

Army College Training

Four qualifications were listed by Secretary of War Stimson as necessary for enlisted men applying for the Army College Training Program. An applicant must have an Army General Classification Test score of 110 or better; must be in the age range of 18 to 21, inclusive; must be a graduate of an accredited high school; and must have completed or be in the process of completing the regular basic training of the Army. To qualify for advanced training under the plan, the applicant need not necessarily be under 22 years old, but must have, in addition to the above, at least 1 year of college work in a recognized institution.

Local Food Shortages

In certain parts of the country, local food shortages have appeared, critical enough to elicit the attention of the Food Administration. Obviously, since national food supplies are not inadequate, the problem is almost entirely one of distribution, of obtaining more equitable supplies of foods until such time as the rationing of these foods begins. To establish machinery for dealing with these shortages, Food Administrator Wickard ordered immediate organization of local and State committees.

The committees thus organized will be composed of Government representatives and representatives of the food manufacturing and distributing industries for the territory concerned. Public officials with marketing functions will be invited to serve as advisers, and Food Distribution Administration officials will serve as chairmen.

The plan of purpose and procedure provides for the prompt investigation of food shortage complaints from consumers, dealers, institutions and organizations, to determine whether actual critical shortages of essential foods exist, and the correction of the situation by obtaining necessary supplies locally, within the State, regionally, or through FDA headquarters at Washington.

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War Related Courses

A comprehensive program of war-related courses and activities at Columbia High School of South Orange and Maplewood, N. J., is announced in a bulletin under the title *High-School Education in a Wartime Setting*.

The bulletin deals with new courses and adaptations of courses.

War Relocation Centers

Educational Pioneering at Rohwer

The People's School

"Even before we could get the pattern of a ready-made curriculum for an adult school there came requests from evacuees so legitimate that they amounted to demands," states an educational official of the Rohwer Relocation Center for evacuees of Japanese ancestry in a report on the program being worked out at that Center.

The following requests are typical: A youth with mechanical bent, "I want college algebra and analytics"; one of the "problem boys," "I want metal work and welding"; a middle-aged man, "I want a course in conversational English"; a girl desperate over not getting a job in an office, "I have had only one year in shorthand and I need more"; a secretary in a school office, "Would it be all right for Nobi and some of us to organize a debate class?"; a poet, "Can we start a literary supplement to the *Rohwer Outpost*?" (the Center's evacuee-operated newspaper). "We want to continue the course on American Government and Institutions," came from a group which expanded into a class of 500.

There were also people who felt they had something to teach which would be helpful both from the standpoint of the community and the individuals in it.

Some phases of adult training such as the following are arising from basic needs of life in a "mushroom" community: A 200-bed hospital developing with only 4 nurses—3 Civil Service and 1 evacuee; 33 dining halls in each of which 265 people must be fed three times daily by untrained cooks and waitresses; 600 houses and piles of inflammable waste to be protected by a fire station, a fire chief, and a little hose; 2,376 family rooms without furniture; a city without shops or facilities for personal service.

"One important aspect of educational work for which we have not as yet perfected any sort of organization is the contact with parents such as is ordinarily accomplished through the Parent Teachers Association. At the kindergarten level, this school-community relationship already exists. The parents of the elementary school pupils show more interest, and since they are younger, will likely be quicker to get into

the work. Evacuation has caused many strains between parents and children, and there is probably a bigger task to perform with the parents of pupils in the secondary school. We need to attack problems caused by the lack of understanding in cooperation between these young folk and their parents."

In-service teacher training courses include general psychology, reading, and language arts for elementary teachers, and techniques of teaching in the secondary school.

Starting the Plant

"Since I arrived a few weeks earlier than the classroom teachers," writes the educational official, "I made 311 home visits in order to observe a cross section of the type of homes of this particular environment as well as the characteristics of the people, so that I might give my concept of this information as a foreword to the teachers. The fact that our school system is in a relocation center implies that it must be organized in such a way as to allow a pupil to continue the work he began last year and to prepare him to enter some other school as soon as he is allowed to go outside.

"The opening of our school brought together a large faculty and over 2,000 pupils who were for the most part total strangers to everybody. We began the school work with practically none of the material things one expects to use in a school. There were no school buildings, and two blocks of barracks intended for living quarters for evacuees were converted into classrooms. The pupils sit on crude benches. There are no desks or tables. Only a few blackboards are available. Arkansas State adopted textbooks arrived before school opened for the elementary grades, but the thousand students in the secondary school had no books during the first 3 weeks. The children of the primary grades have used this sticky mud, or "buckshot," for modeling. One second grade group built a convincing Indian village of mud."

The Secondary School

Social Studies

The place of the social studies in the secondary school curriculum of the Cen-

ter is explained in the following statements from the report:

"It is the aim to have the courses in world and American history contribute to an understanding of the manifest advantages of democracy. We hope to help them become well informed, alert, and responsible citizens of the world with a definite appreciation of the United States' role and obligations in that world. They should make a fair and impartial evaluation of the contributions of their particular race to world civilization."

Much of the subject matter for the ninth-grade social-studies course will be based on life in the Center. Aims will be to teach the meaning of citizenship, to outline the structure of our Government, and to bring about a better understanding of the race problem in the United States.

Two social-studies courses are offered to seniors. One deals with Pan-American development and the other with civic problems. In the Relocation Center, seniors begin their civic problems course with a tremendous asset and a tremendous liability. They, more than pupils in any other part of the country, can share in the forming of institutions within the community, can see self-government take form, can understand why self-government takes the form it does, why it fails to function apart from society outside the Center.

English

The most conspicuous problem throughout the school is the language difficulty. The pupils are weak in reading, speech, and written composition. Some of them do not speak English. A strong program of reading instruction is planned throughout the 12 grades, including as much speech training as is possible.

Special classes have been organized in the secondary school for those whose knowledge of English is so limited that they cannot continue with regular classes. The Iowa Silent Reading Tests will be given. Attempts are being made to correlate much of the English work with the social studies.

Science and Business

Science courses include biology, human geography, physiology, physics, general science, consumer science, astronomy, and chemistry. Several periods were spent in discovering the extent of pupils' knowledge in science, their reasons for interest in the courses, and their desires as to course content. Information obtained is being used in planning the courses. No books or laboratory

equipment of any kind have as yet been available.

Business courses include, in addition to a half-year course in business English, junior business training, salesmanship, correspondence, and office practice. Courses in typewriting are planned, but must await the arrival of typewriters. First year shorthand is offered.

Shop-work courses have also been limited by lack of equipment, but pupils have made bookshelves, benches, and footscrapers for the school. They have also repaired furniture.

Interest in Sewing

The objective of homemaking offered in the junior and senior high school is to help the girls achieve more wholesome lives in both home and community.

Greatest interest has been shown in sewing courses, clothes design, and pattern making. This interest is probably due to limited income, lack of opportunity for buying clothes, and to the fact that most families do not have sewing machines. Emphasis is placed on care and repair of clothes, and girls in the ninth grade are making alterations on certain types of clothing issued by the Government.

Health Program

All students are given periodic physical examinations, and courses in health care and physical education are stressed in the school curriculum. The staff of the community hospital works in close cooperation with the schools in maintenance of health standards. Other members of the administrative staff will meet with school classes to discuss their particular work as it relates to community health. The engineer department, for example, will teach the problems of water supply, drainage, sewage disposal, and the staff in charge of community kitchens and dining halls will discuss food preparation, diets, and refrigeration.

No Radios!

The students are eager to learn music, but have little background for work of high-school level. Materials on hand for music courses are few. Three music rooms, two equipped with a piano and chairs, are available for combined use of the schools and the community in general, comprising altogether some 2,000 pupils and 6,000 other persons. The choral and band department has no library or study materials other than what the instructors brought with them or are able to improvise, such as mimeographed words for unison singing, and

tone and rhythm studies on the blackboard.

The few band instruments are in poor condition. Twenty-eight students are sharing 9 trumpets, and 24 students 3 clarinets. The schools have no phonographs, radios, or mechanical instruments of any kind for listening programs or appreciation work.

Occupational Counseling

The principal has appointed four staff teachers with special training to act as a counseling committee to assist in developing a vocational program, and to help students with their courses of study and advise with them on vocation selection. As a foundation for an occupational library, pamphlets and other printed materials on 24 occupations have been collected. Pupil autobiographies were prepared for the personal records as an English assignment, and a suggested list of vocational subjects is being used for other theme work. The guidance and administrative staffs have cooperated in placing students in part-time work as rapidly as possible.

The Elementary School

The 878 elementary school pupils are under the supervision of 14 Civil Service teachers assisted by 22 Japanese-American evacuees. Most of these evacuee assistants have had little or no training or experience in teaching, and they are being prepared for education work under the direction of the supervisor of student teachers. With the exception of the first-grade teachers, each Civil Service teacher is in charge of two evacuee assistants, and from 50 to 70 pupils.

It has been difficult to determine what the pupils already know in different subject-matter fields, and standardized tests to ascertain each pupil's achievement can not be used as yet because of the physical conditions of classrooms.

The greatest educational needs of the kindergarten group are:

1. To learn to speak and better understand the English language.
2. To understand that they are Americans.
3. To develop and strengthen a sense of security.
4. To express themselves creatively.

Needs of individual children have been studied from data and observations recorded by the teachers. The individual form of the Simon-Binet Scale will be used to test mental ability as soon as the language handicap is overcome.

In the first grade, teachers are interpreting the American democratic way of

Population and public-school enrollment, war relocation centers December 1, 1942

Center	Population	Elementary enrollment	Secondary enrollment	Total public-school enrollment
Colorado River Relocation Project, Poston, Ariz.	17,107	1,708	2,846	4,554
Gila River Relocation Project, Rivers, Ariz.	13,246	1,377	1,670	3,047
Minidoka Relocation Project, Hunt, Idaho	7,587	760	1,204	1,970
Tule Lake Relocation Project, Newell, Calif.	14,730	1,335	2,392	3,927
Manzanar Relocation Project, Manzanar, Calif.	9,641	1,021	1,350	2,371
Central Utah Relocation Project, Topaz, Utah	7,800	666	1,057	1,723
Heart Mountain Relocation Project, Heart Mountain, Wyo.	10,197	910	1,435	2,345
Granada Relocation Project, Amache, Colo.	6,388	676	985	1,661
Rohwer Relocation Project, McGehee, Ark.	8,290	878	1,138	2,016
Jerome Relocation Project, Denson Branch, Dermott, Ark.	7,655	894	1,249	2,143
Total	102,639	10,431	15,328	25,757

living through activities of the Center community. The close relationship between a knowledge of English and everyday experiences is stressed, and children are urged to speak English at home.

Second graders can understand simple stories told in English, and they write well even without desks. Because the Arkansas weather is different from what they were used to on the West Coast, they have been interested in keeping a weather chart and watching the time of sunrise and sunset. They are encouraged to take an interest in their new, strange community and to watch its development.

Third-grade children are continuing a study of life in the Center—how it is planned and operated. Effort is made to help pupils overcome their extreme shyness caused in many cases by speaking Japanese at home and English in school.

Instruction in the fourth grade places emphasis upon reading, the use of oral English, health inspection, and health lessons which show the importance of proper food and health habits in counteracting the effects of crowded living conditions and scarcity of medical facilities.

The fifth-grade boys seem to have made more rapid progress than the girls in overcoming their shyness. Book clubs have been organized in both fifth and sixth grades, and pupils are encouraged to read books from the community library.

In all phases of the work in the elementary school as well as in the programs of the secondary grades and the people's school, attempt is made to provide opportunity for these American citizens of Japanese ancestry to contribute toward the realization of the democratic ideals of our country. How this effort is carried out in other Centers will be described in later reports, supplied by the Centers through Lester K. Ade, education consultant.

Information Exchange

New Packet on Negroes in Wartime

Timed to coincide with Negro History Week, a new loan packet, XII-G-1, *Participation of Negroes in the War Effort*, has been prepared to replace a former packet on the role of the Negro in wartime.

The new collection of materials contains a number of recent statements concerning democratic principles, manpower problems, employment practices, and military service. Reprints from such magazines as *Atlantic Monthly*, *Fortune*, *Annals of the American Academy of Political and Social Science*, *Modern Industry*, and *Service* help to review the contribution Negro members of society are making to the country's war program.

A radio script from the "Freedom's People" broadcast series of the U. S. Office of Education is included; also, a pictorial report, *Negroes and the War*, just published by the Office of War Information. An issue of *Employment Security Review* contains a special section devoted to the question of discrimination against minority groups in war industries.

This packet, consisting of 25 items, may be borrowed for 2 weeks from the Information Exchange, U. S. Office of Education, Federal Security Agency, Washington, D. C. There is no cost involved, since a franked label is furnished for its return without payment of postage.

A Reminder About Victory Gardens

It is time to begin planning school and home gardens as part of our share toward winning the war on the home front. Orders for Victory Garden loan packets are now being received by the

Information Exchange, chiefly from Southern States. A series of three packets was prepared last spring and, while it has not been possible to add many new items since then, the materials are no less valuable for the current season. Mention should be made of the addition of *Elementary Garden-Graphs for Boys and Girls* and its accompanying teacher's manual, by Paul R. Young.

The titles of the packets are XVIII-ES-1, *Garden Programs of Schools and Youth Organizations*; XVIII-G-1, *Victory Garden and Food for Freedom Campaigns*; and XVIII-G-2, *How to Plan, Grow, and Preserve Home Garden Products*. Not more than two packets are sent to a borrower at a time and they may be kept for 2 weeks from date of receipt.

"Services to the Orthopedically Handicapped"

The Board of Public Education of the School District of Philadelphia has just made available a report of a study of progressive practices in the education of the orthopedically handicapped. The study was made to determine what services should be offered for the education of the group indicated in the event that additional financial assistance was made available. Partially at least as a result of the study and the interest aroused by the publication of the report, a grant of \$100,000 a year for 5 years has been made to provide for the expansion of the services as recommended in the report.

While the program outlined is based on the needs of the city of Philadelphia for the orthopedically handicapped, it is useful for other school systems interested in this phase of public education. The title of the report is *Services to the Orthopedically Handicapped*. Copies may be secured from the Board of Public Education, School District of Philadelphia, Parkway at 21 Street, Philadelphia, Pa.

Nutrition Films Available to Schools

Six 10-minute films which reveal how England is meeting nutrition and rationing problems are now available in this country. A brief description of the films follows:

ABCD of Health

A discussion in simple terms of the essential vitamins in foods available in
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