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Japanese Relocation Papers
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WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

July 4, 1944

Report Covering Period January 1 to June 30, 1944

During the last half of the 1943-44 fiscal year school progress was made in several areas. There was a better understanding of the aims and the possibilities of the school programs among teachers, pupils, and parents. Teachers and administrators developed a better understanding of the federal regulations pertaining to their work and of the relationships between education and the other WRA sections.

Enrollments

This period opened with an enrollment of 19,838 elementary and secondary pupils in the nine relocation centers. The Tule Lake schools had not opened but it was estimated that there were 3,150 pupils at Tule Lake for a grand total of 22,988. During this six months period more pupils were transferred to Tule Lake, but some of them have not enrolled in the WRA schools. At the end of the school term the enrollment in the nine relocation centers was 8,167 elementary and 10,270 secondary or a total of 18,447 pupils. The Tule Lake enrollment was 924 elementary and 1,546 secondary making a grand total of 20,907 pupils enrolled. It is estimated that there are about 1,650 pupils in the Tule Lake Center who have not yet enrolled in the WRA schools. The total population of school age pupils as of June 30, 1944 seemed to be about 22,557.

At the end of the year the nursery school enrollment was 1,821, post high school education 10,175. Of these 1,707 were enrolled in vocational courses, 2,779 in English classes and 6,210 in other adult education courses.

Teacher Recruitment

The teacher shortage continued. Throughout the period the number of teachers available was about fifty below the number allocated. Near the end of the school year most of the certified and most of the qualified assistant evacuee teachers had relocated. These conditions made it necessary to attempt to fill all appointed teaching positions early during the next period. In addition it probably will be necessary to curtail the curricular offering.

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Physical Facilities

During this period practically all of the proposed new construction for schools was under way or was completed. Some new buildings at Poston; the Rohwer auditorium and shop; the Central Utah auditorium and shops; the Gila River science, home economics, and shop units were erected. The Minidoka and Manzanar auditorium units are under construction. The Manzanar and Central Utah elementary school remodeling programs are pending. Most of the essential major school equipment has been purchased.

Closing of Jerome

By holding the Jerome schools in session until the end of the term the Jerome pupils were able to complete the work for the year, and their transfer did not disrupt the school programs in the other centers. Arrangements were made to transfer school supplies to other centers. All pupils' records of transferred pupils were sent to the other centers, but other school records including those of the graduate and relocated students were sent to the Washington Office.

Education and Relocation

The number of elementary and secondary school pupils lost through relocation cannot be determined until a more complete census is available of the Tule Lake pupils of school age who have not enrolled in the WRA schools. The pupil loss through relocation was not large. In some cases families expecting to relocate remained in the center until the school term closed. However, the schools at all levels did participate freely in the whole relocation program. In the elementary and secondary programs study units on American customs, community living, community standards, and occupational opportunities were developed and used as a basis of classroom instruction. The adult and vocational programs have been directed primarily to the relocation program. The "Teachers' Handbook on Education for Relocation" 30.3.20--30.3.25 has been placed in the hands of the teachers as a guide to relocation education.

Program Planning

Substantial improvement was made in various areas of the educational program. Parent teacher organizations were active and cooperated with the schools in solving a number of problems. Project evacuee advisory school boards have been selected on a number of the centers. Student councils and other school student organizations were organized and are contributing to the educational ideal of Democracy through Participation.

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Curricular revision was continued throughout the period. New units were developed and old units were revised.

Program and school planning highlighted the annual conference meeting of the superintendents and the Washington Advisory staff held in Washington during March 1944. Specific attention was given to the control of school pupil records, school problems in the closing of a center, the nursery school program, adult education, and the vocational program.

Nursery School

Some changes were made in the nursery school program. Most schools were put on half-day sessions and the courses were generally limited to three and four year old pupils. Specific attention was given to teaching the use of the English language to pupils that they might be prepared to accept instruction in this language when they enter the first grade. These schools were cared for by evacuee leaders under the supervision of the elementary principal.

Education for the Adult Population

A study made of the post high school education program indicated a need for more definite planning and supervision from both Washington and the project levels. It seemed evident that the courses offered, the style of teaching, and the language used should be planned in the manner that would contribute most to the aims of WRA. It seemed that the 10,000 enrollees in post high school education offered possibilities that were not being utilized fully by the WRA. Consequently, plans were developed for a reorganization of the adult program.

The Director appointed a Washington Advisory Committee to reorganize and revise the adult education program. It seemed desirable to make the adult education and orientation program a center-wide problem of interest to and an obligation on both residents and the appointed personnel. This committee has prepared statements of objectives and has recommended to the Director the creation of a project adult education committee charged with the responsibility of developing a more desirable program in keeping with plans proposed by the Washington Committee.

Adult Education in English

Successful relocation and orientation of the evacuees into normal communities is to a great extent dependent on the ability of the evacuees to use the English language as a means of communication with neighbors, tradesmen, and fellow workers. Hence, one of the major adult education activities during the period was the development of plans for promoting the teaching and use of English. It has been estimated that more than

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one-third of the total Japanese-American population do not speak English well enough to get along independently in most American communities.

Many of the evacuee teachers, who were undertaking the teaching of English, were inadequately prepared for this particular service, although many of them had good general educational background. There was also a shortage of competent teacher personnel on many centers because of relocation. There was a definite need, then, for a teacher-training program and for Caucasian assistance in planning more economical and efficient language activities and in teaching speech sounds accurately. At several centers, as part of their summer program, Caucasian teachers from the elementary and high school are now working with the supervisor of adult education and the evacuee staff in devising more effective teaching procedures and materials. Efforts are being made to have teaching done by the direct, functional method, rather than by the slow, wasteful grammar-translation method. At least two centers are working, also, on the development of an adult language center where such activities as clubs, movies, forums, and group discussions may provide additional practice in usage; a letter-writing laboratory and a speech clinic will also supplement the work of the regular classes.

To aid in the improvement of instruction at the centers, certain materials are being prepared in the Washington Office for use at the centers:

"Suggestions for Introducing English"--

A description of reasons, methods, and devices for teaching language by the direct method, based on current research in teaching of language and on observation of language problems on the centers.

"The Family"--

Set of thirty-eight instructional cards for the presentation of over a hundred useful vocabulary terms.

Reading Materials of Grade 3-6 Level--

Based on current problems of family living, on world events, socio-economic problems, and so on. This includes numerous dialogues on social and business situations.

The cards and reading materials are accompanied by specific suggestions to the teacher on the use of these materials as a means of promoting conversation and other speech activities as well as reading improvement.

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Vocational Education

Each month an average of 455 persons in each center were enrolled in high school or post-high school vocational courses. In all centers, a total of 105 different courses were conducted: 28 on the high school level, 38 in Supervised Learnerships (apprenticeships), 31 in trade training for adults, 8 with State aid. These courses provided training for basic industrial, commercial agricultural and semi-professional occupations. Factors influencing center employment (replacements) and relocation conditioned Washington approval of course applications. State aided courses were conducted at Minidoka, Central Utah, and Jerome. Efforts are continuing to secure State aid for the other centers. Vocational Training Supervisors are now employed at all centers except Colorado River and Manzanar. Colorado River is about to select a supervisor. Under the guidance of these key persons, the vocational program at each center should develop rapidly and wholesomely in the months ahead.

Current center programs were evaluated, problems identified, solutions proposed and plans for the future promulgated. Recommendations were made concerning documentation, clarification of responsibilities for vocational training at the center level, supervision of instruction, organization of subject matter for teaching purposes, curriculum development and revision, relationships with other sections and divisions, and other matters of general concern to the overall program.

To further various aspects of the program, the Washington Vocational Training Committee, reconstituted and enlarged, maintained liaison with the U. S. Office of Education, American Vocational Association, and other bureaus and agencies. A wide variety of services were supplied in response to center requests for help. Basic policy was re-examined, and modified where desirable. Possibilities for new courses and services were explored. Documentation of the program went forward. Recruitment for center positions, especially for supervisorships and auto mechanics instructorships, was given top priority. New shop buildings were completed at Minidoka, Central Utah, and Rohwer. At other centers barracks and warehouses are being remodeled for shop purposes. Gradually equipment for auto mechanics and other courses is being assembled. Appropriate Handbook sub-sections were developed and distributed. Apprenticeship courses were redesignated as "Learnerships." Procedures for course approval were refined. Record forms were revised, and in some cases new forms developed. Evacuee participation was enlisted to help meet the problem of the recruitment of trainees.

A continuation of close cooperation between the Education Section and other Sections and Divisions both on the Washington and center levels contributed momentum to the development of the program during a period when rapid change in personnel and emphasis made necessary frequent supervisory evaluation and rapid program adjustment. Vocational training in WRA increasingly is being regarded as a center-wide service, managed through the Education Section, but the concern of all.

WAR RELOCATION AUTHORITY
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January 9, 1945

Report Covering Period July 1 to December 31, 1944

School classes opened in September with an enrollment of 8,367 elementary and 10,405 secondary, or a total of 18,772 pupils in the nine centers. This total does not include several hundred pupils enrolled in the Japanese language schools at the Tule Lake Center. The September enrollment represented a loss of 1,894 pupils from the elementary and 1,361 secondary from the enrollment reported at the end of the previous school year. However, the June graduating class was approximately 800 more than the September 1 incoming first grade. Hence, it seems that nearly 1,100 elementary and secondary pupils had relocated during the June to September period. By the end of December this enrollment had dropped to 8,263 elementary and 9,939 secondary for a total of 18,202 pupils.

As of December 31, the nursery school enrollment was 1,741. At the adult level 7,368 were enrolled, 927 in vocational, 2,141 in English, and 4,300 in other adult education classes. Several factors such as relocation, the elimination of less essential classes, lack of qualified evacuee teachers, and the WRA limitations on appointive positions contributed to the enrollment decreases at the adult level.

Teachers

The teacher shortage in Gila River and Central Utah made it difficult for these centers to carry on a balanced school program. Teachers were over-burdened and in some instances classes were reduced to half day sessions. However, Manzanar, Heart Mountain, and Granada had been able to secure an adequate number of teachers, and in the other centers the shortages were not unusual. The number of evacuee assistant teachers decreased in all centers and in some cases program curtailment, particularly in the nursery and adult education classes, was necessary.

Buildings

Few building improvements were required during this period. The remodeling program at Gila River was almost completed. Poston II schools and the Poston I high school moved into new quarters. One wing of the Rohwer auditorium was equipped to house the library. The Manzanar speech center was put into use, and the Central Utah science building was completed. Work was halted on the Minidoka auditorium.

Program

Few changes were made in the elementary program. The nursery schools were limited to three and four year old children and more attention was given to improving English usage for all elementary pupils. In the secondary schools some courses were dropped or curtailed because of the difficulty of obtaining teachers for certain subjects. Some new short courses were organized and pupils with partial credits were given an opportunity to round out their credit records.

There was a gradual decrease in the number of enrollees for the vocational learnership courses and it was difficult to obtain teachers and equipment for the auto mechanics courses. Interest and enrollments remained steady in commercial and other job training courses. In the adult education program there was a growing interest in English improvement classes. Some English centers were developed to serve as speech clinics and to provide training in English correspondence. A number of the art and flower arrangement classes were discontinued and more attention was given to economic geography and other adult education areas. In nearly all of the centers arrangements were made to combine the vocational and adult education under the direction of one supervisor.

School Activities

As the pupils became accustomed to center school life the school activities program was gradually changed to provide more contacts with outside life. The observance of National Education Week took on a new meaning. A music hour featuring national popular and classical music attracted much interest. Junior Red Cross, bond, and salvage drives were well supported. The schools participated in Armistice Day parades and leadership institutes. Radio, elementary, and other clubs were organized.

Public Relations

The relationships of the school with the local community and with outside schools was materially improved during this half year. School art exhibits drew many visitors. New parent teacher associations for the secondary schools were organized and open house school programs were attended by many parents. Teachers from most of the centers attended district or state association meetings. County superintendent and state department of education supervisors who visited some of the schools seemed pleased with the work being done.

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Report Covering Period January 1, 1945 to June 30, 1945

A January school enrollment of 18,031 included 8,317 elementary and 9,714 secondary pupils. This was a decrease of 171 from the total of the preceding December. When the school terms closed about June 1 there was a total enrollment of 16,399 which included 7,531 elementary and 8,868 secondary pupils. A part of this decrease may have been the result of mid-year graduations, but most of it was the result of relocation. The nursery school enrollment dropped from 1,783 in January to 1,521 during the half year period. The total post high school adult and vocational class enrollment fluctuated throughout this period. In English and in certain vocational classes there was an increase in adult enrollments. These increases counterbalanced the losses resulting from the discontinuation of some less essential classes. The total enrollment at the end of May was 8,074.

Teachers

With the announcement of the closing of the centers teacher recruitment was halted except for one or two cases where special teachers were needed. Most of the 526 appointed teachers and administrators remained until the end of the term; hence, there were no excessive shortages. There were a few losses near the end of the term, probably more from transfers to other WRA sections than to outside positions. By the end of June approximately 155 teachers and administrators had left the centers for outside positions or had been transferred to other WRA sections. Approximately 143 teachers will be retained in some phase of educational work as of July 1. About 55 of these will be in the Tule Lake Center where schools will not close and 88 will be detailed to record work and various educational duties in eight relocation centers. About 205 teachers who wish to remain with WRA for a short period, but will not be needed in the Education Section, will be detailed to work in other sections as of July 1. It is anticipated that most of these will leave during July and August. Several evacuee teachers and assistant teachers relocated during the period and in most cases their positions were not filled. This decrease made it necessary to eliminate a few activities, but in most instances other teachers were able to pick up the load for a short period of time.

Buildings, Supplies, and Equipment

During this period school building remodeling and major improvements were limited to the completion of tasks already begun and to current upkeep. With the announcement of center closing all centers were instructed to reduce stocks of supplies and equipment and to purchase only for current needs. Arrangements were made to transfer some equipment and supplies from one center to another. Purchases were to be made only with Washington approval.

The School Program

Anticipating the termination of the school program, essential program revisions were planned for the last semester. Since relocation

could now be looked upon as a fixed fact, varied only as to time, there was less home restraint on the pupils in their school discussions of outside life. Many classes dealing with places, outside life, and planning took on new life. Not many changes were needed in the elementary school. Several of the evacuee nursery school and kindergarten teachers relocated and it was necessary to close some of these units.

The high school program, where pupils are promoted on a subject rather than grade levels, was more complicated. Some pupils had lost credits during the evacuation and/or the segregation periods. Many had fractional credits in areas where such are not generally acceptable by outside schools. Others had not completed certain sequence courses. Counselors and home room teachers checked credit records with pupils. Many of the pupils were re-scheduled and in a few cases new or special courses were offered that pupils might round out their records. In other cases less essential courses were dropped when it could be done without injury to the pupils. Some short term summer courses were offered for pupils needing parts of credits to complete their records. Students making superior grades were allowed to complete their courses early in order to hasten family relocation.

In the adult and vocational courses many changes were made. Long term courses were eliminated and stress was placed on short term intensive courses which could contribute more to relocation planning. Non-essential classes were eliminated and the enrollments in cooking, home sewing, vocational, and English courses increased. In some centers teachers' hours of work were rescheduled that they might spend evenings in various blocks meeting with groups of individuals, assisting them with their English and discussing various problems related to outside living. These programs were organized so that most of them would be completed by July 1 with the anticipation that after that date only a few courses would be offered.

Records and Reports

Each pupil leaving the Center was given a copy of Form 393 showing grade placement in order that he might not be denied entrance into a new school in the proper grade while waiting for the delivery of his transcript. He was also informed of the procedure to be followed in transferring copies of his record transcripts. Some progress was made in the proposed plan for establishing a more or less permanent depository for active school pupil records. School officials began preparation of data to be used in preparing final narrative and statistical reports and studies of the education program.

School Activities

Friendly relationships with neighboring schools continued to the end of the program. Various groups of students participated in distric

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and regional conferences and meetings. Graduation programs were beamed towards relocation planning. Numerous pupil farewell parties also helped to keep alive relocation plans of those who remained in the Centers. The summer activities program was materially reduced in scope and all long term programs were eliminated. Some teachers were assigned to summer activities work, but with the anticipation that most of this program would be needed only a short time after the close of the fiscal year. Various organizations pooled their funds to increase the scholarship grants for pupils wishing to enter college.

Public Relations

Relations between the Center schools and the State Department of Education were excellent in all except one case. All of the center high schools except that of Tule Lake were approved by the State Department of Education or other approved accrediting agency. Inter-school visits between the center and neighboring schools were more common than in previous months and there was in general a better acceptance of the pupils on the outside and a resulting improvement of the morale of the pupils in center schools.

