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WAR RELOCATION AUTHORITY

CENTRAL UTAH PROJECT  
Topaz, Utah

VOCATIONAL TRAINING IN TOPAZ

December 20, 1944

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PROJECT REPORTS DIVISION  
HISTORICAL SECTION  
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CHIEF

## VOCATIONAL TRAINING IN TOPAZ

### INTRODUCTION

Richard B. Johnson, supervisor of the Vocational Training Program in Washington D. C., pointed out on a visit to the Central Utah Relocation Center last May (1944) that vocational education is of a dual significance -- adequate center employment and successful relocation. He explained that on the "outside" vocational training has to be sold to the public, but that in the center there is no such need. Funds, equipment, and space are provided, and other favorable conditions exist here that do not exist elsewhere.

Former Project Director Charles F. Ernst introduced the plan in Topaz by forming the Vocational Training Program Committee composed of appropriate division chiefs. This was supplemented by an executive committee of seven, consisting of adviser-expeditors which acted on the pool of recommendations made by the program committee.

January 27 to November 5, 1943, constituted the rudimentary stage of what has developed to date. During these nine months courses were conducted in electrical and radio repair, farm machinery, and stock raising. There were fifteen trainees in each of the repair classes. Members of the agricultural staff filled this interim with a series of bi-weekly lectures to interested farming groups.

It was not until the following February (1944) that an organized school of training was instituted with facilities for sizeable enrollment. On March 3, 1944, Dr. Laverne C. Bane, vocational training supervisor, reported a total registration of 602.

In succeeding pages a mention is made of several developmental problems, of methodology, and of the current progress of training schedules. To date, there has been no correspondence to reveal hidden successes as a result of vocational education, thus making this report strictly an account of past, present, and future administration.

### PREPARATION

When Dr. Laverne C. Bane opened the formative meeting on

November 5, 1943, he stated the program to be followed: vocational training within each division of the center was definitely the responsibility of the Asst. Project Director and the responsibilities of the division head were to serve the Asst. Project Director and the Vocational Training Committee,

It was agreed by all present that any program worked out in connection with the development of in-service training in any section or division would work most effectively if Dr. Bane followed through in detail with the direct supervisors in charge.

It was thought at the time that most section heads were over-taxed with work so that this program would need extra effort on their part to keep it functioning properly. It was also felt that unless the residents were convinced that these programs were held for their benefit, they would not spend time on learning. Therefore, it was decreed that the duty of the Committee would be to stress the idea that the key to production is training on the job.

As a stimulus to invite trainees, all meeting held with the Education Committee of the City Council and the Vocational Training Committee were given publicity in the Topaz Times. This was done to make the residents feel that an organization was being formed for their benefit in training them to help in their relocation.

Nov. 19, 1943

There were too many enrolled for the Foremanship Training classes, and twenty candidates were turned down. But preference were given them when the course was resumed two weeks later.

Feb. 4, 1944

A survey revealed that 163 people were interested in enrolling in shorthand classes. But as only sixty could be accommodated, thirty in each of the two classes, eliminations were made.

When the Nisel draft was announced in the center, plans were made to focus much of the training onto the older group of men and women for possible replacement jobs. As of January 20, 1944, the following distribution of male citizens, 18-38 inclusive, was posted:

single	605
married	227
childless	53
post-father	69
pre-father	1105

Plans were made accordingly, on the theory that persons over 33 years of age would have relatively little education and that their chief difficulty with education would be their difficulty in retaining knowledge. To teach them entirely new matter would be difficult, it was believed, since the majority of them were accustomed to their own type of business and planned to resume it when permitted to return to their former homes.

December 1943

#### SETTING UP A TRAINING PROGRAM IN A SECTION

a) A small group of supervisors may be brought together in a training class to work out job breakdowns and experiment with recording procedures to be used in the Section. Payment is to be made for the time spent by these individuals in these class sessions.

b) Or each section head may appoint an individual in the section as training supervisor. This individual is to carry out the orders of the Asst. Project Director and the section head. He would aid foremen in making job breakdowns and help them evolve record-keeping forms. He would see that workers in his section cooperated with the project-wide-training program.

c) Or the Asst. Project Directors may assume direction of the training program in their respective divisions and get interested foremen to help them work out job breakdowns and record-keeping procedures.

#### PROBLEMS

Shortage of personnel, particularly in the supervisory group, among both appointives and residents was the chief problem at the outset.

Some resistance on the part of the residents to the training program was described as arising from the requirements of extra work and time involved, but as for the appointive personnel, it was recommended that they make provisions for a step-by-step analysis to teach an over-all job.

As of June 2, 1944, fundamental difficulties were being encountered. Examples were:

It was generally agreed at that time that with the then existing personnel and equipment, vocational training courses would of necessity be limited, and that they could not be ex-

panded to any great extent under the set-up as there were no charted positions for vocational instructors (other than resident personnel) and that up to that time the programs headed by state instructors had met with considerable opposition, criticism, and were not being carried on in a manner that would be approved by the state.

State courses, auto mechanics, welding, farm, electricity and construction courses were faced with production needs and teaching had become secondary and merely supplemental. Of this, Dr. Bane stated that it was a violation of the State's policy governing vocational training courses.

Some members of the committee opined that the cause of failure of these courses was due to the fact that the instructors had not proved themselves to be of the calibre required and that they tended to accept hindrances as valid reasons for relaxing responsibilities. The success or failure, they added, of these courses depended upon the instructor's ability to fit in with the project's policies and program. In disagreement, a body of members felt that instructors should not be burdened with project problems and that difficulties should be worked out before state courses were inaugurated by the Vocational Training Supervisor and the unit head and foremen in charge of the unit concerned.

The welding class was discontinued at one time due to the lack of sufficient power to operate certain welding equipment, and the lack of cooperation between the state instructor and the garage men. In this regard a statement was made by a committee member that, under the latest instructions, the state was charged with the responsibility of furnishing supplies and equipment needed for training in addition to the state instructors under training programs sponsored by the state. Dr. Bane stated that he had previously understood that the state would furnish supplies and equipment, but that it had been unable to do so, and that if someone, WRA was not willing to finance a welding course and furnish the money to purchase the necessary supplies and equipment Topaz would not be able to re-open a state sponsored welding course.

Discussion on the welding issue continued. Mr. Roscoe Bell Assistant Director in charge of operations, stated that it was probably not so much a lack of equipment and supplies that hampered the welding program under the state instructor as it was a lack of coordinating the activities of the state instructor and the project foremen and coaching them in the necessity of cooperation and the need of rotating supplies and equipment and utilizing the present available equipment to the best possible advantage in both production and training needs.

State-Topaz vocational training relations in regard to supplies were the cause of much difficulty. Dr. Bane reported that Mr. Gunderson, said the state was unable to get authorization to buy equipment and supplies for training courses. It was then reiterated that the states receiving federal aid for these programs were to furnish supplies and equipment as well as instructors and that the entire matter should be cleared through Washington.

In the matter of personnel from the state, Dr. Bane stressed that some degree of permanency must be assured before the state would be willing to send an instructor to head a training program, that it should not be limited to three months, that instructors were supposed to conduct one class after another over a reasonable period of time, and that twelve additional trainees be available upon completion of each course. Mr. Johnson of Provo, he said, would not sanction the approval of assigning instructors, moving them and their families to the project for a period of only three months and that if just one course was in sight, state instructors should not be solicited. While O.S.Y.A. courses were 200 clock hours, covering a four-week period, auto mechanics, welding, and other W.P.T. courses covered a three-month period.

To counteract some of the problems in the motor pool section, a suggestion was made that employees there should be employed as trainees and should work as trainees under direct supervision until sufficiently trained to handle regular garage work. Although this was thought advisable, there was a lack of appointive and resident personnel to act as supervisors. It was then decided that a survey should be made of essential equipment, supplies, facilities, etc. for approval by a state supervisor before getting a state man to report. Otherwise the might report that facilities were inadequate to carry on a training program that would meet the state's requirements.

Further strides were made in remedial administration. Meetings of certain groups, including foremen and resident supervisors, were recommended to analyze unit training needs, personnel available for training, number of trainees desired, necessary equipment, etc. The committee would then outline as workable a program as possible.

Dr. Le Grande Noble, superintendent of education suggested that each section head bring into such group meetings one, two or three residents charged with the responsibility of training, who would be better advised as to what training the residents want and the personnel available. They could assist in outlining training programs and could disseminate information to the residents regarding the need of training and

benefits to be derived. In this way the residents themselves would get behind the training program.

An instructor was requested in the engineering section as the section heads had no time to teach new workers. In answer to this the vocational committee suggested that they submit an outline of maximum skills needed for the job.

In-service training was recommended to be integrated with vocational training supervisory work so that in case of personnel shortages in a certain division the danger of discontinuing the class would be minimized.

#### ATTITUDES

It was agreed that work attitudes and results in the center were far below those of an ordinary city, and that an attempt should be made to keep Topaz standards up to those which will be expected of trainees when they relocate. Supervisors felt that time on the job, supplemented by a letter of recommendation, usually will carry more weight with a future employer than a copy of a job record.

Records of attitudes were deemed impractical because a resident's attitude naturally would be better in a city than in the Center. Moreover, if a person's attitude were poor, the Center employer most likely would not wish to report such facts for fear of discouraging relocation.

Attitudes that arise from time to time will no doubt bear some influence in the functions of vocational education, but such a condition will also be a part of center problems and not necessarily a reflection on any operational phase of this educational branch.

#### THE APPRENTICE PROGRAM IN TOPAZ

The apprenticeship program was inaugurated late in February. Since then the program has expanded to include a wide variety of courses, each with the aim of teaching a trade. In order that prospective apprentices and all residents clearly understand the program, the Vocational Training Office states the facts pertaining to it. These facts are applicable to the Apprentice Program in all the Center divisions including the agriculture, health, engineering, motor transport, and maintenance, and co-op sections.

The apprenticeship program is new and differs from the High School Training Programs and the on-the-job vocational Training given to workers. The main point of the program is the learning experience given apprentices, and work on the job, although necessary for it, is incidental. It is to be

understood, therefore, that this is not a make-work program.

The apprentice's business is to learn a trade, not merely to do one or two phases of a job better. The program calls for him to do the actual work on the job, as a part of a learning program always under the supervision of an instructor or supervisor. In this way the program:

- a) teaches all phases of a job through rotation of work,
- b) sees that the rotation is carried out for the benefit of the apprentice's learning experience and not for the benefit of the division's output,
- c) stresses individual differences through its instruction,
- d) teaches apprentices in a much shorter time than would be possible as regular members of a crew.

The period of apprenticeship with pay of \$12 per month is for three months, but it may be extended in particular cases or shortened with approval of the Supervisor. The supervisor also approves the promotion of an apprentice to the status of a regular workers.

At the beginning of the course and periodically thereafter, it is necessary for an apprentice to have thorough discussions with his supervisor. These discussions, supplementing instructions, are important. A full understanding throughout the course will avoid disappointment later and will enable the apprentice to take full advantage of the Training Program.

#### APPRENTICESHIP --

A line of differentiation was sharply drawn between in-service training and apprenticeship training. Both groups were given supplementary training in respective fields. The chief difficulty involved here was the possible clash of production with training. However, as personnel in numerous sections are depleted through relocation the influx of trainees into the affected sections would serve a two-fold purpose and perhaps the only means of fulfilling the needed manpower.

Rotation through the necessary steps of each trade was of the nature of training to acquire general aptitude. Such a training, on the basis of an eight-hour working day, was recommended to run the length of three to four months.

April 27 - 53 apprentices on payroll.

Brief narratives of:

Apprenticeship  
Office practice  
Social Welfare  
Nurses' Aides  
Auto Mechanics, Adult and High School  
Accounting  
Warehouse  
Mimeograph  
Farm Construction  
Administrative Section  
Poultry  
Internal Security  
Truck Crops  
Foremanship  
Pre-Induction  
Secretarial  
4-H and FFA  
O.S.Y.A.

Classes are herewith enclosed.

#### OFFICE PRACTICE CLASS

The office practice class was organized at the beginning of 1944. The main purpose of the course was to:

1. Give students an opportunity to determine their abilities to do specific types of work.
2. Give them an opportunity to gain experience while under supervision.
3. Acquaint them with general office procedure.
4. Assist in building self-confidence and initiative.
5. Assist in building potential employees for the future.
6. Assist the administrative departmental heads.

#### QUALIFICATIONS:

A student must have completed one full year of typing and shorthand. In addition he must have completed a course in Business English, Business Training, or Bookkeeping, and plan to enter the commercial field for further education or employment. This requires that a student be either in his senior year or in the second half of his eleventh year.

The placement of students was made upon the following

basis:

1. Qualifications for the positions available.
2. Individual need.
3. Lack of interference with their school program.

A survey was made to determine how many students would desire employment during the summer. The following

results were prepared during May, 1944:

accounting	5	canteen	13
stenographic	19 (10 already employed )	dining hall	4
typists	41 ( 6 " " )	messenger	5
nurses' aides	6	sales clerk	2
hospital laboratory	4	agriculture	3
motor pool	8		
warehouse work	12		

#### SOCIAL WELFARE

The group met three times weekly. Speakers from the outside were invited to talk on selected topics, the scope was broad enough to give both office workers and interviewers a general knowledge of resources in a normal community.

Meetings of this nature were for the purpose of stimulating professional interests among the social workers and interviewers and was intended to develop case work techniques which should be of value for every day counseling with the residents.

It was reported any training program that was to assist the welfare people in developing skills must come in the form of vocational training outside of the welfare section. A few of the social workers in the Welfare Section have the academic background to enable them to relocate successfully as counseling aides. A close on-the-job supervision should be given to those who are interested in the social work on the outside.

APRIL 1944

#### NURSES' AIDES

Margaret McCaffery, RN, reported on the outline of a training program in the Health Section. The following are the operations of nurses' aides.

1. bed making - all phases
2. Morning and evening care
3. baths
4. special mouth and back care.
5. position of patient
6. care and use of rubber goods: rubber gloves, rubber sheets, ice caps and collars, enema tubes and catheters, hot water bottles.
7. giving and taking care of urinals and bed pans, also catheters, hot water bottles.
8. description and use of binders, slings, bandages, compresses.
9. admission, discharge, and transfer of patients, also charting.

10. temperature, pulse, respiration
11. rectal treatment, irrigations, counter-irritants.
12. medications--giving of same in various ways.
13. isolation technique
14. sterile supplies

Specific topics to be taken up during the special instruction periods:

1. Ethics
2. Hospital Housekeeping
3. Personal Hygiene
4. Bacteriology
5. Materia Medica and Medical Nursing
6. Outline of Anatomy and Physiology, Medical Nursing
7. Surgical nursing
8. Maternity nursing and pediatric nursing
9. outline of course in nutrition
10. communicable disease nursing and tuberculosis nursing

According to Miss McCaffery the training which the girls receive here at the hospital is equal to that of a student nurse on the outside or practical nurses in some states.

MOTOR POOL, auto mechanics

JANUARY 3, 1944

Announcement was made that two men had arrived in the center one to instruct in auto mechanics and the other in sheet metal and welding work.

The instructors had brought in all the necessary equipment. They also possessed high priority rating to purchase additional materials.

FEBRUARY 18, 1944

Equipment tools for the auto mechanics shop had been approved by Washington.

APRIL 28, 1944

Since the closing of the State course at the Motor Pool, a high school course and an evening course for vocational trainees were started in the middle of the semester. Two courses were given in theory. Trainees received five hours of theory work and five hours of practical experience per week.

The motor transport section reported that a very good training program was going on under the able direction of a resident

foreman with maximum number of trainees, and required no assistance. Many boys after receiving training from him have relocated to mechanic jobs in Detroit, Cleveland, and other cities.

#### ACCOUNTING

January 28, 1944, saw the beginning of training in the Finance Section. But the only intensive training was in the Warehouse Unit. There are two other units in the section, the Cost Unit and the Budget and Accounts Unit. The Budget and Accounts Unit has contributed more to a training program than the Cost Unit.

Instructors said training in accounting requires a thorough study of regulations and that setting up a training program for the Budget and Accounts Units would require long study. The finance manual and related subjects in the Washington handbook are studied during this period. After the trainee has been given a certain amount of training, he is asked to make a written report on the various steps. The training in the Cost Unit distinguishes itself from the Budget and Accounts because it requires a knowledge of commercial accounting.

Ten to twelve trainee positions were opened in the Cost Unit.

A comparison was made between commercial accounting and government accounting when the course first opened. Even though government accounting is specialized, the merging of the two kinds of accounting was attempted because there is similarity. This point was brought out in the in-service training program for the reason that some of the individuals would like to gain experience with federal accounting to fit them for commercial accounting positions. In this way the workers became more interested and an enrollment of 27 resulted on May, 194, 1944, when the course was initiated.

#### WAREHOUSE

The warehouse has had no formal vocational training except for the foremanship training given in the fall of 1943 which produced excellent results. The old method of specialized training for each individual in an office had been altered to assign trainees to various positions and to afford training in several departments of a particular office. Such a method had proven to be very favorable. With the loss of key helpers, in-service training has come to realization out of necessity.

#### MIMEOGRAPH

A training program is difficult because it depends almost on the supervisor. While this work is not difficult, it is a trial-and error process.

#### FARM CONSTRUCTION

In December, 1944, the one-month farm construction class was concluded, from 12 to 15 men attended. Ten men were released from the maintenance section and five from another group to enter this class. Great interest was shown in this class, and at the time it was anticipated that this particular program would serve as a demonstration unit.

The men in this class offered for suggestion the following points for class administration:

1. Having running schedule. Give definite outline of things to learn. Each day rotate lessons regardless of the understanding of the previous lesson.
2. Emphasize notebook record, and make it systematic.
3. Use common sense in regard to work schedule.
4. Appoint foremen for each day. Appoint him one day ahead. Plan work with him.

#### HIGH SCHOOL

Office practice girls who are registered are moving from office to office for experience and are receiving credit. They are being paid now for two hours and receiving credit for the other two hours.

A number of older boys who had previously registered for this class had left the center through selective service, seasonal leaves, and relocation. Concern was felt as to whether twelve steady trainees would follow through a straight course of three months, the time allotted by the state for this type of training.

MAY 19, 1944

#### ADMINISTRATIVE DIVISION

The Administrative Management Division for the past two or three months has made progress in the vocational training field--intensifying programs in the warehousing and examination units. The Finance Section will continue with the present in-service work in the commercial accounting field which is comparable to federal accounting. This in-service work has been going on for the past five months.

For cooks' training a kitchen was not available and there was insufficient material, so the establishment of a training kitchen was abandoned. However, cooks in all the dining halls are receiving in-service training while on duty. Prospects for establishing a kitchen for training was not good at that time.

## POULTRY

FEBRUARY 1944

The most active on-the-job training in the agriculture department was carried on at the poultry farm. A totation program was conducted throughout the past year. Mr. McCole associate agronomist, reported that definite outlines have been made on each job and will be continued on that basis.

With the coming of new chicks a new class was contemplated. Such a class would start before arrival of the chicks and would be mostly laboratory work. Mr. W. W. Palmer, agricultural chief, indicated that he would take the lead in poultry training during the first part of April.

Plans for a veterinarian to speak on the disease phase of the program was under way at the time.

## INTERNAL SECURITY

FEBRUARY 1944

Police officers are composed of older Issel, most of whom were farmers, gardeners, and store clerks. Their work will be of no essential value to them after relocation because they desire to return to the jobs they had before evacuation.

However, the younger police officers were interested in learning finger-printing and police work. An appointive staff was qualified to teach finger-printing, but lack of equipment made this training impossible. There remained, the possibility of a training program on fundamentals of police and guard work.

## TRUCK CROPS

FEBRUARY 1944

Two classes in truck crops, one in the evening and one at noon progressed with a total enrollment of more than 50. The noon course continued five months.

For each lecture a skeleton outline was prepared of essential

things that should be in the notebooks. Classes were conducted in Japanese and English and the time equally divided.

#### Foremanship Training Class

Section chiefs had been notified by November 5 to obtain a list of foremen who were interested in taking this course. The first group to take these courses were bi-lingual individuals who passed on the training to Japanese-speaking foremen.

Foremanship training opened November 16, 1943. The engineering section had submitted a list of 10 resident names and 10 appointive foremen to launch preparations.

It was found in the following months that too many had enrolled for the class and subsequently 20 interested persons were unable to receive training.

Foremanship training is a state-sponsored course, with 2 instructors assigned to Topaz.

#### HIGH SCHOOL

Office practice girls who are registered were moved from office to office for experience. They were paid for two hours and received credit for the other two hours.

In the auto mechanics course, 45 boys had enrolled (April 14, 1944). The course was not put on a productive basis, and it was planned to use government owned cars since it would be of more benefit to the class than cut-away models.

Pre-induction courses from the War Department list and the following: auto mechanics, radio, shop work, and electricity. The length of these courses in the high school would have run one semester, but as instructors were not available classes could not be conducted.

Dr. Eane gave the following statistical data on the vocational preference of the high school graduates as interviewed in the Spring of 1943:

Business College	8
Designing, sewing, drafting	9
College	23
Beautician-	4
Mechanics	4
Secretary, Stenographer	9
Nurses Aide	3
Medical	6
Photography	3
Aeronautics	2
Forestry	3

Art	2
Illustrating	1
Bicycle Factory work	1
Foreign Commerce	1
Accounting	2
Vocalist	1
Carpentry	1
Diesel Engine	1
Horticulture	1
Pharmacist	1
Farming	1
Cook	2

Eighteen individuals listed no preferences. An interview with these graduates revealed that many were confused and did not know what to do in the way of vocational pursuits. It was further revealed that the graduates in most instances preferred to stay where they were working regardless of their vocation because their friends were working with them. Many of the graduates were working as clerk-typists and stenographers.

#### Secretarial Training

Results of the Secretarial Training Questionnaires which were circulated to all office workers showed as of Jan. 13, 1944, the following distribution of office workers:

Stenographers	49
Typists	103
Bookkeepers and clerical workers	62

total -- 214

One week later, 181 had registered for secretarial training, for 8 to 10 weeks.

Of the 49 stenographers, 26 wanted to attend shorthand classes; 12 typing classes; 10 bookkeeping and 30 office machines. There were four who did not wish vocational training of any kind. Of the 103 typists, 28 wanted typing classes; 35 wanted to attend bookkeeping classes and 77 instruction in office machines. Of the 103 typists, 71 wanted shorthand.

The 8-week course in secretarial training was attended by 95 employees each Wednesday. The course was completed by a sample civil service examination. According to the instructor, this course was successful and the employees regarded it as complete.

Fifty-two employees took the test and 42 passed. The eligibles felt they had no need for further class work. Sixteen passed the stenographic test and 26 rated as typists.

The first meeting of the second secretarial training course in April, 1944 had an enrollment of 16.

APRIL 1944

4-H and FFA Program

A Topaz chapter was refused last year, and it was doubted if this center could enter State shows. The main grounds for refusal was that the County Commissioner furnished the funds and more hours had been put into the work here.

The Agriculture and Home Economics clubs had intended to join actively with the State FFA but found there was difficulty in reimbursement from Smith-Highes funds. However steps were taken on the same general program of the FFA and the 4-H Clubs. The Topaz Smith-Highes 4-H Club work Council consists of the following:

Asst. Project Director  
Schools  
Agriculture Section  
Community Council

PTA  
Leaders  
Block Managers  
Agriculture Foremen

Inter-Faith Council

The girls' program was along 4-H Club work. Plans were made for victory gardens, the products to be canned in the summer. The project was on a group basis and under club leaders.

The boys' agriculture program was already organized into a club at the time. Since members were unable to participate in the National FFA club work because of technicalities, the program was carried on in the center as a group.

O.S.Y.A. (Out-of-School Youth in Agriculture)

O.S.Y.A. training was opened to all agricultural workers in the youth group.

The course was for 200 hours during four weeks.

In the Spring of 1944 it was estimated that 36 high school boys were interested in pursuing agricultural work, at least while on the project.

The assistant agronomist related in one of the meetings how a group of 10 boys' scouts requested that they be allowed to take over a 10-acre tract of land and work it as a group, allotting the work among themselves, directing their own activities and planning their own program. He added that this

had been arranged for them and that he believed that it would work out satisfactorily. In the same meeting a question was raised as to the possibility of conducting activities on a group basis rather than individually. To this, Mr. Mark Nichols, State Director Food Production War Training, in charge of O.S. Y.A. activities in Utah, explained that most participation was on one of three bases:

1. monetary gain--profit motive
2. desire to excel in competition with others
3. to gain public esteem

He believed it a feasible plan to assign boys to group projects, having the different groups work on a competitive basis to provide the needed incentive.

Wendell W. Palmer, Chief of Agricultural Section, stated a belief that interest could be fostered by the awarding of prizes and the sponsoring of fairs at which products and work of different groups could be displayed and judged. Boys here are being paid either \$12.00 as apprentices, or \$15 as regular farm workers. In line with such training he recommended instruction in the keeping of accurate records of their progress and operations and show a "paper" profit or loss.

On July 25, 1944, Mr. Perry Carmichael arrived in Topaz to head the Vocational Training Division, succeeding Dr. Laverne C. Bane,

The training program had almost ceased as of the above date. To alleviate the condition, Mr. Carmichael went into months of study in matters of foremen status and activities of section and division chiefs. Following surveys and interviews it was revealed that the causative factor lay in objection to redundant paper work which was required of the appointive personnel in regard to the program.

In the ledger of problems, Mr. Carmichael posted a plan that eliminated paper work requirements of shop foremen and placed the revised version of same into the hands of a clerical staff employed explicitly for this purpose.

The general depression of the entire program at the time was noticeably in need of investigation. It was found that classes were organized only to have no instructors for them. An effort was made to assign teachers first.

Additional data on the auto mechanics class is herewith included as Mr. Carmichael's observation:

The auto mechanics course, one of the first to be organized, was found to be overcrowded. The condition called for

additional teachers through the W.P.T. Program of the State division in order to properly accommodate the number of trainees.

An aeronautical training class is now under way. The establishment of rapport with the Delta High School aviation training class at the Delta airport was a necessary step. The problems involved were transportation and the working relationship between Topaz and Delta schools. That the program is proceeding is evidence of Delta accommodation and Topaz cooperation to effect the desired condition. In addition, the State division of vocational education requested, before the program was launched, an assurance that evacuee trainees would be eligible for employment in aircraft industries. Two weeks of data-gathering produced the necessary guarantees which satisfied State requests.

Welding, a state course, is now ready to start upon state approval.

Courses in farm machinery repair and farm carpentry have been proposed.

Learnership instruction in lapidary and prosthetic dentistry is under way. The lapidary course has had the approval of Washington and is progressing on a full time basis. Prosthetic dentistry, the making of plates and laboratory work, is being organized.

All courses originated and offered since September, 1944, have produced more registration of prospective trainees than could be accommodated. Influx in such up-grade tendencies lay justification for funds appropriated and for further expansion, especially if present interest continues guaranteeing majority completion of courses undertaken by trainees.

In-service training is shaping in accordance with WRA Administrative Notice #134. The vocational training supervisor has assisted in the development of an orientation program for benefit of the personnel section, and present plans are to keep revising the in-service training, the orientation program, and, advertently, the entire training program to meet the needs of this project and of the residents.

### VOCATIONAL TRAINING COMMITTEE

Mr. Charles P. Ernst	Project Director
Dr. Laverne Eane	Executive Secretary
Mr. Roscoe E. Bell	Assistant Project Director Operations Division
Mr. Raymond P. Sanford	Assistant Project Director Community Management Division
Mr. Roy Potter	Acting Deputy Project Director Administrative Management Div.
Mr. Henry Watson	Senior Engineer
Mr. Russell Bankson	Project Reports Officer
Mr. LeGrande Noble	Superintendent of Education
Mr. Drayton Nuttall	Principal, High School
Mr. George Lafabregue	Personnel Officer
Mr. Wm. J. Campbell	Assistant Personnel Officer
Miss Leah Dickinson	Chief, Employment Division
Mrs. Adeline Hunter	Supervisor of Secretarial Training
Mr. George McColm	Associate Agronomist
Mr. Gilbert Niesse	Finance Officer
Mr. Clifford Purcell	Chief, Motor Transport & Maintenance
Mr. L. B. Taylor	Chief, Construction & Maintenance
Mr. W. W. Palmer	Chief, Agriculture Section

### VOCATIONAL TRAINING STAFF

Dr. Laverne Eane	Supervisor of Adult Education
Mrs. Adeline Hunter	Supervisor of Secretarial Training
Mr. Ned Armstrong	Instructor of Auto Mechanics
Mr. Gordon W. Anders	Instructor of Welding
Mr. Eugene E. Gardner	Instructor of Farm Construction
Mr. June Hinckley	Instructor of Farm Construction
Miss Tomiyo Hashimoto	Secretary
Miss Kyoko Hoshiga	Supervisor of Appretice Training
Miss Lily Muramatsu	Typist

WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

SURVEY OF VOCATIONAL TRAINING FROM 11/8/43 TO 6/2/44

COURSE	ENROLLMENT			MEETINGS		Date Started	Date Discontinued	Duration of Course
	Ini-tial	Pre-sent	Final	No. of days per wk.	No. of hrs. per meeting			
Farm Construction (OSYA)	14		21	5½	8	11/8/43	5/1/44	5 mos. 3 wks.
Foremanship Training (WITP)	50		50	5	2	11/15/43	11/19/43	5 days
Drivers' Training (WITP)	7		9	5½	3	11/29/43	12/10/43	10½ days
Auto Mechanics (WRA)	19		9	3 nights	2	11/29/43	1/25/44	8 weeks
Carpentry (WRA)	11		20	3	2	12/7/43	4/44	4 mos.
Auto Mechanics (WITP)	9		9	5	6	1/17/44	4/6/44	2½ mos.
Com. Veg. Prod. (WRA)	11		60	2	2	1/18/44	4/44	3 mos.
Welding (WITP)	5		8	5	6	1/19/44	4/6/44	2½ mos.
Secretarial Training (WRA)	153		80	1	1	1/19/44	3/8/44	1½ mos.
Truck Gardening (WRA)	42		40	2	1	1/21/44	5/44	3½ mos.
Adv. Truck Gardening (WRA)	6		6	2 nights	2	1/21/44	5/15/44	3½ mos.
Poultry (WRA)	25		25	2	2	1/21/44	2/44	1 mo.
Swine (Livestock)(WRA)	25		25	2	1½	1/25/44	5/17/44	2 mos. 3 wks.
Power Sewing (WRA)	12		12	5½	8	1/31/44	5/1/44	3 mos.
Shorthand (WRA)	30	24		4	1	2/7/44		
Bookkeeping (WRA)	10	18		4	1	2/7/44		
Foremanship Training (WITP)	53		53	6	2	2/7/44	2/12/44	6 days
Electricity (WRA)	13		10	6	1	2/9/44	3/44	1 mo.
Frame Carpentry (WRA)	12	12		1	4	2/14/44		
Cattle (WRA)	15		15	2	1	2/14/44	5/31/44	3½ mos.
Accounting (WRA)	29		29	2	1	2/18/44	4/44	2 mos.
Building Construction (WRA)	12	10		1	4	4/44	temporarily	
Farm Electricity (OSYA)	22		22	5½	8	5/2/44	6/1/44	1 mo.
Com. Veg. Prod. (WRA)	70	70		2	2	6/2/44		

WAR RELOCATION AUTHORITY  
Central Utah Project, Topaz, Utah  
Vocational Training Department

SURVEY OF LEARNERSHIP TRAINING FROM 7/1/44 TO 8/31/44

SECTION	TRAINING	APPROVALS		APPOINTMENTS		TERMINATIONS		PROMOTIONS		CURRENT NO. OF LEARNERS
		No.	Date	No.	Date	No.	Date	No.	Date	
Relocation	Clerk-typist	1	5/5/44	1	6/26/44	1	7/17/44	1	8/1/44	1
				1	7/1/44					
				1	7/17/44					
Statistics	Clerk	2	5/5/44	2	7/27/44					2
Business Enterprise	Watch Repair	2	2/3/44 3/9/44	1	5/1/44					2
				1	8/25/44					
	Photographer	2	4/8/44	1	7/1/44					1
	Hairdressing	2	6/23/44	1	7/18/44					2
1				7/19/44						
	Radio & Phono- graph Repair	2	7/26/44	2	8/8/44					2
Community Analysis	Typist	1	5/5/44	1	6/3/44			1	8/1/44	
Office Services	Clerk-typist	1	5/5/44	1	7/1/44			1	8/1/44	
	Switchboard	1	3/3/44	1	6/1/44	1	7/1/44			
	Typewriter Repairing	1	2/3/44	1	6/8/44			1	8/1/44	
Agriculture	Farming & Livestock	25	7/26/44	3	6/1/44			3	7/1/44	
				7	6/5/44			7	7/1/44	
				2	6/7/44			2	7/1/44	
				1	6/8/44			1	7/1/44	
				2	6/9/44			2	7/1/44	
				2	6/12/44	1	6/17/44	1	7/1/44	
				2	6/13/44			2	7/1/44	
				1	7/3/44			1	8/1/44	
				2	7/5/44	1	7/26/44	1	7/13/44	

SECTION	TRAINING	APPROVALS		APPOINTMENTS		TERMINATIONS		PROMOTIONS		CURRENT NO. OF LEARNERS
		No.	Date	No.	Date	No.	Date	No.	Date	
Agriculture (Cont.)	Farming & Livestock	25		1	7/18/44			1	8/1/44	4
				1	8/1/44					
				1	8/7/44					
				1	8/14/44					
				1	8/23/44					
Engineering	Drafting	1	5/5/44	1	6/12/44			1	8/1/44	1
	Clerical	1		1	8/1/44					
	Electrical Construction	4	2/3/44	1	7/11/44			3	8/1/44	
				1	7/17/44					
				1	7/21/44					
1	8/1/44									
Motor	Auto Mechanics	15	4/10/44	1	5/15/44	1	*8/1/44	1	7/1/44	12
				9	6/5/44					
				1	6/7/44					
				1	7/18/44					
				1	7/20/44					
				1	8/14/44					
Finance	Accounting Clerk	2	5/5/44	2	6/5/44			2	7/1/44	
	Fiscal Ex. Clerk-Typ.	2	5/5/44	2	5/20/44			2	7/1/44	
Personnel Placement	Clerk-Typist	3	5/5/44	1	6/5/44			3	7/1/44	
				2	6/6/44					
*Terminated to Relocate.										

SECTION	TRAINING	APPROVALS		APPOINTMENTS		TERMINATIONS		PROMOTIONS		CURRENT NO. OF LEARNERS
		No.	Date	No.	Date	No.	Date	No.	Date	
Welfare	Typist Stenographer			1	6/1/44					
				1	6/5/44					
				1	6/5/44				3	7/1/44
Property Control	File Clerk			1	6/14/44				1	7/1/44
Health	Medical Steno	3	3/10/44	2	3/20/44	1	7/14/44			
						1	7/19/44			
	X-ray Tech.	2	3/10/44	1	6/1/44				1	8/1/44
	Practical Nursing	15	3/24/44	1	5/29/44					
				7	6/5/44					
				6	6/6/44					
				4	6/8/44					
				1	7/26/44	1	7/26/44		18	7/1/44
	Dental Aide	6	3/10/44	1	6/1/44					
				1	6/5/44					
				1	6/14/44				3	7/1/44
	Secretarial	2	5/5/44	1	5/6/44					
				1	6/19/44				2	7/1/44
<b>TOTAL</b>				100		7		66		23

## AUTO MECHANICS COURSE (W.I.T.P.)

### OUTLINE OF COURSE

The course is planned to give learners information about the basic principles of automotive mechanics, an appreciation of the work of an automotive mechanic as a vocation, information as to what training is necessary for one to become a competent mechanic and actual experience and practice on shop jobs carried on at the project.

The method of teaching will be demonstration, discussion and application. The student will do the various jobs on motor cars and trucks. Still or motion pictures will be used to illustrate various phases of the trade.

The course will be divided into three units:

#### I Automotive Power Plants

##### A. Construction, operation and repair

1. Cylinder blocks
2. Piston Assemblies
3. Crankcase assemblies
4. Valve assemblies
5. Cooling systems
6. Lubricating systems

##### B. Modern Methods of repair

#### II Automotive Fuel and Electric Systems

##### A. Construction, operation and repair

1. Fuel System
  - A) Gasoline tanks
  - b) Pumps
  - c) Carburetors
  - d) Fuel lines
  - e) Manifolds
  - f) Controls
  - g) Special devices
    - 1) Superchargers
    - 2) Governors
    - 3) Diesel engine fuel systems
2. Auto Electrics
  - a) Construction, operation and repair
    - 1) Battery
    - 2) Lighting system
    - 3) Ignition system
    - 4) Starting system
    - 5) Generating system

- 6) Other electrical systems
  - (a) Horns
  - (b) Heaters
  - (c) Windshield wipers
  - (d) Etc.
  
- 3. Motor Tune-up
  - a) Engine testing
    - 1) Testing compression
    - 2) Adjusting valves
    - 3) Valve timing (timing light)
    - 4) Cleaning, adjusting and testing spark plugs
  - b) Carburetor testing
    - 1) Removal and inspection
    - 2) Repair & replacement of damaged parts
    - 3) Testing and adjusting
  - c) Ignition
    - 1) Cleaning and adjusting distributor points
    - 2) Testing weights springs and vacuum advance
    - 3) Testing
      - (a) Voltage
      - (b) Amperage
      - (c) Resistance
    - 4) Testing coil
    - 5) Testing condenser
    - 6) Testing for grounds and loose connections.

### III Automobile Chassis

#### A Construction, operation and repair

- 1. Steering Correction
  - a) Front axles
  - b) Wheels
  - c) Control linkage
  - d) Individual wheel suspension
  - e) Steering gears
  - f) Wheel alignment
  - g) Brake adjustment
  - H) Frame straightening
  
- 2. Driving Mechanisms
  - a) Construction, operation and repair
    - 1) Clutches
    - 2) Transmission
      - (a) Mechanical
      - (b) Fluid
    - 3) Over-drives
    - 4) Universals
    - 5) Drive shafts
    - 6) Differentials
    - 7) Rear Axles

## VEGETABLE GARDENING COURSE

- I. Organization of the class and general discussion of factors to be considered in selecting land and crops to be produced
- II. Effect of climate on vegetable crops
  1. Temperature
  2. Precipitation
  3. Sunlight
  4. Hazards of frost, hail, high winds, low humidity
- III. Selecting soils and soil management
  1. Desirable soil conditions
  2. Tillage and cultivation
  3. Fertilization
  4. Conservation of soils
- IV. Seeds
  1. Characteristics of good seed
  2. Buying seed
  3. Viability of seeds
  4. Seed treatment
- V. Plant growing
  1. Plant growing facilities
  2. Soil conditions and sanitation
  3. Containers
  4. Sowing and time of sowing
  5. Transplanting
  6. Care of plants, including hardening
  7. Purchase of plants, if not produced
- VI. Organization and Management of Operations
  1. Planning crops and field layout
  2. Selection, operation, and care of equipment
  3. Assignment and mgt. of labor
  4. Timeliness and precision
  5. Bookkeeping and accounts
- VII. Insect and Disease Control
  1. Necessity of control
  2. Preventive measures
  3. Corrective measures
  4. Insecticides and their uses
  5. Fungicides and their uses

VIII-XVIII. Characteristics and special produces to be considered in production of :

1. Cole crops
  - a. cabbage
  - b. cauliflower
  - c. broccoli
  - d. chinese cabbage
2. Salad crops
  - a. celery
  - b. lettuce
3. Tomatoes, peppers and eggplant
4. Bulb crops
  - a. onions
5. Greens
  - a. Chard
  - b. spinach
  - c. mustard
6. Root vegetable
  - a. beets
  - b. carrots
  - c. turnips
  - d. radish
7. Perennial Crops
  - a. asparagus
  - b. rhubarb
  - c. horse radish
8. Peas and beans
9. Potatoes
  - a. Irish
  - b. Sweet potato
10. Sweet corn
11. Cucurbits
  - a. cucumbers
  - b. melons
  - c. squash
- IX. Harvesting, packing and marketing
  1. Harvesting and preparation for market
    - a. Scheduling harvest
    - b. securing supplies and equipment
    - c. labor problems
      1. amount of work per man day
      2. sources of labor
    - d. handling and care of products in harvesting
    - e. preparation and packing
    - f. selling
- XX. Storage of Vegetables
  - a. usefulness of storage
  - b. recommended storage condition
  - c. types of storage

OBSERVATIONS IN TEACHING FARM CONSTRUCTION  
TO ADULT JAPANESE

by

June Hinkley

There are a great many difficulties to be overcome in teaching adult Japanese; the chief one being language. All the others stem, more or less, from this one. They are good students and very desirous of learning, especially when they see that it will be of economic value after the war. But it is next to impossible to rely on spoken English in teaching them. Even those who apparently have a fair command of the English language are not able to readily grasp an idea expressed in English.

Because of their close association with others of their own race, they use English so seldom that they are unable to think in English. They may get an inkling of the idea from your explanation, but this they automatically translate into Japanese to themselves, and even then they fail to understand it.

You can never be sure of the results of an explanation in English. Sometimes it seems almost impossible to get them to understand something you consider very simple. At other times it is surprising how quickly they grasp even difficult ideas. When a member of the class sees the point you are trying to make, he will translate it into Japanese to the rest of the class, and they all get it immediately. There is danger there because he may not understand entirely and may give his misinformation to the others.

It does not help the teacher very much to ask if they understand. He has to rely on facial expressions a great deal. Japanese don't like to admit they do not understand unless they are sure that all of the class does not also. Very often, if they do not understand they will ask privately while they are out in the field, and then the teacher finds he has failed on some point a week or ten days previously.

I have come to rely more and more on blackboard illustrations and more individual instruction in the field. These people have "camera eyes". In looking at their notebooks I find that the work I put on the blackboard is copied exactly. For example, if I make a proportioned drawing with a ruler on the blackboard, it is accurately copied in their notebooks; if the drawing is a free hand rough sketch, their notebooks have it just as it was made.

Each day I try to diagram or sketch the work to be done in the field and get them to ask questions. When they ask questions it shows interest and what they do not understand. I always encourage them to ask questions in and out of class about anything they are interested in. If I am not able to give an answer at that time, I always answer it the next day. This seems to make them feel surer more friendly toward the teacher. It seems that the more friendly they feel toward the teacher, the more they will ask questions, and the easier it is to teach them. When blackboard illustrations are used in teaching, it is also necessary to talk and explain. I have found that if you use words as sparingly as possible and of single syllables you will make more progress. My experience up to date makes me believe that visual education in class and individual coaching in the field is the best way to teach these people.

I have also found that a friendly attitude toward them puts them at ease. They seem to have an inferiority complex due to language difficulty. If they feel that the teacher is genuinely interested in their welfare and in teaching them, they seem to relax and are not afraid to grope, hunt, and try to find words to express themselves. If they feel or sense any sign of lack of patience in the teacher, they immediately say, "Don't know, can't say it, has to be genuinely friendly toward them and use all the tact and patience he has.

In my classes in woodworking I have tried to teach the language of the trade. I find that they learn new words and meanings very easily, also, the correct pronunciation if the teacher is careful. I have tried to sell them on the use of the dictionary. This is increasing their use and knowledge of the English language, which is as important as teaching the mechanics of a trade. It knowledge to use after they are relocated.

In assembling a class it is desirable, if possible, to include in each group one or more students who speak and understand English fairly well. Some of them understand very well, yet cannot pronounce the words clearly because of their limited use of the language. This would help the teacher and the class very much as it will enable faster progress.

If the Adult Education is to continue among the Japanese people and is to reach the greatest number and do the most good, I believe, it would be a good policy to take the better class of students and give them more intensive instruction, until they thoroughly know the trade they are learning. Then, use them as teachers for other classes of Japanese.

WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

SECRETARIAL TRAINING

F O R E W O R D

Adeline Hunter  
Secretarial Instructress

On December 27, 1943, I started to work at the Central Utah Project and was assigned to the Vocational Training Unit, where I was instructed to formulate a program of training and upgrading for typists, stenographers, secretaries and clerical workers employed at the Project. I spent the first two weeks in studying and reviewing the vocational training program of the Project, studying manuals which had been prepared for vocational in general familiarizing myself with the objectives and purposes of the program.

Previous training classes in secretarial training had not been conducted at the Project, and therefore, there was no established course or precedent to follow. I, therefore, reviewed the methods used by other instructors who were handling other types of training under the supervision of the Vocational Training Unit.

My next step was to solicit information from department and unit heads to ascertain what type of secretarial training, in their opinion, was most needed on the Project. Some recommended that class work be given in advanced shorthand, bookkeeping and Business English. Facilities were not then available for classroom work in stenography, typing, etc., so I decided to start the training program with classes in Business English, which could be conducted without desks, etc. and which would offer something that all types of office workers could participate in the benefit from.

I decided also to distribute a questionnaire (See Exhibit No. 1) to all employed resident personnel, to determine what type of instruction they wanted and what classes, instructors, etc. would be necessary to carry on a satisfactory program of secretarial training. The questionnaire revealed that approximately seventy-five per cent of such employees desired some type of instruction or training.

My next step was to endeavor to outline a course of study in Business English which would be colorful

enough to appeal to the workers, which would be as understandable and comprehensive to beginners as possible, and yet interesting and of some definite value to the more capable and advanced personnel. I was particularly anxious to have the course of study appeal to the latter group, with the thought in mind that they would be in a position to carry on in-service training and assume the responsibility of acting as associate instructors.

I submitted a proposal whereby weekly classes, one hour in length, in different phases of Business English would be conducted, the hourly periods to be spent in: 1. An explanation of the lesson at hand, 2. A study period of fifteen to twenty minutes devoted to studying instructions, rules, etc. to be distributed to the class members, 3. An open forum discussion of the current lesson, and 4. A written test based upon the written text. For instance, from observation and discussions with departmental heads, I found that one of the main troubles confronting resident personnel was that of supplying proper plurals to singular nouns. This, therefore, was made the subject of the first lesson in Business English. (See Exhibit No. 2).

The classes in Business English were started Wednesday, January 19, 1944, and after three classes had been held, we were then in a position to conduct classes in advanced shorthand and bookkeeping. On February 7, 1944, these classes were made available to employed personnel.

The Vocational Training Unit advocated that all resident office personnel be excused for class work one hour during each work-day (except Saturday) to attend classroom work in a subject related to their present employment. Two classes in advanced shorthand and one class in bookkeeping are held on Mondays, Tuesdays, Thursdays and Fridays. Wednesday of each week is still reserved for special classes in Business English, so that persons attending the shorthand or bookkeeping classes will still have an opportunity to attend the Business English classes; it having been determined that this subject is the one most needed by resident personnel.

## ADULT EDUCATION VOCATIONAL AGRICULTURE PROGRAM

Classes have been held in beef cattle, swine, poultry, and farm equipment. These classes were for the purpose of giving both educational and practical experiences to the men who are working on the farms of the Topaz Relocation Center.

Twenty of the Adult group attended the poultry class. Professor Carl Frischknocht, of the Utah State Agriculture College, with Mr. Nelson, Agriculture instructor in the High School, showed them proper methods of housing, heating, feeding, brooding, and disease control.

Fifty of the residents attended the class on beef cattle given by Mr. Alden Adams, Director of Vocational Agriculture. Practical demonstrations were held on the farm under the direction of Professor Harry H. Smith, of the Utah State Agriculture College and Mr. Alden Adams. These demonstrations consisted of judging beef animals, together with proper methods of handling and feeding them. Lectures were also given on swine management to an adult group of fifty. These lectures dealt with disease, feeding, and care of brood sows. Demonstrations were also given on slaughtering and cutting up of carcass.

Mr. Alden Adams has also given lectures and practical demonstrations to over 100 adult farm workers on proper methods of handling and working with horses and all kinds of live stock.

Courses are now being prepared in farm management, equipment care and repair, and in truck gardening. These classes will begin in the near future.

Several adult workers with the beef cattle projects are studying with the High School group on the feeding of beef cattle and swine. The animals they have been working with will be entered in the Delta Stock Show, to be held in the latter part of May.

At the present time, the farm group is handling about 180 beef animals, 450 swine, besides poultry, turkeys, four teams of work horses, and several saddle horses. All of the live stock is being handled and cared by the Adult and High School group, who have been in training since entering the Project.

Beside their work with live stock, the Adult group, consisting of about fifty fellows, has received instruction in fencing, irrigation and tractor operation.

We are planning in the near future to train the women of the Adult and High School groups to do seasonal work on the farm.

## CLASSES IN CARPENTRY AND CABINET MAKING

The latter part of November, 1942 Mr. James F. Miyata started two courses, namely, General Carpentry and Cabinet Making. Each course meets two evenings a week in the High School shop. The total registration for both courses was 72, comprising mostly of Issei and Kibei residents.

There were relatively few Japanese Americans in the carpentry trade prior to evacuation. Practical experience is being obtained by working on the buildings that are being built on the project. Due to the lack of sufficient material and equipment the teacher has been quite handicapped in presenting the general course.

The following is the outline of the work being covered:

1. Construction of Houses (frame building)
  - a. Concrete foundation
  - b. Frame
    1. Setting of joists and studdings.
  - c. Roof
  - d. Steps
    1. Straight
    2. Steps with landings
    3. Porch steps
    4. Circular steps
2. Cabinet Making
  - a. Mail boxes
  - b. Tables
  - c. Benches
  - d. Chairs
  - e. Bureaus
  - f. Night tables
  - g. Coffee table
  - h. Desks

**Equipment:** No equipment has been issued to the instructor and the instructor has been using his own tools.

**Material:** At the present time the carpentry classes have been using scrap lumber.

At the present time the carpentry and cabinet making classes have been hampered due to the lack of room. The room which is now being used is the Shop of the Topaz City High School. As soon as sufficient room, equipment and material is obtained the instructor contemplates a thorough course to train nisei, as well as Issei, in the field of carpentry as a vocation as there is a future in the trade.

WAR RELOCATION AUTHORITY

Topaz, Utah  
January 17, 1944

N O T I C E

To: All Division, Section and Unit Hands

From: Charles F. Ernst  
Project Director

A copy of the attached NOTICE is being distributed to each Resident office employee.

The Vocational Training Committee has decided that all Resident office personnel should attend these meetings. The benefit to be gained by beginners and the more-or-less inexperienced help is unquestioned. In addition, it is hoped that the advanced, more-experienced personnel will carry on this type of in-service training and by attending these meetings they will receive instruction which will enable them to proceed with in-service secretarial training on the Project. It is anticipated that these Wednesday classes will develop closer coordination and cooperation between the personnel of the various departments and a better understanding of the work performed by each department.

Your cooperation is solicited with the view to seeing that all employees in this category, under your jurisdiction, are excused to attend these classes.

Please divide your Resident office personnel into two groups, and encourage them to attend these weekly meetings.

/s/ CHARLES F. ERNST  
Project Director

H/H  
Attach.

## RESIDENTS CAN SECURE VOCATIONAL TRAINING

It seems probable that a number of Vocational courses can be offered to the Residents of the Center during the next few months. Since a number of these courses will be given by State Administered Agencies such as the O.S.Y.A. and War Production Training Representative, we must get the following information from every interested person in the Center before specific plans for the courses can be made. Because of the nature of some of the courses it has been thought best to set them up on a full-time basis so that the training can be completed within a reasonable time. Courses may be offered on any one of the bases noted below. Note those conditions under which you would be willing to take the courses you desire. For example; if you prefer to take a woodworking course in the evening but would be willing to take it on a full-time non-paid basis, place a (1) in the square under 'evening not paid' and a (2) in the square under '44 hr. not paid'. It has not been decided yet whether payment can be made to individuals while taking full-time courses. Registration in each class will be limited to twelve individuals Number at the right hand side of the page the courses you wish to take, in the order of your preference

### REQUEST FOR VOCATIONAL TRAINING

If training facilities can be arranged, I would like to take the following courses:

	44 hr. per week Not Paid	44 hr. \$12 pay	Evenings Not Paid	4 hr. aft Not Paid
1. Truck and tractor repair				
2. Metal work				
3. Woodworking				
4. Elementary electricity				
5. Farm machinery and equipment repair				
6. Milk production				
7. Poultry meat production				
8. Egg production				
9. Pork production				
10. Beef production				

	44 hr. per week Not Paid	44 hr. \$12 pay	Evenings Not Paid	4 hr. aft. Not Paid
11. Mutton, Lamb, and wool production				
12. Commercial vegetable production				
13. Food production and pro- cessing for home con- sumption				
14. Sugar Beet production				
15. Field crop seed production				
16. Typing				
17. Shorthand				
18. Watch making				
19. General sheet metal work				
20. Shoe repair				
21. Typewriter repair				
22. Beauty culture				
23. Salesmanship				
24. Merchandising				
25. Bookkeeping				
26. Accounting				
27. Office Practice				
28. Carpentry				
29. Cabinet making				
30. Plumbing				
31. Electrical Repair				
32. Radio repair				
33. Dietary aide				

\_\_\_\_\_  
Name of person requesting permission to take classes.

Address: \_\_\_\_\_ Age: \_\_\_\_\_

When and where do you hope to relocate? \_\_\_\_\_

\_\_\_\_\_

Are you wish to shift to some other job in order to secure  
training? \_\_\_\_\_

\_\_\_\_\_

HAVE YOU FURNISHED ALL OF THE INFORMATION REQUESTED?

## LEARNERS IN DRAFTING

Through the cooperation of the Engineering Section and the supervisor of the drafting unit, a learnership was set up and approval was received from Washington on May 5, 1944 by the Vocation Training Unit.

Three persons have taken this training, the first beginning on May 9, 1944. One of the three learners terminated and two were *transferred* to regular worker status. At present there are no learners in this field.

The course of Training includes:

1. Lettering Engineering
2. Use and care of drafting instruments
3. Tracing
4. Blueprinting
5. Simple drawings
6. Simple design
7. Checking bill of materials
8. Checking figures of estimate
9. Making own estimate of Bill of Materials

Classes are conducted by a graduate Engineer each day for the groups. Individuals will then work on assigned jobs under direction of Design Engineer.

10/18/44

## LEARNERS IN DENTAL AIDE

Learnership approval for dental aides at the Dentist Unit of the Health Section was received from Washington on March 10, 1944 by the Vocational Training Unit.

Three persons have received supervised training and all three were ~~promoted~~ <sup>transferred</sup> to regular worker status.

At present there are no learners in this course.

The course of training includes:

1. Care of patients
2. Clerical work---appointments etc.
3. Dental Anatomy and simple dental histology
4. Classification of cavities
5. Sterilization
6. Classification of operative instruments.
7. Arrangements of operative instruments according to treatment of case.
8. Medication for operative and surgical cases.
9. Handling of plastics--cement, silicate etc.
10. Surgical procedure and arrangement of surgical instruments.

Instruction will be theoretical, practical and by illustration.

10/18/44

## LEARNERS IN X-RAY

Learnership approval for the X-Ray unit of the Health Section was received from Washington on March 10, 1944, by the Vocational Training Unit.

Four persons have taken this training. One was promoted and the other three terminated for various reasons. At present there are no learners in this course.

The course of training includes:

1. The general over-all purpose of X-Ray department to the hospital.
2. The theory of roentgenography.
3. Operative technique of handling machine...portable and stationary X-Ray machines.
4. Positioning of patients for each specific request with exposure factors.
5. Development, fixation and care of films.
6. Protection for patients and technician from X-Rays.
7. Conduct of the technicians.
8. General theory of electrocardiography.
9. Operation and technique in handling EKG machine and patients.
10. Development of the film and fixation.
11. Fluoroscopic technique of both the portable and stationary X-ray machines.

Instruction consists of theory by informal lectures, illustrations, and by individual study of the available literature; and practical manual training to develop technique.

10/18/44

## LEARNERS IN SHOE REPAIRING

Learnership approval for the shoe repairing unit of the Cooperative Business Enterprise Section was received from Washington on June 23, 1944, by the Vocational Training Unit.

No one has been assigned to this training.

The course includes:

1. Learning the technique of heel repairing
2. Learning the technique of sole repairing
  - a) taking off old soles
  - b) Cutting new soles
  - c) Gluing
  - d) Trimming
  - e) Stitching with machine
  - f) Finishing job
3. Learning to make patches
4. Learning to construct and to fix heels on to shoe

All instruction given is individual. The supervisor teaches all phases of the shoe repairing job with the fundamentals given above. The learner uses three machines; the stitcher, finishing machine (Brushes), and the patching machine. He learns about leather and rubber, and about the suitability of the different types for mens', Ladies', boys' and girls' shoes.

10/18/44

## LEARNERS IN PHOTOGRAPHY

Learnership approval for the photography unit of the Cooperative Business Enterprise was received from Washington on April 8, 1944, by the Vocational Training Unit.

Four persons have taken advantage of this opportunity, the first beginning on April 15, 1944. Three of these learners have terminated, and one is still receiving training.

The course of training includes:

1. Picture taking: handling of camera, knowledge of lights, posing subjects.
2. Dark room work: knowledge of chemicals, preparation of developers, developing of films, printing, developing prints, fixing, washing.
3. Finishings: drying, ferro-typing, spotting, trimming & mounting.

All work in this course is strictly individual at all times; each step is explained and demonstrated on the job which the apprentice performs himself as soon as he understands. Reading matter on chemicals given.

10/13/44

## LEARNERS IN WATCH REPAIR

After receiving the consent of the supervisor of the watch repair shop under the Cooperative Business Enterprise Section, a learnership was set up. Final approval was received from Washington on February 3, 1944 by the Vocational Training.

The course of train includes:

1. Use of tools
2. Knowledge of all parts (alarm, pocket, and wrist watches)
3. Dissassembly and assembly of watches
4. Knowledge of function of parts
5. Adjustments and repairs of parts
6. Cleaning of watches

The learner receives the direct and individual attention and supervision of a craftsman. The instruction will take place in the service room in contact and in use the actual working materials and each operation will be demonstrated to trainee.

10/18/44

## LEARNERS IN TYPEWRITER REPAIR

Through the cooperation of the Office Service Section and the supervisor of the typewriter repair shop, application for approval to have learners for this course was filed. Approval was received from Washington on February 5, 1944 by the Vocational Training Unit.

Two persons have been assigned; the first applicant starting on February 18, 1944. Both were ~~promoted~~ <sup>transferred</sup> to the regular worker status;

The small workshop was hampered the expansion of this training and at present, there are no learners in this field. The course of training includes:

- I Fundamentals of the Typewriter
  - A. Dismounting and assembling typewriter
  - B. Cleaning and lubricating
  - C. Lubrication of the major parts
  
- II Principle of the individual parts
  - A. Function of the keys unit
  - B. Function of the escapement unit
  - C. Function of the tabulator unit
  
- III Servicing and trouble shooting
  - A. Give periodical check up
  - B. Trouble shooting defective part
  - C. Servicing for practical experience

This course is very baluable for employment, both in the Center and upon relocation.

10/18/44

## LEARNERS IN HAIRDRESSING

Learnership approval for the hairdressing unit of the Cooperative Business Enterprise was received from Washington on June 23, 1944, by the Vocational Training Unit.

Two persons have been assigned, the first one starting on July 18, 1944. One learner was ~~considered~~ *transferred* to regular worker status, and the other is still receiving training.

The course of training includes:

1. Shampooing
2. Treating the scalp
3. Hair dyeing
4. Finger waving
5. Permanent waving
6. Caring of equipment  
Washing, sterilizing

10/18/44

## LEARNERS IN RADIO AND PHONOGRAPH REPAIR

Learnership approval for the radio and phonograph repair unit of the Cooperative Business Enterprise Section was received from Washington on July 26, 1944 by the Vocational Training Unit.

Five persons have been assigned, the first one starting on August 8, 1944. Two learners were promoted to regular worker status and three are still receiving training. *transferred*

The course includes:

1. The use of equipment:
  - a) Tube tester
  - b) Circuit tester
  - c) frequency oscillator
2. General terms used in radio engineering: meaning of
  - a) numbers
  - b) Greek letters
3. Reading matter
  - a) Fundamentals of radio
  - b) Circuit diagram
  - c) Blue prints
4. Soldering for removing and replacing parts

All instruction in the service shop will be individual. The learner at first is shown the parts and observes the different kinds of tests made on each radio. Later the learner makes tests for himself and at the discretion of the supervisor works himself into "repairing", first by being told where the trouble lies, and then later by trouble shooting for himself to be checked by the supervisor.

10/18/44

## LEARNERS IN AUTO MECHANICS

Learnership approval for the auto mechanics unit of the Motor Transport Section was received on April 10, 1944, from Washington by the Vocational Training Unit.

Thirteen boys enrolled in the course, the first one beginning on May 15, 1944. Two learners were ~~promoted~~ <sup>transferred</sup> to regular worker status and ten were terminated. At present there is one learner receiving training.

The course is divided into three units:

- I Automobile Chassis
  - A. Construction, operation and repair of steering correction: front axles, wheels, control linkage, individual wheel suspension, steering gears, wheel alignment, etc.
  - B. Driving mechanisms: clutches, transmission (mechanical fluid,) over-drives, rear axles, differentials etc.
  
- II Automotive Fuel and Electric Systems
  - A. Construction, operation, and repair of fuel system: gasoline tanks, pumps, carburetors, fuel lines, etc.
  - B. Construction, operation and repair of auto electrics: battery, lighting system, ignition, starting, generating systems, horns, heaters, windshield wipers, etc.
  - C. Motor tune-up: engine testing, carburetor testing, ignition.
  
- III Automotive Power Plants
  - A. Construction, operation and repair of: cylinder blocks, piston assemblies, crankcase assemblies, valve assemblies, cooling systems, lubricating systems.
  - B. Modern methods of repair.

Instruction is given by explanation, demonstration and performance of job by the learner. Selected reading matter is also given.

10/18/44