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WAR RELOCATION AUTHORITY

Washington

April 24, 1945

ADMINISTRATIVE NOTICE No. 247

Subject: Assignment of Teachers to Summer Activities

Distribution: A

Although most school activities will end at the close of the current school year, provision has been made in the budget submitted to Congress for retaining a majority of the teachers on the WRA payroll until August 31, 1945. Consideration is to be given to continuing nursery, adult, and vocational activities during the summer or as long as there is need for such services. The project administration is authorized to utilize the services of the members of the Education Staff not engaged in the foregoing activities, wherever they may be most effectively employed on the project. Wherever they meet specifications for available positions they should be transferred as quickly as possible. Wherever they do not meet the specifications such persons may be detailed to any division or section for a period not to exceed 120 days without the necessity of transfer or change in job description. In making such assignments special consideration should be given to the detailing of such persons to the following types of service:

I. Educational Activities.

With respect to the first type of service it goes without saying that all regular elementary and secondary school activities should be completed as soon as possible after the close of school, thus insuring full accreditation so that no student is subjected in any way to loss of credit.

A. Remedial Work.

If a limited amount of make-up work is needed by any student so that he may enroll in the school where he relocates without jeopardizing his standing, such remedial work may be provided during the summer months. In the assignment of teachers to the various types of service, priority should be given to all activities that directly contribute to satisfactory relocation. Surely remedial work is such an activity.

B. Center School Closing Procedures.

Teachers needed to comply with suggestions for center school closing procedures outlined in a communication dated February 19, 1945, should be assigned to this work as soon as the regular academic year is closed. Teachers' individual reports of their class activities should be a definite responsibility for each teacher. If possible, inventories, the monthly vocational, annual and other current periodical reports should be completed within a month after the current school term is closed. A limited number of teachers may be needed to help on the closing report covering the complete education program 1942-45.

C. Nursery Schools.

It is suggested that the regular nursery school program be re-examined. Inasmuch as parents will be unusually concerned with plans for relocation, it is suggested that nursery schools be continued as long as there is a felt need for them.

D. Adult-Vocational Activities.

There can be no doubt about the urgent need of short-term educational activities for adults. The superintendents of education should be responsible for continuing during the summer all those adult-vocational activities that contribute directly to effective relocation. Elementary and secondary school teachers often have special abilities that can be used to advantage in working with adults, especially those who have taught commercial, industrial, agricultural and home-making courses.

II. Relocation Program.

Assigned to work under the direction of the Relocation Program Officer, teachers may directly contribute to the relocation program in several ways. Orientation and training classes should be started immediately. Ways in which they can assist include the following:

A. Relocation Advising.

Properly qualified teachers may augment the staff of the Relocation Advisor to carry regular case loads of relocation interviews.

B. Supplementary Family Visits.

Such visits will service the purpose of (1) making sure that center residents get correct information, (2) encouraging them to start making their plans, and (3) following up with them the details of plans made in advisory conferences.

C. Assisting with Group Discussions.

1. Stimulating, and assisting in the development of, groups within the blocks or districts to which assignment is made, for the purpose of discussing topics or problems of common interest. Such discussions can contribute to the growth of sound and optimistic attitudes and to the dissemination and understanding of essential information.
2. Acquainting families in the block or district with the purpose, and the advantages of participating in, center-wide meetings and programs of adult and vocational education.
3. Helping to identify the need for additional center-wide meetings or educational and informational activities that can better serve the needs of block residents than can locally sponsored activities.

D. Assisting the Relocation Planning Commission.

Such assistance may take the form of helping to organize and to collaborate with local district or block evacuee committees to work under the direction of the Commission.

E. Assisting in the Relocation Library.

Teachers may be assigned to help service the library when the demand is particularly heavy, or they may carry into blocks or districts more complete understanding of the purpose and facilities of the library and assist in actually decentralizing its services when that is desirable.

III. Welfare Section

Teachers qualified to work in the Welfare Section may augment the staff in the Counseling Unit by serving in the following capacities:

A. Interviewing.

Helping families and individuals develop their resettlement plans, and assisting those applying for the various services offered by the Welfare Section. This assignment may require some visiting in the homes of Center residents.

B. Interpreting.

Teachers who speak and understand the Japanese language can be helpful to the Counseling Staff as interpreters. This also may require some home visiting.

C. Office Assistants.

Teachers experienced in secretarial work, stenography, typing, and office practices will be an asset to the Section, especially when evacuee office assistants leave the center for resettlement.

IV. Community Activities Program

The closing of schools and formal education activities, the occupation of center residents in making plans for relocation, and the tendency for people to be less interested in community affairs as the centers close are important factors which present a challenge to the Community Activities Section. The Post-Exclusion program of the War Relocation Authority gives a greater responsibility to the Community Activities Supervisor and his staff for the strengthening of those group activities which contribute to the morale of center residents, make it easier for them to complete their relocation plans, and help prepare people for satisfactory adjustments to life and living conditions on the outside.

Teachers may be reassigned from the Education Section to work under the direction of the Community Activities Supervisor for community activities work which facilitates relocation.

The services of teachers may be utilized for Community Activities in the following suggested areas:

A. Child Care Services.

To supplement the nursery school program, group activities for children, including toy libraries and other child-care services will need to be strengthened to relieve parents occupied with relocation planning. Readjustments in the community activities program for children may be necessary in the light of the current situation.

B. Summer Activities Program.

Additional personnel may be needed within the Community Activities Section for the operation of a Summer Activities program to provide opportunities for group activities for all age groups which will help maintain friendly attitudes and relationships among all project personnel. Teachers assigned to the Activities program may help develop interest in camping, voluntary group meetings relating to relocation and recreational activities needed during the summer months.

C. Leadership Training.

Emphasis should be given during the summer months and through the duration of the centers to preparing people to take a responsible leadership in community affairs which will encourage their wider participation in the life of the community upon relocation.

D. National Agency Programs.

Teachers with an interest in group work should be utilized in strengthening the programs at the centers of the national agencies, such as the YMCA, the YWCA, the Boy Scouts, the Girl Scouts, the Camp Fire Girls, and the PTA. Interest among center residents in participating in these agency programs should be encouraged because it develops ties with the outside communities and opportunities for people to transfer their membership in such groups as they relocate.

In the suggested reassignment of education personnel for the summer period, special emphasis should be placed on the skills, the training, and the experience of the individual teacher. The project director in consultation with the personnel officer and the superintendent of education, who knows more intimately the specific abilities of the individual, will be responsible for these reassignments.

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