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GILA RIVER PROJECT  
Community Management Division  
Education Section

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Education Program  
1942 - 1945

Final Report

ARIZONA COLLECTION  
ARIZONA STATE UNIVERSITY

ARIZONA COLLECTION  
ARIZONA STATE UNIVERSITY

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## EDUCATIONAL PROGRAM AT GILA RIVER RELOCATION CENTER

1942 - 1945

ARIZONA COLLECTION  
Arizona State University

## ORIGIN AND ORGANIZATION OF THE PROGRAM

The President of the United States by Executive Order No. 9102, March 18, 1942, established the War Relocation Authority. As part of its program, the War Relocation Authority was charged with the responsibility of establishing and maintaining an educational system providing essential school programs at each center. The school organization was to be a section of the Community Management Division and the superintendent in charge of education was to work under the Assistant Project Director in charge of Community Management. (See Chart I in Appendix.) School staff members were to be federal employees, either appointed under Civil Service rules and regulations, or in the case of evacuees, selected for regularly established evacuee positions. War Relocation Authority was given full financial responsibility for and administrative control over the center schools.

Origin

In July, the month in which the first evacuees arrived, a superintendent of schools was selected. Shortly after his selection, a high school principal and elementary school principal were selected. Recruitment of teachers immediately followed. The Superintendent opened a

temporary office in Phoenix while waiting for suitable space to be provided at the center. After a short while in Phoenix, he moved his office to the Indian School in Sacaton, some eight miles from the project. Early in September, temporary office space was provided in the Canal Camp for his office. Near the end of September, his office was finally established in the Administration building in the Butte Camp.

First  
Recruitment  
of Personnel

Considering the confusion resulting from many causes such as completing construction of buildings, laying sewers and water lines, continued arrival of more evacuees, the necessary but constant shifting of offices, and the serious handicap of lack of transportation, it seems remarkable that the schools were able to effect their unit organization and get underway as early as they did. The Canal schools opened on October 12, 1942. The Butte schools opened one week later on October 19, 1942.

Date of  
Opening

Organizing and starting a complete school system the size of the Rivers system would have been a tremendous task even in normal times. Wartime conditions served only to add to the difficulties.

Major  
Problems  
Encountered

1. One of the most difficult tasks was to obtain equipment such as tables, chairs, blackboards, maps, laboratory equipment, and even books. During the first months, students sat on the floor, boxes, nail kegs, or crude benches made by placing rough boards on brackets nailed to the walls. This condition was made even worse by the need

Obtaining  
Physical  
Equipment

essity of scheduling large classes because of the shortage of teachers. Classes ranged in size from 40 to 60 students per teacher in all required courses.

2. It was truly remarkable how quickly the majority of the pupils adjusted themselves and settled down to the routine of school, when all the factors which might operate against an easy orientation are taken into consideration. One hundred and forty-four different California schools were represented among the pupils. They had come from the beautiful schools and campuses of California to a dry, hot, dusty, and altogether uninviting and hastily constructed relocation camp located in the desert of Southern Arizona. The very fact that they did quickly and orderly settle down is not only a tribute to youth in general for its ability to adjust to a rapidly changing environment but to the teachers and administrators for their careful planning, their tact and patience, friendly and school-like atmosphere. Before long, pupils developed an obvious confidence in and loyalty for their school. Before many months had elapsed, their only complaint seemed to be that these schools were far more difficult than their former schools. This

Orienteering  
Pupils

recognition, voiced by the pupils, was the direct result of our efforts to set rather high and exact requirements in the belief that by so doing, we could over-compensate for the sense of loss and frustration felt by the pupils and the great difference in the physical plants and lack of equipment. This policy undoubtedly paid great dividends in bringing about desirable attitudes among the pupils.

3. Never, during the three years' history of the Gila Project schools, did the schools have a full complement of teachers. Like the public schools everywhere, the project schools were faced with the difficulty of obtaining teachers. Once they were obtained, it was sometimes difficult to retain them. However, there seemed always to be in each school unit a sufficient number of reliable teachers who, with the valuable aid of evacuee teachers and assistants, were able to maintain a functioning school organization at all times. Although the turnover among the teachers was exceedingly high, fortunately, the principals and other key personnel stayed through from the inception of the program to its conclusion. The normal allotment of

Obtaining  
and  
Retaining  
Teachers

teachers in any year never exceeded seventy-five, yet over two hundred were employed during the three year period. Of the original Education staff who started at the beginning of the school system in 1942, only sixteen were left when the schools closed in 1945.

4. Other problems no less vexing included such things as heaters, coolers, floor coverings, adequate class room lighting.

The winter of 1942-43 was a particularly cold one for this section of Arizona. No heating whatever was provided until the latter part of January and early February. Attempts were made to secure linoleum floor covering but we were not successful until the last year. Coolers were never obtained in sufficient number to provide for our needs during the summer months.

Other  
Problems

The Gila Project Schools were organized as Community Schools. Each of the two high schools and two elementary schools early organized a Parent-Teacher Association. Each organization had its duly elected board of directors and affiliations with the National Congress of Parents and Teachers were obtained. These Boards of Directors served as school advisory boards at Gila. They were very active in promoting

School  
Organization

understanding between the school and community, offering many suggestions which were valuable in the improvement of the school. They were active in assisting the schools in carrying out various school programs and in purchasing certain equipment not readily secured otherwise.

1. At the head of each school unit was a principal who was directly responsible to the superintendent. The principal was charged with the responsibility of teacher assignment and supervision and program organization, as well as the various other duties for which a principal is responsible. Administra-  
tive and  
Supervisory  
Plan  
Working closely with the principals and teachers was the Guidance and Testing Director, the Adult and Vocational Education Director, and the Supervisor of Student Teaching.
2. Education, as a section under the Community Management Division, cooperated with, and to a large extent coordinated its activities with other sections and divisions. Particularly was this true with such sections as Community Activity Section, Welfare, Relocation, Health, Procurement and Warehousing. Relation to  
Center  
Organization  
In fact, there probably was no section in the Project organization with which Education did not come in contact, at least, to

some extent. Education, in its relation with Center organization, was truly organized as a Community School.

3. The school organization on the Gila River Relocation Center was typical of those found in most American communities. The regular elementary school program extended from kindergarten through grade six. The high school program extended from grade seven through the twelfth grade. The high school was divided into junior and senior high school units. Nursery schools were also maintained in order to provide parents with more opportunity to engage in project work. The schools welcomed this opportunity, especially where children came from non-English speaking homes. In addition, an extensive adult education program was provided both in the academic and vocational fields

Scope of Program

4. On the Gila River Project, two high schools and two elementary schools were organized, one each in Canal and Butte. In Canal, the school organization followed the eight-four plan, while in Butte, a six year elementary school and a six year high school were organized. The six year high school consisted of a junior high school,

Segregation into Units



extending from the seventh grade through the ninth and a senior high school, extending from the tenth through the twelfth grades. In addition, an extensive adult education program was provided under the direct supervision of an Adult Education and Vocational Training Director.

#### PERSONNEL

From its inception, it was the policy of the Education Section to recruit teachers on a nation-wide basis rather than locally. This, undoubtedly, was a wise policy, at least, insofar as public relations were concerned. Teaching personnel was recruited from Arizona only when no disruption or disorganization would have resulted in the public schools. Consequently, the education staff was composed of teachers from every part of the nation. In the belief of many, the differing backgrounds of training and experience of the teachers contributed greatly to the education program.

Appointed  
Faculty

Each teacher qualified for and was employed as a wartime Civil Service employee. In order to qualify, a teacher had to meet the requirements of the Arizona Board of Education for all teachers. In Arizona, this meant that secondary teachers had to have a Master's degree or the equivalent and elementary teacher, the Bachelor's degree.

Qualifications

Teaching at Gila was not easy. Teachers were allotted on the basis of one teacher for thirty-five pupils in

the secondary school and one for forty pupils in the elementary schools. This apportionment would have been quite satisfactory except for the fact that there was never quite a full quota of teachers employed at any one time. This made it necessary to provide for larger classes or to double up the classes on occasion. Had it not been for the unselfish and tireless efforts of the evacuee assistants, the schools at Gila would not have been nearly so successful.

Since the education personnel came from so many different states and because they, as a rule, were not familiar with our problems, it was necessary to carefully provide for their orientation. When a new teacher arrived, she was given various War Relocation Authority published material, which gave her an over-view of the origin, purpose, policies, and history of War Relocation Authority and evacuation. In addition, she was provided with a map of the center. Also Orientation the principal, who was to be her supervisor, explained the policies and procedures of the school where she was assigned. She was also introduced to the other personnel and then placed under the guidance of a teacher in the department where she was to work. She was generally given one or two days in which to become adjusted to her new environment before she entered upon her actual duties.

The morale among the teaching personnel was generally very high. Most of the school units employed similar methods in creating and maintaining a desirable morale. Among the most successful of these methods was the faculty meeting, employed by one of the high schools. Except for emergency meetings, the plan in this school was to provide refreshments in conjunction with the meeting. Instead of having routine and boring faculty meetings, the desired objective was accomplished in a pleasant and friendly atmosphere. The teachers took turns in providing refreshments. The other units used different methods but were perhaps just as successful.

Morale

After the first year, 1942-1943, the turnover among the education personnel was, it seems, rather high. During the first year, salaries on the "outside" were somewhat lower than those in the Center. However, due to the growing scarcity of teachers on the "outside", these salaries soon equalled or exceeded those of War Relocation Authority. This fact was perhaps the main reason for the increased turnover during the second and third years. Normally, an average of about seventy appointed personnel comprised the education staff but during the three school years two hundred and twenty-six were employed. Nevertheless, there were, at all times, in every school unit, a sufficient number of "old hands" to carry on the program without serious disruption.

Turnover

Evacuee teachers, assistant teachers, office workers, and other evacuee employees were selected on the basis of qualification and experience. Some of the evacuee teachers were among the best teachers employed but generally speaking, the evacuees were not good teachers. Although they usually knew the subject matter well, their lack of ability to enforce discipline caused them to fail as teachers. Almost without exception, they were tireless workers and their contribution to the success of War Relocation Authority schools, incalculable.

Selection of  
Evacuee  
Employees

Assistant teachers were required to have had some college training. Teachers were required to hold a degree with adequate courses in education. Librarians were trained on the job by the librarian. Also arrangements were made with the Arizona State Teacher's College at Tempe for extension work under the supervision of a teacher trainee loaned to War Relocation Authority by the college. Practically all evacuees employed as assistant teachers or teachers availed themselves of this opportunity to further their education. This program began on September 16, 1942, with eighteen enrolled in Canal and fourteen, in Butte. By the start of school in October, this number had increased to twenty-one in Canal and twenty-nine in Butte. During the first year, forty-eight evacuee teachers and assistants earned college credit, most of them receiving sixteen semester hours.

Training

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Supervision of all evacuee teachers and assistants was organized and conducted by the teacher trainer in cooperation with the school principals. Teachers to whom evacuees Supervision were assigned were responsible for the direct supervision. All in all, the program was very successful and excellent results were obtained.

Due to relocation mainly, the turnover was very high. During the last year comparatively few evacuees were used, Turnover especially at the secondary level.

Janitors, truant officers, office workers, and assistant librarians comprised the other evacuee workers.

The schools always had very efficient office help and assistant librarians. These workers were especially well-trained and efficient. The truant officers were generally recommended by the Parent Teachers Association or the Welfare Section. Some of them were very good while others were lax in their duties. Janitors were recruited Other Evacuee Employees from the older Issei. They were generally hard to train but considering their lack of experience, they kept the buildings and ground in excellent condition. Most of them were very loyal to the school for which they worked and took pride in keeping everything clean and ship-shape. The plan used in each school unit was to appoint one man as head custodian. He, in turn, carried out the responsibility of supervising the others.

### PHYSICAL FACILITIES

Generally speaking, the physical facilities were far from adequate or desirable until the third year when the remodeling program was completed. Regular residence barracks were used for classrooms, laboratories, shops, and offices. These barracks contained four rooms each, approximately twenty feet wide and twenty-four feet long. Walls and partitions were constructed of one-half inch plaster board and the rooms were not sealed. It was necessary to crowd thirty-five to forty-five pupils into each of these rooms. The noise was terrific and far from conducive to good study or recitation environment.

Plan  
Facilities

1. Office space in each of the education units was adequate at all times. From one to two rooms were usually converted into school offices and, as a rule, were located centrally so that they were easily accessible to teachers and pupils.
2. Due to lack of personnel and space, it was at first necessary to organize combination study halls and libraries. Because of over-crowding and lack of sufficient books, there was neither a library nor a study hall. By careful planning and shifting of classes, this condition was

Office Space

corrected as soon as possible. Eventually, it was possible to separate the library and study hall. An entire barracks was provided for the library so that there was adequate space to meet the needs of the whole school.

Library

3. Each high school maintained wood working shops and Butte High School also provided a bookbinding unit. At first, these shops were housed in a complete barracks. During the second year, new shop buildings were completed. In these new units, space, light, and ventilation were excellent.

Shops

4. Until the new laboratory units were completed during the winter of 1943-44, the laboratories for homemaking, science, and shop were woefully inadequate. However, the new units provided very desirable laboratories for all of these courses.

Laboratory  
Units

5. The new auditoriums were not ready to use until the last year, 1944-1945. Before this time, school assemblies were held outside. Because of the fact that no suitable place was available for assemblies, it was exceedingly difficult to effect the most desirable school organization and student morale. With all the pupils seated in an

auditorium, the improvement was immediately felt. Also, the use of the floor as a gymnasium, and the showers and dressing rooms greatly improved the Health and Physical Education programs. In addition, the program of speech arts and dramatics developed rapidly, filling a long-felt need.

Auditorium  
and  
Recreation  
Space

6. Due to war-time conditions, necessity for priorities, and general scarcity of all items of school equipment and supplies, great difficulty was experienced in obtaining even the barest essentials.

Another difficulty experienced was that of becoming accustomed to government procedures in obtaining supplies and equipment. However, before the close of the first year, equipment and supplies began to arrive in sufficient amounts so that an adequate program could be operated.

Equipment  
and Supplies  
-  
Procurement

#### THE SCHOOL PROGRAM

The purposes of the War Relocation Authority Schools was to provide the opportunity for pupils to make acceptable educational and social progress while temporarily withdrawn from a normal situation; to adjust and overcome the disappointments, shock, and loss due to evacuation; to prepare for re-entry into normal school and community life without undue retardation; to develop desirable ideals and attitudes of citizenship.



During September, preceding the opening of schools in October, 1942, there was much confusion in attempting to plan and organize curricula for the schools. The plan proposed by a Stanford University graduate class only added to the confusion in the thinking of the education personnel. Finally, under the leadership of a newly-appointed Curriculum Adviser, an orderly and systematic method of establishing sound curricula was commenced. Teacher committees on curriculum construction were organized and, meeting with the curriculum adviser, drafted the curricula for the War Relocation Authority schools at Rivers. Requirements and recommendations of the State Board of Education and the State Course of Study formed the basis for curriculum construction. A quotation from the Curriculum Adviser to the Superintendent of Schools will serve to indicate, to some extent, the problems and confusion existing at Gila just prior to the scheduled opening of the schools.

Curricular  
Planning

"The problem seems at present to take care immediately of developing a program in such a manner that teachers would be ready to open schools. There seems to be a great deal of confusion in the thinking of these teachers. I sincerely believe that by working with them and developing what we have that there is less confusion and a great deal more security in the thinking and feeling of the teachers that are concerned."

In the elementary schools, the outlines of the Arizona Course of Study were pretty closely followed. Particular emphasis was placed on oral English and remedial work, particularly

remedial work in reading. In the high schools much the same procedure was followed. Using the State Board requirements as a basis, the Curriculum Adviser, working with teacher committees and the high school principal, developed the curricula as well as the various courses of study involved in each curricula. (See appendix for a sample of this early work.) The elementary curriculum was typical of that found in the Arizona schools. The high school curricula, all leading to high school graduation, included the following: (See appendix)

Offering

1. College preparatory - science major
2. College preparatory - liberal arts
3. Stenography course
4. General Business Course
5. Agricultural Course
6. Home Economics Course
7. Industrial Arts
8. Job Experience Course
9. General High School
10. Art Course

Teachers were required to be on the job from 8:00 a.m. to 12:00 noon and from 1:00 p.m. until 5:00 p.m., Monday thru Friday and on Saturday, from 8:00 am to 12:00 noon. High schools were organized on a fifty-five minute seven-period day. Classes commenced at 8:00 a.m. and ended at 3:55 p.m. Students were permitted to carry only four academic subjects, unless, by special permission, they were permitted five. In the elementary schools, the schedule varied according to the age and grade of the pupils. However, in general, the school day extended from 8:00 a.m. to 4:00 p.m. (See Appendix for sample class schedules).

Operating  
Procedures

One of the most difficult tasks encountered in organizing classes was that of registering students and placing them in the proper grades. This was especially true in the secondary level. A majority of students failed to bring with them their transfer slips. Few of them had report cards or any authentic record of their previous records. In general, we had to rely on the student's word and memory as to what he had completed successfully or otherwise. Transcripts from their former schools were slow in coming. Fortunately, however, there were not many cases requiring drastic program revisions after official transcripts were received.

Pupil  
Induction

The credit system and subject terminology adopted by the Gila Project High Schools followed generally that of the North Central Association of Secondary Schools and Colleges. This method is also used exclusively in Arizona. Under this plan, an academic class meeting five times weekly for a semester of eighteen weeks would carry one-half unit of credit and one unit for a full year of thirty-six weeks.

Evaluation  
of Entrance  
Credits

Four different methods were commonly used in California. The most common, perhaps, was the plan whereby one semester's work carried five term credits and ten term credits for a full year. A second method, found in a few schools was that in which one semester's work carried four points

credit and eight points for a full year. A third system carried one credit for a semester and two credits for a full year. The fourth plan was identical to the plan adopted at Gila. In general, laboratory subjects met for double periods five times weekly at Gila and carried one unit's credit for a full year's work.

Another problem in the evaluation of credits and of no little significance, was that of subject matter terminology. For example, the transcript record frequently indicated that a student had received twenty credits in social studies in the ninth grade. We learned through correspondence that the student had successfully completed the course of English and social studies for the ninth grade. Under our method, he would have had one unit in English and one unit in social studies I.

Those who worked on the registration of students and evaluation of credits came to the conclusion that California had no particular system or method among its high schools. Consequently considerable differences were found to exist even among high schools in the same city system of schools. Particularly was this true in regard to policies concerning granting of full credit on courses almost completed at the time of evacuation and also in granting diplomas to students who lacked only a semester or less in completing their requirements for

graduation. However, by providing for short courses, by granting what we termed "continuing" credit and by special "make-up" work, practically all deficiencies had been removed by the end of the school year of 1942-1943, and the summer session, 1943. If a student had attended school for ten weeks or longer during the semester he was evacuated, it was our practice to permit him to continue with the next succeeding course. If he succeeded in making a mark of "C" or better, we granted him "continuing" credit in the preceding subject.

In the absence of a standard War Relocation Authority pupil record form, an 8 x 5 pupil record form was designed and mimeographed by the schools at Gila (see appendix). This card was designed so as to serve as a cumulative record as well as a permanent record. With the adoption of the War Relocation Authority forms 280 and 281, the 8 x 5 card form was discarded.

Pupil  
Records

Due to the uncertainty which existed in keeping office help and the impossibility of assigning a teacher to the job of keeping student records, it was found that complete data could not be adequately kept up-to-date. Therefore, the pupil records at Gila generally reveal only the most essential information. Data on scholastic progress, test results, and age and grade were at least carefully recorded.

The testing program in the Gila Project Schools was not as thorough, well organized, nor as consistent and progressive as the school administrator would have liked. This was due largely to the difficulty in securing a Testing Director. Consequently, the task of organizing and directing a testing program was placed in the hands of those who already had about as many duties as they could efficiently handle. Nevertheless, under the direction of the Curriculum Adviser, a program of testing was organized and a series of intelligence tests from grade one through twelve were administered during the Spring of 1943. Testing

In grades one, two, and three the Kuhlman-Anderson tests were used. In grades four through twelve, the Hannon-Nelson Test of Mental Ability was given. (See appendix for a tabulation of results.)

Tabulation of the results of the intelligence tests have been made by grades showing the number of pupils with intelligence quotients below 90, from 90 to 109 inclusive, and those 110 and above.

The conclusion reached in a study of these tabulations were that the Rivers's schools were dealing with a situation, as far as intelligence was concerned, that was comparable to any regular school system. The computation of the median I.Q. also indicated that the grades approximated a normal condition.

In grades one, two, and three, the Gates Reading Tests, Form I, were used. In grades one and two, Type I, Word Recognition; Type II, Sentence Reading; Type III, Paragraph Reading. In grade three was given Type A, Reading of Appreciate General Significance; Type B, Reading to Predict Outcome of Given Events; Type C, Reading to Understand Precise Direction; Type D, Reading to Note Details. In grades four, five, and six, the Stanford Achievement Test, Intermediate Battery, Form D was administered. For grades nine, ten, eleven, and twelve, the Iowa Silent Reading Tests, New Edition, Advanced Test, Form Bn, were used. This test was used in attempting to measure rates and comprehension, directed reading, poetry comprehension, word meaning, sentence meaning, paragraph comprehension, and location of information.

The results of these tests provided a basis for planning remedial work and in organizing the summer school program. It was believed that Relocation, the chief objective of the project, would be facilitated by improved reading ability. That reading ability was greatly improved is shown in a study of the results of the Remedial Reading Program conducted during the summer of 1944. (See appendix.)

During the first year (1942-1943) one of the most difficult problems facing the faculties was that of creating

a desirable morale among the students. Handicapped greatly by the lack of an auditorium other means were resorted to. Very early class organizations were completed, then the students established Associated Student Bodies. Holding Constitutional Conventions, writing and eventually adopting a constitution played an important role in creating morale. Seeking and securing affiliations with various national school organizations contributed greatly. Among Charters obtained were the National Honor Society, Quill and Scroll, National Athletic Scholarship Society, and Science Clubs of America. Contacts with outside schools in athletic contests, etc., were important. In addition to these methods, the insistence, on the part of the faculty that high standards of scholarship be maintained helped to establish among the students a feeling that the high school was in reality a school and not a make-shift arrangement just for the purpose of keeping them busy. The organization of Parent-Teachers Association Chapters in each of the four school units contributed greatly. The above, plus the deliberate cultivation of a friendly and pleasant atmosphere in the schools between faculties and students, among the faculty members and among the students, resulted in a very desirable morale. That a good morale existed is borne out by the invariable comments of visitors on the

Morale



business-like yet pleasant and friendly atmosphere which they observed in the classrooms and on the campuses.

Nursery schools were maintained in both elementary school units. The enrollment by years is shown in the following table:

PROGRAM  
PROCEDURES

Nursery  
School

Nursery School Enrollment

1942-43	1943-44	1944-45
414	312	293

The Nursery School pupils were divided into two groups. One group met in the morning from 9:00 until 11:30. The afternoon group met from 1:00 until 3:30. A conventional nursery school program was provided. As was expected, by the end of the year, these children were able to get to school and home without much assistance and could do most of the work involved in caring for their clothes and had health and personal habits which three, four, and five year old children should have. They were able to consider others in the use of toys, sharing and taking turns with others. A considerable increase in facility with the English language was noted, especially where parents used English in the home.

Plans

Many opportunities to get acquainted with parents were provided by holding periodic meetings of parents and

teachers. One of the most obvious accomplishments was the development of a feeling of security and friendliness on the part of the children. The faculty consisted entirely of evacuee teachers, generally around twenty, who, for the most part, did a very excellent job.

The following table shows the elementary school enrollment for each of the three years:

ELEMENTARY  
SCHOOLS

Elementary School Enrollment

Enrollment

1942-43	1943-44	1944-45
1558	1187	1307

It will be noted that there was an increase in enrollment in 1944-45 over that of the school year of 1943-44. This was due to the transfer of students from the Jerome, Arkansas Center.

The Arizona Course of Study was followed in organizing the academic program. (For an outline of curricula offering and time allotments, see table in appendix.) The primary aims of the elementary schools reflected the combined influence of the philosophy of the early War Relocation Authority program and a realization of the peculiar needs of the evacuee children. The specific aims are listed as follows:

Curricular  
Offering

1. To increase the understanding and use of English.
2. To teach the "tool" subjects sufficiently to meet the needs.

3. To guide children into the best possible social and emotional adjustment.
4. To widen interest and stimulate inquiring thinking.
5. To stimulate relocation by cultivating an awareness of and eagerness for living in normal communities.
6. To build a firm background in and appreciation for American history and institutions.
7. To provide for satisfying leisure-time activities.

A broad program of physical education and club activities was provided. The playground program offered a well-balanced selection of rhythmic, self-testing stunts, large and small group games, major and minor sports, and a discussion of rules and techniques of each. Pupils were given opportunity to develop leadership and good sportsmanship.

Extra  
Curricular  
Activities

All pupils were given club experience. Clubs included Boy's League, craft clubs, nationally affiliated clubs including 4-H, Boy Scouts, Girl Scouts, Cub Scouts, Camp fire Girls, Brownies, Girl Reserves, and National Science Club.

The following curricula were offered in the high schools at Gila:

SECONDARY  
UNITS

Offering

1. College Preparatory Course
2. Stenography Course
3. Business Course
4. Agriculture Course
5. Home Economics Course
6. Industrial Arts Course
7. Art Course
8. Job Experience Course

Requirements common to all the above curricula were as follows and became effective beginning with the school year 1943-1944:

English.....4 Units  
 Social Science.....4 Units  
 Mathematics.....1 Unit  
 Science (Lab).....1 Unit  
 Health and Physical Education.....1 Unit

A total of seventeen units was required for graduation.

For a statement showing the complete offering, see the appendix.

The following table shows the total secondary school enrollment by years:

Secondary School Enrollment  
 Grades 7 through 12

1942-43	1943-44	1944-45
1893	1469	1358

This table shows 424 fewer students in 1943-1944 than in 1942-1943, while only 111 fewer students in 1944-1945, as compared to the previous year. This is accounted for by Enrollment the transfer of the Jerome, Arkansas students to Gila. The secondary schools opened in 1942, with an enrollment of 1893 and closed in July, 1943, with 1685, due mainly to relocation. In September, 1943, the opening enrollment was 1469 and the closing enrollment in June, 1944, was 1256. In September, 1944, the opening figure was 1358, and the closing figure was 1166.

Graduation requirements from the high schools at Gila were considerably higher than generally found among Arizona

high schools. Sixteen units of "solids" were required, plus one unit in Health and Physical Education, making a total of seventeen units. The most common requirement found in Arizona is fifteen units of "solids" or academic subjects, plus one unit in Physical Education (for a complete statement of the requirements at Gila, refer to the appendix). After the first year (1942-43), these requirements included four years of English, four years of social science, one year of laboratory science, one year of mathematics, four years of Health and Physical Education (one-fourth unit a year) and six units of electives.

Graduation  
Requirements

An extensive extra-curricular program of pupil organization was provided in both high school units. When there was an expressed need, a club was organized under the supervision and regulations of the Associated Student Body Council. Most clubs were quite active and successful. Each had a faculty adviser and held regular meetings. Affiliations with several national organizations were obtained. The Associated Student Body organization was perhaps the most important and active, insofar as creating and maintaining a desirable morale among the students. Elections to Student Body Offices were held each semester. In the campaigns preceding them, all the political ballyhoo and fanfare found in real life situations took place.

Pupil  
Organization

Candidates got out placards and banners and made speeches soliciting support. These candidates never needed urging or encouragement to step up to the microphone. For a tabulation of these clubs showing name, membership, and purposes, see the appendix.

A minimum of rules and regulations was found necessary in the two high schools. However, the conventional regulations found in any high school existed with a minimum of rules concerning behavior problems. Since disciplinary problems were so few, when they did occur, they were handled individually and not necessarily according to a list of rules and regulations "governing the behavior of pupils". In the appendix will be found a statement of the only written regulations ever needed. These pertained to such things as school hours, activity participation, excuses, care of property, cutting classes, library regulations, and classifications of students.

Regulations

The Adult Education program at Gila was well supported and attended by the adult evacuees. Both evacuee and appointed personnel served as instructors and excellent results seemed to be obtained. The aims of the program were pretty well realized. These aims specifically were as follows:

ADULT  
EDUCATION

1. Learning to speak, read, and write English, with emphasis on speaking.

2. Understanding of American institutions and rights and responsibilities in a democracy.
3. Acquiring a knowledge of rationing, transportation, employment problems, etc.
4. Developing in each individual a sufficient skill and knowledge in a chosen vocational field to prepare him to make a living.
5. Improving face to face relationships through adjustments in the social situations, such as meetings, parties, picnics, dances, and other social gatherings.
6. Meeting the needs and wishes of residents in other fields of academic and non-academic pursuits.

Vocational courses were offered in twenty-four different subjects as follows:

Offering

Commerce

Typing  
Shorthand  
Merchandising  
Bookkeeping  
Accounting

Agriculture

Beef production  
Egg production  
Milk production  
Pork production  
Poultry production  
Training farm workers

Mechanics

Automechanics  
Electricity  
Radio  
Wood working

Art

Commercial art  
Sculpturing

Home Economics

Cosmetology  
Domestic Service  
Food conservation  
Sewing  
Tailoring

Others

Janitorial Service  
Teacher Training

Academic and other offerings included:

Boy Scout Leadership  
Cub Scout Leadership  
Leadership Training  
Chemistry  
Commercial Law  
English and Americanization

Fine Arts  
 Geometry and Trigonometry  
 Public Speaking  
 First Aid and Home Nursing  
 Pattern Drafting  
 Problems in Family and Marriage

The enrollment by years is shown in the following

table:

Enrollment

Adult Education Enrollment

1942-43	1943-44	1944-45
1143	3128	3581

Instruction in English was closely correlated with Americanization and relocation. The classes were divided into three groups; beginner, intermediate, and advanced sections. Methods used were individual and with group participation in conversation, reading, writing, picture study visual aids. Also many talks were given by off-project speakers as well as by appointed personnel.

Plan

In other classes, academic, non-academic and vocational, the methods used were lecture, reports, discussion, demonstration, and pupil participation. This latter method was used extensively, especially in the vocational classes.

Many parties were held in which typical American games were taught and played. American songs, social and folk dances were also learned and participated in by the adult students. Wide participation in these varied



interesting activities was obtained. As a matter of fact, these extra-curricular activities proved to be excellent incentives. Exhibits also were held, in which examples of the work in all adult education classes were shown.

Socialization

Class time varied from two hours to fifteen hours weekly, depending upon the nature of the class and the subject being developed. For example: English, Americanisation and Relocation classes met four nights a week for two hours each night. Sewing classes met twice a week for two hours. Vocational classes generally met for a maximum of fifteen hours weekly.

Time  
Allotments

The length of the course also varied in the number of weeks. English classes were continuous, progressing from beginners to intermediate to advanced. Other classes ran from ten weeks to twenty-five weeks before new enrollments were taken.

Preparation for relocation was a main objective in all Adult Education activities. Many opportunities were provided for Relocation officials to speak before adult classes. The classes themselves dealt with materials which were directly related to problems of relocation. Geographical areas unfamiliar to the evacuees were studied and discussed. Improvement in knowledge of and use of English was constantly emphasized as was also opportunities for

Relation to  
Relocation

learning and participating in normal and common American social customs. Any activity which was thought to contribute to a feeling of confidence in facing new situations in strange communities was provided. Even war-time restrictions, such as rationing and use of ration points, were studied.

Twenty distinctive vocational subjects were taught in adult courses. Many of them were evening classes. In ten of these, bookkeeping, cooking, commercial arts, soap merchandising, fine arts, sculpturing, teacher training, accounting, typing, and industrial arts, both men and women were enrolled.

ADULT  
VOCATIONAL  
EDUCATION

Offering

The following table shows the enrollment by years in the vocational program.

Adult Vocational Education Enrollment

Enrollment

1942-43	1943-44	1944-45
890	865	2021

As has been indicated previously, Adult Vocational classes were taught by both appointed personnel and evasuce personnel. Course outlines were prepared and closely followed under the supervision of the Vocational and Adult Education Director. Classes usually met in the evening and were taught by the lecture and discussion method, as well as by actual participation in the activity itself. Upon completion

Plan of  
Offering

of the course, the student was given a certificate testifying to the fact that he had taken the course, had spent so many hours in it, and had obtained certain proficiency. In every course, the importance of English was emphasized, especially the terminology relating to the specific activity being studied.

The main purpose in offering vocational courses was to help prepare the participants for relocation. It was felt that many would better be enabled to secure and hold jobs when they did relocate. Jobs which, in most cases, were new and different from previous occupation.

Relation to  
Relocation

#### EXTRA CLASS ACTIVITIES

School libraries were established in each of the four school units. Also libraries were provided for Adult Education. These were located in the Adult Education Offices; one in each camp. Under the supervision of the school librarian, assisted by evacuee library assistants, each library was organized. Working in cooperation with the faculties of the schools, books were selected and ordered. The books were carefully catalogued according to the Dewey system and accession books were also carefully kept. Ultimately, the libraries were well stocked with books suitable to the needs of the pupils. Originally, the high school libraries were organized as combination study halls and libraries. However, as soon as space and personnel permitted, they were separated; thereby greatly improving library service.

Library  
Service

The high school libraries were opened during the evening from seven to ten in order to provide additional needed service. Since the evanouse residences were extremely unsuited to study, this added service proved very sound.

Because of the exceedingly hot weather during the summer months, the schools at Gila were never able to follow completely the recommendation for summer school programs for Relocation Center Schools.

The  
Summer  
Program

During the first summer at Gila, the main emphasis was placed on a remedial reading program, on a program of short courses providing opportunities for students to remove fractional unit deficiencies and such club activities as could be provided. The remedial reading program resulted from the discovery that a majority of the students from the first grade on up were below standard in reading ability. Before the close of the regular session, standardized reading tests were given all students. On the basis of these test results, the remedial reading program was organized. (See appendix for a report on the results of this program.)

Each summer thereafter, students were provided opportunities to remove deficiencies and also to take part in a varied club and recreational program. Many of these

activities were exceptionally productive of fine results. The Boy Scout and Girl Scout programs were particularly successful. On the social side, many parties and dances were sponsored by various organizations with considerable success.

The enrollment by years is shown in the following table:

Summer School Enrollments

	1942-43	1943-44	1944-45
Elementary School	998	1362	334
High School	1069	692	83
Totals	2067	2054	417

Pupil organization played an important part in the school program, both at the elementary and high school levels. In addition to organizing chapters of various national school clubs and societies, a full program of local club activities were maintained. Every elementary and high school student was afforded an opportunity to become a member in some organization sponsored and supervised by the schools. Through these varied club programs, opportunities were provided for training in leadership, in assuming responsibility, and in practicing the arts of desirable citizenship. Also, the club program was an excellent morale builder. The elementary schools supported eleven clubs with

Pupil  
Organizations

a total membership averaging seven hundred and fifty. The high schools had twenty-two clubs with an average membership totalling more than fifteen hundred. (For a complete list of clubs, see chart in appendix).

In the high school program, provision was made for students so desiring to attend school for one-half day and work for one-half day. At Oila, this was termed the Job Experience Program, or the Trainee Job Program.

Part-time  
School Work  
Program

Under the Job Experience program, it was possible for a student to enroll and after the successful completion of 180 hours, earn one-half unit, which would count toward graduation. After successfully completing the work assignments under this plan, he could then enroll under the Trainee Job program. In this program, he received remuneration at the rate of \$12.00 per month. Under the Job Experience Program, he earned school credit but could not receive pay. As a trainee, he could earn no school credit. In other words, a student could not earn both school credit and money at the same time.

To enter this program, a student must have shown aptitude, application, and physical fitness for the job. These programs were under the direction of the Vocational Supervisor. (See the appendix for a chart descriptive of these classes).

PUBLIC RELATIONS

Since the education personnel was the largest single unit on the project, the schools always played a leading role in Red Cross drives, Community Chest drives, War Bond drives, and all other fund raising activities. Pupils also actively took part, especially in Community Chest and Red Cross. The schools generally were the first to reach 100% participation.

School -  
Community  
Relationships  
  
Drives

Americanization and Relocation were, from the very outset, important objectives in the school program from the nursery through the adult classes. It was felt that vocabulary improvement, remedial work in reading, and general and constant stress on English and the social studies were the main fields on which to concentrate in developing the Americanization program. In every class, whether a class in science, mathematics, or art, or agriculture, no opportunity was lost in carrying out this program.

Americanization  
and  
Relocation  
Programs

Relocation, of course, was the main objective of the entire Project. Naturally the schools were, by the very nature of their organization, well situated to do much in education toward relocation. The pupils were not difficult to "sell" on the idea of relocation. However, it was not so easy to convince the Issei. In classroom discussions, objections to relocation expressed by pupils were generally

direct reflections of the parents' thinking. Nevertheless, through the pupils who carried home information and continued discussion there on relocation opportunities, much was done to change parental attitudes from negative to positive ones.

A Parent-Teacher Association was organized by each school unit during the first year and affiliations with the National Congress of Parents and Teachers obtained. The Butte High School P.T.A. had an average membership of six hundred for three years. The Canal High School P.T.A. membership averaged three hundred. Both Butte and Canal elementary school P.T.A.'s averaged close to six hundred members. These organizations, through their meetings, helped the evacuees in their problems of parent-child relationships by having speakers and discussions which specifically took up problems of children's health habits, behavior, study habits, temperament, etc. Their meetings were of immeasurable help in bringing about a better understanding of the school program; as a matter of fact, we would not have been able to conduct our schools with the degree of success which we were able to attain without these organizations.

Parent-  
Teacher  
Associations

Without any measuring stick with which to judge, we felt that the P.T.A. meetings were of educational value to



the evacuees through presentation of life habits and vocations in different parts of the country, through presentation and discussion of typical American habits and incidents prominent and significant in American history. Our programs were replete with this kind of material presented through visual aids, through children's pageants and programs, and by talks and experiences of capable people.

From its origin the school was, without a doubt, one of the central forces and ties of the community, and the P.T.A. as much as any other one thing, helped to build community spirit and morale, for everybody was interested in their children. They were anxious to see that they suffered as little as possible from evacuation and to them a school as good or better than former schools was a must. P.T.A. pooled their resources to purchase and furnish materials and services not immediately available through government channels. P.T.A.'s developed school socials and social life centered around the schools. As the schools developed, the morale of the people improved because they felt that the children, at least, were not suffering greatly by change in educational advantages.

Each year during the harvest seasons, the schools were called upon to assist in the harvesting of the various produce. Under the supervision of their own agriculture

teachers, students from both the junior high school and high school cooperated. School schedules were arranged so that the students might spend one-half day in the fields. Not only did this plan furnish an opportunity for valuable and practical field experience for the pupils but enabled the Farms Section to harvest crops quickly, thereby saving thousands of pounds of vegetables, which otherwise would have been lost. Unfortunately, we have no records of the exact production records of these pupils.

School  
Assistance in  
Project Work  
Activities

In practically all project-wide activities, the teachers actively lent their assistance or took the lead in organizing and carrying out various programs. They took the lead in organizing and actively leading Boy Scouts, Girl Scouts, Y.W.C.A., Y.M.C.A., Hi Y, Junior Red Cross, etc. In church programs, many of them were active, teaching Sunday School classes and in every way helping out wherever they could. In project celebrations and socials, the teachers were very active. In the field of Public Relations, they were also active and contributed greatly to the high respect in which the public came to hold the Cila Project.

Teacher  
Assistance  
in Project  
Activities

There was no division, section, or unit on the project with which education did not come in contact. There was some friction and occasional quarrels with certain sections largely due to conflicts of personalities. Nevertheless,

as time went on, a very desirable spirit of friendliness and cooperation developed until the education section finally came to be highly regarded by the entire project. Cooperation with and respect for the work of all other sections was the constant urge of education heads.

Relations  
with Other  
Divisions  
and Sections

Friendly relations with neighboring schools were, from the very first, promoted and developed. With the exception of one elementary school principal and the assistant superintendent, all the school administrators at Gila were former Arizona school administrators. They were widely known and respected by other Arizona school men. Because of this fact, it was comparatively easy to establish sound and desirable relations with Arizona's schools. During the first year, the February dinner meeting of the Salt River Valley Principals Association was held at Rivers, as was the meeting of the Elementary School Association. This practice was continued until the close of the Gila Project Schools. These meetings proved excellent media through which sound public relations were established and developed. Many other occasions were provided for groups of visitors to see the schools in actual operation. One of the highlights was the Girls' League Convention held at Butte High School on April 15, 1944. (See appendix for copy of editorial from the Phoenix, Arizona Republic, concerning this

Relations  
with  
Neighboring  
Schools

event). As a result, the Butte High School Girls' League became a regular member of the state association and delegates attended all subsequent meetings. Inter-school athletic contests were also arranged with neighboring schools. However, the lack of transportation greatly curtailed this desirable activity. Nevertheless, the results of all such inter-school relations were on the positive side of the ledger.

The relations of the Gila Project Schools with the state colleges were very cordial. Particularly was this true with the Arizona State Teacher's College at Tempe. The president, Dr. Grady Gammage, and many members of his faculty were frequent visitors on the project. During the first year, many evacuee teaching assistants availed themselves of the opportunity to further their education through extension classes offered by this college. Dr. Gammage served as a member of the State Advisory Board for War Relocation Schools.

Relations  
with State  
Education  
Offices and  
Associations

With State  
Colleges

Although the University of Arizona was quite some distance from the Project and its president, Dr. Alfred Atkinson, was on record as being greatly opposed to the War Relocation Authority, its program relations with the University were never-the-less quite pleasant. Many

University faculty members and other Tucson school men visited the schools and were quite laudatory in their praises. (See appendix for editorial comment on one of these visits).

Relations between the Gila schools and the Arizona State Department of Education were excellent. State Superintendent, Mr. E. D. Ring, served on the State Advisory Board and visited the Project on several occasions. He gave the high schools here credit because of their teaching of Americanism, for the fact that during the life of the Project not one young man from Gila failed to answer his call for induction into the army.

With State  
Department  
of Education

The State Department, as well as the colleges, has lent it's aid in helping War Relocation Authority teachers find positions in the public schools.

Every effort was made to get the schools in shape as quickly as possible after they opened in October, 1942, with a view toward receiving accreditation by the State Department of Education. Administrators and faculty alike were apprehensive because of the lack of so much in the way of equipment and supplies and because of the crudeness of the physical plants themselves. Following an inspection of the high schools by Dr. G. E. Carretson, State High School Accreditation visitor on May 20, 1943, school officials were notified

that the two high schools were accredited as "Class B" schools. Largely because of the temporary nature of the schools, a "Class A" rating was never obtained. However, the most important advantage of an accredited status accompanied the "B" rating, that is, the acceptance by colleges and universities of the high school graduates without examination.

#### CLOSING PROCEDURES

In compliance with suggestions from Washington, steps were begun in February, 1945, to bring the schools to a final close. Pupil records were checked closely in an effort to provide opportunities for pupils having insufficient credits to balance their credit standing, where possible, so that they might have normal standing in the schools to which they would transfer. Teacher's records, W.R.A. Form 202, were brought up-to-date and forwarded to Washington according to instructions. Property records were checked and rechecked. Supplies and equipment no longer needed were surplused. Realizing that trained evacuation office workers would be relocating rapidly during the coming spring months, every effort was made to get as much done as possible before the end of the semester. Then on May 20, came the resignation of the Superintendent of

Completion  
and  
Disposition  
of Records  
and Property

Education. This was just three weeks before the semester's end. The Junior Senior High School Principal at Butte was placed in the Central Education Office and at the same time was faced with all the many duties in connection with the end of the school year in his own school. Also strong pressure was being exerted to free the most competent teachers for detail to other sections on the Project. It was indeed a trying time in the history of the Gila Project schools. However, teachers and evacuee personnel did a magnificent job in bringing the schools to a very orderly close.

As soon as possible, after the end of the semester, all pupil records were completed and filed in the Central Education Office. From this office all requests for transfers and transcripts of records were prepared and mailed. Transfer slips, W.R.A. Form 393, were given to all pupils. Transcripts of record for high school students, W.R.A. Form 280, were mailed to the schools requesting them as were also W.R.A. Form 281, for elementary pupils.

As schools in other states opened for the fall term in September, 1945, the number of requests for pupil records increased greatly. By this time, the Education Section had lost all its competent office help. Preparing and mailing student records to other schools and, at the

same time, preparing these same records for Washington became practically the full-time occupation of the Acting Superintendent of Education. Copies of pupil records were to be sent to Washington on November 1. However, their shipment was delayed until November 15. During the same period, final closing reports of all education units were to be completed and forwarded to Washington. Needless to say, these reports were also greatly delayed.

As the final closing of the schools was in sight, a great deal of attention was given to the placement of education personnel in other positions. During the spring semester of 1945, public school superintendents were invited to visit the Gila River schools for interviews with teachers who might be interested in public school positions for the next school year. As a result of these visits and contacts with other agencies, twenty-seven persons obtained positions elsewhere. This was approximately one-third of the education personnel. Fourteen took positions with the public schools, three with the Indian Service Schools, five in the schools of Hawaii, and six with other Federal Agencies. In all probability, many others will have been placed in similar positions by the time they finally have left War Relocation Authority. After the close of schools

Placement  
of  
Personnel



on June 9, 1945, many teachers were detailed to other sections on the Project, particularly to the Relocation and Welfare Sections. Most of these chose to remain until their services no longer were required.

No particular difficulty was experienced by the schools in closing property records. Beginning as early as February, 1945, property and also supplies not actually needed were surplused or transferred. This practice, together with careful consideration and justification of all requisitions for equipment or supplies made the final disposition of property considerably less difficult than otherwise would have been the case. In handling the disposition of property, the W.R.A. Handbook regulations were followed. Requests for surveys were made on property discovered to be missing. Because of the great amount of property in the schools, it became necessary for the Property Control and Warehouse Unit to convert school buildings into temporary warehouses.

Closing  
Property  
Records

Considering the vast amount of property used in the schools, it seemed remarkable that so little was damaged or lost. Those charged with the responsibility of this property should be highly commended for the excellent job they did in this respect.

MISCELLANEOUS

The segregation of disloyal Japanese and their subsequent removal to Tule Lake, of course, was felt in the schools. It was the consensus of opinion at the time that the vast majority of the children of segregated parents were absolutely loyal Americans. There were many scenes of sadness as the children bade farewell to their friends and their teachers. There seemed to be no particular or noticeable effect on the other students. If anything, there was a noticeable lift in the general morale of the whole school. Effect of Segregation Undoubtedly there were, among the segregated students, those who, through various means, created problems and resistance to the school program. Following their departure, there seemed to rapidly develop a more spontaneous enthusiasm for the school program. Students seemed to be more responsive in the classroom and elsewhere. It is the writer's belief that segregation was a positive contribution to the success of the Gila River Project and its schools.

Pupil morale was, especially after the first year, typical of any normal school system. At the beginning, however, it was pretty low. When all the circumstances are considered, evacuation, assembly centers, relocation centers, and the crudeness of the barracks which served as schools, it seemed a miracle that there was any morale at all.

Therefore, pupil morale was a growing, developing thing. Realizing the lack of morale and the necessity for raising it, teachers and administrators set out from the very first day of school to raise morale to a desirable level. Teachers, in particular, deserve a great deal of praise for their very successful efforts. Pride in personal appearance developed, pride in their school, and after the first term marks came out, a growing pride in good marks developed. Other contributing factors to a growing morale was the early organization of student government, clubs, athletic teams, and various other normal school activities. The feeling students developed for their schools was nicely expressed by one of the 1945 graduates of Butte High School, a copy of which will be found in the appendix.

Pupil  
Morale

The relocation of pupils and their reception in other schools in which they enrolled was carefully watched by the education personnel. In general, they were well received in middle west and eastern states. The writer knows of only one incident occurring which was unpleasant to the relocated student. This incident occurred in Colorado but the pupils soon moved to another locality where they received a good reception. Knowledge of the reception of relocated students was, for the most part, dependent on letters received from

them. Even on the west coast their reception was very good. A few wrote that they were seemingly accepted on even better terms than was the case before evacuation.

The schools were also concerned with the acceptance and evaluation of credits earned at Gila. However, the standards and the requirements at Gila were as high, and in most instances higher than on the outside. Insofar as the writer knows, no school failed to accept credits earned at Gila at their face value. Many students wrote back saying that their new schools were not nearly so difficult as Gila. Neither did any college or university refuse entrance or require examination of any graduate of the high schools at Gila on the basis of the work done in the Pre-jest schools.