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Education Program in War Relocation Centers, February 1, 1945

War Relocation Authority

EDUCATION PROGRAM

in

WAR RELOCATION CENTERS

U. S. DEPARTMENT OF THE INTERIOR

WAR RELOCATION AUTHORITY

WASHINGTON, D. C.

EDUCATION PROGRAM IN WAR RELOCATION CENTERS

FOREWORD

Following the removal of restrictions on the residence of loyal Americans of Japanese ancestry, it is anticipated that relocation will be accelerated and that many school students will be leaving the WRA Centers to enter schools in various parts of the United States. The material in this bulletin has been prepared as one means of indicating to superintendents and other school officials that the War Relocation Authority has endeavored to help these pupils continue their normal educational progress in the relocation centers. You will note that the bulletin deals with aims, purposes, organization, and administration of schools on all levels; namely, nursery, elementary, secondary, and post secondary schools. This monograph is designed to present a general overview of the education program in WRA Centers and to answer at least some of the questions which doubtless will be raised when Superintendents of Education are faced with the problem of adjustment of these pupils in their respective school communities. There has been no attempt to document completely the educational program. We trust that this bulletin will be helpful to responsible school officials dealing with an unusual school adjustment problem.

LESTER K. ADE
WRA Director of Education

February 1, 1945

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EDUCATION PROGRAM IN WAR RELOCATION CENTERS

The War Relocation Authority established by Executive Order No. 9102 was directed to provide for the relocation and to care for the needs of persons excluded by military order from the Western Defense Command area. Pursuant to this order the Authority developed in the States of Arizona, Arkansas, California, Colorado, Idaho, Utah and Wyoming ten relocation centers for the people of Japanese ancestry who had been evacuated from the West Coast area.

The population of these centers included approximately 27,700 school children, American citizens by birth, who could not under our national pattern be denied normal educational privileges. The various states had no obligation to finance this educational program. This and the lack of transportation and of facilities in the nearest state public schools made it necessary for the War Relocation Authority to set up complete educational units on each center.

AIMS AND PURPOSES

The primary purpose of the War Relocation Authority schools was to enable these young citizens to make acceptable educational progress while temporarily withdrawn from normal American communities. Since the school pupils were partially isolated from outside life the schools gave much attention to maintaining an understanding of American ideals, institutions, and practices. The schools were organized to aid the individual pupils to overcome the shock of evacuation and to adjust to center living conditions. The centers were established on a temporary basis; hence, one of the major educational aims was to prepare the pupils for reabsorption into normal community life and for re-entrance into outside schools without an undue loss of time or of scholastic standing.

ORGANIZATION

The relocation center schools were organized as community schools and as such had a stabilizing effect on center life and served as centers around which many people, some of whom were perturbed by the disruption of their normal living plans, could organize for cooperation along lines of common interest.

To some extent the schools provided incentives to relocation in that the parents were definitely interested in the future welfare of their children, and the children with resilience of youth often change quickly to plans for relocating in new areas. Parents who otherwise might have remained in the centers relocated that their children might again enter the normal flow of American life. Through parent-teacher and other community organizations the schools serve as a background for community participation of various types. Parents who never before had felt free to participate in planning for and in open discussions of the school program and of the educational outlook for their children with school leaders and with each other now took advantage of this opportunity.

SOME ORGANIZATION PROBLEMS

The evacuation brought to the War Relocation Authority centers many families who resented the evacuation and many pupils and parents who were dismayed in new and strange surroundings. There was much discouragement. The school, an institution with which the people were familiar, and which served as a connecting link with the cherished past could now be extended to link the present to the anticipated future, to arouse new hopes, and to combat apathy and resignation.

A group of evacuee students changing classes.

There were no comparable precedents in American education planning. Community customs and mores had not evolved. School faculty coherence came slowly. Obtaining supplies and equipment for complete new institutions in war time, and the development of semi-acceptable housing facilities taxed the ingenuity of the school officials.

Pupils came from many schools and with varied backgrounds. Some came from schools with semester promotions, others came from schools with annual promotions. Most of them left their previous schools during the school semester without completing their courses.

To aid in this task of moulding quickly a school program that would preserve and extend forward the varied educational experiences of these pupils preparatory to their acceptance in many states and areas the War Relocation Authority brought the experience and assistance of recognized educational leaders either as full time employees or in an advisory capacity.

SCOPE OF THE PROGRAM

The school organization in the relocation centers was typical of those found in most American communities. The elementary schools extended from the kindergarten through grade six. The secondary school, grades seven to twelve, inclusive, were divided into junior and senior high school units. In addition to the regular elementary and secondary programs, the War Relocation Authority found it necessary to provide some intensive nursery school education. This was particularly true for those children who came from homes where the English language was used incorrectly, if at all, if these children were to be enabled to make normal progress when they entered the elementary grades.

THE FACULTY

In order to avoid disrupting school programs in neighboring schools, teachers were recruited on a nation-wide basis. Teachers were required to have valid teaching certificates covering the type of work for which employed. Each teacher qualified for and was employed as a war time civil service employee. Continued recruitment by the Washington and field offices aided in assembling satisfactory, and in some instances, exceptional school faculties. Over 35 percent of those employed had Master's degrees or the equivalent, an added 55 percent had

Baccalaureate degrees, and about 9 percent had less than 120 semester hours of college training.

The teaching loads established were 40 pupils for each elementary and 35 pupils for each secondary teacher. An attempt was made to secure evacuee teachers, but few of these were or could qualify for state certification. However, the work of the appointed elementary and secondary teachers was supplemented by that of evacuee teacher assistants, many of whom had college training, although they could not qualify for certification. In addition, all nursery school and general or vocational adult classes were taught by evacuee teaching assistants.

THE SCHOOL TERM

The school year covered eleven months. The school day was, at the various levels, about the same as may be found in outside schools. One hundred eighty days constituted the regular term. During two of the summer months opportunity was offered for some pupils to make up work and to eliminate fractional credits, and for some others who were not employed on the center to extend their educational experiences through a summer program.

THE SUMMER ACTIVITIES

Some of the pupils unemployed and not needing to do make-up work had few home or community duties. The summer activities program provided for these pupils an opportunity to extend their educational development. In this program particular attention was given to providing opportunity for the improvement of physical health and skills; self expression through plays and dramatization; exploratory work experiences singly and in groups; and group experiences in civic betterment or other projects of common interest.

LIBRARY SERVICE

Lacking access to outside library services, the War Relocation Authority established joint school and community libraries under the supervision of the school librarian assisted by evacuee library employees. Branch libraries were located in the elementary and secondary schools. Many donated books of general value were supplemented by books and periodicals needed in the schools and obtained by War Relocation Authority purchase.

SCHOOL ADMINISTRATION

Although financed and directed by a federal agency, the schools were in most respects operated as were neighboring public schools, and in accordance with accepted educational standards of the states of their location. In each case a consulting council of state lay and professional leaders, selected by the State Department of Education, was appointed to advise the center school officials on school plans, the program, and relationships with the other schools and the state program.

COOPERATION WITH STATE SCHOOL SYSTEMS

Where available, competent local school administrators were selected to direct the Center schools. The Manual of War Relocation Authority instructions stated that:

> "The WRA should consult the State Department of Education and/or other educational leaders in the selection of key personnel, in determining school standards, teacher qualification requirements, and curricular content and organization."[1/]

Likewise the schools were required to meet state standards:

> "The War Relocation Authority schools shall meet the local state requirements in....teacher qualifications, courses of study, and graduation from elementary and high schools; and will provide the usual courses needed for admission to local State colleges and universities. The War Relocation Authority schools shall also conform to state requirements for attendance...."[2/]

Under these arrangements the State Department of Education and/or other accrediting agencies advised on the school program and provided the usual state supervision. Schools in the relocation centers were approved and accredited by the States of their location, thus enabling the graduates to enter other schools and colleges without loss of credit.

1/ WRA Manual - Education 30.3.2-B
2/ WRA Manual - Education 30.3.3

LOCAL SCHOOL BOARDS

As one means of maintaining local interest and of promoting some degree of the democratic control common to most school districts advisory school boards of resident evacuees were selected. These boards brought to the school officials a closer contact with the desires of the people and aided in interpreting the school program to the patrons.

THE GUIDANCE PROGRAM

Pupils came to the Centers from many outside schools. Some of them had transferred several times before arriving at the final Center destination. In most cases their plans for the future and particularly their educational plans had been disorganized. In many cases the pupils and their parents were depressed and needed help in planning for their return to normal American community living. As an aid to these pupils the Center schools organized an extensive counselling service. This program was directed by the guidance counselor with the assistance of home room teachers, principals and others. Pupils and parents soon took an active interest in the educational program and in planning future programs. In some cases evacuee organizations provided funds to send some of the graduates to college.

Pre-school activity--physical manipulation and mental reactions are involved.

The nursery school program embraced activities and experiences for pre-school children who are soon to enter the elementary grades. The elementary program included the kindergarten through grade six. The nursery schools were housed in various available rooms throughout the Centers. The elementary schools were conducted in army type barrack buildings which were altered to provide housing facilities for the children.

NURSERY SCHOOLS

The nursery schools were conducted in daily double sessions of about two and one half hours each throughout the school week. Where feasible the younger children attended during one and the older children during the other half day session. Where age divisions were not feasible the separation was usually on the basis of location.

SUPERVISION

Direction of the pre-school program was under the supervision of the elementary principal. In most cases the principal selected some well-qualified primary teacher and provided an evacuee helper to assist her in her own room that she might have time to supervise the pre-school program. This teacher helped to adapt local policies to War Relocation Authority standards, aided in the selection of and directed and supervised the work of the evacuee nursery school teachers. She also coordinated the pre-school parent community relationships and activities. In this program she was aided by an evacuee assistant supervisor, who helped interpret the program to the patrons, and the community to the supervisor. The assistant supervisor substituted for absent teachers, assisted in workshop activities, in the distribution of supplies, and in record maintenance. Other War Relocation Authority staff members experienced in the fields of health, music, art, and other activities conducted classes for pre-school instructions or otherwise cooperated in program improvement.

NURSERY SCHOOL INSTRUCTION

Appointed teachers were not available for the pre-school program, hence all instruction was by evacuee teachers under the title of teaching assistants. One teaching assistant was provided for each ten to fifteen nursery school pupils. In the

Group activities combine interest and learning.

early days of War Relocation Authority many of these teaching assistants were college graduates and a few of them had made special studies of pre-school education. Since most of these teachers relocated early, classes have been held to help English speaking mothers and recent high school graduates qualify as nursery school instructors. These instructors evinced much interest in and in some cases specific aptitudes for nursery school work.

HOUSING FACILITIES

Bare rooms, unpainted and unattractive, with uncurtained windows and floors with large floor cracks, and poorly adapted equipment which were available when the program was started were converted into attractive nursery school units by the patrons and instructors. Parents painted the walls and enameled the furniture. Apple or orange crates and scrap lumber were converted into shelves, toy cabinets, movable screens, cabinets, and play equipment. Bulletin boards were provided, fences were erected around play areas and guards around the stoves. The mothers curtained the windows and useable equipment was provided. These aided in providing the wholesome environment essential for pre-school education.

USE OF ENGLISH LANGUAGE

An attempt was made to provide opportunity for quiet play and to foster the child's social, intellectual, aesthetic, and physical development. However, a major emphasis was placed on creative activities and particularly on free use of the English language. The latter was of special importane to many children who were able to speak English imperfectly if at all. Improvement in the use of English was essential that these pupils might be enabled to make normal progress when they entered the elementary grades. Stress was placed on the story hour, the use of pictures, plays, games, and songs in the teaching of English. The phrase, "Tell it in English," was used often to encourage free English expression.

HEALTH PROGRAM

Specific attention was given to the development of desirable health habits and to the prevention of disease. Immunization against smallpox, diphtheria, and typhoid was provided where possible. Regular routines for inspection, toileting, handwashing, active and quiet play periods, rest, and sleep were scheduled. Floor mats were provided. Center hospital and the school supervisors provided all possible assistance in the pre-school health program.

PARENT TEACHER RELATIONSHIP

Pre-school parent teacher organizations were active in promoting the nursery school program. These organizations sponsored the development of English classes for parents who could not speak English. They encouraged the enrollment of all eligible children, promoted the health program, and assisted in room decoration.

The parent teacher organizations provided parents an opportunity to understand the American school system, the needs of the child, and the importance of having the child properly oriented into the school. Parents were encouraged to cooperate with the nursery school in developing in the child a sense of security, a feeling of belonging, and a confidence in his ability in preparation for his entrance into the elementary grades.

ELEMENTARY SCHOOLS

The daily hours of attendance for the various grades of the elementary schools were the same as those usually required in outside schools. School attendance was compulsory for children in the kindergarten and grades one to six.

SUPERVISION AND INSTRUCTION

The War Relocation Authority elementary schools were limited to one appointed civil service teacher for each forty pupils. However, the principal had the assistance of a supervisor of student teachers, a librarian, and one or two head teachers to aid in service and supervisory problems. The head teacher devoting part time to Atypical Education organized and carried out a program of special aids for the hard of hearing, physically handicapped, partially sighted and mentally mal-adjusted children of school age. She cooperated with the health and welfare sections in this program and had the assistance of certain evacuees having some skill in the education of children of this type.

In addition the principals had the assistance of a selected group of evacuee teaching assistants. At first it was possible to select evacuees having some college education. As these relocated others with less preparation had to be used. Under the supervision and with the instruction of the supervisor of student teachers these assistants provided a needed service in the elementary program. This assistance was particularly important since in wartime it was not always possible to obtain and retain a full faculty of appointed teachers.

HOUSING

The elementary schools were housed in army type barrack buildings, erected originally for family residences. Partitions were moved and the buildings remodeled to provide rooms housing forty pupils each. Appropriate furniture and instruction materials were provided. The rooms were heated by army type space heaters. The art classes aided in decorating the rooms and gradually attractive school homes were developed.

PROTECTING THE CHILDREN'S HEALTH

The teachers, the parents, and the War Relocation Authority medical section cooperated in protecting the health of the

children. Frequent inspections, first aid for injuries, quarantine for children with communicable diseases, and the requirement that children absent because of illness return only with the permission of the nurse or other person designated, helped to protect all children. Attendance statistics indicate that absence because of illness was lower than is usually anticipated. Parents were encouraged to promote good health practices in the home.

PARTICIPATION OF PARENTS AND OTHERS

Parent teacher organizations contributed to pupil morale and interest in the school, to the development of out of class learning activities, and to securing the interest and cooperation of many parents and other Center organizations in the school program. The parent teacher organizations were in most cases affiliated with the State and/or the National Congress of Parents and Teachers. In some cases the executive committee of the Parent Teacher Association served in lieu of a local board of education.

SCHOOL LIBRARY SERVICE

Library service for the pre-school and the elementary grades was available in all Centers. Fiction, non-fiction, history stories, and supplementary reading materials were provided. Suitable children's magazines were available. Evacuee assistant librarians had charge of the elementary libraries.

GROUP ACTIVITIES

Group cooperation and team work was encouraged in the elementary schools. Pupils were offered opportunities to participate cooperatively in various types of social, cultural, physical, and semi-commercial activities that might contribute to their whole knowledge and their participation in democratic procedures. Numerous school ground beautification projects were carried to completion. School patrols were organized to protect the children and to teach safety habits. Pupils cooperated in writing material for and publishing in mimeographed form an elementary school paper. Some of the elementary schools organized cooperative stores directed and operated by pupils under the supervision of a teacher. Class and out of class music groups were provided opportunities to perform before audiences.

Elementary pupils planned and carried out a landscape program, later resulting in a thriving greenery near their school building.

Class and club organizations provided opportunities for democratic participation. Special interest and dramatic clubs gave an opportunity for self expression. Where facilities were available visual education opportunities were provided.

Throughout the entire elementary program specific attention was given to the problem of preparing these pupils for a return to and participation in the democratic society of a normal outside community. Pupils unable to use the English language clearly and fluently were given special drills. They were encouraged to speak English in the home. The program was planned to help the pupils develop self-control, initiative, appreciation and an awareness of others, and a feeling of community responsibility. With a realization that these concepts could not be developed by precept alone the teachers made use of various activities and the facilities of the community that the pupils might learn the principles of working and living together in an American community.

Where possible the pupils were given an opportunity to work with the hands. Scrap lumber, modeling clay, soap, the school grounds provided laboratory facilities and materials brought into use frequently. Participation was encouraged.

The fundamental function of the school throughout at least the War Relocation Authority elementary and secondary school period was essentially the same, and the nature of the educational process did not warrant a radical break or change in emphasis throughout this period.

A ninth grade group conducting regular classroom activities.

SECONDARY SCHOOLS

The secondary school unit comprised of grades seven to twelve, inclusive, was organized on the basis of combined junior-senior high schools. Much of the work of the first three years was designed to provide for the pupil exploratory experiences, to improve his skills in the tool subjects, and to expand his knowledge and experiences in certain areas. The programs for the last three years were planned to permit each pupil to pursue a selected curriculum, yet to reserve time for personal enrichment through other experiences and studies.

ORGANIZATION OF THE SECONDARY SCHOOL

Following the evacuation approximately 16,000 secondary pupils were assembled on the ten relocation (later reduced to one segregation and eight relocation) centers. These pupils had come from various places and from various types of schools. Past environments and experiences differed greatly. Probably the only common element was that of ancestry. Many were apprehensive of what the immediate future might hold for them. The sight of the camp, the new home, did little to allay these feelings. It was under such conditions that high schools had to be established and developed.

Key faculty members had assembled and prepared tentative programs before the pupils arrived. As soon as possible all pupils were interviewed and the opening program developed. Efforts were made to orient the pupils into the new community school as rapidly as possible.

PHYSICAL FACILITIES

In most cases the schools were housed in barrack type buildings not well adapted to school work. Eventually some temporary buildings were erected and the barrack buildings were remodeled to provide useable and in most cases adequate facilities. Essential laboratory, shop, commercial class equipment, and supplies were made available. Library, reference, textbooks, and current periodicals were provided. The teacher and pupils took these hurdles in stride and lacking many outside distractions and diversions applied themselves to taking advantage of the educational opportunities available on the center.

THE FACULTY AND THE TEACHING LOAD

As the school pattern was established, teachers and supervisors were selected to fit into this pattern. Nation-wide recruitment coverage plus the willingness of some schools and colleges, having decreased enrollments, to grant "leave of absence" releases enabled the War Relocation Authority high schools to assemble better faculties than normally would be anticipated for temporary school organizations. Over 43 percent of the secondary teachers had earned M. A. degrees or better.

The heavy teacher-pupil load, fixed by budgetary limitations at one teacher (other than supervisors and administrators) for each thirty-five secondary pupils was relieved by the use of college trained but uncertified evacuee laboratory, library, study hall, and teaching assistants.

THE HIGH SCHOOL OFFERING

The high school curricular offerings were planned by the teachers under the supervision of Curriculum Advisers, appointed on a temporary basis for that purpose, and with the advice of

recognized specialists in curriculum planning. The curricula were of necessity limited by local conditions but an attempt was made to develop a program that would provide the pupils an opportunity to complete work started prior to evacuation, to keep abreast of changes and developments outside the Centers, and to gain experiences that would enable them to adapt to employment and social changes or to enter outside schools and communities when relocating.

TYPES OF CURRICULA

During the early months it was necessary to introduce some short courses to enable pupils to complete at least a part of their fractional credits. Within a short time three major curricular programs were developed. There was some overlapping, and pupils were not restricted to one curriculum. However, each pupil was encouraged to plan a balanced program including the required courses in the curriculum selected plus the usual minimum number of courses in English, science, mathematics, health or physical education, and the social sciences. Since these are typical curricula brief summaries will be included here. However, one curriculum, the practical arts, will be outlined in more detail to give some indication of the types of curricula offered.

1. The college preparatory curriculum provided opportunity for the students to do some advanced work in mathematics. English, the languages, or other courses often required for college entrance.

2. The general curriculum provided a variety of courses for those pupils who had not yet planned future programs. It also provided general or non-technical courses for the college preparatory and vocational students. College preparatory or vocational students were not segregated from other pupils in the general curriculum classes. However, some classes such as advanced mathematics were composed almost wholly of college preparatory students.

The total offerings included English, 5 to 6 units; mathematics, 3 to 4 units; and other courses found in high schools enrolling from 1,200 to 2,000 pupils. The War Relocation Authority schools did give more than usual attention to American social living and to vocational training.

3. The practical arts curriculum included groups of courses in the industrial, commercial, agricultural, and home making arts. An effort was made to provide for all pupils during the first years of the secondary program opportunities for exploration and orientation in these areas. In the upper years more emphasis was placed on the pre-vocational phases for all, and in specific instances pre-employment training was stressed for pupils who expected to take jobs immediately after graduation.

Courses were so planned that pupils might obtain the essential related general and technical information and to develop skills in the processes and procedures involved. Required class and laboratory hours and the credits allowed were for the various classes similar to those of outside schools. Equipment, supplies, and staff qualifications were adequate for the courses offered.

The overall program included the following courses, some of which were not offered on all centers because of a lack of equipment or teaching personnel:

INDUSTRIAL ARTS

Woodworking I and II	General Metal Work
Household Mechanics	General Electricity
Auto Mechanics I and II	General Carpentry
General Shop	

COMMERCIAL ARTS

Typing I and II	Distributive Occupations
Shorthand I and II	Office Practice
Bookkeeping I and II	General Business Training

AGRICULTURAL ARTS

General Agriculture	Farm Mechanics
Truck Farming	Animal Husbandry
Regional Farming	Soil Controls

HOMEMAKING ARTS

Clothing	Foods
Household Care	Child Care
Nursing	Diet Control
Etiquette	

Early in the program the schools established a part-time school work program. Under this plan students enrolled in certain subjects were encouraged to spend a part of their time

working in some Center activity or office where the work and the class instruction were complementary to each other. Supervision from the schools and the employer was coordinated and job rotation was effected where possible. Success on the job was reflected in the pupils credit record for the related courses.

In some instances the school day was divided into hour and in other cases fifty minute class periods.

Typical of Industrial, Commercial, Homemaking, and Agricultural vocational courses in the High Schools.

STATE ACCREDITATION

The War Relocation Authority school officials consulted State Department of Education officials and other educational leaders on program planning, curricular requirements, and the various rules and regulations observed in each State. The State education officials visited the high schools and granted full State accreditation which will, according to the prevailing practices, permit pupils from the WRA Centers to enter schools in that or other states without a loss of credit.

PUPIL CREDITS AND RECORDS

In most cases pupil record maintenance conformed to state practices. The pupils entered the Center schools before their records could be obtained. Schools of former attendance were quite cooperative in providing such records. However, evacuation had occurred during the semester and many pupils came with fractional credits. Where possible schedules were prepared to permit pupils to complete their programs and particularly fractional credits for past work. Pupils were encouraged to select courses that contribute to a well balanced program. The War Relocation Authority has developed a uniform transcript of pupil records. (copy attached) These transcripts will be available at the Centers until they close and will then be assembled in and distributed from the Central WRA offices, U. S. Department of the Interior, Washington 25, D. C.

EXTRA-CLASS ACTIVITIES

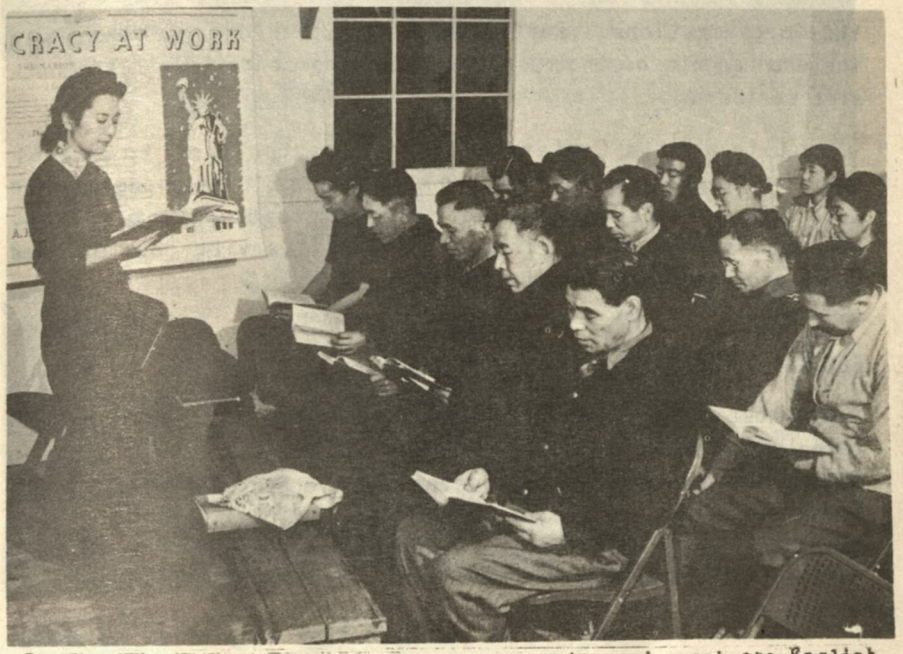
Since the pupils were partially segregated from outside life and had few home duties, more than normal attention was given to extra-class activities. Student home room and council organizations permitted participation in democratic processes. Membership in the local dramatic, athletic, science, glee, debating, and other clubs and societies gave a feeling of belonging. Local chapters or units of the National Honor Society, Future Farmers of America, Girl Scouts, Boy Scouts, Girl Reserves and others helped to maintain contacts with the outside world.

PUBLIC RELATIONS

The high schools cooperated with the community in various ways. Pupils were dismissed from school under a make-up system when necessary to participate, often under teacher supervision, in rush harvest or crop seasons. Many students accepted employment in the offices and on the farms during the summer months. Pupils and schools on some of the Centers entered into district or county debating clubs, athletic organizations, and stock judging contests.

THE POST SECONDARY PROGRAM

The evacuation and the assembling of individuals and families in the relocation centers had brought together many



For the first time adults learn to read, write and speak the English language--a very popular activity at the WRA Centers.

people unskilled in performing the various duties and tasks found on the relocation center and to a great extent unprepared for successful relocation in new and strange communities after leaving the centers. To enable these individuals better to perform essential tasks on the center, to prepare for some useful occupation after leaving the centers, and to provide means of adjusting into new communities, extensive general and vocational educational programs for adults were organized. The adult programs stressed principally improving the use of English training in American customs and habits that would best enable the individual to participate in community life. The vocational education courses were aimed primarily at assisting the individuals to develop adequate skills for center employment and for outside occupations.

THE RECREATION PROGRAM

The school pupil out-of-school recreational activities were closely correlated with the program carried on by the other Center residents.

In addition to the Scout, Girl Reserve, and Camp Fire units in the schools, many of the students were active in YMCA and

YWCA organizations. Participation in such organizations was fostered as one of the means of retaining contact with the outside world.

Life in the Centers offered opportunities to school children to participate in group experiences. The young people were active in service projects such as paper salvage drives, bond and stamp sales, first aid and life saving courses, Red Cross programs, and service to the U. S. O.

RELOCATED ELEMENTARY AND SECONDARY STUDENTS

About 3800 school children have left the Relocation Centers to relocate in many parts of the United States. These American children of Japanese ancestry seem to have adjusted readily into their new schools and to have been accepted by pupils and teachers. This adjustment often contributed to improve family morale in the new home.

Available illustrations indicate that many of the students have been active in school life after leaving the Center. Two boys were elected presidents of their classes. Several have been active in football and other sports. One boy was among the winners in a spelling contest. Others have served on student council, sold war stamps, and otherwise participated in the school activities.

RELOCATED COLLEGE STUDENTS

Instruction at the college level has never been provided at the relocation centers. At the request of the Director of the WRA, a non-governmental committee was set up under the sponsorship of the American Friends Service Committee to assist in the relocation of students whose college education in West Coast institutions had been interrupted by evacuation. This organization, the National Japanese American Student Relocation Council, was supported by numerous educational and church groups, the national organizations of the YMCA and YWCA, the World Student Service Fund, and others.

At the time of evacuation approximately 2,500 students of Japanese ancestry were attending institutions of higher learning in the restricted area. Through the operations of the Council approximately 3,000 students have been placed in 550 colleges in 46 states.

Tractor Repair and Maintenance: One of the many vocational courses for adult men and women.

Originally it was necessary to work out with the War and Navy Departments and other agencies procedures for clearance of students from relocation centers and colleges which they might attend. In August 1944, all restrictions were removed.

In October 1944, arrangements were made for WRA, through counselors in the project high schools, to assume placement and public relations functions formerly performed by Council. The majority of the present group of the prospective college students are the oncoming high school graduates, and the Council recommended that their placement problems be handled as nearly as possible in the same way as for other high school students. The WRA, through the relocation offices, is in a position to follow through where necessary.

The Council will continue to assist students with their financial problems by channeling requests for aid to sources of funds. They will also, upon request, continue to aid students outside the relocation centers with any educational problems.

Some Western colleges have evinced an interest in the return of Nisei students. No effort is being made, either by the Council or by WRA, to urge students to return to West Coast schools, and it is a definite policy to discourage the transfer of students who have enrolled in and have made a successful adjustment in other colleges.

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_____ HIGH SCHOOL

TRANSCRIPT OF HIGH SCHOOL RECORD

Grades 9 to 12 inclusive.

	School Year 194__ to 194__	Sem. Grades 1st	Sem. Grades 2d	Term Credits
First Year	Name of Subject			
Second Year	School Year 194__ to 194__			
Third Year	School Year 194__ to 194__			
Fourth Year	School Year 194__ to 194__			
Special or Fifth Year	School Year 194__ to 194__			

Total Term Credits, _____

(Over)

Sex: M_____ F_____

Pupil's name _____

Date of birth _____ (Month) (Day) (Year)

Student entered this high school _____ with _____ credits.

From _____ (High school) (Place) (State)

Student graduated _____ (Month) (Day) (Year)

Withdrew without graduating _____ (Date)

Term credits at time of withdrawal _____

One *term* credit represents major course for year of 36 weeks.

Graduation on 1____ credits.

Grading plan: "A" Superior, "B" Above Average, "C" Average, "D" Below Average, "F" Failure, "Inc." Incomplete.

Student ranked in _____ quartile (starting from top) in graduating class of _____ pupils.

RECORD OF TEST DATE

Name of Test	Form	Date	Score

This transcript prepared _____ (Date)

Signed _____ (Name), _____ (Position)

This school approved _____ Class by _____ (State agency) of _____ (State)

Transcript transmitted to _____ (High school, college, or employer)

Date _____ By _____

Position _____

Address _____

16—38804-1

Name of student _____ Race _____

(Report information suggested on this page *only* if it is available in a form that would aid in evaluating work of student.)

Nonclass Activities	Position or Type of Participation	Special Interests, Ambitions

Special or unusual home, physical, or other conditions that might affect life or work of student:

Physical condition or personal traits that might have bearing on achievement. (Report in—A, B, C, D, with "A" as superior or outstanding):

Health _____

Industry _____ Pride in personal appearance _____ Dependability _____

Initiative _____ Respect for rights of others _____ Resourcefulness _____

It is recommended that this student {be / not be} admitted to college:

Unconditionally _____ Conditionally _____

Signed _____
Principal, Superintendent or Guidance Supervisor.

Note.—This record is not a grade card; not to be put into hands of pupils. Use heavy line to block out space not used on first page to record grades. Use pen or typewriter in compiling. Get proper signature. File two copies—Education Section, Washington, WRA office. Receiving school requested to notify transmitting agent as soon as these records have become an official part of records of receiving school.