

WAR RELOCATION AUTHORITY  
COMMUNITY MANAGEMENT DIVISION  
EDUCATION SECTION

2. EDUCATIONAL PROBLEMS INCIDENT TO CLOSING WRA CENTERS

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The Committee on "Educational Problems Incident to Closing WRA Centers" submits the following recommendations:

1. Placement of Teachers

The placement of the personnel is a problem which deserves careful consideration. The prompt placement of teachers gives security to the personnel at a time when the Center needs stability. No teacher can do her best work when she is troubled about securing a position. The teacher accepted her position in good faith and in return should receive assistance in obtaining employment, if she is worthy. The centers need teachers and may find the task of completing their quotas increasingly difficult. Teachers may secure employment in other fields and consequently may be lost from service if prompt action is not taken.

A clearing house should be set up for the placement of teachers in the Washington office. Each of the remaining centers should submit a list of vacancies. The center to be closed should submit a list of all teachers wishing to be placed, either with the War Relocation Authority or some other agency. Each teacher should then be informed of the vacancies and each superintendent should be given a list of the available teachers. The superintendent of the center to be closed should file with the Washington office confidential ratings of all the teachers.

The personnel officer of the Washington office should advise the teachers and superintendents concerning the procedures involved in the transfer. The request for transfers should be initiated by the centers needing the teachers.

2. Transfer of Property

The inventory of all school property should be prepared or brought up to date at least 30 days in advance of the closing of the center and be made available to the other centers through the Washington office.

This will give sufficient time for the needs of all other centers to be listed before any requisitions are filled. An equitable distribution can be made only by comparing the needs of all the centers with the available supplies and equipment.

Some instructional materials and equipment should be transferred intact. Visual aid material, certain collections of pictures, maps, and reading materials are examples of instructional materials that function as units and should not be divided. The superintendent should be allowed to designate those materials and equipment that should be transferred as units.

### 3. School Records

The transfer of school records should be handled in the following manner:

a. To other centers

- (1). Form 281 should be sent to centers where pupils are transferred, one copy Form 281 for each pupil, grades 1 - 8 inclusive. Pupils completing grade 8 but with no record in grade 9 should be included.
- (2). Two copies of Form 280 for each pupil enrolled and having a record in grades 9 - 12 inclusive should be sent to centers where pupils are transferred. The records for pupils who have completed grade 12 should be completed.

b. To Washington office

- (1). Two copies of Form 281 for all pupils, grades 1 - 8 inclusive, who have relocated or who have quit school without developing a high school record, should be sent to the Washington office. Records for pupils who have been or are now being transferred to another center should not be included.
- (2). Two copies of Form 280 should be sent to the Washington office for:
  - (a). Each graduate from grade 12 of the high school to date
  - (b). Each pupil having some record in the high school and who has relocated from the center
  - (c). Each pupil who has some record in the high school, but has quit school and has not relocated

Do not send to Washington records of pupils who have been or are being transferred to another center, except records

of high school graduates.

- c. Each set of pupil records should be marked plainly and include a typed list of pupils included.
- d. As soon as transfer lists have been completed, tabulations should be prepared showing the number of pupils by grades sent from the closing center to the receiving center. Copies of these lists should be filed with the Washington office.
- e. School term, monthly, and annual reports for all previous school years to date should be compiled and sent to the Washington office. Copies of Form 282 should also be submitted.
- f. Pupil cumulative test records, achievement, attendance, and other personal pupil records, should be brought up to date and:
  - (1). For pupils who are sent to and expected to enroll in school in another center, all such personal pupil records should be sent to such center.
  - (2). For pupils who have graduated, quit school before graduation but remained in the center, and those who have relocated, such personal pupil records should be sent to Washington.
- g. School records from office of superintendent, principals, and others should be sent to the Washington office.
- h. All packages should be securely tied and labeled (attention of Superintendent of Education) and a list of the contents should be included in the package and a duplicate list forwarded under separate cover. A transmittal receipt should be required also to hasten delivery.

#### 4. Documentation

It is very important that a careful record be kept in a well organized form as shown in the outline submitted below:

##### I. Historical Data

- A. Origin, purposes, and scope of educational program
- B. Opening - date, enrollment, securing a faculty
- C. Administrative organization
- D. Integration of section under WRA organization

##### II. Problems encountered, methods of solving, and results obtained

- A. Physical plant facilities
  1. Housing, lighting, heating
  2. Equipment, seating, library, other

- B. Procurement of instructional supplies and equipment
- C. Appointed faculty
  - 1. Recruitment, source, certification
  - 2. Adaptation into WRA system, retention or the problem of change
  - 3. Attitudes, morale problems
- D. Pupil induction, adaptation
  - 1. Credits from other schools
  - 2. Adaptation of programs to pupil needs
  - 3. Pupil morale, school spirit, effect of community attitudes
  - 4. Gradation of pupils, records
- E. Curricular problems
  - 1. Organization, adaptation to needs and facilities
  - 2. Training teachers and pupils in curricular continuity
- F. Evacuee school employees
  - 1. Selection, training, supervision
  - 2. Turnover - number employed
  - 3. Service values of teaching assistants and other employees
- G. School community relationships
  - 1. Relations with other sections, overlapping
  - 2. Limitations
- H. Relationships with outside agencies
  - 1. Neighboring schools
  - 2. State department of education
  - 3. Washington office
- I. Effect of center changes or disturbances
  - 1. Effect of segregation
  - 2. Effect of leave programs

### III. Successes and failures

- A. Pupil Growth
  - 1. In interest, morale, student organizations
  - 2. Progress in school
- B. With physical plant facilities
  - 1. Buildings
  - 2. Supplies and equipment
- C. In state relationships
  - 1. Accreditation
  - 2. Supervisory helps
  - 3. Certification
- D. Errors - made in
  - 1. Administration, planning
  - 2. Timing
  - 3. Program and curricular offering
- E. Vocational program
  - 1. Need for, interest, types
  - 2. Problems involved
  - 3. Relation to relocation
- F. Adult Education
  - 1. Need for, interest, types
  - 2. Problems involved
  - 3. Relation to relocation

- G. Nursery school education.
  - 1. Problems involved
  - 2. Results
- H. Contributions of schools to
  - 1. Americanization
  - 2. Relocation.
- I. A summary evaluation of the results of accomplishments of the educational program in terms of effect on the lives of the pupils.

IV. Closing

- A. Data on enrollment, number of graduates, transfers to other centers, transfers by relocation, etc.
- B. Records and reports - completion, disposition
- C. Disposition of supplies, equipment
- D. Placement of personnel

It is suggested that such documentary data be brought up to date annually in order to facilitate the making of the final report.

5. Time of Closing

Because of psychological as well as physical factors involved, the school should close at least two and preferably three weeks before the closing date for the center. The movement of the people will take considerable time and the schools should not operate after the movement begins. It is desirable to allow a period of three days or more between the closing of the school and the movement of the first train.

6. School Activities

As many of the normal school activities as possible should continue to the closing date of the school. This will provide pupils with wholesome and normal outlets for recreation and constructive endeavors during the transition period.

7. Information Concerning the Centers to which Pupils are Transferred

The schools should give several days at the close of school to the gradual dissemination of factual information concerning the centers to which the pupils are transferred. Superintendents of those centers and other officials may send the information desired to the superintendent of the closing center. This information, if properly presented, should serve to condition pupils and their parents for the transfer.

8. Relationships With State Department of Education, Education Associations, and Other Professional Organizations

It is recommended that a letter from both the National Director and the Project Director be sent to the State Department of Education, the State Education Association, the State Advisory Board Members, and to other individuals or professional organizations, who have made contributions to the education program, announcing the closing of the center schools and

expressing the thanks of the War Relocation Authority officials for the assistance and cooperation given. The superintendent of schools should also write similar letters.

The officials of the State Department of Education and accrediting associations or institutions should be consulted in regard to the protection of the credits and promotion of all pupils. These officials should also be informed as to the disposition of all the records in case of future inquiry.

A complete chronological documentary record of the Education Section should be filed with the State Department of Education and other cooperating associations or institutions.

March 25, 1944