

# The Teacher and the War Relocation Project

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## THE TEACHER AND THE WAR RELOCATION PROJECT

THE BIRTH OF A COMMUNITY: 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 not sprung into existence in response to any of the usual causes – discovery of gold, or oil, or opening up of factories, or construction, and so forth. They are 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 localities. The restrictions under which these new communities must operate will combine to create an environment totally unlike anything they have experienced before. It 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 amorphous assemblies of individuals and families brought together in numbers from ten to twenty thousand persons, into self-governing and self-supporting communities is a pioneering task of herculean proportions. The changes in family life and relationships which will be brought about by the new housing and living conditions, the changes in economic relationships through the virtual disappearance of private enterprise, and in civic and social relationship through the absence of familiar forms of community organization and control, will cause a radical alteration of old social and economic patterns and require the creation of many new ones. In such a society every individual is a pioneer who must not only find his place in society and the community, but help to create the body of that society as he goes.

It is important that the teachers have some understanding of the conditions which have given birth to the community in which they are employed, the environmental background and problems of the people, and the nature of the educational task involved.

THE ESTABLISHMENT OF THE WAR RELOCAITON AUTHORITY: War in the Pacific, including the 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.

Lieut. General 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 of planned relocation of persons evacuated from military areas.

In an order issued by Lieut. General DeWitt March 29, 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 Authority War Relocation Areas.

Since March 29<sup>th</sup>, 1942, additional orders have been issued from time to time by Lieut. General DeWitt, applying first to the most sensitive and critical zones within the military area, evacuating persons of Japanese ancestry assembly enters throughout the military area to await completion of relocation centers, where they will be settled for the duration of the War.

**EVACUATION-A MILITARY NECESSITY:** Those entrusted with providing for the nation's defense were faced with the following considerations:

1. In the event the West Coast should become an actual zone of combat, the intermingled presence of nearly 120,000 persons of Japanese ancestry among the population would be the possible cause of turmoil and confusion which could seriously jeopardize military operations, without regard to questions of the loyalty of this group as a whole or of any individuals among it.
2. Although a large proportion of the Japanese group might be found loyal to the United States, or loyal under most conditions, military considerations did not permit the risk of putting an unassimilated or partly assimilated people to an unpredictable test during an invasion by an army of their own race.
3. The safety of the Japanese against possible emotional upsurges on the part of the remainder of the population was of grave concern. That this was a real danger was amply demonstrated by several incidents both in the military areas and elsewhere.
4. The report of the Committee Investigating National Defense Migration pointed out that "Voluntary settlement outside of prohibited and restricted areas has been complicated, if not made impossible for an indefinite period, by the resentment of communities to, what appear to them, an influx of people so potentially dangerous to our national security as to require their removal from strategic military areas." Governors protested and emphasized that resettlement was a federal responsibility.

Once the Japanese were removed to the assembly centers and to the interior, the elements of danger in these situations both for the Japanese and for the Nation were considerably reduced.

**THE PROBLEM:** The problem encompasses the lives and associations of nearly 120,000 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 per cent are American-born citizens: 37 per cent 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.

In 1940, nearly 50,000 Japanese, age 14 and over, were employed in California, Oregon, and Washington. (This does not include the thousands of unpaid family workers who have helped to operate family stores and farms.) About 45 per cent of the paid workers were engaged in agriculture. These were not just farm laborers, but ranged from highly skilled managers, owners, renters, and irrigation experts, down to "stoop" laborers who hand-tended the intensive vegetable and fruit crops. About 24 per cent of the workers were engaged in wholesale and retail trade, and this group is particularly conspicuous in the marketing of farm produce. About 17 per cent were in personal service – house servants, gardeners, maids, and so on. About 4 per cent were in manufacturing, and 10 per cent were engaged in other industries and commerce.

About 3 per cent of the Japanese population – some 3,100 – are professional people, including doctors, lawyers, architects, nurses, airplane designers, artists, ministers. More than 1,000 of the young people have been attending colleges or universities each year.

The Federal Government is attempting to handle the evacuation and the relocation of this group with the smallest possible economic and social loss to the areas being evacuated and to the evacuees themselves.

As swiftly as possible, these people must be given the opportunity to make use of their talents for the welfare of the nation and their new communities. And not the least part of the job is the physical task of moving such a large number of families in a short time and relocating them in suitable areas.

**RELOCATION AREAS:** An important consideration was to select areas where only a few, if any, persons now living on the land would be displaced and where the attitude of surrounding communities was not antagonistic. Another requirement, particularly for an area with limited internal agricultural possibilities or with a long winter season, was that it offer opportunities for the

establishment of industries capable of using considerable non-agricultural labor. In brief, each relocation areas 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. Development of land for irrigation, conservation of soil resources, flood control operations, and range improvement.
  - b. Agricultural production for foodstuffs required by the relocated community and to aid in the Food for Freedom Program.
  - c. 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.
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 the effective deployment of community services such as schools, hospitals and fire-control facilities dictated the decision that communities be at least this size.

ADMINISTRATION OF RELOCATION AREAS: Broad general concepts have been laid down for the relocation centers. The communities will be as nearly self-contained, self-sustaining and self-governed as possible to make them. The project residents will perform a majority of all community services. They will engage in agriculture and industry, producing commodities for their own subsistence and or the War effort of the nation. The over-all administration will be provided by the War Relocation Administration and such external protective services as are necessary by the United States Army. The evacuees will be provided shelter, food, medical and hospital care, education and recreation. They will have freedom of religion. Families will, of course, be kept together. The pattern is designed so that the evacuees will be able to pursue a semblance of normal life, rear and educate their children, and to engage in productive occupations in the relocation centers.

In general, the work pattern for the evacuees consists of five general classifications. These are:

1. Services necessary for the operation and maintenance of the relocation communities.
2. Production of agricultural commodities needed for the subsistence of the relocation centers, and where possible, for sale to or through the Office of Land-Lease Administration to provision the United Nations.
3. Manufacture of various needed products for the projects and the Nation.
4. Useful public work, such as the development of land for irrigation, reclamation, etc.
5. Private employment outside the relocation projects where such opportunities are present and under conditions laid down by the War Relocation Authority.

The range of types of employment will be very similar to that in a normal community with an agricultural base. All evacuees who are employable and more than 16 years of age, both men and women, may apply for employment. There will be much work for clerks, stenographers, machinists, nurses, reporters, accountants, doctors, and lawyers. Individuals will have the opportunity to work at the occupations for which they are most fitted by training and experience. Additional opportunities will be provided to adapt old skills to new jobs and to acquire new skills and new techniques.

**CONSUMER ENTERPRISES:** Due to their isolated locations, all of the War Relocation Projects will find it necessary to create and maintain their own consumer stores and services. Evacuees will be encouraged to organize their own enterprises which will be operated on a non-profit co-operative plan. The War Relocation Authority will assist by providing instruction and guidance to the evacuees in the organization and management of these enterprises in accordance with approved consumer co-operative principles. In addition to consumers' co-operatives various principles. In addition to consumers' co-operatives various production enterprises such as garment factories, furniture plants, farming operations, dairies and pottery works will be initiated on the various projects.

Through the Division of Community Enterprises in the Regional Office, stores have been organized and placed in operation at the Manzanar, Tule Lake, Gila and Colorado River Projects. Types of enterprises so far set up include canteens, clothing stores, soda fountains, barber shops, beauty shops, and the old-fashioned general store. Within the near future, it is expected, shoe repair shops, stationery stores, book stores and radio repair shops will be established. Arrangements are under way for the organization of similar community enterprises at other projects.

**TASK OF THE SCHOOLS IN THE RELOCATION CENTERS:** The primary task of the schools in the relocation centers is to develop an education program which will promote understanding of American ideals and loyalty to American institutions and train for the 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 to adjust to the shocks of evacuation and to the unusual conditions of life within the relocation centers, and 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.

**EDUCATIONAL POLICY OF THE WAR RELOCATION AUTHORITY:** The War Relocation Authority recognizes assigns to state and local governments responsibility for the 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 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 the direction of 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 a 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.

#### EDUCATIONAL PROGRAM FOR WAR RELOCATION CENTERS

Plans for the school program in the relocation centers have been discussed with a number of educational leaders, with members of Japanese groups, and with various social agencies and organizations which have served the 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.

#### Relation of Relocation Center schools to state public school systems

In setting up the education program at relocation centers it is the policy of the War Relocation Authority to ask the assistance of the U.S. Office of Education in negotiating with state departments and state boards of education regarding the relation of schools on the projects to the state public school system. Where a state department of education desires it, and it would be possible under existing law, or after the passage of legislation acceptable to the War Relocation Authority, to make these schools part of the public school system, but as separate unified school districts with their own superintendents and boards of education, this may be advisable. Where it is not feasible, or the state does not desire it, an agreement will be entered into between the War Relocation Authority and the state department of education for cooperating in planning and supervising the school curriculum and program, selection of personnel, and maintenance of educational standards. State departments or boards of education will be asked to appoint boards of consultants, of whom two should be lay persons, to make semi-annual visits to the schools at the centers in the state, and to advise with state and project personnel on the education, library and recreation program.

#### School population – Organization of Schools

The administrative organization for schools in relocation centers is shown on the accompanying chart (Fig. A). It provides for a unified school district with a superintendent selected with the approval of the state department of education and assisted by a director of curriculum planning, of health, and a supervisor of teaching. Provision is being made also for an educational advisory committee on the project to be made up partly of elected representatives and partly of representatives of different groups appointed by those groups to review program, budget, and to advise on school policy and curriculum. The schools will be organized on the six-six plan with one elementary school, from kindergarten through the sixth grade, for each 5,000 of the population, and for a 6-year high school, from the seventh through the twelfth grade, \*for centers with from 10,000 to 15,000 population. A supervisory elementary principal will have charge of all elementary schools, with a teaching vice-principal to assist. The junior-

senior high school will have one principal, and provision is made for several department heads who will direct activities on both the junior-senior high school level.

- \* Where the various centers on the project are some miles apart and considerable pupil transportation would be involved, it may be advisable to have the elementary school include eight grades, except in the center where the high school is located, when the six-six division may be followed.

### Selection of Personnel

A uniform salary schedule and qualifications for all positions in education has been set up. The regulations as to hours of work, annual and sick leave, deductions, etc., is the same as for other federal appointments. Selection of teaching personnel is being made by superintendents and principals on the projects, and appointments are processed through the 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 methods of classroom teaching. The state university or some other accredited teacher training institution in the state is being asked to assign a number of its faculty as supervisor of teaching for this purpose, the WRA to reimburse the institution for the salary.

All clerical and custodial services in connection with the schools will be performed by project residents, and, where this does not interfere with the program of instruction, by students.

### School Program

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

1. The schools are being planned and will operate as community schools, and develop a program enlisting active student participation in the social and economic development of the relocation centers, incorporating these experiences as a basic part of the school curriculum.
2. The schools will operate on a year-round basis, with one 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.
3. 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.

4. 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 one half their time in apprentice training or work experience on project enterprises, during the regular school year.
5. Students above 16 engaged as apprentices or employed on project enterprises shall be eligible for pay and for membership in the work corps. Students working in school project shall not be entitled to payment.
6. All students will be expected to take some vocational training before graduation from high school. Where this is not possible during the regular school year, it can be taken as part of the summer program.
7. All instruction will be in English, and Japanese language schools will not be permitted to operate.

In working out the school curriculum state departments of education and state universities are being consulted.

Project directors, chiefs of the community services branch, and the superintendents are being asked to agree upon definite responsibilities to be assigned to the schools for production of food or clothing, for construction, repair, and maintenance and operation of community facilities; and the project directors have been asked to arrange for schools to have the assignment and use of such land, machinery and equipment and other supplies as are necessary to carry out these responsibilities.

Since a major part of vocational training of students in high school must be obtained through work experience in the offices, enterprises, institutions and services on the project, and will be carried on on an apprentice training basis, the placement and vocational training program of the school must be closely correlated with the employment program on the project and meet project requirements and needs.

School enterprises carried on by students under school supervision will give work experience and training to students of all age levels. These enterprises should be worked out with project personnel and related to project needs. They might include, in the field of food production, such activities as poultry raising, bee keeping, dairying, hog raising, and small specialty crops, in construction, erection of small buildings, sheds, fences, etc., and the building of play ground and recreation equipment and of school furniture; in other fields, research assignments of various kinds, - weather recordings, special clean-up or policing jobs, etc.

#### Nursery Schools

Because of crowded living conditions, lack of privacy, and changes in the character of family living likely to result from the new housing and eating arrangements, and the increasing employment of mothers on project enterprises, it appears essential to provide supervised play and rest periods for young children. Day nurseries will be operated by project residents under the supervision of a qualified leader, and will be combined with instruction in parent education. The nursery schools will be used in connection with training in child care and home management for high school students.



## Adult Education

Adult education should be an important part of the community education program. No funds are available for the payment of teachers or the purchase of supplies for those classes at the present time, and the adult program must, therefore, depend largely on assistance from teachers employed in the regular school program, project employees, and project residents.

### APPROVED RELOCATION AREAS

CENTRAL UTAH, MILLARD COUNTY, UTAH: Capacity 10,000. Area 19,900 acres, three miles north of Delta, Utah. Elevation 4,700 feet. Extreme temperature range from 100 to 15 or 20 below zero. Annual precipitation about 8 inches.

COLORADO RIVER, YUMA COUNTY, ARIZONA: Capacity 20,000. Area 90,000 acres. Growing season practically continuous. Extreme temperature range from 120 degrees to occasional freezing. Very little precipitation.

GILA RIVER, PINAL COUNTY, ARIZONA: Capacity 15,000. Area 16,467 acres. Elevation approximately 1,500 feet. Growing season practically continuous. Long hot summers, short mild winters.

GRANADA, PROWERS COUNTY, COLORADO: 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 temperatures from 100 degrees 15.

JEROME, CHICO AND DREW COUNTIES, ARKANSAS: Capacity 10,000. Area 10,000 acres Mississippi Delta Region. Average rainfall 52 inches. Average mean temperature 64 degrees. Frost-free period 230 days.

ROHWER, DESHA COUNTY, ARKANSAS: Capacity 10,000. Area 10,000 acres. (Practically identical conditions as Jerome)

MANZANAR, INYO COUNTY, CALIFORNIA: Located in the Owens River Valley in East Central California. Capacity 10,000. 6,000 acres. Elevation 4,000 feet. Long growing season, winter short but cold. Average precipitation 4 inches.

MINIDOKA, JEROME COUNTY, IDAHO: Capacity 10,000. Area 68,000 acres. Average rainfall 8 to 10 inches. Average growing season 138 days.

HEART MOUNTAIN, PARK COUNTY, WYOMING: Capacity 10,000. Area 46,205 acres. Elevation 4,600 feet. Growing season 115 days. Annual precipitation approximately 7 inches.

TULE LAKE, MODOC COUNTY, CALIFORNIA: 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.

For any specific questions for reference material you may write to Miss Elinor Bauman, Head of Documents Section, 362 Whitcomb Hotel Building, San Francisco. The Documents Section has available for administrative use a few official publications which will amplify the material contained in this pamphlet, and will refer you to the sources for material on specific subjects.