



A ninth grade group conducting regular classroom activities.

SECONDARY SCHOOLS

The secondary school unit comprised of grades seven to twelve, inclusive, was organized on the basis of combined junior-senior high schools. Much of the work of the first three years was designed to provide for the pupil exploratory experiences, to improve his skills in the tool subjects, and to expand his knowledge and experiences in certain areas. The programs for the last three years were planned to permit each pupil to pursue a selected curriculum, yet to reserve time for personal enrichment through other experiences and studies.

ORGANIZATION OF THE SECONDARY SCHOOL

Following the evacuation approximately 16,000 secondary pupils were assembled on the ten relocation (later reduced to one segregation and eight relocation) centers. These pupils had come from various places and from various types of schools. Past environments and experiences differed greatly. Probably the only common element was that of ancestry. Many were apprehensive of what the immediate future might hold for them. The sight of the camp, the new home, did little to allay these feelings. It was under such conditions that high schools had to be established and developed.

Key faculty members had assembled and prepared tentative programs before the pupils arrived. As soon as possible all pupils were interviewed and the opening program developed. Efforts were made to orient the pupils into the new community school as rapidly as possible.

PHYSICAL FACILITIES

In most cases the schools were housed in barrack type buildings not well adapted to school work. Eventually some temporary buildings were erected and the barrack buildings were remodeled to provide useable and in most cases adequate facilities. Essential laboratory, shop, commercial class equipment, and supplies were made available. Library, reference, textbooks, and current periodicals were provided. The teacher and pupils took these hurdles in stride and lacking many outside distractions and diversions applied themselves to taking advantage of the educational opportunities available on the center.

THE FACULTY AND THE TEACHING LOAD

As the school pattern was established, teachers and supervisors were selected to fit into this pattern. Nation-wide recruitment coverage plus the willingness of some schools and colleges, having decreased enrollments, to grant "leave of absence" releases enabled the War Relocation Authority high schools to assemble better faculties than normally would be anticipated for temporary school organizations. Over 43 percent of the secondary teachers had earned M. A. degrees or better.

The heavy teacher-pupil load, fixed by budgetary limitations at one teacher (other than supervisors and administrators) for each thirty-five secondary pupils was relieved by the use of college trained but uncertified evacuee laboratory, library, study hall, and teaching assistants.

THE HIGH SCHOOL OFFERING

The high school curricular offerings were planned by the teachers under the supervision of Curriculum Advisers, appointed on a temporary basis for that purpose, and with the advice of

recognized specialists in curriculum planning. The curricula were of necessity limited by local conditions but an attempt was made to develop a program that would provide the pupils an opportunity to complete work started prior to evacuation, to keep abreast of changes and developments outside the Centers, and to gain experiences that would enable them to adapt to employment and social changes or to enter outside schools and communities when relocating.

TYPES OF CURRICULA

During the early months it was necessary to introduce some short courses to enable pupils to complete at least a part of their fractional credits. Within a short time three major curricular programs were developed. There was some overlapping, and pupils were not restricted to one curriculum. However, each pupil was encouraged to plan a balanced program including the required courses in the curriculum selected plus the usual minimum number of courses in English, science, mathematics, health or physical education, and the social sciences. Since these are typical curricula brief summaries will be included here. However, one curriculum, the practical arts, will be outlined in more detail to give some indication of the types of curricula offered.

1. The college preparatory curriculum provided opportunity for the students to do some advanced work in mathematics, English, the languages, or other courses often required for college entrance.
2. The general curriculum provided a variety of courses for those pupils who had not yet planned future programs. It also provided general or non-technical courses for the college preparatory and vocational students. College preparatory or vocational students were not segregated from other pupils in the general curriculum classes. However, some classes such as advanced mathematics were composed almost wholly of college preparatory students.

The total offerings included English, 5 to 6 units; mathematics, 3 to 4 units; and other courses found in high schools enrolling from 1,200 to 2,000 pupils. The War Relocation Authority schools did give more than usual attention to American social living and to vocational training.

3. The practical arts curriculum included groups of courses in the industrial, commercial, agricultural, and home making arts. An effort was made to provide for all pupils during the first years of the secondary program opportunities for exploration and orientation in these areas. In the upper years more emphasis was placed on the pre-vocational phases for all, and in specific instances pre-employment training was stressed for pupils who expected to take jobs immediately after graduation.

Courses were so planned that pupils might obtain the essential related general and technical information and to develop skills in the processes and procedures involved. Required class and laboratory hours and the credits allowed were for the various classes similar to those of outside schools. Equipment, supplies, and staff qualifications were adequate for the courses offered.

The overall program included the following courses, some of which were not offered on all centers because of a lack of equipment or teaching personnel:

INDUSTRIAL ARTS

Woodworking I and II	General Metal Work
Household Mechanics	General Electricity
Auto Mechanics I and II	General Carpentry
General Shop	

COMMERCIAL ARTS

Typing I and II	Distributive Occupations
Shorthand I and II	Office Practice
Bookkeeping I and II	General Business Training

AGRICULTURAL ARTS

General Agriculture	Farm Mechanics
Truck Farming	Animal Husbandry
Regional Farming	Soil Controls

HOMEMAKING ARTS

Clothing	Foods
Household Care	Child Care
Nursing	Diet Control
Etiquette	

Early in the program the schools established a part-time school work program. Under this plan students enrolled in certain subjects were encouraged to spend a part of their time

working in some Center activity or office where the work and the class instruction were complementary to each other. Supervision from the schools and the employer was coordinated and job rotation was effected where possible. Success on the job was reflected in the pupils credit record for the related courses.

In some instances the school day was divided into hour and in other cases fifty minute class periods.



Typical of Industrial, Commercial, Homemaking, and Agricultural vocational courses in the High Schools.

STATE ACCREDITATION

The War Relocation Authority school officials consulted State Department of Education officials and other educational leaders on program planning, curricular requirements, and the various rules and regulations observed in each State. The State education officials visited the high schools and granted full State accreditation which will, according to the prevailing practices, permit pupils from the WRA Centers to enter schools in that or other states without a loss of credit.

PUPIL CREDITS AND RECORDS

In most cases pupil record maintenance conformed to state practices. The pupils entered the Center schools before their records could be obtained. Schools of former attendance were quite cooperative in providing such records. However, evacuation had occurred during the semester and many pupils came with fractional credits. Where possible schedules were prepared to permit pupils to complete their programs and particularly fractional credits for past work. Pupils were encouraged to select courses that contribute to a well balanced program. The War Relocation Authority has developed a uniform transcript of pupil records. (copy attached) These transcripts will be available at the Centers until they close and will then be assembled in and distributed from the Central WRA offices, U. S. Department of the Interior, Washington 25, D. C.

EXTRA-CLASS ACTIVITIES

Since the pupils were partially segregated from outside life and had few home duties, more than normal attention was given to extra-class activities. Student home room and council organizations permitted participation in democratic processes. Membership in the local dramatic, athletic, science, glee, debating, and other clubs and societies gave a feeling of belonging. Local chapters or units of the National Honor Society, Future Farmers of America, Girl Scouts, Boy Scouts, Girl Reserves and others helped to maintain contacts with the outside world.

PUBLIC RELATIONS

The high schools cooperated with the community in various ways. Pupils were dismissed from school under a make-up system when necessary to participate, often under teacher supervision, in rush harvest or crop seasons. Many students accepted employment in the offices and on the farms during the summer months. Pupils and schools on some of the Centers entered into district or county debating clubs, athletic organizations, and stock judging contests.

THE POST SECONDARY PROGRAM

The evacuation and the assembling of individuals and families in the relocation centers had brought together many



For the first time adults learn to read, write and speak the English language--a very popular activity at the WRA Centers.

people unskilled in performing the various duties and tasks found on the relocation center and to a great extent unprepared for successful relocation in new and strange communities after leaving the centers. To enable these individuals better to perform essential tasks on the center, to prepare for some useful occupation after leaving the centers, and to provide means of adjusting into new communities, extensive general and vocational educational programs for adults were organized. The adult programs stressed principally improving the use of English training in American customs and habits that would best enable the individual to participate in community life. The vocational education courses were aimed primarily at assisting the individuals to develop adequate skills for center employment and for outside occupations.

THE RECREATION PROGRAM

The school pupil out-of-school recreational activities were closely correlated with the program carried on by the other Center residents.

In addition to the Scout, Girl Reserve, and Camp Fire units in the schools, many of the students were active in YMCA and

YWCA organizations. Participation in such organizations was fostered as one of the means of retaining contact with the outside world.

Life in the Centers offered opportunities to school children to participate in group experiences. The young people were active in service projects such as paper salvagedrives, bond and stamp sales, first aid and life saving courses, Red Cross programs, and service to the U. S. O.

RELOCATED ELEMENTARY AND SECONDARY STUDENTS

About 3800 school children have left the Relocation Centers to relocate in many parts of the United States. These American children of Japanese ancestry seem to have adjusted readily into their new schools and to have been accepted by pupils and teachers. This adjustment often contributed to improve family morale in the new home.

Available illustrations indicate that many of the students have been active in school life after leaving the Center. Two boys were elected presidents of their classes. Several have been active in football and other sports. One boy was among the winners in a spelling contest. Others have served on student council, sold war stamps, and otherwise participated in the school activities.

RELOCATED COLLEGE STUDENTS

Instruction at the college level has never been provided at the relocation centers. At the request of the Director of the WRA, a non-governmental committee was set up under the sponsorship of the American Friends Service Committee to assist in the relocation of students whose college education in West Coast institutions had been interrupted by evacuation. This organization, the National Japanese American Student Relocation Council, was supported by numerous educational and church groups, the national organizations of the YMCA and YWCA, the World Student Service Fund, and others.

At the time of evacuation approximately 2,500 students of Japanese ancestry were attending institutions of higher learning in the restricted area. Through the operations of the Council approximately 3,000 students have been placed in 550 colleges in 46 states.



Tractor Repair and Maintenance: One of the many vocational courses for adult men and women.

Originally it was necessary to work out with the War and Navy Departments and other agencies procedures for clearance of students from relocation centers and colleges which they might attend. In August 1944, all restrictions were removed.

In October 1944, arrangements were made for WRA, through counselors in the project high schools, to assume placement and public relations functions formerly performed by Council. The majority of the present group of the prospective college students are the oncoming high school graduates, and the Council recommended that their placement problems be handled as nearly as possible in the same way as for other high school students. The WRA, through the relocation offices, is in a position to follow through where necessary.

The Council will continue to assist students with their financial problems by channeling requests for aid to sources of funds. They will also, upon request, continue to aid students outside the relocation centers with any educational problems.

Some Western colleges have evinced an interest in the return of Nisei students. No effort is being made, either by the Council or by WRA, to urge students to return to West Coast schools, and it is a definite policy to discourage the transfer of students who have enrolled in and have made a successful adjustment in other colleges.

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HIGH SCHOOL

TRANSCRIPT OF HIGH SCHOOL RECORD

Grades 9 to 12 inclusive.

School Year 194____ to 194____				
FIRST YEAR	NAME OF SUBJECT	SEM. GRADES		TERM CREDITS
		1st	2d	

School Year 194____ to 194____				
SECOND YEAR	NAME OF SUBJECT	SEM. GRADES		TERM CREDITS
		1st	2d	

School Year 194____ to 194____				
THIRD YEAR	NAME OF SUBJECT	SEM. GRADES		TERM CREDITS
		1st	2d	

School Year 194____ to 194____				
FOURTH YEAR	NAME OF SUBJECT	SEM. GRADES		TERM CREDITS
		1st	2d	

School Year 194____ to 194____				
SPECIAL OR FIFTH YEAR	NAME OF SUBJECT	SEM. GRADES		TERM CREDITS
		1st	2d	

TOTAL TERM CREDITS, _____
(OVER)

Sex: M_____ F_____

Pupil's name _____

Date of birth _____ (Month) _____ (Day) _____ (Year)

Student entered this high school _____ with _____ credits.

From _____ (High school) _____ (Place) _____ (State)

Student graduated _____ (Month) _____ (Day) _____ (Year)

Withdrew without graduating _____ (Date)

Term credits at time of withdrawal _____

One term credit represents major course for year of 36 weeks.

Graduation on 1____ credits.

Grading plan: "A" Superior, "B" Above Average, "C" Average, "D" Below Average, "F" Failure, "Inc." Incomplete.

Student ranked in _____ quartile (starting from top) in graduating class of _____ pupils.

RECORD OF TEST DATE

NAME OF TEST	FORM	DATE	SCORE

This transcript prepared _____ (Name) _____ (Position)

Signed _____ (Name) _____ (Position)

This school approved _____ Class by _____
(State agency) _____ of _____ (State)

Transcript transmitted to _____ (High school, college, or employer)

Date _____ By _____

Position _____

Address _____

16-20004-1

Name of student _____ Race _____

(Report information suggested on this page *only* if it is available in a form that would aid in evaluating work of student.)

NONCLASS ACTIVITIES	POSITION OR TYPE OF PARTICIPATION	SPECIAL INTERESTS, AMBITIONS

Special or unusual home, physical, or other conditions that might affect life or work of student:

Physical condition or personal traits that might have bearing on achievement. (Report in—A, B, C, D, with "A" as superior or outstanding) :

Health _____

Industry _____

Pride in personal appearance _____

Dependability _____

Initiative _____

Respect for rights of others _____

Resourcefulness _____

It is recommended that this student {be
not be} admitted to college:

Unconditionally _____ Conditionally _____

Signed _____
Principal, Superintendent or Guidance Supervisor.

NOTE.—This record is not a grade card; not to be put into hands of pupils. Use heavy line to block out space not used on first page to record grades. Use pen or typewriter in compiling. Get proper signature. File two copies—Education Section, Washington, WRA office. Receiving school requested to notify transmitting agent as soon as these records have become an official part of records of receiving school.

11.000 m.s.n.m. - 10.000 m.s.n.m. - 9.000 m.s.n.m. - 8.000 m.s.n.m.

7.000 m.s.n.m. - 6.000 m.s.n.m. - 5.000 m.s.n.m. - 4.000 m.s.n.m. - 3.000 m.s.n.m.

11.000 m.s.n.m. - 10.000 m.s.n.m. - 9.000 m.s.n.m. - 8.000 m.s.n.m. - 7.000 m.s.n.m.

5.000 m.s.n.m. - 4.000 m.s.n.m. - 3.000 m.s.n.m. - 2.000 m.s.n.m. - 1.000 m.s.n.m.

1000 m.s.n.m. - 900 m.s.n.m. - 800 m.s.n.m. - 700 m.s.n.m. - 600 m.s.n.m.

500 m.s.n.m. - 400 m.s.n.m. - 300 m.s.n.m. - 200 m.s.n.m. - 100 m.s.n.m.

100 m.s.n.m. - 90 m.s.n.m. - 80 m.s.n.m. - 70 m.s.n.m. - 60 m.s.n.m.

50 m.s.n.m. - 40 m.s.n.m. - 30 m.s.n.m. - 20 m.s.n.m. - 10 m.s.n.m.

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