundly modify the entire program of secondary education. It is not enough to show that a particular prewar program activity has value in the total war effort. The question which every activity in the secondary school must face is: Does this activity have a greater wartime value than any other which can possibly be provided or devised? The needs of the present day cannot possibly be met merely by tackling on additional courses, as one adds a careless postscript to a message that is already complete as it stands.

The program for education in wartime, as presented in these pages, is not, in some respects, a program that we would favor in peace. It will require us to dispense with many cherished and valuable educational activities, just as, for example, we have given up the possibility of new automobiles for the duration. Nevertheless, there are compensating gains. If it is a good thing to teach nutrition in wartime, it is a good thing to teach nutrition in peacetime. So it is with reference to the teaching of thrift, good habits of saving and spending, personal hygiene, public health, first aid, safety, habits of industry, vocational skills, civic loyalty, and community service. If the war brings about a more generous recognition of the value of such education, it will not be wholly detrimental to secondary education in this country.

This war, like a giant earthquake, is testing the strength of all social institutions, including the public schools. The shock has revealed many weak timbers and many unnoticed points of poor construction in our educational program and policy. These weaknesses have to be patched up quickly in order to meet the imperious demands of war, but some of the repairs should make the building more serviceable even after the earthquake has subsided.

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The Contribution of the Education Section to the Relocation Program


The Education Section envisions the relocation program as a program in the adjustment of the whole individual in his total family setting to a new community in which he can live the life of the normal American citizen. In this large and rich sense, relocation involves more than employment, and demands and will repay the integrated effort of all administrative and operating units. In this new program Education can use its facilities, its community-wide appeal, and the specialized skills of its staff. Within the existing educational program and through the use of new techniques, it is desirable to emphasize attitudes essential for adjustment out of the center; to give necessary information to the individual and the family; to stress the planning phase of all purposeful living, and to bring other Project staff into classes and meetings to help accomplish these aims. It can further extend techniques and approaches already found successful in meeting evacuee relocation needs.

This is a work copy of a release which when completed will list and discuss a number of objectives which the Education systems must set for themselves if they are to be of maximum aid in the new relocation program. The handbook of which this is a preliminary draft will list under each objective typical techniques in achieving each goal. It is our purpose to make this handbook reflect the best thinking and suggest the best techniques available in the Projects.

Within the next month, will you do the following:

1. Discuss this release, its purpose and the material included in it with your administrators and your staff.
2. Review the validity of each objective and comment on it.
3. Turn in to the Washington Office at least ten techniques already used or contemplated for use in achieving each objective. These may be worked out as lesson plans, as detailed program descriptions or proposals, or as any other fruitful and concrete suggestions.
4. Secure the active participation of every member of the Education staff in thinking about this problem, and in evolving, experimenting, and reporting on various techniques.
5. Discuss this release and your proposed program with the Relocation Executive Board, the Parent-Teacher Association, the Education Committee of the Council, and other staff and evacuee groups concerned with the educational program.

The compilation of material may well be the responsibility of a faculty committee. Material gathered in this manner will be compiled, edited, and distributed to the Projects as a working handbook. Your material should be in the mails to Washington by _____ at the very latest.

Five objectives are listed for achievement. It will be obvious that these are not to replace existing educational aims. These "new" objectives cut across all present goals, and in a sense revitalize them. These five objectives (and others which you may recommend for inclusion) reflect the special needs of the clients of Education within the Centers. 

The line may not be sharply drawn between objectives and large scale techniques, or between either and the emphases which should permeate the entire curriculum. Teachers must be aware of the fact that the center is an artificial environment and as far as possible should compensate for this situation in their classes. Probably all curricular offerings should be reviewed to see what changes, emphases, and illustrations may be used so that students will see the need for getting into a normal community as quickly as possible. In making use of daily experiences of the pupils as a starting point for instruction teachers should avoid validating, by repetition or stress, the center type of life. They should rather give emphasis to, and use illustrations from life in more normal communities.

Teachers will wish to educate themselves toward relocation, to evolve teaching techniques which will help their students see the need to leave the centers, and to emphasize the type of training that will tend to remove fear and uncertainty on the part of evacuees.

Objective 1. To acquaint School Staff with the Importance of the Relocation Program in order that the Inculcation of Positive Relocation Attitudes may Become Part of Daily Teaching.

The chief goal of the Authority is the restoration of loyal Japanese-Americans to normal American life. Teachers are in a position to make an important contribution because:

1. Education is aimed at helping the individual make the best possible adjustment, which by any definition, can be achieved only out of the centers.
2. They are familiar with the techniques for stimulating group thinking and discussion, for inculcating and changing attitudes, and for presenting information.
3. As a professional group, they have probably ^{changed} employment and moved from one part of the country to another frequently enough to have lost fear of such changes and, consequently, to be able to communicate feelings of confidence in such moves.
4. They constitute a considerable proportion of the appointed staff and, therefore, must assume a proportionate share of responsibility in the program.

Staff members should be fully cognizant of the importance of relocation to the nation and to the evacuee group. The efforts of all personnel in Washington and in the centers should be devoted to achieve this goal. Teachers will wish to aid in this process and, as educators, should be vitally concerned with the citizenship status of evacuees, and the implications for American society in detention of citizens not charged with any crime. School staff will realize that the isolation of the Japanese population, as of any group, completely blocks assimilation possibilities.

In discussing evacuation, teachers, like other staff members, while granting the need for immediate action as a military necessity, will wish to do everything possible to mitigate its harmful effects. They should be concerned with and should examine the issue that in depriving a minority group of its rights, the basic tenets of our form of government are questioned, and that to this extent all of the people are thrown in jeopardy. The Center can be seen as breeding insecurity, lack of initiative, fear of the outside world. The economic gains to the nation at war can be stressed in productively using manpower now idle. School staff must realize that education for democracy - a central goal of any school anywhere in the United States - can be achieved only if real participation in a normal community can be seen as reasonably immediate.

The techniques of examining these issued by the teaching staff are many. At regular or special teacher meetings, relocation officers may be brought in as discussion leaders on topics concerned with employment conditions and job market trends. Other staff members, the social analyst, the welfare worker, may present material on the basic meaning of relocation. Group teacher conferences on specific problems will be necessary. This is a process in self-education with teacher-staff program committees bringing in such speakers from the project or their own ranks as will help to keep such attitudes constantly before them. The orientation of all teachers is a prerequisite to planning for action on a curriculum level. Once the necessity for relocation is accepted the teacher will be better able to contribute plans for developing favorable attitudes toward relocation on the part of their students.

Objective 2. To Bring Into the Schools Such Contributions by Project Officials, Project Visitors, Evacuee Leaders, and Evacuee Organizations as will Provide Information, on and Incentives Toward, Successful Relocation. //

Preparation of evacuees for relocation and for successful adjustment to life and living in new communities is primarily an educational problem. The schools should be expected to play an important part in this program. However, the program and the problems to be met are so complex that the schools alone cannot do the whole job. School officials should, through the Project Director and the Relocation Officer, seek the advice and cooperation of all project officials in: *Program*

- a. Planning the general program
- b. Developing detailed procedures
- c. Securing the participation of out-of-school staff
- d. Directing specific activities

at the elementary, secondary, and adult education levels looking towards successful relocation.

It is not anticipated that the schools will be solely responsible for all education for relocation. It should be understood that the schools do have a responsibility for such education, and it should be possible to use the school organization as a nucleus for the program. Under the direction of the School Superintendent and the Relocation Officer, teachers and other appointed personnel may be interested in the program and under proper direction should be expected to assist in:

- a. Adapting existing educational activities to the relocation program
- b. Organizing new programs of training for relocation
- c. Directing forum and group discussions
- d. Counseling individuals
- e. Teaching classes in preparation for relocation, such as in economic geography or educational opportunities in given cities

Appointed staff members, visitors, and evacuees may contribute to the relocation-education program by bringing to the regular and adult classes, assemblies, and special meetings specific information on occupation, living conditions in given communities, business and farming opportunities in various sections of the country, climatic conditions, etc. The aid of operational and maintenance staff in providing on-the-job training in the Vocational Training program is developed in Objective 4. /

It needs to be emphasized that among the first tasks faced by the school staff in gearing their work to relocation needs is that of securing the cooperation of project staff and the evacuee population. This necessarily involves interesting staff and evacuee leaders in the school's program so that they will wish to cooperate.

Teachers will be aware, finally, that the program suggested is not planned to take the place of the established elementary and secondary school programs developed along lines of state agreements and maintained according to state standards for accreditation. It is rather a focalizing, at all school levels, of existing and potential programs and educational forces toward the problems of relocation.

Objective 3. To - Interpret American ways of life and American Practices to the Evacuees, and to acquaint Students at All Levels With the Cultural Values of the United States.

The educational program should be so designed and directed that it provides opportunities at all levels of youth and adult education for the evacuees to obtain reliable information that will aid in the selection of a new home or a position. It should aid each evacuee in adapting to his new environment so that he may become a participating, self-respecting member of the community in which he elects to live.

A lack of understanding of the conditions and problems to be faced in new or unfamiliar outside communities may delay successful relocation. In many instances a fear of the unknown, or a fear of not being accepted delays action. In other instances distorted reports of unusual opportunities in one locale deters acceptance of ordinary offers from other areas. To overcome these conditions and to aid the evacuee in building up a desirable relocation morale the relocation educational program should provide reliable information on community economic data, ideals, and practices.

Economic Data

The whole program should be planned to provide basic information on climatic conditions, temperature ranges, rainfall, and marketing facilities to evacuees entering an occupation where these factors may be vital to success. For prospective farmers information on soil conditions and crop production may be provided. For evacuees who wish to enter employment, information should be given on types of available positions, salaries, working conditions, the demand market, and possibilities of advancement.

To secure these data we need the help of all concerned

In all adult relocation education, and to some extent throughout the elementary and secondary school levels information should be provided on:

- a. Economic conditions in various localities
- b. Wage scales and living conditions
- c. Rental costs
- d. Income levels and living costs of residents
- e. Taxing levels
- f. Home ownership

Cultural Patterns

Successful relocation and the ability of the evacuee to adjust to life in the new community are closely related. The education program should provide information on the American social pattern, the intermingling of races and nationalities, the acceptance and treatment of minority groups and the American tendency to stress, not "who you are, but what you are".

In regular school classes in history, social science, current events, and literature, and in adult classes, assemblies, forums, and in individual or group conferences the concepts of American practices and standards should be developed and explained. The question of evacuees as to their acceptance as participating citizens of new communities may best be answered by providing information on community standards and practices and by advising the evacuees how to adjust to these conditions. Discrimination as a problem should be frankly discussed. Information similar to the following will be of interest to many evacuees:

- a. Educational facilities for the youth
- b. Local church organizations, their attitudes to outsiders
- c. Recreational possibilities
- d. Local acceptance of minority groups in social club, and other community activities.
- e. Community attitudes on occupational activities of minority groups.
- f. Minority group acceptance in civic and other organizations.

In many cases information of this type can be obtained for particular communities from the relocation offices. School teachers and other project employees may from their own experiences and backgrounds contribute information on community tolerance, community morale and practices in many areas.

Many good things have been done in the schools in relocation education. One senior class developed a unit on "Minorities in American Life." In other cases class projects have been devoted to life and living in particular communities. Curricular units have been beamed to future life in new American communities. Literature and history classes have explored the trend of American pioneering. Subtle relocation inspirational teaching should be intermingled with and/or followed by informative instruction on the community to be faced and on personal adjustment to it. The possibilities are many.

**Objective 4. To Develop a Vocational Retraining Program
Geared to Project and Relocation Needs.**

The Vocational training program must be sufficiently broad to supply Project activities with workers possessing at least beginning skills. In achieving this part of its objective, the program will at the same time be making progress in giving evacuees skills important in obtaining employment out of the center. In providing evacuees with such skills, education will be making a most important contribution to the relocation program.

Although this program is the responsibility of the Education Section, its success is dependent upon the active functioning of the Project Vocational Training Committee and upon the cooperation of Project maintenance and operational staff as well as of the evacuee population. This cooperation the Committee is in a position to encourage and secure.

Evacuees may be given employment skills through:

1. Supervised apprentice training in project activities, including the motor pool, construction gangs, hospital, mess halls, consumer enterprises, etc. Technical materials aiding in organizing apprentice programs have been made available to the centers.
2. State financed classes under the War Production and Rural War Production Training Programs. The centers' ability to obtain such aid differs from State to State and depends upon a number of factors, some of which are beyond WRA's control. Enough assistance has been granted, however, to make this an area worth investigating.
3. Short-term intensive training classes for adults. Enough occupations lend themselves to training in a period of weeks or months to make this a worth-while approach. Possibilities include typewriter repair, refrigeration service, auto mechanics, watch making, secretarial practice, furniture finishing, pastry baking and beauty culture.
4. Vocational training within the High School. In addition to training typists and stenographers, the centers can expand their high school vocational course offerings to include one or more of the fields listed above. There are good possibilities within the center for the organization of a sound high school work experience program.

Center trade classes should feature relocation emphases. At regular intervals relocation officials should be brought into each trade class to discuss opportunities in the trade in given communities.

Sufficiently close to the end of the training period, each trainee should register with the Relocation and Center Employment Offices. Every available technique should be utilized to relate training to work opportunities in and out of the center. Under special conditions it may be desirable to admit to training only those who indicate their readiness to leave the center at the completion of the course.

Objective 5. To Develop Facility in the Use of Conversational and Written English. 11

Facility in English is probably the evacuee's greatest need in making a favorable relocation adjustment. It is a prime essential not only in finding and holding a job, but in every phase of social intercourse. Cultural assimilation into the American community depends upon acceptance and appreciation of American customs, folkways and traditions. The key to all of these is language. It is correspondingly important that every means be taken to develop acceptable speech patterns among evacuees. 21

Out of the relocation center, in wartime, differences breed suspicion, and nothing indicates differences more readily than inability to speak a country's language. It is essential to make English not merely the language to be studied, but the language to be used; not merely sampled in the classroom, but carried into the church, the dining hall and the home. It should not merely wait for people to display an interest. With evacuee backing it should reach out affirmatively in an effort to reach groups organized and functioning for other purposes. The women in the artificial flower classes, firemen, policemen, church fellowship and study groups, block clubs and organizations, goh and shogi groups, are instances in point. An approach to individuals, on a house to house canvass, may be effective in recruiting interested students. Special effort should be directed at reaching the men. Thus far English classes have consisted mainly of women, and this fact alone has discouraged men from applying for instruction. Special classes and groups for men should be considered. 24

The schools are already doing noteworthy work in this area. This emphasis should be continued and expanded. Oral English should be stressed with pre-school children. They can be encouraged to talk freely about their home interests, as gardening and play experiences. Visits to places of interest in the community can form the basis for much free discussion, as can work and play experiences ~~may be enjoyed~~ which require conversation, discussion, and planning. Simple nursery rhymes and poems are useful in helping the pre-school child learn easy flow of words and clear enunciation. In the first grade, the teacher can provide many opportunities for telling stories about activities. She can encourage her children to talk about their homes before relocation. She can enlist the child's interest in his own progress in "speaking English", incidentally calling attention to good voices, clear speech and good English. This approach should be characteristic in all grades.

This is an emphasis, moreover, which is present, but can be further emphasized not merely in the English classes, but in all school classes, in all types of subject matter. The aim throughout should be to develop an ever-increasing fluency in oral and written English. This aim can be achieved through numerous activities in which there are opportunities to use English as in conversation and discussion, letter writing, announcements, directions, explanations, introductions, story telling, news, dramatization, radio broadcasts, choral reading, puppets, and phonics. Special attention 25

should be given to pronunciation. Continuous drill in the use of phonics and choral reading as a frequent technique should be employed in order to overcome speech difficulties. There should be frequent opportunity for oral speaking in order to enable these youngsters to express themselves effectively. Individuals should be given opportunities to read to the group, and daily informal discussions in class should be encouraged. // 6

The student should learn not only the principle involved, but through guided experience, to apply it to the given situation. The teacher of speech should set in motion the kind of self-teaching that the student will learn to use in meeting all new speech situations.

In the case of adults with some knowledge of the language, particular attention should be paid to faults arising from familiarity with and translation from the Japanese. Thus plurals should be emphasized as well as the difficulty with definite and indefinite articles. // 7

In working with adults the primary need is to work with topical and mature materials to the greatest possible extent. The project newspaper, the daily newspapers and current magazines, the materials on relocation communities which are coming in from the field - all of these are items about which there is the keenest interest. The State Education Departments have teaching materials which should be examined. In written and oral exercises, the phrases essential in job finding, in travel, and in day-to-day work and social parlance should be emphasized. Showing of films for special groups should be followed by discussion in English.

Appointed staff efforts can be supplemented considerably by recruitment of volunteer evacuee and appointed staff to work with small numbers of evacuees needing conversational practice. Volunteer teachers may be supervised by a "curriculum adviser" who might meet with them at least one hour a week, discussing simple teaching techniques, providing them with simple, and preferably illustrated teaching materials, and give them an opportunity to exchange experience.

Regardless of the manner of instruction, the following are believed essential to development and retention of evacuee interest.

1. Evacuee planning and participation in a Speak-English campaign.
2. Meetings at convenient times, and at places convenient to students, probably in the blocks.
3. Small class groups.
4. Building teaching around everyday speech needs, not around formal rules of grammar. // 8

E2.60

WAR RELOCATION AUTHORITY
Community Management Division
Education Section

March 24, 1944

EDUCATION PROBLEMS INCIDENT TO THE CLOSING OF A CENTER

The Committee on "Educational Problems Incident to the Closing of a Center" submits the following recommendations:

Placement of Teachers

The placement of the personnel is a problem which deserves careful consideration. The prompt placement of teachers gives security to the personnel at a time when the Center needs stability. No teacher can do her best work when she is troubled about securing a position. The teacher accepted her position in good faith and in return should receive assistance in obtaining employment, if she is worthy. The centers need teachers and may find the task of completing their quotas increasingly difficult. Teachers may secure employment in other fields and consequently may be lost from service if prompt action is not taken.

•A clearing house should be set up for the placement of teachers in the Washington office. Each of the remaining Centers should submit a list of vacancies. The Center to be closed should submit a list of all teachers wishing to be placed, either with the War Relocation Authority or some other agency. Each teacher should then be informed of the vacancies and each superintendent should be given a list of the available teachers. The superintendent of the Center to be closed should file with the Washington office confidential ratings of all the teachers.

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The personnel officer of the Washington office should advise the teachers and superintendents concerning the procedures involved in the transfer. The request for transfers should be initiated by the Centers needing the teachers.

Transfer of Property

The inventory of all school property should be prepared or brought up to date at least 30 days in advance of the closing of the Center and be made available to the other Centers through the Washington office. This will give sufficient time for the needs of all other Centers to be listed before any requisitions are filled. An equitable distribution can be made only by comparing the needs of all the Centers with the available supplies and equipment.

Some instructional materials and equipment should be transferred intact. Visual aid material, certain collections of pictures, maps, and reading materials are examples of instructional materials that function as units and should not be divided. The superintendent should be allowed to designate those materials and equipment that should be transferred as units.

School Records

The transfer of school records should be handled in the following manner:

A. To other Centers

1. Form 281 should be sent to centers where pupils are transferred, one copy Form 281 for each pupil, grades 1 - 8 inclusive. Pupils completing grade 8 but with no record in grade 9 should be included.

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2. Two copies of Form 280 for each pupil enrolled and having a record in grades 9 - 12 inclusive should be sent to centers where pupils are transferred. The records for pupils who have completed grade 12 should be completed.

B. To Washington office

1. Two copies of Form 281 for all pupils, grades 1 - 8 inclusive, who have relocated from Jerome or who have quit school without developing a high school record should be sent to the Washington office. Records for pupils who have been or are now being transferred to another center should not be included.
2. Two copies of Form 280 should be sent to the Washington office for:
 - a. Each graduate from grade 12 of the high school to date
 - b. Each pupil having some record in the high school and who has relocated from the Center
 - c. Each pupil who has some record in the high school, but has quit school and has not relocated

Do not send to Washington records of pupils who have been or are being transferred to another center, except records of high school graduates.

- C. Each set of pupil records should be marked plainly and include a typed list of pupils included.
- D. As soon as transfer lists have been completed, tabulations should be prepared showing the number of pupils by grades sent

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from the closing center to the receiving center. Copies of these lists should be filed with the Washington office.

E. School term, monthly, and annual reports for all previous school years to date should be compiled and sent to the Washington office.

F. Pupil cumulative test records, achievement, attendance, and other personal pupil records, should be brought up to date and:

1. For pupils who are sent to and expected to enroll in school in another center, all such personal pupil records should be sent to such center.
2. For pupils who have graduated, quit school before graduation but remained in the center, and those who have relocated, such personal pupil records should be sent to Washington.

G. School records from office of superintendent, principals, and others should be sent to the Washington Office.

H. All packages should be securely tied and labeled and a list of the contents should be included in the package and a duplicate list forwarded under separate cover.

Documentation

It is very important that a careful record be kept in a well organized form as shown in the outline submitted below:

I. Historical Data

- A. Origin, purposes, and scope of educational program
- B. Opening - date, enrollment, securing a faculty
- C. Administrative organization
- D. Integration of section under WRA organization

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II. Problems encountered, methods of solving, and results obtained

- A. Physical plant facilities
 - 1. Housing, lighting, heating
 - 2. Equipment, seating, library, other
- B. Procurement of instructional supplies and equipment
- C. Appointed faculty
 - 1. Recruitment, source, certification
 - 2. Adaptation into WRA system, retention or the problem of change
 - 3. Attitudes, morale problems
- D. Pupil induction, adaptation
 - 1. Credits from other schools
 - 2. Adaptation of programs to pupil needs
 - 3. Pupil morale, school spirit, effect of community attitudes
 - 4. Graduation of pupils, records.
- E. Curricular problems.
 - 1. Organization, adaptation to needs and facilities
 - 2. Training teachers and pupils in curricular continuity
- F. Evacuee school employees
 - 1. Selection, training, supervision
 - 2. Turnover - number employed
 - 3. Service values of teaching assistants and other employees
- G. School community relationships
 - 1. Relations with other sections, overlapping
 - 2. Limitations
- H. Relationships with outside agencies
 - 1. Neighboring schools
 - 2. State department of education
 - 3. Washington Office
- I. Effect of center changes or disturbances
 - 1. Effect of segregation
 - 2. Effect of leave programs

III. Successes and failures

- A. Pupil Growth
 - 1. In interest, morale, student organizations
 - 2. Progress in school
- B. With physical plant facilities
 - 1. Buildings
 - 2. Supplies and equipment
- C. In state relationships
 - 1. Accreditation
 - 2. Supervisory helps
 - 3. Certification
- D. Errors - made in
 - 1. Administration, planning
 - 2. Timing
 - 3. Program and curricular offering

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- E. Vocational program
 - 1. Need for, interest, types
 - 2. Problems involved
 - 3. Relation to relocation
- F. Adult Education
 - 1. Need for, interest, types
 - 2. Problems involved
 - 3. Relation to relocation
- G. Nursery school education
 - 1. Problems involved
 - 2. Results
- H. Contributions of schools to
 - 1. Americanization
 - 2. Relocation
- I. A summary evaluation of the results of accomplishments of the educational program in terms of effect on the lives of the pupils.

IV. Closing

- A. Data on enrollment, number of graduates, transfers to other centers, transfers by relocation, etc.
- B. Records and reports - completion, disposition
- C. Disposition of supplies, equipment
- D. Placement of personnel

Time of Closing

Due to psychological as well as physical factors involved, the school should close at least two and preferably three weeks before the closing date for the Center. The movement of the people will take considerable time and the schools should not operate after the movement begins. It is desirable to allow a period of three days or more between the closing of the school and the movement of the first train.

School Activities

As many of the normal school activities as possible should continue to the closing date of the school. This will provide pupils with wholesome and normal outlets for recreation and constructive endeavors during the transition period.

Information Concerning the Centers to which Pupils are Transferred

The schools should give several days at the close of school to

- 7 -

the gradual dissemination of factual information concerning the Centers to which the pupils are transferred. Superintendents of these Centers and other officials may send the information desired to the superintendent of the closing Center. This information, if properly presented, should serve to condition pupils and their parents for the transfer.

Relationships With State Department of Education, Education Associations, and Other Professional Organizations

It is recommended that a letter from both the National Director and the Project Director be sent to the State Department of Education, the State Education Association, the State Advisory Board Members, and to other individuals or professional organizations, who have made contributions to the education program, announcing the closing the Center schools and expressing the thanks of the War Relocation Authority officials for the assistance and cooperation given. The superintendent of schools should also write similar letters.

The officials of the State Department of Education and accrediting associations or institutions should be consulted in regard to the protection of the credits and promotion of all pupils. These officials should also be informed as to the disposition of all the records in case of future inquiry.

A complete documentary record of the Education Section should be filed with the State Department of Education and other cooperating associations or institutions.

Committee:

A. G. Thompson, Chairman
Genevieve Carter
John H. Province

May 24-29, 1943

WAR RELOCATION AUTHORITY

School Business Affairs

Notes for Conferences with Project Directors

A. General Purpose.

1. To aid in maintaining desirable school program in an economical manner.
2. To set up and maintain essential records for current use and ultimate appraisal.
3. To expedite procurement of materials
4. To aid in setting planned program both for financing and for operation.

B. Some specific current problems and plans

1. Financing-propose to set up optional school accounting program for project school use, as aids to economical spending, budget preparation, appraisal. (Will not replace project accounting system).
2. Pupil records - propose to set up uniform system of pupil records for use in transferring to other schools or to employment.
3. Procurement-propose to anticipate needs, and to expedite approval of requisitions through some degree of standardization.
4. School reports - propose to revise in order to obtain information essential for budget preparation and for appraisal purposes.

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AGENDA - DIRECTOR'S MEETING

Problems which may merit attention of Directors in March Meeting.

1. Completion of school plant improvements
Labor and materials for remodeling
2. Urge that Superintendents plan advance recruitment to maintain necessary faculty.
3. Employment - standards - hours of work per week - applied to school janitors.
4. Place of adult education in - relocation program, stresses, limitations of program.
5. Urge school officials maintain essential contacts with state educational instructions and leaders.

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Director - 6

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THE CAMPING TECHNIQUE -- AN AID TO THE WAR EFFORT

Jay B. Nash

"Up . . . Down . . . Up . . . Down . . . Stretch those muscles . . . Stretch . . . Stop . . . Now over the hurdles and around the track twice before showers." Such commands are frequently heard in our secondary schools in our efforts to toughen up youth for war services. Nor are such directions limited to classes for boys only. Girls are also a part of this program in many schools and colleges where physical education classes are now a required daily activity. "Physical fitness" has become a war responsibility of the schools and under war pressures calisthenics has been reintroduced in the physical education program of many an institution while other schools are depending upon football and other organized athletics only. Are we going to try to improve antique techniques or are we going to really tackle the job of physical fitness or make it really a contribution to total fitness?

Many explanations of the reason why schools were willing to depend on setting up exercises and formal drill in place of athletics can be given. We have had to fit our program during a past generation into buildings, facilities and yards; the staff has been selected along conservative, traditional lines and has found it necessary to confine its activities to traditional work; the finance has not been forthcoming to do a satisfactory task in accordance with the community demands; too many of the programs have borne the marks of hours and bygone days. These are explanations, not reasons. In the last twelve months we, as a nation, have shown remarkable ability to act swiftly and efficiently when thoroughly aroused. We must therefore conclude that the educational profession has not been thoroughly aroused to the needs of new educational practices that have to do with physical fitness or, for that matter, total fitness.

I do not want to indulge in the common practice of blaming only the schools. We hear the comments: "Delinquency is on the rise, the schools must teach character." "The schools have failed to develop proper citizenship." Accidents in homes, factories and on the highways have been tragically high. People say: "Why don't they teach safety in the schools?" Millions of work days have been lost in factories because of sickness, and armed force inductees have been found to be below par. We hear: "The schools must take the responsibility for building physical fitness." Schools must combat intolerance and promote courtesy and develop national solidarity by developing teamwork and loyalty so essential to the will to win. But they cannot be developed with our present school facilities, our present staff, our present school hours and our present philosophy of education. Some responsibility for such a condition must be laid at the door of the teacher.

In 1941, the pamphlet, "Education and the Morale of a Free People" by the Educational Policies Commission, called for strengthening the work of schools and colleges in physical education, broadening the reaction program, teaching responsibility of the citizenry for good government, and providing practice in the democratic way of life. In 1941 the President of the United States in a supreme effort to arouse the nation said, "We cannot be soft in a world in which there are dangers - dangers which threaten America - dangers more deadly than were those the pioneers had to face. We must put hard fiber in the American spirit and strong muscles in the American back."

Schools and schoolmen responded to these appeals for service. As educators often respond, old patterns only were relied upon. Subject areas were assigned specific responsibilities and in this administrative arrangement physical education was called upon to put "strong muscles in the American back." Calisthenics and gymnastics were old reliable methods for conditioning certain muscle groups.

Modern education believes that education cannot be sliced up into neat compartments, that concomitant learnings must be thought about and that more than one educational objective can be achieved in a single activity. We can easily produce strong muscles but what else are we teaching at the same time? Such a question must be answered by those who are planning war time programs in physical education. What are the needs of this country in war and peace to which physical education can contribute?

Strength and endurance are needed. Considering the knowledge which we have available, the health of our young people is a national disgrace. Malnutrition, not caused by under-eating but by not eating the right foods, is almost universal. Of those young men accepted for our armed services, many are particularly weak in strength of the upper arm and shoulder girdle muscles. These are the muscles which are needed to climb a rope, to carry shells on the battleships, to carry a pack on long marches and to get in and out of tanks and aeroplanes.

Stamina is an essential. This stamina or, as the Army terms it, "heart power" is needed on long marches. It is needed to give the sticking power in fox holes or in the jungles or on the fighting decks of our warships.

These "strengths and endurances" are built in use. They were the basis of the powers of our pioneers. They were and still are acquired through swinging the ax, pitching hay, lifting, pushing, pulling, and carrying through long hours of walking and jogging.

Teamwork and the fighting spirit are needed. Our armed forces are asking for the morale for a dynamic democracy. They want everyone to have participated in games and group experiences, and to be enthusiastic for the democratic ideals; they want emotions tapped so that we may develop "wings and fire."

These qualities cannot be acquired only in classrooms or gymnasium nor can they be acquired in mass. They certainly cannot be acquired on a basis of a nine a.m. to three p.m. program, half the days of the year.

The schools can do much to promote general fitness and particularly physical fitness by utilizing the camping technique. It was the week-end hiking, the activities of the summer camp and the work experiences which laid down the organic strength of the young Russians and the young Germans and Japanese. Camping experiences offer opportunities to teach basic reasons of nutrition, to encourage long hours of sleep and relief from the strains of lights, noises and crowds which have been characteristic of the big cities.

Space is not available and the time cannot be carved out of our present school day to guarantee that our young people, boys as well as girls, acquire these qualities of strength and endurance. The camping technique for holidays, week-ends and the summer vacations seems to be not only a solution but the only solution. This technique involves more hours per day, more days per week, more weeks per year. It involves the staggering of staff members to give year-round continuity to a program. Thus, it involves programs carried on during the summer, during week-ends and holidays. It involves utilizing the vast resourcefulness of areas under the control of cities, counties, states or Federal government; it involves cooperation with all community agencies interested in the same problem.

What a supreme opportunity camping experiences offer the educational leader who wants to help win the war and the peace. I do not refer to the "Cream puff" play camps, set up for the privileged sons to idle away pleasant summer days. I refer to work experience camps where young people spend part of the day in constructive work and part of the day in play, where experience in games are mingled with those of the outdoors, where young people sing together, talk religion and philosophy together and are offered an opportunity to participate in the democratic procedure; a procedure which must be relived each generation. If these work experience camps could have some such motto as physical fitness - conservation - citizenship, they would offer an opportunity to again live life as a whole. With this personal contact of leader and camper, some of the qualitative aspects of education may be realized.

Work camps can help induct young people into the group in such a way that they, willingly and enthusiastically, will accept their responsibilities. This is an age-old and world-wide pattern. The Athenian youth swore that he would obey the laws of his city and that he would encourage others to do likewise. He willingly placed upon his shoulders the responsibility to transmit his city, not less, but more beautiful than it was transmitted to him.

Work camps can help create a spirit of enthusiasm for society that is not developed by the ritual of flag salutes and hanging mottoes. The individual must give. One cannot defend with enthusiasm that for which he has not sacrificed. Antoine de Saint-Exupery, in his Flight to Arras has so adequately phrased this as he discusses those last tragic days of the French Republic: "Sacrifice signifies neither amputation nor repentance. It is in essence an act. It is the gift of oneself to the being of which one forms part. Only he can understand

what a farm is, what a country is, who shall have sacrificed part of himself to his farm or country, fought to save it, struggled to make it beautiful. Only then will the love of farm or country fill his heart. A country - or a farm - is not the sum of its parts. It is the sum of its gifts." Work camps can help youth understand his country and his people in a way no textbook, no curriculum can ever do.

Camping experiences, both weekend and summer, have been given the blessing of the Army and Navy and the U. S. Office of Education. The Wartime Commission of the Office of Education approved a report of certain activities useful to our armed forces as approved by officers of the Army and Navy in charge of training. Among the activities suggested for schools was hiking and pitching camp. "Bivouacking if possible." Of all the physical activities for schools mentioned in the official manual for the High School Victory Corps, camping involves more learnings and potentially more educative results than any of the others. Yet our Victory Corps leaders have given camping far too little attention.

Is it not an opportune time for local communities as part of the war effort to make the dream of camping for every boy and girl come true? The objectives of the High School Victory Corps, citizenship, physical fitness and community service, can probably be implemented best by a work camp program. In fact, in all activities, the camp technique, namely, a leader with a small group pursuing some worth-while objective and having at the same time an opportunity to plan this program together, should be utilized. If education can be judged on the extent to which young people are so inducted into society that they have a passion to participate in community welfare, then the camping technique must be utilized more fully by the schools of this nation.