

# Preparing Evacuees for Relocation

## Some Phases of the WRA Educational Programs

Educational procedure for further Americanization of both Japanese adults and students living in relocation centers, and preparation for their reentrance into normal community life outside the centers were points of emphasis throughout the recent conference of the War Relocation Authority superintendents of education held in Washington, D. C. At the opening session, Dr. John H. Provinse, WRA Chief of Community Services, reviewed the development of education services in the centers, pointing out special problems in the solution of which education must play a prominent part.

Subjects discussed during the Conference included the legal framework of WRA education program, fiscal policies, procurement and personnel, vocational training, nursery school planning, atypical educational planning, adult education, the health program, the summer activity program, recreation, and reading materials for non-English speaking persons. Commissioner John W. Studebaker brought greetings to the conference at the session which met at the U. S. Office of Education Building. The organization of the Office of Education and the services and materials of instruction available to WRA from the Office were outlined by Assistant Commissioner Bess Goodykoontz and other staff members. Presiding officers for the sessions were Dr. Provinse and Dr. Lester K. Ade, WRA Director of Education.

Reports of the work of the centers indicate that much is already being done toward helping older evacuees, particularly, to understand more fully American democracy, and to prepare both young people and adults for relocation into normal life.

### Recommendations From the Gila Center at Rivers, Ariz.

"Facility in English," states an education official from the Gila Center in Arizona, "is probably the evacuees' greatest need in making a favorable relocation adjustment. Our adult education program has stressed this from the outset, and we feel that we have had good results in this field of activity and are able to present the following techniques as desirable:

"1. Mixed adult groups incidental to PTA, church meetings, or specifically planned events to serve as a vehicle for English conversation.

"2. Conversation around normal activities of specific vocational courses—mechanics, refrigeration, pattern drafting—for acquisition of technical vocabularies.

"3. Organized personal shopping tours to both evacuee and staff canteens to develop 'store vocabulary' and use of real ration tokens.

"4. Letter writing classes.

"5. Choral reading and music classes."

Other recommendations by the education staff at the Gila Center for preparing evacuees to enter more easily into normal American life after over 18 months isolation include: Extensive use of current newspapers and magazines; use of material descriptive of specific localities and industries such as is published by the U. S. Government agencies, by States, and by private organizations; use of films, slides, etc., which are descriptive of localities, industries, and vocations; use of material dealing with current wartime living such as ration books, transportation problems, etc.; educational emphasis on democratic practices and procedures in conducting homeroom, class, and student body meetings; interschool relations through athletic, debating, hobby, dramatic, and music groups; practice in the use of American social customs through real or pseudo situations; emphasis on and expansion of the usual school subjects and courses which present the history, development, and appreciation of the "American Way of Life."

### Learning English Through Sewing at Topaz, Utah

Evacuees in the Topaz Center, located in Utah, according to a report from an education official of the Center, were drawn mainly from the San Francisco-Oakland region of California. Among the 7,500 residents when the center was established, 600 had been graduated from college. Most of these have now left the Center and are relocated in communities where they have obtained work.

Adult classes in this Center in sewing, flower arrangement, and flower making are being utilized by the members as channels for learning English. The arrangement was worked out because of the desire of the groups for skill in using an English vocabulary pertaining to the special avocation.

An English teacher moves among the women as they sew, for instance, and talks in English with each one about

materials and utensils used or the finished product. She remains after the work period is over to take up English language problems with individuals who desire further help. In these groups, English is considered a tool rather than a subject.

The same method of learning English is being used also with groups of men doing carpenter work, and plans are being made to extend this method of English study to other vocational groups. At present, in addition to carpentry, the Topaz Center has organized vocational groups in accounting, auto mechanics, commercial vegetable production, farm construction, and secretarial training. Training is also being given to a few persons in plumbing, watch repairing, etc. according to the needs of the Center. Although all this work is developed to serve the Center, it offers opportunity for the workers not only to learn a trade but to acquire the English needed for following it.

Library facilities for English reading at Topaz are limited but loan relationships have been established with the Salt Lake County Library, the State Library Service, and the State University.

### Work Experience at Hunt, Idaho

In reporting on the work at the Minidoka Center near Hunt, Idaho, an educational official states: "School teachers and administrators have taken active part in project life—working in offices in times when schools were not in session; helping in registration and housing of evacuees; working in construction and warehousing; assisting in the subjugation of the raw, sagebrush-covered land; volunteering their services in adult evening school; teaching Sunday School classes and serving on Y. W. Board and Boy Scout Council.

"Students, too, have been more vitally a part of the life around them than could be the case in most schools. . . . The situation was new and gripping; interest was keen. It was comparatively easy to get children to study the new community and its problems, feeding, housing, warehousing, transportation, irrigation, agriculture, the schools themselves, relocation—all the phases of life in a relocation center.

"School children have taken a significant part in practically all community activities. A work experience program in the high school for boys and girls over 16 years of age has resulted in more than 350 students attending school for 4 hours per day and working for a like period.

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Presents principles and methods of community organizations based on the experience of outstanding defense councils in many different communities. Replaces *Organization Outline for Local Defense Councils*.

U. S. Office of Civilian Defense. *Introduction to the Army; Suggestions for Pre-Induction Informational Meetings*. Published in cooperation with the War Department, Selective Service System and the U. S. Office of Education. Washington, U. S. Government Printing Office, February 1944. 40 p. (OCD Publication 3633.) 15 cents.

Gives suggestions for preinduction meetings and programs that have proved workable.

Health Service in War Time; *A Manual for Health and Medical Committees of Local Defense Councils*. Published with the cooperation of the U. S. Public Health Service, and the Children's Bureau. Washington, U. S. Government Printing Office [1943]. 15 p. (OCD Publication 3627.) 5 cents. Single copies free from the Office of Civilian Defense as long as supply lasts.

Proposes that health and medical committees develop adequate coordinated programs for each community and build citizens' understanding and participation.

Services for Children of Working Mothers; *A Manual for Child Care Committees of Local Defense Councils*. Published with the cooperation of the Office of Defense Health and Welfare Services, the U. S. Office of Education, and the Children's Bureau. Washington, U. S. Government Printing Office, 1943. 23 p. (OCD Publication 3625.) Single copies free from Office of Civilian Defense as long as supply lasts.

Discusses types of services, facilities and resources available, and Federal financial assistance.

U. S. Office of Price Administration. Consumer Division, Group Services Branch, Department of Information. *Group Services Bulletin*. No. 7, March 1944. Washington. Single copies free. May also be obtained free from regional and district OPA departments of information.

Contains suggestions for leaders of all organizations created to assist shoppers in keeping the food bill down. Text supplemented with illustrations.

U. S. Office of the Coordinator of Inter-American Affairs. *Argentina; Profile of a Nation*. Washington, Office of the Coordinator of Inter-American Affairs, 1943. 24 p. Distributed by the U. S. Office of Education. Single copies free. (Supply limited.)

With the aid of pictures, maps, graphs, and pictograms, this publication describes the history, resources, and people of Argentina. Junior and senior high schools.

Bolivia; *Storehouse of Metals*. Washington, Office of the Coordinator of Inter-American Affairs [1944]. 12 p. Distributed by the U. S. Office of Education. Free. (Supply limited.)

A brief description of Bolivia with emphasis upon modern conditions. Pictograms and maps. High schools.

Mexico; *Next Door Neighbor*. Washington, Office of the Coordinator of Inter-American Affairs, 1943. 24 p. Distributed by the U. S. Office of Education. Single copies free. (Supply limited.)

A brief description of Mexico and its people, with special emphasis on the land problem. Text supplemented by maps, pictures, graphs, and pictograms. Junior and senior high schools.

Venezuela; *Land of Oil*. Washington, Office of the Coordinator of Inter-American Affairs [1944]. 16 p. Distributed by the U. S. Office of Education. Free. (Supply limited.)

Shows how since 1935, Venezuela has been able through its revenue on oil to launch a modern program of health and education. Pictograms and maps. High schools.

U. S. Office of War Mobilization. *Report on War and Post-War Adjustment Policies*. By Bernard M. Baruch and John M. Hancock. Washington 25, U. S. Government Printing Office, 1944. 108 p. 20 cents per copy. (Discount of 25 percent on orders of 100 or more copies.)

Specific assignment was to study immediate demobilization policies having to do with a successful ending of the war, and with the preparation for the peace that is to follow. Major suggestions are: Bringing jobs to all in peacetime enterprises; taking the Government out of business; and tightening up the industrial war front so as to finish the war and be ready for peace.

U. S. President (Franklin D. Roosevelt.) *Message from the President of the United States Transmitting a Recommendation for the Passage of a National Service Law and Other Acts, Bearing on the Cost of Living, Taxation, Stabilization, and to Prevent Undue Profits*. Washington, U. S. Government Printing Office, 1944. 8 p. (78th Cong. 2d Sess. House Document No. 377.) 5 cents. (Supply limited.) Single copies free from House Document Room as long as supply lasts.

A message transmitted January 11, 1944, to the 78th Congress, 2d Session.

U. S. Veterans' Administration. *Important Information for Veterans of World War II*. Washington, Veterans' Administration [1944]. 6 p. Free.

Describes the benefits administered by the Veterans' Administration.

U. S. War Shipping Administration. Training Organization, U. S. Merchant Marine Cadet Corps. *The United States*

*Merchant Marine Cadet Corps and Academy*. Washington 25, War Shipping Administration, Training Organization, U. S. Merchant Marine Cadet Corps, 1944. 74 p. Illustrated. Single copies free.

## Preparing Evacuees

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Thus they have been able to gain a practical experience in nursing, feeding, stenography, clerical work, agriculture, engineering, building, auto mechanics, and merchandising. High-school boys have assisted in various emergency jobs on the project. . . . Core classes in the secondary school have gone out on a volunteer basis in the farm program, clearing land, transplanting plants of various kinds, driving tractors, and irrigating.

"High-school students, too, have taken a very real interest in the more intangible aspects of project affairs such as community government, improvement of streets and sidewalks, the agricultural program, employment, and relocation. This interest manifests itself in class discussions, forums, research, and membership by students in general community committees."

As a part of their summer educational program, the elementary pupils at Minidoka planned and tended their own gardens covering about 2 acres of land. From pennies they brought to school, enough money was secured to buy the seeds they wanted for flower and vegetable gardens. The Center plowed and harrowed the rich lava soil for them and arranged for water to be available for irrigation. From that point on, the children did the work.

All ages worked together; in planting, the younger children dropped the seeds for the older ones to cover. When the crops were harvested and weighed into the warehouse, the children counted up the cost of growing them as a problem in arithmetic. A fall festival was held to display the flowers and vegetables grown. Some of the flowers had been planted around their barrack school buildings. As a home economics demonstration, one dinner was cooked and served in the fall by the upper grades to all the children and their teachers, and in the winter the sixth grade served a dinner of foods canned from the garden.

The report from Minidoka comments: ". . . the mores of the race are in process of change—change which can and should be influenced by the school."