

*Factor 1 High School*

MAY 9 RECD  
..... 1944

DIGEST: WASHINGTON CONFERENCE  
WRA SUPERINTENDENTS OF EDUCATION  
March 20 - 25, 1944.  
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## 1. PROBLEMS WHICH WE FACE

In the beginning when WRA was set up we had to provide an education for 25,000 children which were suddenly found on our hands, - to organize elementary and secondary schools. We had considerable difficulty in getting started to give youngsters some minimum of educational opportunity. We faced difficulties with the budget, and some of our plans for post high school work had to be eliminated. There was the added problem of nurseries and kindergartens, and in the absence of budgetary provisions for nursery schools the evacuees had to carry that part of the program.

A year ago we met at Denver and discussed "relocation" as one of the evolving major objectives of WRA, and we had to enlarge the scope of our work to take in that particular phase of the program. This year we find we have moved further in the task of caring for the needs of children on the projects and educating for relocation. It has become apparent that in meeting the latter objective our program must be analyzed primarily in terms of education of older people at the projects, and that the schools must assume a major responsibility in the program for it is there we find the largest personnel.

At some projects there has been a set-up in which appointed personnel worked definitely toward the adjustment of these people. This is an additional burden upon the school, but it is a problem in which the school should take the leadership. Special courses have to be set up and instructors have to be found. I realize that it is difficult in any center to find anyone to undertake additional work, but the need for an understanding of the importance of this problem is great, and I am convinced that it is less a Japanese problem than an American problem.

Relocation is more difficult now than it has ever been. I think there is more Japanization in the centers than there has ever been. I think we are losing ground rather than gaining. It is not the fault of the school system, but if it is possible to hold the ground we have gained we must exert every effort to do so. We have no control over many of the factors in the problem. The anti-Japanese attitude of certain sections of the American public is bound to be disillusioning to the Japanese in the centers. We must do everything possible to overcome the effects of such disillusionment and to return to these people a confidence in a future in America.

In our experiences at Tule Lake we have had to deal with certain extremes in attitudes and influences. In the other nine centers there should be a feeling of complete freedom to get out into the outside United States. However, we still have in all the centers a very strong Japanizing influence which is going to work in opposition to those who are planning to go outside, and it will get increasingly harder to get these people out as time goes on. The increasing tendency toward repatriation and expatriation is a danger signal which we must heed. Such applications are coming in large numbers from centers other than Tule Lake.

One of the high school students who delivered a highly patriotic valedictory address at the close of the last school term is now under arrest for refusing to report for selective service. It is very disheartening to have such a thing happen. Again I feel that it is something for which we are not to be blamed, but it does mean that although we now have buildings and equipment for providing a more normal school situation, we are going to have to work that much harder to offset the influences which are working against the welfare of our young people at the centers. The schools provide the best opportunity to get in and do something about these types of situations.

We feel that you have all done a very good job, in view of the difficulties encountered, in keeping up the morale at the projects. I hope that we can keep up as good a job as we have been doing. I don't think our problems are solved by any means, and there is no question but that it is getting tougher and tougher all the time. - JOHN H. PROVINSE.

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## 2. NEXT STEPS FOR WRA

"Next steps" are - to continue as we have in the past, expecting to meet new problems and to solve those problems. Our transfer to the Department of the Interior has been an excellent move. Mr. Ickes does not want to interfere with the program; he has been outright in his praise of what WRA has been doing. All of us feel that it is advantageous to be connected with an old department of the government, giving us the leadership of a man who applies what he believes is right.

The second rather important development has been the closing of a center. The question faced was primarily one of economy - would it be more economical to close a center from time to time as center populations decrease, or to taper off all centers? A thorough study of the problem has indicated that the former solution is the answer. The designation of the next center to be closed has not been made, for we must learn through experience whether or not the disruption in the lives of the people moved and in the centers to which they are moved will offset the economic advantages of the procedure.

No member of our appointed personnel should feel any insecurity because of the policy of closing centers. As we move into a new budget year we are assured that funds will be available to carry on the program throughout the year as it exists at the start of the year. It is expected that our problem will continue to be one of recruitment of sufficient personnel rather than the disposition of surplus personnel.

Mr. Barrows has reported that our 1945 budget has been approved by the Bureau of the Budget without any specific cuts. Whereas our budget was based upon a population estimated for the beginning of the fiscal year, the bureau requested us to put in a figure based on the estimated average population throughout the year.

In intensifying the relocation program, workers are being added at the centers in order to reach the families, in order to put relocation on an individual and family basis rather than on a mass basis. A rather comprehensive program is being set up which will be handled through the Family Welfare Section, making it possible to counsel with families regarding problems of money, sickness, health, children, and general psychological problems of fear in going out to make a new start.

I think that the schools in their contacts with the children can help in furthering the counseling work. Attention can be given to the children which will help our relations with the older people. The older people's tendency is to settle down and they don't want to move. We feel that our policy on relocation is right, that it should not be carried on under pressure, but by discussing problems which the people have to face, by getting them to think along the lines of trying to make a go of it in other parts of the country.

Teachers are not expected to go out and enter into the counseling program. They can help, but the Relocation Counseling Committee is in charge of Relocation Planning. This committee is to work for a sympathetic understanding with the children and their families. Student counseling, particularly on vocational and educational problems, is perfectly proper for teachers to conduct. They should also feel free to give students all the information which they have or can make available in relation to relocation problems, but should avoid giving personal advice. If all questions of information are answered, the individual should have the responsibility for making his own decision. The teachers should be in fairly close relationship with the relocation people.

We want to take bigger steps in the direction in which we are going, and we want to move into the mass of older people if we possibly can, through the Adult Education Program. - JOHN H. PROVINSE.

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### 3. LEGAL FRAMEWORK OF WRA SCHOOLS

- A. The general problem of Federal and State relationships in the field of education at the Relocation Centers.

Relocation centers are located on lands entirely controlled by the federal government. In one case we bought all the land. In two cases we bought some of the land. In two others we lease the land. In other cases the land was already owned by the government and WRA entered into an agreement for its use. In all cases it is under complete governmental control. However, each person and each square inch of land in a Relocation Center is also within the boundaries of a State, and the Federal government and State government need therefore to know how much jurisdiction each can exercise over the project lands and their residents.

There are three types of jurisdiction which the Federal government may acquire over its lands,- exclusive jurisdiction, concurrent jurisdiction, and proprietorship.

In the first type of jurisdiction the State has no jurisdiction whatsoever, no more so than if that particular land were out of bounds of the State. This is true of the District of Columbia, of Federal Post Office Buildings, of federal reservations.

Concurrent jurisdiction is a situation in which the Federal and State government each exercises full jurisdiction over every citizen and every area. In the first case only the Federal Government can speak. In the second case they both speak. (National parks and federal grazing lands are under concurrent jurisdiction).

The third situation is one in which the State exercises complete jurisdiction and the Federal Government has no greater or no lesser right than a private owner, with one exception,- the Federal Government, as it operates under proprietary jurisdiction, cannot be interfered with by the State to such an extent as to nullify the Federal purpose in the activity in that State.

Usually the Federal Government acquires either exclusive or concurrent jurisdiction. When the Federal Government wants to operate on any particular lands, it must clarify its relationship to state jurisdiction, and this was one of our early problems in WRA.

We decided we did not want exclusive jurisdiction. The evacuees would be wards of the Federal Government, if we acquired exclusive jurisdiction over project lands, not entitled to vote in the State and even doubtful as to being able to vote in the States of their origin. They would not be able to sue for divorce in local courts. No offense could be prosecuted under the State law, and the schools could enter into no workable status with the State.

With concurrent jurisdiction none of the above disabilities would be present. The youngsters would be eligible to use State schools and would have privileges as residents of that particular State. Our choice was a narrow one between concurrent jurisdiction and proprietorship, and we decided that even concurrent jurisdiction would raise some legal barriers.

In the case of proprietorship the State is responsible for law and order, education, promotion of general welfare - now as before the evacuees entered the Centers, -but if something is done to interfere with the purpose of the WRA program, we can stop it.

Our decision not to accept exclusive jurisdiction, or concurrent jurisdiction, but to stand as proprietors, is an essence of the legal framework of WRA. The first legal conclusion is as follows:- those lands are just as much State lands as Federal lands, thus evacuees living there are just as much residents of the States they are in as if they lived outside the Centers.

Implementing that legal framework we have negotiated a memorandum of understanding with the State Departments of Education, and we have, in effect, said this to them,- "You, under your laws, are responsible for providing education facilities for all the children living in this area as we are only a proprietor according to State law. We don't set up demands, however, we want to cooperate. We will provide the buildings, we will employ a faculty, we will pay them. As a matter of voluntary practice, we want our schools accredited. Regardless of our legal status we will go beyond what we are legally expected to do." And that is what we have done.

#### B. Citizenship Status of Evacuees

What is the citizenship or domiciliary status of the pupils in this mixed pattern of Federal and State government?

Those evacuees who were born in the U. S. are citizens of the United States. A handful have acquired citizenship by naturalization through a special act of Congress either through service in the last war or other special acts. Generally speaking the naturalization laws are not open to orientals. Recently Congress has modified this as to Chinese, but Japanese still cannot become citizens by naturalization. Nearly all of the children in the Centers are citizens, but aside from being citizens of the United States, of what State are they citizens? That bears more on the education rights of children.

To establish domiciliary status one must first move physically into the State. Second, he must intend to stay in that State indefinitely. This act and intention must coincide in time. Birth is sufficient to acquire domicile as a citizen of the State. When these children go and take up permanent residence in another State they lose their domicile status in the first state and acquire a domicile in the new state.

Our evacuee youngsters were forced by law to evacuate,- it was not voluntary. Therefore, they remain domiciliaries of California, Oregon, Washington, Arizona - the States from which they were evacuated. Being absentees from the State they are temporarily unable to vote except by absentee ballot.

However, school laws apply only within the State. The resident of a State who has his domicile in another State is entitled to education in the State of his residence. - PHILIP M. GLICK.

#### 4. RELOCATION SEMINAR

In general the "Teachers' Handbook on Education and Relocation" incorporates the material of this discussion. Additional points of emphasis which should be remembered are noted below.

Every evacuee who relocates assumes certain responsibilities for his own adjustment in the relocation community, and he also carries a responsi-

bility for creating community attitudes which will help in making the successful relocation and acceptance of other evacuees possible throughout the relocation areas.

The greatest needs of young people in relocation are sound vocational guidance and a command of the English language as the tool for communication within the community. The greatest single problem which adults face in relocation is the problem of language,- the need for a functional knowledge of English.

WRA has cooperative agreements with various national groups such as the YMCA, the YWCA, the Boy Scouts and Girl Scouts of America, the National Congress of Parent Teacher Associations, and other. These groups offer valuable aids in the early adjustment of the evacuee in a new community. However, there is a tendency for evacuees to segregate themselves in a new community in spite of the offers of these organizations to draw them into their activities.

All evacuees should understand that federal funds are available for financial assistance in case of developments which create such a need. This working agreement has been reached with federal social security agencies since the residence of the relocated evacuee usually does not meet requirements for local aid. - LUTHER T. HOFFMAN — EDWARD B. MARKS, JR.

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## 5. READING MATERIALS FOR NON-ENGLISH SPEAKING PERSONS

Materials should involve, in the early stages, a minimum vocabulary. The number of verbs, particularly, should be limited, and nouns should be pitched to current community life.

The use of the translation method primarily is not as effective as a direct functional approach. Translation introduces the obstacles of another association and another pronunciation.

English should be used at all times.

Materials should include - a reader carrying a character or a family group through a variety of experiences typical of normal and desirable social life; a current news periodical such as "My Weekly Reader"; some of the materials on vocations and citizenship which are used with immigrant groups; a book on geography; historical material associated with modern problems and trends; material on vital civic problems of today. Much of this material should be compiled specially for the Japanese group.

There should be a wide use of visual aids pointed to specific functional use - flash cards, film strips for basic words, etc.

Aids and instructions for the guidance of the teacher at every step are desirable to keep the teacher "on the beam" - the teacher must not be

permitted to go off on a tangent of pet ideas of what should be taught.

The program requires effective motivation, proper materials, and good teaching. The student must be prepared for the experience, understand and accept the purpose, carry through the study or the experience, and evaluate the results.

In general, unison or choral speech should be avoided. Universal response is not made, individual differences are not detected, and individual needs are not met. Unison response may be utilized to overcome initial shyness, then should be broken down into individual expression or response.

Foreign language teachers who have learned a language through the functional approach and whose professional training has been consistent with that approach, and elementary school teachers who have been trained in recent years should be effective in helping to solve the problem of teacher training for the adult English program. - PAUL A. WITTY - GOLDA VANBUSKIRK.

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## 6. AMERICANIZATION

Miss Aiton described interestingly the work of her school with over sixty different racial and national groups. Of principle significance was her agreement with the ideas expressed by Major Paul Witty and Dr. Golda VanBuskirk. She advocates the Basic English method, although she believes specially trained teachers are necessary for the best results in the use of the "Basic" method. She stressed a varied program of activities, the indirect method of Americanization, instruction in English only, the use of functional materials. - MAUDE E. AITON.

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## 7. ATYPICAL EDUCATION PLANNING

After stimulating discussion which drew out brief accounts of the approach to the problems of educating atypical children at each of the centers, Miss Martens summarized the problem areas in the project programs as follows:

- a. Administrative problems - the selection of some one person to take charge of the program; the making of physical arrangements necessary for a successful program; the securing of help from other sections in the project and from the outside; the procurement of special supplies, equipment, reading materials, etc.
- b. Problems of the teacher in the classroom - proper seating of pupils, proper regulation of lighting, wide use of visual and tactual aids, the provision of experience activities, determination of proper reading materials and special supplies and equipment needed.



- c. The cooperation of state agencies - state departments of education, state institutions, trained personnel from those agencies, advisory services.
- d. War Relocation Authority - making funds available for travel and accommodation of special personnel; for equipment and supplies needed in the program. To do everything necessary to implement the program for meeting the needs of atypical children at the project. - ELISE H. MARTENS.

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## 8. ELEMENTARY EDUCATION

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The successful elementary school program requires one teacher to a grade. Departmentalization is inconsistent with the child growth concept of education.

It is often advantageous for the teacher to advance with the children for a period of two, three, or even four years:

The child works at his own rate. Only occasionally does a child remain more than four years in the kindergarten and primary grades or more than three years in the intermediate grades. In special cases two additional years may be justifiable, but this does not mean there is repetition of work. The child always must go on from where he is.

Flexible groupings within the classroom are desirable.

Democratic living must be experienced at every level. Pupil-teacher planning is the most common area - long range planning, agreeing on goals, first steps, next steps, evaluation of outcomes.

Development of materials drawing upon the community and pupil experiences therein is important. (See Sloane Foundation publications for excellent examples).

The classroom should be made attractive with the pupils - not for the pupils.

The kindergarten, primary, and intermediate grades are all one unit, - not entities within themselves.

The program in the elementary school should emphasize self control - not discipline; progress - not perfection; self-respect - not artificial rewards; responsibility - not dictator control; activity - not passivity.  
- HELEN K. MACKINTOSH.

## 9. SECONDARY EDUCATION

The outcomes suggested above for the elementary school typify the concept of the modern secondary school expressed by Dr. Hall - a school which is dynamic as contrasted with the traditional, the static, the monistic secondary school. Of particular interest to superintendents was Dr. Hall's reference to a study by a commission of the American Council on Education, soon to be released - Education of All American Youth. - SIDNEY B. HALL.

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## 10. HIGHER EDUCATION

Important to remember, - a statement on the function of the American Council on Education. In addition to the amalgamation of the efforts of numerous education associations, related associations, institutions, and state departments, the Council presents and defines the interests of organized education to all governmental sections. For example, a recent development was the question, - what shall be done toward the education of prisoners of war? Also, more than thirty committees or commissions are working on special problems, such as that reported upon by the Youth Commission.

- GEORGE F. ZOOK.

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## 11. TEACHER EDUCATION

Dr. Bigelow described briefly the work of the Commission on Teacher Education, and discussed some of the conclusions of the study.

That curriculum planning is most effective which is an administration - teacher cooperative responsibility.

Teachers improve themselves most effectively when they work on the improvement of their courses, of techniques, of methods, of materials - in other words by working on the problems of their work.

The teacher must understand and accept objectives, ideas, and methods of a program before being required to work that way.

Successful teacher training, in the college or on the job, requires:

- (a) participation in planning, - playing a responsible part in that training
- (b) familiarity with community life
- (c) responsible participation in that life
- (d) group approach to problems, getting together, working on the improvement of the program, not the person.

- KARE BIGELOW.

12. SUGGESTIVE ACTIVITY GROWING OUT OF THE WASHINGTON CONFERENCE

Prepared by: "WRA Education Section, Community Management  
Division"

1. Change Minimum Qualifications for teachers to Desirable Qualifications.
2. Fix allotments of teachers on a yearly or six month basis rather than three month basis.
3. Establish a Clearing House in Washington for the placement of teachers in centers to be closed (Jerome).
4. Prepare letter to State Department of Education; State Education Associations; Boards of Consultants and other appropriate Agencies and Officials notifying them of the closing of a center.
5. Consult Accrediting Associations and Institutions relative to protecting credits and the promotion of pupils.
6. File a complete documentary record of the Educational Program with the State Department of Public Instruction.
7. Appoint a National Advisory Committee on Adult Education, and complete Adult Education Committee report.
8. Establish ratio of ten to fifteen for Adult Education Classes.
9. Revise appointed teacher personnel chart to include teaching assistants on the Adult level.
10. Distribute to each Superintendent of Education copy of "Outline for a Summer Activity Program."
11. Prepare letter requesting the Project Director or someone designated by him to appoint a Director of Summer Activities.
12. Send each superintendent a copy of Rohwer's Planning report on the 1943 Summer Activity Program.
13. Request a documentary report on a coordinated Health Program between the Education and Medical Sections.
14. Appoint a Caucasian to be responsible for the supervision of Nursery Schools.
15. Establish a coordinating council on plans and suggestions for the education of Atypical Children.
16. Hold next annual conference in Washington.

17. Change job description on Teacher Training Supervisor, and continue position.
18. Make plans to grant IWOP for school attendance to employ summer substitutes.
19. Re-allocate adult teachers on basis of new recommendations - Precede this by a June letter check/up, preparatory to 1944-45 first quarter allocation.
20. Check on possibility of assigning health workers from health section to schools.
21. Re-allocate - nursery school workers for first quarter of next year on basis of enrollments by half days. This will call for new information on half day basis.
22. Plan textbook purchases first quarter of next year.
23. Make study for per pupil needs pencils and other supplies.
24. Request procurement officials to keep school informed of status of requisitions made.
25. Determine whether centers not now supplying pencils and paper free should do so.
26. Request completion of building remodeling.
27. Follow up request for special allocation and of cost accounting segregation for community libraries.
28. Coordinating committees should be set up at project and national level to plan and promote adult education and relocation education. Relocation, Community Activities, and Education should be represented. The problem of English teaching and usage should be emphasized especially as an essential part of these programs. All activities should be carried on primarily in English (perhaps with the assistance of an interpreter), and evacuee teacher personnel should be instructed in the presentation of essential vocabulary for each activity.
29. Study should be given to the problem of using Japanese culture as a means of stimulating interest and pride of race (essential to satisfactory personal adjustment) and also as a point of departure for the comparative study of other cultures. To teach American culture exclusively is to develop feelings of resentment and inferiority and consequent inhibitions toward relocation and readjustment. Such instruction and discussion should be carried on in English, not in Japanese.
30. Check on whether or not Government transportation will be provided appointed personnel in transferring to another center.

31. Promote program of Atypical Education in training of teachers, promotional policies and securing equipment needed in this type of work.
32. Keep up to date information on Labor Market.
33. Recruit Vocational Training Supervisors for the centers where there are vacancies.
34. Recruit Auto Mechanics teachers for centers in which there are vacancies.
35. Check 1945 Budget for vocational training items.
36. Follow up on the Arizona Board for Vocational Education situation.
37. Renew California contacts regarding: State aid for Manzanar.
38. Identify the courses as learnerships. The term "apprenticeship" seems to confuse some of the foremen and others in center workshops.
39. Decide how we in Washington can extend the greatest amount of direction to vocational training at the projects and still leave the greatest amount of flexibility to the project Vocational Training Committees.
40. Decide whether there is a place for pre-induction courses.
41. Decide how we can determine accurately the types of employment which will be open to relocating graduates of vocational courses.
42. Find out how we can determine the types of proprietary jobs which may be open to relocating Japanese. (Issei)
43. Decide whether there is a place for the Victory Corps Program.
44. Find out whether there is a place for such specialized programs as occupational therapy, "standby" training and training in the handicrafts and leisure time activities.
45. Decide how we can attract the right type of person to the position of Vocational Training Supervisor.
46. Find out how we should revise our record system to make it more serviceable to the centers.
47. Find out whether there is a need for handbook sub-section on short term courses.
48. Decide whether WRA-245 should be made a part of the superintendent's monthly reports.

49. Find out whether there is a place for courses in aviation on the high school level.
50. Decide whether the vocational training staff at the centers should participate in the development of an outline for the final vocational report when a center closes.
51. Decide whether the following should have a more direct responsibility toward the vocational training program:
  - a. Relocation men at the center
  - b. Operations
  - c. Administrative management
  - d. Reports
52. Decide whether we should develop a permanent record card for students in vocational classes which they can use
  - a. In going from center to center
  - b. In going from the center to a vocational training school outside
  - c. In going from the center to a job in industry or agriculture.
53. Decide whether WRA should plan any special vocational courses under project operation.
54. Decide whether we should prepare and distribute a glossary of terms appropriate to vocational education at the centers.
55. Decide whether we should allocate to the center Vocational Training Committee greater responsibility for gearing vocational education to project development and outside employment.
56. Determine specific occupational fields for which training can be given at the centers.
57. Re-examine the relationship between education sections and operation sections at the centers.
58. Determine the effect on the vocational education program at the centers of the Nisei Draft.
59. Determine future plans for the high school vocational training classes.
60. In this connection identify the relative responsibility of the high school principal, vocational adviser, and vocational training supervisor.
61. Determine what should be required of students in vocational courses in the way of pre-requisite training.

62. Clarify the relationship in the high school between vocational training and industrial arts.
63. Advise superintendents and high school principals regarding vocational curriculum of high school and post-high school levels and its relationship to the apprenticeship program.
64. Develop a form for the approval of apprenticeships.
65. Reorganize the Washington Vocational Training Committee.
66. Prepare and distribute memorandum regarding employment of apprentices successfully completing training.
67. Develop a certificate to be given students completing courses.
  - a. Subject
  - b. Date began
  - c. Clock hours
  - d. Machines used
  - e. Tools
  - f. Operations and processes learned
  - g. General rating
    - a. effort, b. ability, c. safety, d. personality,
    - e. proficiency.

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13. EDUCATIONAL TOPICS FOR DENVER MEETING, May 8 - 13, 1944.

Prepared by: "WRA Education Section, Community Management Division"

1. Who should recruit School Teachers?  
Why should there be divided responsibility between the Personnel and Education sections in some centers?
2. Explain Placement Clearing House for Jerome Personnel.
3. How to choose a Dynamic Director of Summer Activity.
4. What Cooperative planning should be done preliminary to the coming Summer Activity Program?
5. Should a limited number of college students, salary supported by church groups, be employed for the 1944 Summer Period?
6. Establishment of a Coordinating Council on plans and suggestions for Atypical children.
7. Should a member of the appointed personnel staff be responsible for the supervision of the nursery schools?

8. Is it feasible to have a documentary report on the Coordinated Health Program between the Education and Medical Sections?
9. Is it practicable to assign health workers from the health section to the schools?
10. Should a National Advisory Committee on Adult Education be appointed?
11. Should a few appointed personnel be appointed as Teachers for the Adult or Night School Program?
12. Should school buildings now under construction be finished; also should the construction of any new school buildings be now initiated?
13. Why have not recommended alterations to barracks for Elementary schools been completed? In what way can we in Washington help?
14. Relative to Project and outside employment. How to vitalize Project vocational training committee work?
15. How can we improve the working relationship between the Education Section and other operating sections at the center?
16. What checks and suggestions have the Assistant Project Directors in charge of Community Management and Supervisors of Community Activities for the Education Section relative to well organized documentary records on:
  - a. the opening of schools
  - b. problems encountered
  - c. successes and frustrations
  - d. methods of solutions used
  - e. closing of schools and like topics
17. How many other sections of Community Management cooperate with the Education Section in promoting and improving the use of English by adults in relocation centers.