

# War Relocation Centers

## Educational Program for Evacuees of Japanese Ancestry

Circumstances surrounding the evacuation and resettlement in areas under military restrictions of large groups of people of Japanese ancestry, of whom a majority are American citizens by birth, create conditions which profoundly affect the educational program and the place of the schools in the relocation centers. The communities have been created by an act of Government because of military necessity.

The population of each center is made up of individuals and families brought together from many different Pacific Coast localities. The restrictions under which these new communities must operate combine to create an environment totally unlike anything they have experienced before. Such environment limits freedom of movement, right to engage in private enterprise, and prescribes arrangements for housing, eating, and general living. In return every member is guaranteed security and protection, a common measure of food, shelter, clothing, medical attention, and schooling, and opportunity to work for a small fixed wage.

The communities are temporary in their present character, and are expected to disperse or be greatly modified after the War. The restrictions under which they now operate are also subject to revision as circumstances permit. The evolution, out of assemblies of individuals and families brought together in numbers from seven to nineteen thousand persons, into self-governing and self-supporting communities is a pioneering task of herculean proportions.

### Establishment of the Authority

War in the Pacific, including sinking of American ships in American coastal waters, and continuing danger of attacks against Pacific Coast cities and war industries, made it necessary to consider the entire Western Coast as a potential combat zone.

On February 19, 1942, President Roosevelt issued Executive Order No. 9066, empowering the Secretary of War or designated military commanders to prescribe military areas and to exclude any or all persons from such areas.

Lt. Gen. J. L. DeWitt, commanding general of the Western Defense Command and Fourth Army, issued Proclamation No. 1, March 2, 1942, defining

military areas No. 1 and 2, on the western frontier. It was announced that future exclusion orders to cover all of Area No. 1, and certain zones of No. 2, would affect Japanese aliens, American-born persons of Japanese ancestry, and certain other aliens.

On March 18, 1942, President Roosevelt issued Executive Order No. 9102 establishing the War Relocation Authority to formulate and carry out a program for the planned relocation of persons evacuated from military areas. Dillon S. Myer is the Director of the Authority; Elmer M. Rowatt, Deputy Director; John H. Provinse, Chief, Community Services; and Lester K. Ade, Education Consultant.

In an order issued by Lieutenant General DeWitt March 27, 1942, it was announced that effective at midnight, March 29, voluntary evacuation from the military area would cease, and after that date all evacuation would be on a planned, orderly basis to War Relocation Areas.

### Approximately 110,000 Affected

The problem encompasses the lives and associations of 110,000 individuals of Japanese ancestry who have been living in Military Area No. 1. The sudden uprooting of a whole segment of population arises from stern military necessity. The military and civilian agencies of the Federal Government are cooperating to enable this mass migration to proceed in a planned, orderly, and decent manner.

The Japanese group is not preponderantly alien, as commonly supposed. Of those migrating, about 63 percent are American-born citizens; 37 percent are aliens of Japanese birth. The aliens, "Issei," are largely an older group who came to this country as laborers and farm workers. Their average age is around 58 to 60. The citizens, "Nisei," are largely a young group, most of them educated or being educated in American schools. Their average age is around 22. More than one-fourth of the entire population is made up of second- and third-generation children under 15 years of age.

### Requirements Met

Each relocation area was selected to meet the following requirements:

1. The area must provide work opportunities throughout most of the year for the population relocated there, such as:

(a) Agricultural production for foodstuffs required by the relocated community and to aid in the Food for Freedom Program.

(b) Manufacturing of goods requiring a great deal of skilled hand labor, including products needed by relocated communities, and in the national production program. Some possibilities are wood products, clothing, ceramics, netting, woven and knitted materials.

(c) Development of land for irrigation, conservation of soil resources, flood control operations, and range improvement.

2. Each area must be accessible to transportation, land, water, power, adequate to meet the needs of the new community.

3. Each area must be able to support a minimum population of 5,000 persons. A minimum of protection, efficient administration of the program, and effective development of community services such as schools, hospitals, and fire-control facilities dictated the decision that communities be at least this size.

### Function of Schools

The primary function of schools in relocation centers is to develop an educational program which will promote understanding of American ideals and loyalty to American institutions, and will train for responsibilities of citizenship, of family, and for economic independence both on the projects and in communities to which the students may return.

The schools must provide the interpretation necessary to help individuals and groups adjust to shocks of evacuation and to unusual conditions of life within relocation centers, and to prepare them for reabsorption with a minimum of handicap and friction into normal civilian life. The schools must be responsive to conditions and needs within each center, and at the same time maintain standards which will enable students to transfer without prejudice to other schools, to enter colleges, and to obtain outside employment; and they must provide sufficient contacts with the main currents of American life outside the area to prevent intellectual stagnation and inbreeding.

The school is perhaps the most important institution carried over into the relocation centers, and the one least changed in its functions. It can become, in a measure often dreamed of by educators but seldom realized, an effective instrument of community planning and building, participating through its recognition of the potential contribution of its students, and the devising of means



for its realization, in every phase of community life, lending its facilities and its membership for all types of activities and interests.

The War Relocation Authority recognizes State and local governments' responsibility for creation, maintenance, and control of the public-school system; and its policy is to establish schools on the relocation centers which will be a part of, or affiliated with, the public-school system of the State in which the center is located, and responsible to a local elected school board. It recognizes also the responsibility in a pioneering community to enlist through the schools the constructive services of children as well as adults in the formation of healthy community life, and the educational value of partnership in community enterprises; and proposes to give the schools every encouragement and help in developing programs making possible such participation.

Plans for the school program in the relocation centers have been discussed with a number of education leaders, with members of Japanese groups, and with various social agencies and organizations which have served Japanese in the past, and their recommendations have aided in determining the broad outlines of the program under which the schools will begin operations this year, and the procedures to be followed in setting it up. Agreements have been entered into between the War Relocation Authority and State boards or departments of education of the 7 States in which 10 relocation centers have been established; namely: (1) California, (2) Arizona, (3) Idaho, (4) Utah, (5) Wyoming, (6) Colorado, and (7) Arkansas.

#### Relation of Relocation Center Schools to State Public-School Systems

In setting up the educational program at relocation centers the War Relocation Authority has requested the assistance of the U. S. Office of Education in negotiating working agreements with State departments and State boards of education with respect to the relation of schools on the projects to the State public-school system. The State departments of education are cooperating in planning and recommending the school curriculum, selection of personnel, and maintenance of educational standards. State departments or boards of education have been asked to appoint or approve boards of consultants to make semiannual visits to the schools at the centers in the State, and to advise with State and project personnel on the education program.

#### Education Personnel

A uniform salary schedule and qualifications for all positions in education has been set up. Regulations as to hours of work, annual and sick leave, deductions, etc., are the same as for other Federal appointments. Selection of teaching personnel is being made by superintendents and principals on the projects, and appointments have been processed through regional offices of the War Relocation Authority and of the Civil Service Commission.

In addition to Caucasian teachers on Federal appointment, it is planned to use as teachers persons of Japanese descent whose general educational qualifications and experience are acceptable in the State in which the project is located. Where these teachers do not have credentials or sufficient experience in teaching, they will teach under supervision and receive instruction in principles and techniques of classroom teaching. The State university or some other accredited teacher-education institution in the State is being asked to assign a member of its faculty as supervisor of student teaching for this purpose, the W. R. A. to reimburse the institution for the salary.

All clerical and custodial services in connection with the schools will be performed by project residents or evacuees of Japanese ancestry.

#### School Program

The broad framework in which the school program on relocation centers will operate is as follows:

(a) The schools are being planned and will operate as *community schools*, and develop a program enlisting active stu-

dent participation in the social and economic development of the relocation centers, incorporating these experiences as a basic part of the school curriculum.

(b) The schools will operate on a year-round basis, with 1 month of summer vacation for all teachers and students. The school year will be organized to provide 180 days of classroom and vocational instruction leading toward high-school graduation, and a modified summer program with work opportunities through cooperative school and classroom projects and activities, training in arts and crafts, hobbies and leisure-time activities, and recreation; as well as specialized vocational experience in such fields as agriculture, stock raising, and construction.

(c) The schools will meet State requirements for graduation from high school, and provide the courses necessary for entrance to college. They will combine this with their own "core curriculum" and requirements for graduation.

(d) School attendance will be compulsory from 6 to 18 years of age, or graduation from high school. High-school students above 16 specializing in certain vocational fields may, under the direction of the superintendent of education, spend not to exceed one-half their time in apprentice training or work experience on project enterprises, during the regular school year.

(e) Students above 16 engaged as apprentices or employed on project enterprises shall be eligible for pay. Students working in school activities shall not be entitled to payment.

(f) All students will be expected to take some vocational training before

#### War Relocation Centers Established

Center	Project director	Chief, community services	Superintendent of schools
Colorado River Relocation Project, Ponsen, Ariz.	Wade Head	Nell Findley	Miles E. Cary
Gila River Relocation Project, Rivers, Ariz.	E. R. Fryer (acting)	Luther T. Hoffman	Lafayette Nelson
Minidoka Relocation Project, Hunt, Idaho	Harry L. Stafford	George L. Townsend	R. A. Pomroy
Tule Lake Relocation Project, Newell, Calif.	Elmer L. Shirrell	Paul Fleming	Kenneth Harman
Mammoth Relocation Project, Mammoth, Calif.	Harvey M. Coverley (acting)	Thomas M. Temple	Genevieve Catlin
Central Utah Relocation Project, Delta, Utah	Charles F. Ernst	Lorne Bell	John C. Carida
Heart Mountain Relocation Project, Heart Mountain, Wyo.	Christopher E. Rachford	Philip W. Barber	Clifford D. Cariz
Granada Relocation Project, Granada, Colo.	James G. Lindley	W. Ray Johnson	Paul J. Terry
Rohwer Relocation Project, Rohwer, Ark.	Ray D. Johnston	J. B. Hunter	John A. Tins
Jerome Relocation Project, Jerome, Ark.	Paul Taylor		Amon G. Thompson



graduation from high school. Where this is not possible during the regular school year, it can be taken as part of the summer program.

(g) All instruction will be English, and Japanese language schools will not be permitted to operate.

#### Approved Relocation Areas

Central Utah, Millard County, Utah: Capacity 10,000. Area 19,900 acres, 3 miles north of Delta, Utah. Elevation 4,700 feet. Extreme temperatures range from 100 to 15 or 20 below zero. Annual precipitation about 8 inches. Post Office: Delta, Utah.

Colorado River, Yuma County, Ariz.: Capacity 20,000. Area 90,000 acres. Growing season practically continuous. Extreme temperatures range from 120 degrees to occasional freezing. Very little precipitation. Post Office: Poston, Ariz.

Gila River, Pinal County, Ariz.: Capacity 15,000. Area 16,467 acres. Elevation approximately 1,500 feet. Growing season practically continuous. Long hot summers, short mild winters. Post Office: Rivers, Ariz.

Granada, Prowers County, Colo.: Capacity 8,000. Area 10,000 acres. Elevation approximately 3,400 feet. Average rainfall 15 inches. Snowfall about 14 inches. Average growing season about 165 days. Extreme range of tempera-

tures. Post Office: Amache (Granada), Colo.

Jerome, Chico and Drew Counties, Ark.: Capacity 10,000. Area 10,000 acres Mississippi Delta Region. Average rainfall 52 inches. Average mean temperature 64 degrees. Frost-free period 230 days. Post Office: Jerome, Ark.

Rohwer, Desha County, Ark.: Capacity 10,000. Area 10,000 acres. (Practically identical conditions as Jerome.) Post Office: Rohwer, Ark.

Manzanar, Inyo County, Calif.: Located in the Owens River Valley in East Central Calif. Capacity 10,000. Area 6,000 acres. Elevation 4,000 feet. Long growing season, winters short but cold. Average precipitation 4 inches. Post Office: Manzanar, Calif.

Minidoka, Jerome County, Idaho: Capacity 10,000. Area 68,000 acres. Average rainfall 8 to 10 inches. Average growing season 138 days. Post Office: Hunt (Eden), Idaho.

Heart Mountain, Park County, Wyo.: Capacity 10,000. Area 46,205 acres. Elevation 4,600 feet. Growing season 116 days. Annual precipitation approximately 7 inches. Post Office: Heart Mountain, Wyo.

Tule Lake, Modoc County, Calif.: Capacity 16,000. Area 30,000 acres or 47 square miles. Extreme temperatures range from 99 degrees to 27 below. Growing season averages about 130 days. Post Office: Newell, Calif.

#### Regional Meetings To Be Held

The American Association of Junior Colleges announces that its annual meeting scheduled for St. Louis, March 4-6, has been canceled because of transportation difficulties and for economizing time and money.

Instead of one national meeting, six regional meetings will be held at points convenient to junior-college administrators. It is hoped that a larger number of representatives of the more than 600 junior colleges in the country can attend regional meetings than would be able to attend one national meeting under present conditions.

Three groups scheduled for the fall are:

Junior College Council of the Middle States, New York City, November 28; Southern Association of Junior Colleges, Memphis, December 1; New England Junior College Council, Boston, December 5.

Groups meeting in the spring, dates to be announced later, are: North Central Council of Junior Colleges, Chicago; Northwest Association of Junior Colleges, Spokane; California Junior College Federation, in or near Los Angeles.

#### Social Studies Teachers Session on Town Meeting of the Air

The opening general session of the national conference for social studies teachers meeting in New York City during the Thanksgiving holidays November 26-28 will be broadcast over the Nationwide NBC network as the "Town Meeting of the Air." The conference is sponsored by the National Council for the Social Studies, a department of the National Education Association.

A number of group meetings on Friday, November 27, will deal with various special aspects of the general theme. Topics for discussion include The New Geography, Consumer Education in Wartime, British Interest in American History, Critical Thinking in the Social Studies, The Negro in Wartime, and Military History.

Education for the post-war world will be considered in six sessions scheduled for the final day of the conference. Speakers at these sessions include Clark Eichelberger of the League of Nations Association, Walter Kotschnig of Smith College, Eugene Staley of the Fletcher School of Law and Diplomacy, Clyde Eagleton of the Commission to Study the Organization of Peace.

#### Vocational War Work Conference

To assist vocational schools in making their maximum contribution to the war effort, the annual meeting of the American Vocational Association in Toledo, Ohio, December 2 to 5, will be a "War Work Conference."

Representatives of Federal, State, and national groups engaged in war activities will attend the conference to provide information and policies for guidance of public-school administrators, vocational teachers, directors, and supervisors. Several National associations composed of vocational education executives and teacher trainers will meet on December 2 preceding the formal opening of the War Work Conference.

John W. Studebaker, U. S. Commissioner of Education, is scheduled to serve as chairman at the opening session. Newest developments in the National program of Vocational Education for War Production Workers will be reviewed at that time by Brig. Gen. Frank J. McSherry, Director of Operations, War Manpower Commission. The important

place being taken by vocational education in the U. S. Army program of pre-induction training will be outlined by Merwin M. Peake, Chief, Pre-Induction Training Section, War Department. A member of the Policies Committee of the High School Victory Corps will suggest ways for vocational school cooperation in that organization.

#### Students to Participate

A youth symposium, designed to demonstrate the value of vocational education in the war, will be conducted at another general session by E. L. Bowsher, Toledo Superintendent of Schools. Students from Toledo vocational and practical arts courses will participate.

According to L. H. Dennis, Executive Secretary of the A. V. A., the War Work Conference will consist of sixty-four separate group meetings for representatives of industrial, home economics, agricultural, business, and industrial arts education, and occupational information and guidance, and vocational rehabilitation services.