

War Relocation Centers

Organizing the Schools

In establishing an educational program affecting 110,000 Japanese-Americans situated in relocation centers through the exigencies of the war, consideration has been given to both the immediate and the long-term future of evacuees and their relationship to the American social order of which they are a part.

The school systems have been set up by the War Relocation Authority with assistance of the U. S. Office of Education, and State boards of education. American-type schools founded on democratic principles seemed most nearly to meet the needs of these communities from the standpoint of both individual and group development. Schools within the Centers have responsibility for helping to interpret to evacuees American ideals, for developing and maintaining their loyalty to American institutions, and for preparing them for economic independence and future participation in American life.

Faced with problems and opportunities peculiar to a situation unparalleled in American history, schools in 10 Japanese Relocation Centers are opening this fall with a total enrollment of approximately 25,000 pupils, beginning with kindergarten and running through the high-school level.

Setting Up the Granada System

The establishment of the educational system of the Granada Relocation Center at Amache, Colo., is described in the following statements taken from a report from the Center:

Supervisory Staff

"The first problem confronted was the selection of a supervisory staff, the personnel of which would be compatible, sympathetic to the problem of dealing with a minority race under changing circumstances, and capable of making adjustments necessary in carrying out an educational program in a relocation center.

Teachers

"Through the cooperation of the U. S. Civil Service offices in Denver, the regional personnel officers of the War Relocation Authority, various college placement bureaus in Colorado and nearby States, and through personal interviews, an adequate teaching staff is being secured.

Student-Teaching Credit

"Agreements have been reached between the State Department of Education and the Colorado State College of Education, and the local project school officials, whereby credit for student teaching given in the Granada Relocation Center schools will be accepted by the Colorado State College of Education and, in turn, by the State Department of Education as satisfying requirements for student teaching in the issuance of State teaching certificates.

Extension Courses

"The Colorado State College of Education, the University of Colorado, and the University of Denver have offered the facilities of their institutions for the conduction of extension courses from each of these institutions. The Colorado State College of Education has agreed to cooperate with members of the education section in the conduction of extension classes for which extension credit will be allowed."

Accreditation

Arrangements are being made with the University of Colorado, which is the accrediting agent for the State, for accrediting the secondary school at the Center.

School Buildings

Upon arrival at Amache, it became evident that school buildings could not be constructed in time for the opening of school. Community facilities were surveyed and it was decided to reserve for educational purposes an entire block of barrack buildings already erected.

The dining hall is being used temporarily as an auditorium for motion pictures, social activities, and general community use. The night school is meeting in the laundry. The recreation building is being used by the industrial arts department.

Pupil Population

Continuous surveys were made of the community as the evacuees came into the Center to determine the age and grade placement of pupils. The total number of pupils equaled 1,828, distributed as follows:

School level	Number of pupils	Average number per grade
Preschool.....	163	82
Kindergarten.....	91	91
Elementary.....	614	102
Junior high.....	413	138
Senior high.....	547	182

Japanese-American Personnel

"All those who are classed as teachers in the Center are qualified to teach in the public schools of Colorado. Colorado State Department of Education is issuing certificates to all qualified teachers. Americans of Japanese lineage, who are not fully qualified for teaching certificates in Colorado and who lack less than 6 semester hours of education credit and student teaching, have been assigned as assistant teachers. A few individuals, who are qualified to teach specific subjects in schools but who do not have a general education background which will qualify them to secure regular teaching certificates from the State of Colorado, have been assigned where needed in special fields for work in the schools."

Classification of Japanese-American personnel assigned to the education section

	Teachers	Student teachers	Special workers ¹	Clerical help	Messengers	Custodians	Total
Elementary.....	4	6	12	2	.....	1	25
Junior high school.....	2	3	5	1	.....	1	12
Senior high school.....	5	1	10	1	.....	.....	17
Night school.....	1	.....	.....	2	.....	.....	3
Superintendent's office.....	.....	.....	.....	3	2	.....	5
Total.....	12	10	27	9	2	2	62

¹ Special workers include such personnel as nursery school attendants, musicians, artists, soil chemist, agronomists, dietitians.

Educational Conference

Shortly before the opening of the schools, a 2-day educational conference was held at Amache and Lamar. Lester K. Ade, Educational Counselor, U. S. Office of Education; State education officers; representatives of colleges and universities in Colorado, the Colorado Congress of Parents and Teachers, and the Colorado Education Association; and other interested educators, with the project and educational staff from the Center considered plans for the Granada educational program.

Heart Mountain Curriculum

Another example of the development of the educational program in relocation centers is given in the following account of the curriculum organization of the high school at the Heart Mountain Center:

The high school at the Heart Mountain War Relocation Center, located in Wyoming, is organized "to be accredited by the

North Central Association of Colleges and Secondary Schools. The school is operating on a 6-6 basis. The curriculum for grades 10-12 includes English, vocational education, business training, mathematics, science, social studies, foreign languages, health, industrial arts, music, and art.

"In grades 7-8-9, the core subjects are English, mathematics, social studies, spelling and penmanship, science, health; with art, music, home economics, and shop as electives. Subject-matter fields in the elementary school consist of reading, language, arithmetic, science, social studies, health, spelling, music, penmanship and art.

"Three years of English are offered in the senior high school. In addition to courses in grammar and literature, speech is incorporated in these classes. There is also a class in Journalism. In the vocational education program, there are three courses in agriculture and three in home economics. Special emphasis is being given to homemaking and agriculture, in particular, to encourage and foster interest in raising the level of living and in the agricultural development of the community.

"Business training includes typing, shorthand, bookkeeping, business arithmetic, junior business training, and business English. In the field of mathematics, general mathematics, algebra, plane and solid geometry are offered. A trigonometry class will be organized as soon as books are available. Courses in chemistry, physics, biology, physiology, and general science are also given.

"Social studies include civics, American history, general history, and American social problems. Two foreign languages, Latin and Spanish, are being offered at present. The industrial arts program consists of crafts and shop and mechanical drawing. Attention is being given to both vocal and instrumental music, and to art classes.

Program of English

"In relating the curriculum to the community, vocational education plays an important part through home projects and the coordination of classes with the development of agriculture in the community. A complete program of English throughout the system will help solve the problem of the immediate need for ability to use the English language. There is opportunity to cultivate the enjoyment of good reading.

"The health program contributes to the need for training in personal hygiene and safety. Duties, responsibilities, and opportunities will be developed through

the social sciences, as well as through orientation to living in the Center. As the community establishes and carries out new policies in organization, there will be explanation and application to the agencies at work, such as the fire department, police department, department of justice, and community enterprises.

"Cooperative enterprise is related to business training. Provision is made for studying the natural sciences of the area, including resources. By offering a variety of courses, interest of evacuees in science and mathematics is utilized. There is close correlation between the schools and the recreation section. Provision for good music and art in the curriculum gives opportunity for these subjects to function in the lives of the people."

Developments of the educational programs in other relocation centers will be reported in EDUCATION FOR VICTORY from time to time.

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Student Holiday Travel

The following statements pertaining to student travel during the Christmas season have been sent to college and university presidents by the U. S. Office of Education:

"The plan suggested by certain railroad passenger associations of lengthening the Christmas vacation at colleges and universities as a means of facilitating the travel of soldiers and sailors on furlough was taken up with the Secretary of War and the Secretary of the Navy. A pertinent paragraph from Secretary Stimson's letter and the whole of Secretary Knox's letter are quoted.

"It seems clear that to lengthen the vacation period is not the way to solve the problem. That would imply that education is not important as a part of the war effort. For colleges to follow a variety of plans would best avoid congestion. To make the holidays coincide with the period between college terms regardless of the fact that this period may not include Christmas or New Year's day would at least serve a good educational purpose, and avoid travel congestion."

(Signed) FRED J. KELLY, Chief,
Division of Higher Education.

From Secretary of War

"If the schools, colleges, and universities will restrict the travel of their students between periods of December 15, 1942 and January 15, 1943, it will facilitate the handling of military personnel

on furlough and will relieve the transportation situation considerably. The War Department has restricted the furloughs of enlisted men to 10 percent of the total number at each Camp, Post, and Station."

(Signed) HENRY L. STIMSON,
Secretary of War.

From Secretary of the Navy

"Your letter transmitting a proposal that Christmas holidays for college students be extended from December 15 to January 15, to avoid transportation difficulties, has received careful consideration.

"This proposal is one with which the Navy Department does not concur.

"With the thousands of young men in college who are now on inactive duty as apprentice seamen under the V-1, V-5, and V-7 programs, the Navy has a vital interest in seeing college education completed with all speed and thoroughness. Not only these young men, but all students now in college are contributing to the fighting strength of our country in direct proportion to the time and effort they devote to their studies. A proposal that operates to lengthen the time required for them to complete their college course lessens the contribution they make, and cannot be approved by the Navy Department.

"The difficulty of transportation problems is recognized and it is suggested that if the problem of returning college students to their home is so difficult as to require the drastic action proposed in your letter, it may be met by the equally drastic action of eliminating Christmas vacation. The adoption of this suggestion would mean that, instead of presenting to our enemies the gift of the millions of study days that would be lost by lengthening the Christmas vacation for over a million college students, we would actually turn our difficulty to our advantage and speed up the preparation of our young men and young women for the urgent tasks that await them.

"In closing I wish to express appreciation of your courtesy in referring this matter to the Navy Department."

(Signed) FRANK KNOX,
Secretary of the Navy.

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Blueprint Reading

The Arkansas City (Kansas) schools are contributing to the war effort by conducting a class in blueprint reading for the employees of a local manufacturing company. Practically 100 percent attendance has been maintained in the class, it is reported.