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SUGGESTED OUTLINE OF ORGANIZATION OF CURRICULUM
PLANNING and TEACHING

The following outline is offered as a suggestion to those teachers who would rather prepare more specific teaching plans than the source in "Resource Unit."

Although the ideal is the "content" serving as a source for the teacher to draw from in assisting the pupils to plan, develop, and evaluate their own experiences, many of us find that we would rather have more specific plans as well as day to day plans in front of us especially in the skills. This pattern is one which every good teacher follows mentally as she plans her teaching, combining the curriculum planning with the specific teaching plans:

- I. AIMS:
 - A. General - Over all learning. Large goals toward which we are all working.
 - B. Specific - Over all learning of one phase of education: Course, subject, social function, area of living.

- II. NEEDS OF CHILD: Based on diagnosis of child, his difficulties, examination of outcomes of previous learning, child's previous experience, and teacher judgment. (Both pupil and teacher should study these needs.)

- III. OBJECTIVES: Set up by pupil and teacher to satisfy the above aims and to meet the needs of the child. (No. II) These may be classified:
 - A. Skills (Abilities) Needed
 - B. Understandings
 - C. Attitudes and Appreciations

- IV. EXPERIENCES (Activities): Agreed upon cooperatively by teacher and pupil to provide the functional activity to reach the objectives set up.

- V. TECHNIQUES (Methods): Those procedures used by either teacher or pupil to reach objectives set up.
 - A. Teacher
 - B. Pupil

- VI. MATERIALS: Texts, and unusual equipment materials, and other aspect of the environment used as content for the above learning activity.

- VII. EVALUATION: Teacher and pupil check lists, tests, and other means of evaluation used to examine the outcomes of learning to ascertain whether the objectives had been reached.

Unexpected outcomes, further needs, and need of new direction will serve as a basis for future aims and objectives, and so curriculum making, planning, and teaching is a continuous process.

SUGGESTED OUTLINE OF ORGANIZATION OF CURRICULUM
PLANNING and TEACHING

The following outline is offered as a means of systematizing your work so that one can eliminate the use of the word "Objective", realizing always that Roman numerals (I) will always represent objectives, etc. The symbols for each category follow:

GENERAL PLANS:

AIMS:
 General
 Specific
NEEDS:

SPECIFIC PLANS:

- I. Objectives
(Each new objective should receive the next consecutive Roman numeral - II)
 - A. Experience
(Each new experience needed to reach objectives should receive the next large case letter - "B")
 1. Technique:
(Each new technique used in carrying on the above experience should receive next Arabic number - 2)
 - a. Materials:
(Materials will be listed by small case letter)
 1. Evaluation:
(Means of evaluation will be listed by Arabic numerals followed by one parenthesis.)

TULE LAKE RELOCATION CENTER

NEWELL, CALIFORNIA

December 30, 1942

OUTLINE FOR COURSE IN ELEMENTARY PSYCHOLOGY

Length of course

Two nights a week, 1½ hours per night

To continue from four to five months

Textbook

Floyd L. Ruch's, Psychology and Life (new edition, old edition if too expensive for students.)

Workbook for above

Alternative and supplementary text:

Robert S. Woodworth, Psychology (Fourth Edition)

L. F. Shaffer's, The Psychology of Adjustment

Method of teaching

Assignment of one chapter a week to be read on the outside

Class work

Lecture and discussion on supplementary material.

Review of text material, by use of

Work book, written work, experiments.

Scope of course

The material in the text, which includes heredity and environment, motivation, emotions, defense mechanisms, individual differences, special senses, observation, learning, thinking.

Supplementary material will be presented from other sources with emphasis on defense mechanisms, the relation of the individual to his group, problems of personal

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adjustment, motivation, problems of particular interest to the students.

Quizes and examinations

Quiz every two or three weeks

Examination every four or five weeks

Examinations will be of the True-False and Multiple Choice types.

Tentative Outline of the Course

Week I. Chapter I. Preview of Psychology

What Psychology is and does today, How the Subject-matter of psychology has changed, three aims of psychology, psychology and common sense, how psychology views man, use of rats in experiments.

Supplementary material: The place of psychology in science. Scientific method in psychology.

Week II. Chapter II. Factors in Development

The beginning of life and behavior, Heredity and maturation, Bodily structures mature.

Nature or nurture?

Week III. Chapter III. Motivation

Motivation and ability, What happens in motivation, The physiological drives and motives, How drives become organized, The comparative strength of different drives and motives, Using our knowledge of motivation.

Group control on individuals, learning of group ways, development of particular needs, purposiveness of human behavior.

Quiz

Week IV. Chapter IV. Emotions

What our emotions are and do, What our inborn patterns are, Emotions function in many ways, Ways of looking at emotion, Patterns in emotional expression, The problem of emotional excess.

Week V. Chapter V. Control of Emotions

Emotional control through training, Emotion and language, Emotional control in the adult.

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Week VI. Review and Examination

Week VII. Chapter VI. Normal and Abnormal Reactions

The universality of conflict, Types of conflict, Varieties of reaction to conflict. defense mechanisms.

Cultural conflict, types of adjustment to cultural conflict, marginal personalities, defense mechanisms, inferiority complex.

Week VIII. Chapter XII. Personality and Individual Differences

Ways of looking at personality, Measuring personality, Comparing individuals, patterns in personality.

Quiz

Week IX. Chapter XIII. Intelligence

Levels of Intelligence, Feeble-mindedness as a social problem, The development of Intelligence tests, The concept of the I.Q., The influence of other factors on intelligence.

Week X. Chapter XV. Getting Along with People

Factors making for popularity, successful marriage, leadership, Salesmanship, Competition vs. Cooperation, Judging human nature in everyday contacts.

Week XI. Examination

Week XII. Chapter VII. Special Senses

Seeing the World, Hearing and Living, Our Senses of Touch, Our senses of Body Position and Balance, Our sense of smell, Our sense of taste.

Week XIII. Chapter VIII. How We Observe

Attention, Perception, Reporting our observations.

Week XIV. Chapter IX. Learning

Conditions necessary for learning, Kinds of learning, The criteria of learning, Recording the progress of learning, How we forget, Learning ability varies with age.

Quiz

Week XV. Chapter X. The Management of Learning

How good a student are you?, Reading your assignments, Taking examinations, How to get along in the laboratory.

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Week XVI. Chapter XI. Thinking

Why we think, How we think, How we learn to use language,
How well we think.

Week XVII. Examination and Review

The rest is optional, depending on the amount of time left.

Week XVIII. Chapter XVI. Psychology and Social Problems

Toward a Better Nation, The Voice of democracy--Public
opinion, Psychology and war.

Problems of a racial minority, acculturation, assimilation,
dispersion,

Week XIX. Chapter XIV. Vocational and Employment Psychology

Choosing your life work,,How to get a job, The psychology
of selecting men, Psychology and industrial unrest.

Vocational outlook of the Japanese in America.

Week XX. Chapter XVII. The Form and Functioning of the
Nervous System.

The tree systems within the nervous system, neurons and
nerve pathways, neurological basis of learning

Week XXI. Chapter XVIII. Division of Labor in the brain

The topography of the brain, How the neurologists study the
work of the brain, localization of function in the new-brain,
The problem of cerebral dominance, left-handedness, and speech
defect, What goes on in the brain during thought, How the
nervous system functions in emotion.

Note: This outline is only tentative and can be changed to
fit the requirements of the ~~department allowing unit credits~~
~~to~~ students taking the course. In general emphasis will be
laid on material presented in the textbook, and supplementary
material ^{will be} used to whip up the interest of the students. The
workbook will be used as widely as possible. For lack of
time this outline has had to be rather sketchy. Since this
is the first time this course is being presented, the syllabus
will have to be worked out in detail as the course progresses.
When I finish a research paper on social psychology in the
middle of January, I shall have more time to devote to the
proposed course.

Respectfully submitted,

James Sakoda

Dr. Francis
Adult Ed.
Ad. Bldg.

TULE LAKE PROJECT HIGH SCHOOL

DEPARTMENT OF VOCATIONAL AGRICULTURE

STUDENT _____ NOTES

Individual or Class

Job No. 5 Planning and Planting a Victory Garden

1. Essentials to be considered in locating a Victory Garden.
 - a. Deep rich soil
 - b. Natural drainage
 - c. Facilities for irrigation
 - d. Sheltered from strong winds.
 - e. Free from roots of large trees.
 - f. Available sunlight most of day.
 - g. Conveniently located for:
 - (1) Work
 - (2) Observation
 - (3) Protection
2. Vegetables that should be grown in the Victory Garden
 - a. Those that produce an abundance of food on a given area of land in a short time.
 - b. Those that provide the essentials of a well-balanced diet.
 - c. Those that are easy to grow from a cultural standpoint.
 - d. Those that are free from disease and insect infestation.
 - e. Recommended vegetables: Green beans, lima beans, lettuce, chinese cabbage, head cabbage, darrots, beets, egg plants, and chard.
3. Amount to plant of each vegetable
 - a. Provide 460 sq. ft. for each adult.
 - b. Divide area into three sections
 1. 185 sq. ft. for leafy crops
 2. 65 sq. ft. for root crops
 3. 210 sq. ft. for green legumes.
 - c. Plant one-fourth of each area at the start.
 - d. Make additional plantings of same size at intervals of two or three weeks. This will keep the kitchen supplied continuously and will prevent waste.
4. Preparation of the seed bed.
 - a. Spread a layer of manure or compost (2 to 4 inches) over the garden bed and work it well into the soil.
 - b. Dig the soil deeply, about 8 to 10 inches, pulverize the soil, smooth the surface, and arrange the beds.
 - c. May be well to add superphosphate, one pound to fifteen pounds of manure.
 - d. Shape the beds and allow to stand one or two weeks before planting.
 - e. Water beds thoroughly two or three days prior to planting.
5. Use of board borders.
 - a. Advantages: (1) Keeps soil from washing away (2) Saves space (3) Makes digging easier (4) Makes weed control easier (5) Improves appearance of garden.
 - b. Material used
 1. 1" x 6" boards sunk halfway in ground.
 2. Held in place with stakes.
 - c. Width of beds -- 4 feet
 - d. Length of beds - determined by size of garden.
 - e. Walks between beds - 18 inches in width.
6. Tools necessary.
 - a. Digging -- Spading fork and pick.
 - b. Pulverizing and leveling -- Hoe and rake.
 - c. Hand work in cultivation -- Garden trowel.

7. Things to conder in transplanting
 - a. Leafy plants transplant best.
 - b. Do not transplant root crops and beans.
 - c. Do not disturb the roots in transplanting.
 - d. Prepare a small hole to receive the young plant by thoroughly pulverizing the soil and wetting it.
 - e. Place plant in prepared hole.
 - f. Work moist soil firmly around the roots of the young seedling.
 - g. Transplant late in the evening.
 - h. Shade young plants from rays of sun for several days.
8. Planting Seed.
 - a. Depth in Inches:

Lettuce	1/8 to 1/4 inches
Chinese Cabbage	1/4 inches
Carrots	1/4 inch
Beans	1/2 inch
 - b. Spacing in inches

	Between Plants	Between Rows
Lettuce	6 inches	10 inches
Chinese Cabbage	14 inches	16 inches
Carrots	3 inches	10 inches
Bush Beans	6 inches	18 inches
Pole Beans	8 inches	30 inches
9. Control of Insects - Some insecticides not available at present.
 - a. Biting insects
 1. Stomack poison
 2. Should contain Rotenone as a base.
 3. Follow instructions of manufacturer.
 - b. Sucking insects.
 1. Contact spray.
 2. Use pyrethrum.
 - c. General Purpose spray
 1. Foliafume
 2. Contains both rotenone and pyrethrum.
 - d. General methods for controlling insects.
 1. Destroy weed patches, rubbish piles, and waste accumulations.
 2. Prepare a good seed bed.
 3. Keep garden free of weeds and grass.
 4. Fertilize and irrigate regularly.
10. Fertilization of the Victory Garden.
 - a. Should begin at planting time.
 - b. Incorporate rotted manure or compost into the seed bed.
 - c. "4-12-8" is a good garden fertilizer.
 - d. Place fertilizer two inches from row and two inches below level of planted seeds.
 - e. Place one-handful for each two or three feet of plant row.
 - f. One 100 lb. bag of "4-12-8" should be sufficient for the average family size garden about one year.
 - g. May be profitable to apply a side dressing of ammonium sulfate when the crop is about 1/3 grown. Sprinkle fertilizer on surface of soil along each side of row -- about one handful for two to three feet of row.
 - h. Gentle sprinkling will dissolve the fertilizer and carry it to the roots of the plants.
11. Preparing a compost pit and the value of a compost pit.
 - a. Produces a source of organice matter for the victory garden.
 - b. Dig a pit near the victory garden.
 - c. Place accumulated plant material in layers as collected.

- d. Cover each layer with a thin layer of soil.
 - e. Wet thoroughly
 - f. If poultry or other manure is available, it makes a valuable addition to the compost.
 - g. May add a few handfuls of complete fertilizer to each layer or material as it accumulates.
 - h. When pit is full it should be left and another pit started.
 - i. Compost material should be available for use in 8 to 12 months.
12. Watering the garden
- a. Have a old seed bed so as to serve as a good storehouse for water.
 - b. Saturate entire seed bed two or three times a week.
 - c. Apply water as a fine spray.
 - d. Water during late afternoon or early morning.
 - e. Correct watering methods will help to insure tender and crisp vegetables of fine flavor for the table.

TRI-STATE HIGH SCHOOL
STYLE SHEET

(For use in all classes in grades seven to twelve)

Adapted from
Seattle Public Schools Style Sheet

TRI-STATE HIGH SCHOOL
WAR RELOCATION AUTHORITY

Newell, California

May 31, 1943

JUNIOR-SENIOR HIGH SCHOOL STYLE SHEET

MANUSCRIPT FORM

Mary Smith

Language 8A

September 14, 1943

Our First Government

The drafting of the Articles of Confederation was begun in 1776, the year of the Declaration of Independence. These Articles, however, were not approved by Congress until

DIRECTIONS

MATERIALS, including pencils, pens, ink, and paper, in excellent functional condition should be ready for immediate use.

MARGINS: At left, leave at least one inch.
At right, leave about one-half inch.
Leave the last line of page blank.

PARAGRAPH INDENTION: Allow one inch from the margin.

WIDE-LINED PAPER, eight and one-half by eleven inches, is best for longhand.

REGULATION TYPEWRITER PAPER is necessary for typed manuscripts.

TYPED MANUSCRIPT should be double-spaced.

THE PAGE NUMBER should be centered at the top of each page, beginning with the second.

NAME should be repeated at upper left corner of second and all succeeding sheets.

TITLE has no mark of punctuation unless it is in the form of a question.

ABBREVIATIONS are usually avoided in formal writing. Consult the dictionary for those in acceptable use. Etc. and the symbol for and are not acceptable.

ITALICS, indicated by underlining, are used for the names of books, pamphlets, journals, ships, airplanes, as well as for letters and words used as symbols.

CORRECTIONS may be indicated by drawing a single line through words to be omitted.

FOLDING--if papers are to be folded, fold them lengthwise with the open side to the right. At the top, on the outside, write the following:

- Name
- Section
- Title
- Date

CAPITALIZATION

USES OF THE CAPITAL LETTER

1. To begin the first word in every sentence, quotation, line of poetry.
2. To indicate proper nouns and adjectives

President Roosevelt	God	Wednesday
an Indian summer	the Bible	Fourth of July
Columbia River	the American Flag	February

3. For the first word of a title and all other words except articles, prepositions, and conjunctions. The last word of a title should always be capitalized.

The New York Times	The Cruise of the Snark
--------------------	-------------------------

4. For the words I and O

5. To indicate directions when they are used as names of sections of a country

the Northwest	Port Los Angeles lies northwest of Seattle
---------------	--

PUNCTUATION

A PERIOD (4*), a QUESTION MARK (4), or an EXCLAMATION MARK (6) is used at the end of a completed thought. More detailed explanation of some of the commonly used marks of punctuation follows.

USES OF THE COMMA

1. To set off the salutation in a friendly letter and the complimentary close in all letters

Dear Ruth,	Sincerely yours,
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* Note to teachers: The numbers in parenthesis indicate the grade level at which each rule should be formally introduced.

2. To indicate the omission of words in dates and addresses (4) and separate from each other expressions in a series (6)
Jack left school on October 12, 1941. (4)
Dick Morris was born in Seattle, Washington. (4)
Jack enjoys tennis, golf, and baseball. (6)
3. To set off direct quotations (6), words of direct address (7), and introductory expressions (7)
Ann asked, "Where is the Art Museum?" (6)
John, come here. (7)
While waiting for my mother, I listened to the radio. (7)
4. To set off appositive (7), parenthetical (7), or nonrestrictive expressions (9)
John, the representative from our roll, spoke briefly. (7)
We discovered, on the other hand, what the teacher meant. (7)
Mary Smith, who is a friend of mine, had a lead in the play. (9)
5. To separate independent clauses in a compound sentence when they are joined by and, but, for, nor, or or (8)
I have not time, nor have I any money.
6. To set off an introductory dependent clause in a complex sentence (8)
When you called me, I was studying my lesson.

USES OF THE QUOTATION MARKS

1. To set off the exact words of another person
"Let's go home," pleaded Bill. (6)
"If," said John, "you can't come, we'll wait until another time." (7)
"Was it Emerson," asked John, "who said, 'Trust thyself'?" (9)
2. To set off the titles of parts of a book, magazine, or pamphlet (7)
"The Highwayman" is one of the poems in This Singing World.

USES OF THE APOSTROPHE

1. To indicate letters or syllables omitted (5)
don't o'clock it's (it is)
2. To indicate the possessive case of nouns (5) and indefinite pronouns (8)
lady's shoes Ladies' shoes son-in-law's houses
one's work

3. To indicate the plural of figures, letters, signs, symbols, and words as such (8)
7's p's and q's Don't use too many the's
and and's.

USES OF THE HYPHEN

1. To separate words between syllables at the ends of lines (5)
Jack and his brother are not here because early this morning they went to the post office to mail a letter to their grandmother.
2. To join compound numbers from twenty-one to ninety-nine (7)
sixty-eight one hundred forty-two
3. To connect the parts of a compound adjective (8)
fleece-lined gloves up-to-the-minute report

USES OF THE COLON

1. The colon usually indicates that something is to follow.
2. After formal salutations as in business letters (6)
Dear Sir: Gentlemen:
3. To separate figures indicating hours and minutes (8)
At 8:50 a.m., I go to my class in 8B History in Room 16.
4. To precede an announced enumeration (9)
The following subjects are required: arithmetic, English, history, science.
5. To set off a long or formal quotation.
Then Jim solemnly quoted the following proverb:
"People who live in glass houses should never throw stones."

USES OF THE SEMICOLON

1. To separate the clauses of a compound sentence when they are not joined by and, but, for, nor, or
Mr. Bond is a man of integrity; everyone trusts him.
The building program has created many new jobs; therefore, our graduates are finding work rather easily.
2. To separate coordinate expressions when one of them contains a comma or commas
The class elected John, president; Dick, secretary; and Bob, treasurer.

Bob, captain of our team, is president; Dick, secretary.

3. To separate coordinate clauses when the second clause begins with such conjunctions as the following:
therefore, however, furthermore, nevertheless, otherwise, still,
then, so and often, yet.

FOUR HELPFUL SPELLING RULES

1. Words of one syllable and words accented on the last syllable ending in a single consonant preceded by one vowel, double the consonant before a suffix beginning with a vowel.
 hop hopping omit omitting benefit benefiting
2. Words ending in silent e drop the e before a suffix beginning with a vowel but retain the e before a suffix beginning with a consonant.
 hope hoping hopeless
3. When ie and ei are pronounced long e write i before e except after c.
 believe receive Some exceptions: either, neither,
 seize, leisure
4. Words ending in y preceded by a consonant change y to i before a suffix, but words ending in y preceded by a vowel add the suffix without change.
 alley alleys ally allies ply plied play players

CONVENTIONAL SPELLING is desirable in manuscript writing.
 night thought through although

NUMBERS BELOW ONE HUNDRED should be written in words.
 ninety fourteen forty-four

HANDWRITING

HANDWRITING GOALS

Correct heading	Roundness of letter forms
Spacing between words	Careful ending strokes
Uniform slant	Short loops
Writing on the lines, not above or below them	No fads or frills
Uniform size of letters, one-half space for small letters	Short straight crosses on <u>t</u> 's
	Papers neatly written in ink

SYMBOLS FOR REVISION

Auth.....authority
 Ab.....abbreviation wrong
 C.....capital

C.F.....comma fault
Cl.....meaning not clear
D.....diction
Frag.....sentence fragment
G.....grammar faulty
H.....handwriting
Inc.....incomplete construction
K.....awkward construction
l.c.....lower case (small letter)
M.....margin
Ms.....manuscript form faulty
Org.....organization faulty
P.....punctuation error
Re.....rewrite
S.C.....sentence construction
Sp.....spelling error
Vb.....verb form wrong
W.....wordiness
¶begin new paragraph
No ¶no paragraph
^something omitted
~transpose words or letters
edelete
Xobvious error
?questionable statement

- * * * * * -

ARRANGED BY SPECIAL ENGLISH COMMITTEE

Ruth Breece - Chairman
Thomas Breece
Nellie Carter
Margaret Gunderson
Donald Johnson

A CHECK-LIST OF WAYS IN WHICH SUBJECT. TEACHERS MAY
ASSIST IN THE ADJUSTMENT AND GUIDANCE OF PUPILS.

Prepared by

C. C. Dunsmoor
Director of Guidance
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New Rochelle City, New York

I. A CHECK-LIST OF WAYS IN WHICH SUBJECT TEACHERS MAY ASSIST
IN THE ADJUSTMENT AND GUIDANCE OF PUPILS

1. Have I really become personally acquainted with each of the pupils in each of my classes?
2. Have I taken means to make each pupils in my classes acquainted with all other pupils in their respective classes?
3. Have I studied each of my class groups carefully each week in an attempt to discover any pupils who are maladjusted or who are in danger of becoming so?
 - a. Unhappy pupils
 - b. Lazy or procrastinating pupils
 - c. Pupils who are chronically tardy, or who are careless or indifferent toward punctuality
 - d. Pupils whose absence records should be investigated
 - e. Pupils who are always or frequently behind in their work
 - f. Pupils who seldom, if ever, do a thorough job in their assigned work
 - g. Pupils whose interests are apparently centered outside of school, or whose extra-curricular interests strongly outweigh their curricular interests
 - h. Pupils who obviously dislike school
 - i. Pupils who do not know how to work effectively
 - j. Pupils who are indifferent and not alert in class
 - k. Pupils who have experienced relatively few successes in most activities undertaken
 - l. Pupils who do not seem to have the desire to succeed
 - m. Pupils who have poor class attitudes
 - n. Pupils who have poor physical attitudes of attention-carelessness or untidiness of person and clothing, uncleanliness, poor posture, poor poise
4. Have I conferred individually with each of my pupils who has shown any symptoms of maladjustment?
5. Have I taken an active, friendly, and personal interest in each of my pupils and thereby enlisted his friendship?
6. Am I sufficiently acquainted with the extra-class and outside activities of each of my pupils so that I am able to express an intelligent interest and give commendation for achievement when justly due?
7. Do I have thorough understanding and sense of sympathetic appreciation of each of my pupils, even though some are not qualified to do better than mediocre work?

A Check-List of Ways in Which Subject Teachers May Assist
in the Adjustment and Guidance of Pupils

2.

8. Do I consider pupils who are inclined to be disciplinary or problem pupils simply as problems to be solved, rather than as non-cooperative pupils who fail to respect my rights and feelings or those of other members of the class?
9. Have I conferred with the class adviser of each maladjusted pupil in my classes, who has not shown improvement after the individual help I have given him?
10. Have I listed in my record book the name of the adviser of each of my pupils?
11. Have I made special effort to see that every one of my pupils knows how to study my particular course effectively?
12. Do I make special effort to see that all assignments are clearly made, written down by pupils, and thoroughly understood by each pupil?
13. Have I made a conscious and repeated effort to "sell" the pupils of each of my classes on the real values which they may hope to receive by doing good work in my class?
14. Do I encourage my pupils to feel free to express their ideas without hesitation?
15. Do I give genuine approval and commendation for work well done, particularly in the case of slower pupils?
16. Have I helped each pupil in my class to find some phase of the work that gives him a feeling of growth and accomplishment?
17. Have I made suitable provisions for meeting the wide range of individual differences in my classes--both outstanding as well as inferior pupils?
18. Am I able to handle my class without resorting to sarcasm and other harsh or unfair methods?
19. Do I exemplify by words and actions the fact that as a teacher I am a well educated person and am I a good salesman for education?
20. Do I emphasize from time to time as occasion permits the vocational implications of my subject and the lines of work for which good achievement in this subject will suitably qualify the pupil?
21. Have I called to the attention of my pupils' respective class advisers any evidence of outstanding ability, achievement, or potential vocational proficiency that has come to my attention in the course of my contact with the pupil?

22. Do I insist upon the observance of reasonable standards of speech, courtesy, citizenship, and decorum in all my classroom relationships?
23. Do I encourage my pupils to practice good sportmanship and democracy in thier daily classroom relationship?
24. Do I insist that pupils assume responsibilities and carry through to satisfactory completion those tasks undertaken?
25. Is my class so organized that pupils handle all responsibilities which they can reasonably be expected to assume?
26. Do I consider it to be of paramount impertance to provide in my classroom a sholesome and happy envirement, conductive to the realization and perpetuation of real life values?

II. RESPONSIBILITIES AND RELATIONSHIPS OF THE HOMEROOM SPONSORS. 4.

With the Administration

1. Supervises the handling of administrative routine for homeroom and members--attendance, announcements, reports, and so forth.
2. Makes reports on progress of homeroom activities; also on participation and personal development of members.
3. Uses and aids in the preparation of cumulative records of pupils.
4. Asks for assistance in solving homeroom problems.
5. Attends meetings of sponsors.
6. Makes suggestions for improvement of homeroom work.

Within the Homeroom

1. Develops a kind of homeroom which is recognized as a wholesome influence in the school.
2. Develops a favorable physical environment in the homeroom.
3. Develops a wholesome homeroom morale and groups loyalty.
4. Educates his group in the aims and values of the homeroom organization.
5. Builds an efficient internal organization of the homeroom.
6. Holds regular meetings of homeroom officers for homeroom improvement.
7. Helps his homeroom members to integrate the various phases of school life.
8. Practices standards of conduct and efficiency which are worthy of emulation by his pupils.
9. Uses a guidance attitude in his relationships with pupils.
10. Takes a helpful personal interest in each of his homeroom members.
11. Aids homeroom members in becoming oriented to the life of the school.
12. Helps promote good scholarship with all of his homeroom members.
13. Helps pupils develop good character attitudes and other personal qualities.
14. Studies his homeroom members to anticipate and alleviate maladjustments before they become serious.
15. Has members fill out pupils interest questionnaires and keeps other records.
16. Studies and diagnoses pupils and counsels with them individually.
17. Makes contacts with the parents of his pupils to aid in solving problems.
18. Uses test results available for his homeroom members.
19. Makes ratings on citizenship and personal development of pupils.
20. Gives objective tests on homeroom lesson materials and activities.
21. Assume responsibility for planning and guiding of homeroom activities; participate both as sponsor and member.

With Counselors

1. Carries on mutually cooperative relations with counselors.
2. Reports problem or special cases.
3. Refers pupils to the counselors.
4. Provides information about pupils.
5. Provides data and records concerning pupils for counselors.
6. Aids in program planning.
7. May assist in providing certain forms of occupational information.
8. May serve on guidance committees.

With Subject Teachers

1. Holds clinics of subject teachers of problem pupils in his homeroom membership
2. Aids in orientation of pupils to school subjects.
3. Helps solve scholastic difficulties of homeroom members.
4. Provides personal information regarding homeroom members.
5. Calls for reports regarding work and attitudes of his members.
6. Secures necessary information to aid in parent contacts.

With Extra-Class Activities Sponsors

1. Explains values of school activities to homeroom members and encourages pupils to enter them.
2. Reports interests of members to directors and sponsors.
3. Checks on participation and achievement of pupils in such activities.
4. Sees that his homeroom is properly represented in school activities.
5. Encourages support of school activities by his homeroom members.

With Special Services

1. Refers special or problem cases to deans, psychologist, psychiatrist, school physician, dentist, and others.
2. Confers with attendance officers regarding unusual absences or tardiness of members.
3. Provides such information and renders such assistance as he is able to give in helping to solve problems of his homeroom members.
4. May aid the psychologist in the administration of psychological tests.

With Other Homeroom Sponsors

1. Discusses homeroom programs and materials.
2. Cooperates in carrying out inter-homeroom contests.
3. Exchanges programs with other homerooms.
4. Exchanges visitors with other homerooms.
5. May serve on homeroom or school guidance committee.

TULE LAKE PROJECT HIGH SCHOOL
Newell, California

10.24 Hand Book: Students
Cut Stencils 8/18
MAR 4

Bulletin of Course Offerings for 1942-43

Suggestions to Students of Tule Lake Project High School
For Making Out Programs

Your work in high school should contribute largely to your general education. Take advantage of the opportunities to explore many fields and to develop new interests. Since you will naturally take courses in fields where you are strong, think also of remedying any weakness in your present education. If you are planning to go to college, you must choose the college preparatory course in order to meet entrance requirements; try to add as many varied courses in art, music, home economics, shop, typing, etc. which will give you a broad education in your skills and a worthwhile background of understandings, attitudes, and appreciation.

In the following notes we do not intend to offer complete descriptions of courses. We do hope, however, that from these brief notes you may get ideas and suggestions which you can discuss with your parents, teacher, or counselor.

HIGH SCHOOL GRADUATION REQUIREMENTS

I. General

1. You will receive $1/3$ credit per quarter for each period you are scheduled for in the ninth to the twelfth grades; one credit per three quarters or one year.
2. Not more than five credits may be earned in day school in any one school year; or five one-third credits in any one quarter.
3. In order to graduate from high school you will need the following credits (which include ninth grade): $18 \frac{2}{3}$ credits in a college preparatory course and $11 \frac{2}{3}$ in a vocational course.

II. College Preparatory

Within the above credits you are to include the following--effective in June 1943:

- English-----4 credits
Science-----1 credit (in third or fourth year)

World History-----1 credit
American History-----1 credit
Problems of Democracy (Economics - $1/3$,
Sociology - $1/3$, Government - $1/3$)
-----1 credit
Junior Problems----- $1/3$ credit
Senior Problems----- $1/3$ credit

Tule Lake Project High School
Bulletin of Course Offerings for VII and VIII Grades for 1942-43

Seventh and Eighth Grades

In these two grades you will remain with your core teachers approximately half of the day. Here you will become acquainted with your teacher, and she in turn will become more acquainted with you.

You will work with the same social group in meeting problems and planning and in meeting and solving problems. You will have the choice of two electives from a list of three choice electives.

Seventh Grade

This course will serve as one of the subjects of the block group being correlated with Mathematics, English, and possibly Science. The study of improvement of human endeavors to make better use of scientific techniques will be begun by emphasis on study of the community, including the human institutions to satisfy needs. The various divisions of the Project will serve as the scope or range of this study. Other subjects included will be Reading, Handwriting, Spelling, Geography, Civics, Music, Art, Training for Healthful Living, and Morals and Manners.

Eighth Grade

In continuing this study of human endeavors to make better use of scientific techniques, this course will emphasize democracy as an invention to satisfy human needs. The democratic way of living will be studied as well as the Constitution of the United States. During this course the California State Requirements of constitutional knowledge will be met. All subjects of the core curriculum mentioned above will be found in this core curriculum, as well.

In the electives choose two of the following three electives each year:

Music This course will include group singing, carrying a part, and learning to read music. The history and appreciation of music will receive emphasis. In the more advanced section the introduction of two and three part music will eventually lead to specialization in

Tule Lake Project High School
Bulletin of Course Offerings for VII and VIII Grades for 1942-43

joining one of the Glee Clubs. Creating music and playing musical instruments will be offered.

Arts and Crafts

Here you will enjoy self-expression through the media of clay, wood, paper, paints, and crayons. You will learn many art skills, including printing, sketching, etc.. You also learn to recognize and appreciate beauty, as well as using art principles in everyday life. In the more advanced sections you will have a chance to specialize in the form of artistic expression you enjoy.

Elementary Shop

In this course you will learn the elementary principles of wood, and metal work. You will learn the use of simple hand tools in carrying out individual projects of your own. In the more advanced sections you may specialize in the phase of general shop work you are best fitted for.

TULE LAKE PROJECT HIGH SCHOOL
Newell, California

C O U R S E O F F E R I N G S

ART

Art I (Elementary)	Commercial Art
Art II (Advanced)	Crafts
Freehand Drawing	Home Arts

COMMERCIAL

Typing I (Personal)	Bookkeeping I (Elementary)
Typing II (Intermediate)	Bookkeeping II (Intermediate)
Typing III (Advanced)	Bookkeeping III (Advanced)
Shorthand I (Beginning)	Bus. Training & Office Practice
Shorthand II (Advanced)	Junior Business Training
Shorthand III (Transcription)	

ENGLISH

English I	Business English
English II	Public Speaking
English III	Journalism
English IV	Speech Arts
Expression	

GUIDANCE (COUNSELING)

Junior Problems - Boys	Senior Problems - Boys
Junior Problems - Girls	Senior Problems - Girls

HOME ECONOMICS

Foods I	Clothing III
Foods II	Homemaking
Foods III	Home Nursing
Clothing I	Personal & Domestic Service
Clothing II	

LANGUAGES

Latin I	French I	Spanish I
Latin II	French II	Spanish II

TULE LAKE PROJECT HIGH SCHOOL
List of Courses (Continued)

MATHEMATICS

Algebra I	Mechanical Drawing
Algebra II	Geometrical Drawing
Plane Geometry	Drafting
Solid Geometry & Trigonometry	

MUSIC

Junior Glee Club - Boys	Junior Band
Junior Glee Club - Girls	Senior Band
Senior Glee Club - Boys	Junior Orchestra
Senior Glee Club - Girls	Senior Orchestra
Chorus	Harmony

PHYSICAL EDUCATION

SCIENCE

General Science	Physics
Biology	Physiology & Hygiene
Chemistry	

SOCIAL STUDIES

World History	Problems of Democracy
U. S. Constitutional History & Constitution	Government
	Sociology
	Economics

WHICH COURSE SHOULD I CHOOSE IN THE
COLLEGE PREPARATORY COURSES?

The following is a list of the colleges one could enter in the typical university. It may help you to choose your more general course, and later at college specialize in your college preparatory field:

I. PRE-LEGAL, MEDICAL, EDUCATIONAL or BUSINESS DIRECTION:

A. College of Commerce

B. College of Letters & Science

- | | |
|--------------------------------|-------------------------|
| 1. Pre-Legal | 18. English |
| 2. Pre-Medical | 19. Education |
| 3. Pre-Nursing | 20. Economics |
| 4. Public Health | 21. Dramatic Literature |
| 5. Public Speaking | 22. Dec. Arts |
| 6. Social Institutions | 23. Cult. of the S. W. |
| 7. Social Theory | 24. Criminology |
| 8. Pre-Dental & Dental Hygiene | 25. Art |
| 9. Political Science | 26. Am. Civ. |
| 10. Physical Education | |
| 11. Philosophy | |
| 12. Optometry | |
| 13. Journalism | |
| 14. International Relations | |
| 15. History | |
| 16. Geography | |
| 17. Far Eastern Studies | |

C. College of Applied Arts

- | | |
|-----------------------|---------------------------|
| 1. Art | 8. Pre-Nursing |
| 2. Dance | 9. Pre-Optometry |
| 3. Drama | 10. Pre-Pharmacy |
| 4. Home Economics | 11. Public Health Nursing |
| 5. Mechanical Arts | |
| 6. Music | |
| 7. Physical Education | |

D. College of Business Administration

1. Accounting
2. Finance
3. Marketing
4. General Business
5. Management and Industry

II. PRE-ENGINEERING:

A. College of Engineering

- B. College of Letters and Science
 - 1. Mathematics
 - 2. Architecture
- C. College of Mining
- D. College of Applied Arts
 - 1. Pre-Engineering
 - 2. Pre-Mining

III. SCIENTIFIC:

- A. College of Agriculture
- B. College of Chemistry
- C. College of Letters and Science
 - 1. Zoology
 - 2. Physiology
 - 3. Physics
 - 4. Paleontology
 - 5. Aerological Sciences
 - 6. Chemistry
 - 7. Botany
 - 8. Biochemistry
 - 9. Bacteriology
 - 10. Astronomy
 - 11. Anthropology

IV. LANGUAGE:

- A. College of Letters and Sciences:
 - 1. Semetic Language
 - 2. Slamic Language
 - 3. Spanish & Portuguese
 - 4. Oriental Language
 - 5. Latin
 - 6. Italian
 - 7. Greek
 - 8. German
 - 9. French
 - 10. Classics

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Tri-State High School
December 15, 1942
Administrative Bulletin No. 18

TO:

FROM: Floyd Wilder
(AGW)

REGISTRATION
DAY

SUBJECT: Registration Day, Wed. Dec. 23

I. General Policy

Students will report to their home room teacher for registration. (The home room teacher will be the teacher who distributed the mid-quarter progress report, and ~~who~~ corresponds to the teacher of the students of the 5th period classes, with a few exceptions of those students, who did not have 5th period class. They should report to the kitchen of the Home Economics Department, Room 18 A, to Miss Yarrow.

Students will remain with the home room teacher only until they complete registration, and then should be dismissed individually with the request to leave the school grounds immediately. This will allow the home room teacher to give individual attention to each student registering.

II. Specific Policy

The following procedure will be followed in "Registration Day", Wed. Dec. 23.

1. All students will report to the home room teachers at their home rooms promptly at 8:45 a.m.
2. All students failing to return their "Student Report" properly signed, should be sent home to get them before registering, since the home room teacher will be responsible for collecting all of the returned student replies during "Registration Day".
3. The "Student's Handbook" should be studied previously by the home room teacher for the purpose of acquainting herself with courses offered, as well as graduation requirements.
4. The following principles should be followed in registering students:
 1. No student should be permitted to drop any subject. This can be done only through the respective office of the Curriculum Adviser (Dean of Girl's) or Assistant Principal (Dean of Boy's) Therefore, in registering ^{with} the home room teacher will be concerned only those subjects which are quarter subjects and end Dec. 23.
 2. In most cases, plans have been made for the student's program for the remainder of the year when the student counselled with the respective counsellor, and these will be sent to you on the enclosed guidance chart, so that the student will not have to come to the office that day to find what subjects he had agreed to take during the second quarter.

3. NO Subject should be changed, even though it may only be from section to section within the same period, unless you have been notified by the respective counsellor previously to "Registration Day".

4. ~~First quarter grades~~ should be consulted before registering each student, and no student should be permitted to add any subjects if he has any grade less than "C". Before being permitted to add any subjects, he should be sent to the respective counsellor for their permission to add such a subject. (We will have to be very careful here, for many students prefer adding another class to adding study hall.)

Our student load is as follows:

7th grade	1 elective
8th grade	2 electives
9th and 10th grade	5 subjects
11th grade	6 subjects with special permission.
12th grade	7 subjects with special permission.

5. Study halls should be added on the students schedule, and it should be pointed out to him that his attendance there will be required, Jan. 4, the same as any other class, and that the same follow-up will take place here as for attendance.

a. The following study hall policies should be followed to the letter:

1. No student should be on grounds unless he is in a class or study hall.

2. There is no study hall during the first period of the day

3. If a student has been in a regular class periods I - VII without a study hall, he must report to VIII period study hall.

4. If a student has been in classes, periods I - VII with one or more study halls, he may go at the end of the VII period.

6. All counselling with the respective counsellor's (Mrs. Jaderquist, and Mr. Walker) must be done during REGISTRATION DAY. It is the student's responsibility to make appointment with them that day, as future requests for change of program after Christmas Vacation WILL NOT be granted. For any problem involving a violation of the above principles, the student should be sent immediately to the respective counsellor's office for a conference during registration day. Please impress upon students the above principles that no changes in program will be made after

Christmas Vacation. The respective counsellor will remain in their offices until all students having conferences are met, and if there are too many to be interviewed that day, the respective secretaries will make appointments with them for the following day or days until such a time that all students will be interviewed.

When school resumes Jan. 4, any student changing his class will be counted as absent from that class, and will not receive credit in the added class regardless of the time he remains there.

Due to a change in plans since this Registration Day Procedure has been typed, we would like you to meet with your students at 8:45 a.m. and accompany them to the area in front of the High School office next to the lavatory for a community sing of Christmas Carols. If we announce this to the students before reporting to the home rooms, many will neglect to come until after the sing; so we would appreciate your checking row in your home room first and turning in the "Absence Report" before proceeding to the high school office for the sing.

We would appreciate each home room teacher standing with her group as, during our last assembly and music department program we noticed that the students became a little restless. If every teacher would take his share of "policing" the portion of the audience where he is standing (in this case your home room group) we would have no trouble here. After the community sing all home room students should report back to their home rooms and begin registration procedure beginning with number two in the registration day policies.

In order to prevent students from changing their schedules, have each student fill out his own schedule IN INK as it would take us weeks to check on a student who had made an erasure and changed a class which had been assigned to him by you. Also be especially careful of not giving students more than one schedule as they could fill out an entirely different schedule. We will refuse to give out schedules during Registration Day except with a special request for a certain number signed by the home room teacher.

MY TEACHER'S IMPROVEMENT CHART

IN MARKING: A CROSS (X) INDICATES NEED OF IMPROVEMENT. NO MARK INDICATES A SATISFACTORY ESTIMATE.

I. PROFESSIONAL EQUIPMENT

1. Knows subject.....
 2. Makes school interesting.....
 3. Asks questions well.....
 4. Helps pupils study.....
 5. Explains assignments clearly.....
 6. Makes assignments of proper length
 7. Gives fair tests.....
 8. Writes plainly.....
 9.
-

II. SOCIAL EQUIPMENT

1. Uses correct English.....
 2. Shows good sportsmanship.....
 3. Cooperates.....
 4. Has good manners.....
 5.
-

III. PERSONAL EQUIPMENT

1. Makes a good appearance.....
 2. Has a pleasant voice.....
 3. Has correct posture.....
 4. Is mentally alert.....
 5. Is physically alert.....
 6. Uses good judgment.....
 7. Has a good disposition.....
 8. Is prompt.....
 9. Is resourceful.....
 10. Is conclusive.....
 11. Is persistent.....
 12. Is courteous.....
 13. Is patient.....
 14. Sets a good example.....
 15. Is dependable.....
 16. Is sympathetic.....
 17.
-

IV. SCHOOL MANAGEMENT

- 1. Keeps room properly ventilated.....
- 2. Keeps room at correct temperature.....
- 3. Uses lights when needed.....
- 4. Follows schedule.....
- 5. Is a good newskeeper.....
- 6. Is careful of school books.....
- 7. Is careful of school property.....
- 8. Has good discipline.....
- 9. Is fair.....
- 10. Talks too much.....
- 11. _____

V. GENERAL

1. What I like most about my teacher.

2. What I like least about my teacher.

HIGH SCHOOL ORGANIZATION AND ADMINISTRATION

A new committee will be formed that is known as the "Administrative Council." The administrative council will be composed of the principal, who will act as chairman, the assistant principal, director of curriculum, director of teacher training, and one representative from the Junior high school teachers and two representatives from the Senior high school teachers.

These representatives are to be selected by the teachers of the Junior and Senior high schools respectively. It is highly desirable that the Junior and Senior high school teachers form an organization to such an extent that their problems may be cleared through their representatives, who, in turn, will bring them up in a meeting of the administrative council.

At present, the administrative council meets each Monday at 3:30 P.M. However, this can be changed to accommodate a teacher representative should they have a class at this time.

It will be the duty of this council to decide on policies that will effect the administration of the school, school staff, and the pupils. The heads of the various departments will be called in as advisers to the administrative council on any occasion where a policy affects their division.

For the purpose of aiding the teachers and office staff, the following duties and responsibilities have been assigned. This will aid everyone in obtaining the answers to their questions in the shortest amount of time:

DUTIES AND RESPONSIBILITIES

I. Principal:

- A. Programing of classes
- B. Assignment of teachers
- C. Supervision of all members of the staff and assignment of duties and responsibilities
- D. Approve any memos or correspondence going out from the high school staff; if such correspondence concerns the school, teachers, or pupils
- E. Authority of final appeal before any matter is referred to the Superintendent
- F. Any other duties not definitely assigned to other members
- G. Graduation, promotions, and registration
- H. Any other duties assigned by Superintendent

II. Assistant Principal:

- A. Boys' Counsellor
- E. Attendance and pupil accounting
- C. Organization of office, records, files, and forms

II. Assistant Principal: (Continued)

- D. Daily bulletins to teachers and students and approves posters and notices for posting
- E. Accounting of all school funds collected by teachers, pupils, or school organizations
- F. All out-of-school boy pupils
- G. Inventory of school supplies which are non-expendables
- H. Any other duties assigned by the Principal

III. Curriculum Adviser:

- A. Girls' Counsellor
- B. Curriculum
- C. Supervision of teachers in connection with curriculum work
- D. Assignments and accounting of books to teachers and library
- E. References to magazine articles which will be of value to teachers
- F. Work with supervisor of teachers on meetings
- G. Any other duties assigned by the Principal

IV. Supervisor of Teachers:

- A. In service training of all teachers who are directly in charge of classes
- B. General classroom visitation, either by schedule or request
- C. Conferences with teachers following classroom visits
- D. Employment and assignment of assistant teachers
- E. Assignment of a teacher to any class where there is a teacher absent
- F. In charge of all school organizations
- G. To work with curriculum adviser on meetings and conferences for Saturday mornings
- H. Any other duties assigned by the Principal

In keeping with the above-mentioned policies, certain committees have been eliminated and the committees that were kept alive have been assigned to the various members of the administrative staff, who will be held responsible for the reports and the functioning of the various committees:

1. Red Cross Committee will be responsible to Mr. Ramey:

Miss Hartt, Chairman
Mrs. Schaaf
Miss Carter

2. Student Activities Committee will be responsible to Mr. Ramey:

Mr. Starmer, Chairman
Miss Kirven
Mr. Arima
Mr. Noji
Miss Hartwig
Miss Smoyer
Mr. Cheek
Mr. LaRoque
Miss Tamaki

3. Noon-lunch Committee will be responsible to Mr. Gunderson:

Miss Dickinson, Chairman
Miss Burns
Mr. Noji

4. Scholarship Fund Committee will be responsible to Mr. Cook:

Mrs. Van Buskirk, Chairman
Mr. Yasui
Miss Smoyer
Miss McKay

5. Safety and Health Committee will be responsible to Mr. Cook:

Mrs. Desper, Chairman
Miss Roudabush
Mr. LaRoque
Mrs. Swetek

6. Public Relations Committee will be responsible to Mr. Gunderson:

Miss Dickinson, Chairman
Mr. Koga
Mr. Momoi
Mr. Sakiyama
Mr. Ritter
Miss Nicholson
All members of the high school staff

7. Attendance Committee will be responsible to Mr. Cook:

Miss Yarrow, Chairman
Mrs. Burum
Mr. Mori
Mrs. Gunderson

8. Committee on Graduation Exercise will be responsible to Mr. Gunderson:

Mr. Starmer, Chairman
Miss Hartwig
Mr. Cheek

9. Curriculum Committee will be responsible to Mrs. Jaderquist:

a. Junior High School:

Mrs. Ferguson, Chairman
Miss Janes
Miss Wells
Miss Durkin
Mrs. Billigmeier

b. Kibei:

Miss Janes, Chairman
Miss Kirven
Miss Smoyer
Mr. Starmer
Mr. Gunderson
Mr. Sakiyama

c. Audio-Visio:

Mr. Arima, Chairman
Miss Phillips
Miss Daley
Miss Roeder

Additional members will be added to the committees as they are needed.

Child Accounting
"Revised"
11/42

10.31,

10.31442 COMPUTATION

General Regulations For Average Daily Attendance

1. Statistical Day. In all types of secondary schools or classes,....two hundred and forty minutes of attendance shall constitute one day of attendance. No regular day school student in such schools or classes may be credited with more than one day of attendance with in any calendar day. In computing days of attendance, five per cent shall be deducted for each full twelve minutes of absence upon the 240-minute minimum attendance day. STATISTICAL DAY
2. Statistical Record. Attendance records for State apportionment purposes in all secondary schools, grades 7-12, will be kept on State Education departments average daily attendance record. It is recommended that only the per cent of absence from the minimum 240-minute day be recorded--five per cent being recorded for each full twelve-minute absence. RECORDS
3. Periods. In the 240-minute school day, count passing periods, assemblies, study hall, and all other attendance within the regular secondary school program, except lunch periods. PERIODS For Attendance
4. Days Off. In recording secondary school attendance, the items "Days off" will include only time, within a given statistical month, elapsing before a student has enrolled in the school or after his withdrawal from the school. Five or more consecutive days absent will be reported as absent, not days off. DAYS OFF
5. Elimination. Grounds for elimination are as follows: ELIMINATION
 - a. Death of child.
 - b. Commitment to an institution (by order of court).
 - c. Exclusion on physician's certificate (excepting for contagious disease or in case of epidemic).
 - d. Disappearance of child from school and proof of his departure from Tule Lake Project definitely established by Vice principal through mediums of investigation available within school.
 - e. Senior high school graduate will be classed as eliminations in the child accounting. The graduate list will be used as an elimination notice in the Attendance Office.

PURPOSE OF FORM NO. 10.31441-B (Attendance Card)

Form 10.31441-B attendance card was designed to keep daily individual attendance record to serve the purpose of finding the individual student who is becoming an habitual absentee as well as serving for a combination schedule and attendance card. Any time information is desired on attendance or enrollment where the removal of card from the files is required, this attendance card should be used, since the permanent enrollment card should be undisturbed to account for all students in school.

RESPONSIBILITY

The attendance secretary is solely responsible for recording data on this card, and for keeping each card up to date daily.

PROCEDURE FOR USE

1. From the daily attendance sheet the attendance secretary should transcribe the date, number of periods and reason for each absence.
2. The attendance clerk should consult each student's attendance card before signing or counter-signing his "Readmission Pass".
3. This card, up-to-date including current absence, should always be sent with any student being referred to the vice principal for follow-up work.
4. Any time a student's attendance is being discussed, this attendance card should be brought with the attendance secretary when she comes to the Vice-Principal's office.
5. When a student is absent 3 times or tardy 3 times, his record should be turned over to the vice principal for follow-up work to be indicated in the next space and signed by the counsellor or the Vice-Principal who makes the student or parent contact and renders decision on the case. Full details including date, follow up work, and admission should be recorded.
6. The attendance card should always be kept in the alphabetical attendance file except during the time when transcription is being made to or from it.
7. The attendance clerk, receptionist, the secretary to principal, Vice-Principal, and clerks should consult the attendance secretary for information regarding enrollment, daily schedule or attendance, all of which can be found on the attendance card.

THE PERMANENT ENROLLMENT CARDS SHOULD NEVER BE REMOVED FROM THE ENROLLMENT FILE AS THIS CONSTITUTES THE ONLY CHECK THAT WE HAVE ON ENROLLMENT.

PURPOSE OF FORM 10.31441-A (Daily Attendance Sheet)

Form 10.31441 "Daily Attendance Sheet" was designed to provide an hour to hour check on the students who are absent or tardy from school. It will also serve as a daily record of attendance for the following purposes:

1. For transcription to the attendance ledger.
2. For information for counsellors and teachers for lists of absentees so that they will know the student was not merely cutting his class.
3. For a record of daily contact between the attendance secretary and Internal Security or traveling attendance officer for follow-up work.

RESPONSIBILITY

The attendance secretary is solely responsible for the use of this form. She is responsible for recording the names taken from the daily "Absence Report" to the "Daily Attendance Sheet" and for following the procedure below.

PROCEDURE FOR USE

1. The attendance secretary will transcribe the absentee's name from each individual absence report to this form using a different form for each sex and a different sheet for each day of the week.
2. After absence reports come in period by period, the attendance secretary will add the names of new absentees alphabetically on this form and draw a line diagonally across period during which the student was absent.
3. During the first period of the following day, the daily absence sheet will be checked against the teachers' daily Report Summaries for errors and for teachers not reporting absentees.
4. The daily attendance sheet should be made in duplicate, one copy being placed on the teacher's bulletin board in the teacher's room as soon as the daily attendance sheet is completed sometime during the eighth period. It shall remain there until the next day's attendance is completed during the eighth period of the following day. This will help the teachers with their individual roll book in supplying information as to whether the student was absent for the entire day or merely cutting his class. The second copy will be filed in magazine form to serve as a daily summary of attendance and will make up the attendance ledger.
5. The attendance secretary will be responsible for transcribing the records from the Attendance Ledger to the "State Attendance Ledger" ^{monthly} to the students' individual Attendance Card daily, into the individual attendance record quarterly.
6. The daily attendance sheet can be used to check the type of follow-up work involved in each case with the attendance secretary using the notification code found at the top of the sheet.

PURPOSE OF FORM 10.31431-A (Absence Report)

Form 10.31431-A, "Absence Report", is designed to report absences at beginning of each class period (Five minutes of the period ensue before the attendance messenger begins his rounds, with the exception of junior high core room teachers who will make out slips for the entire forenoon during the first 5 minutes of the first period and for the entire afternoon during the first 5 minutes of the fifth period. It will also serve as a record for the attendance secretary to check on students cutting periods or on students truant.

RESPONSIBILITY

The teacher has the full responsibility for filling out this form during the first five minutes of the period and placing it in a clip to the left of the outside door. The junior high core room teachers have the responsibility for following this procedure only during the first and fifth periods. If an assistant or a member of a class designated as "attendance clerk" is made responsible for attendance, the "Regular" teacher still is responsible personally for the record of attendance and use of this form. Her personal signature should be placed on this form, showing her personal supervision of attendance in that class.

PROCEDURE FOR USE

1. At the beginning of each class period, the teacher or someone delegated by her should check for absences or tardiness, using her class roll or seating chart. The junior high core room teachers will follow this procedure only during the first and fifth periods.
2. "Absence Report" form should be filled out for each student absent or tardy.
 - a. The reason reported in class can be filled out after asking members of the class for information on the students absent or tardy.
 - b. The "reported by" section can be filled in by noting the person volunteering the information.
3. These "Absence Report" copies filled in should be alphabetized and attached to a clip to the left of the outside door to be picked up by the attendance messenger after 5 minutes of the period has passed.
4. The attendance messenger will return the absence reports of the seventh and eighth grade students in elective courses to the students core room teachers instead of sending it to the administration building.
5. The junior high core room teachers will then report the total daily attendance of their students, including elective classes, on the "Daily Attendance Summary" form via their mail box during the last period of the day.

6. The teacher is responsible for keeping an individual attendance record in her roll book for purpose of make-up work and evaluation.
7. The teacher, during her last period, is responsible for recording each absence and tardiness on the "Daily Report Summary" of attendance. She may refer to her class record book for this daily summary or keep a duplicate absence report blank, alphabetically filed in a small card file, as the "Daily Report Summary" must be filled in with the names of students alphabetized.

Please list here your suggestions for the best development and procedure for using this form.

PURPOSE OF FORM 10.31443-A (Monthly Attendance Report)

The purpose of form 10.31443-A, "Monthly Attendance Report", is to summarize the attendance by sex and grade, average daily attendance allotment, monthly report to the principal and superintendent, and for administrative purposes involving percentage of attendance.

RESPONSIBILITY:

The attendance secretary is solely responsible for the accuracy and authenticity of this report working under the direction of the vice principal.

PROCEDURE FOR USE:

1. At the end of each 20-day period corresponding to the 20-day month in the seventh and eighth grade for which the register is turned in, the attendance secretary with her assistant will reshuffle the attendance card (form number 10.31441-B), and place boys and girls in separate piles.
2. She will again shuffle the cards, placing them in six different groups according to the grade of the student.
3. She will then alphabetize all the cards of the students in each individual grade.
4. She will then summarize the total days present, absent and days off.
5. She will then transcribe this information to the monthly attendance report (Form number 10.31443-A).
6. She will then compute the percentage of attendance for each grade by sex in the following manner:

Divide days present by days present plus days absent.

$$\frac{\text{Days Present}}{\text{Days Present} + \text{Days Absent}} \quad \% \text{ of attendance}$$

She will compute average daily attendance in the following manner:

Divide the total number of days present for the month by the number of days school was in session.

$$\frac{\text{Days Present}}{\text{No. of Days School in Session}} \quad \text{Average Daily Attendance}$$

7. Before the monthly attendance report is turned in the following proof should be provided:

Add days present, days absent, and days off to get the grand total. This sum should equal the result of the following proof: Multiply the total number of students by the days of school month which will always be 20 unless there have been holidays during the month. If the results are not the same, the attendance secretary should check back to locate the error.

This report should be made out in quadruplicate form, copies be sent to the principal, superintendent, central file, and the fourth copy can be on file for average daily attendance reports.

Purpose of Form No. 10.31442-A

Purpose of form number 10.31442-A, "State Attendance Ledger" is to provide an accurate accounting for purpose of allotment of average daily attendance money from the State of California in the event that we are able to secure A.D.A. allotment. It will be compiled, computed, audited, and kept in safe keeping for the examination of any state official who wishes to examine such records. The individuals concerned will swear to the authenticity of these records at the end of each year or upon termination of any individual concerned with the records.

Responsibility.

The attendance secretary, working under the direction of the vice-principal, will be responsible for these records. She should feel free to consult with the vice principal on any problem in connection with the keeping of such records.

Procedure for Use.

- (1) The attendance secretary on the following day will transcribe each individual's attendance from the "Daily Attendance Sheet" (Ledger) to the "State Attendance Ledger", transferring absences and tardiness from number of periods into percentage of the school day. The above general regulations will help the attendance secretary in computing the percentage.
- (2) In recording the attendance, the following code and suggestions should be used:

Record.

E in square means "entered." Note also from where.

L in square means "left" (elimination). Note also where to or reason.

T in square means "transferred out." Note also where to.

% Note the per cent of absence for each day, the computation of which is explained in Paragraph A-1 above, or may be computed by the following formula when the attendance is less than 240 minutes:

$$\text{Percentage of absence} = \left(\frac{240 - \text{minutes present}}{12} \right) \times 5\%$$

Disregard fractions.

Make a daily absence record entry.

Draw a line through squares before E and after L or T.

- (3) The time of arrival and of leaving should be entered on the records as well, a red line drawn through the period in which the child was not in school.
- (4) Boys and girls will be listed alphabetically with 40 names to each sheet and with sufficient space for late enrollments. New students' names will be carried slightly out of alphabetical order until new sheets are made up the following month.
- (5) At the end of every 20-days, the "State Attendance Ledger" should be summarized, adding total days present, total days absent and total days off for each individual, and totaling the summary columns for transfer to the state A. D. I. records and for monthly attendance reports for the principal and superintendent.
- (6) At no time should these records be thrown open to anyone except the attendance secretary or her assistant.

THESE RECORDS ARE IMPORTANT. BE SURE THEY ARE ACCURATE.

STATE ATTENDANCE LEDGER

Date _____

Page No. _____

Sheet No. _____

Date	1				2				3				4				Summary											
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	
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Sheet No. _____

Days Taught _____

With the opening of the new high school year, there will be several changes in the requirements for high school graduation. It is the desire of the administrative staff of the high school to offer such courses as you are interested in taking. Therefore we are setting down a brief description of the possible courses which will be offered next year, in order that you may get some idea of what will be covered in the courses, and know who will be eligible to take the respective courses. Keep this information, and, at an early date, you will be given an opportunity to make a selection of the courses which you prefer to take next year.

REQUIREMENTS FOR GRADUATION.

College Preparatory Course:

English.....	4 credits
Science..... (General Science and Chemistry or Physics)	2 credits
9th Grade Social Studies.....	1 credit
U.S. History and Constitution.....	1 credit
Economics.....	$\frac{1}{2}$ credit
Social Problems.....	$\frac{1}{2}$ credit
Language (of the same language)	2 credits
Mathematics.....	2 credits

An additional 5 units of electives chosen from the following:
 Solid Geometry-- $\frac{1}{2}$ unit, Trigonometry-- $\frac{1}{2}$ unit, Algebra II---1 unit, a second foreign language---2 units, Chemistry---1 unit, Physics---1 unit, Physical Education---(not to exceed 2 units).
 Music credits may be substituted for P. Educ. credits but may not be counted in addition to P.E.

Total.....18 credits

General Course:

Mathematics.....	1 credit
English	4 credits
General Science.....	1 credit
U.S. History and Constitution.....	1 credit
Economics.....	$\frac{1}{2}$ credit
Social Problems.....	$\frac{1}{2}$ credit

9th Grade Social Studies.....	1 credit
Electives.....	7 credits
Total.....	16 credits

* (Not more than one unit of physical education may be counted. Music credits may be substituted for P. Educ. credits, but not counted in addition to P.E.)

Note: In some instances where students have transferred into the school and have credits for courses not included in the above requirements, substitution may be made by the principal. For example, a student may have a unit of credit for Biology and none for General Science, which would be a legitimate substitution.

DESCRIPTIONS OF CLASSES AND COURSES

Seventh and eighth grade classes will be operated on a half-day basis, with English, Social Studies, Mathematics and Science required.

In the ninth grade, students will be required to take English I, 9th Grade Social Studies, General Science, and Mathematics, (Algebra I* or General Mathematics).

* A student must have the recommendation of the eighth grade mathematics teacher to enroll in Algebra I.

Note: The Roman numeral following the course name indicates the grades permitted to enroll in the course.

ART

Art I...X-XI.....1 credit

Basis of all other art and craft courses. The study of principles of composition, and elements of value, design, color theories, line, and two and three dimensional form----through use of pencil, watercolor, and charcoal, in simple problems both abstract and realistic.

Freehand Drawing...X-XII.....1 credit

1st. Sem.--A basic art course. Study of three dimensional form, of principles of perspective, mass, and shading, through still-life and landscape composition; problems are done in pencil, charcoal, and watercolor.

2nd. Sem.--Further study of the same principles through figure drawing, and study of heads. Emphasis is placed on development of individual interests in types of problems and in media used.

Art II...XI-XII.....1 credit

Experiences in the fields of illustration, textile design, and industrial design. Students continue to use the same materials as in Art I, in addition to pen and ink, and whatever additional media they themselves choose to purchase materials for,--as oil painting, pastels, etc.

Commercial Art...Xi-XII.....1 credit

1st. Sem.--A study of the history of the alphabet and of printing; development of present day alphabets; study of the basic types and of optical spacing. Intensive practice for development of speed lettering. Simple layouts and posters. School layouts and poster needs are handled by students of this course.

2nd. Sem.--Advanced layouts, advertisements, book jackets, and packaging.

Home Arts...XI-XII.....1 credit

1st. Sem.--Study of the home in relation to the community, and from point of view of the individual pupil's needs. Problem in room arrangement, color schemes, backgrounds, furniture, coverings and materials, accessories, use of decoration and pattern, and flower and picture arrangement.

2nd. Sem.--Community planning, porches, gardens, creating harmony in neighborhood surroundings, public buildings such as canteens, mess halls; school exhibit rooms, murals for public buildings, community beauty spots, civic centers, and play areas.

Costume Design...XI-XII.....1 credit

1st. Sem.--Study of historic and national costumes, and of the social and economic conditions that have affected its development. Study of modern dress--and of texture, color, line, design of fabrics: Problems involve figure sketches simple enough for costume purposes.

2nd. Sem.--Further experiences in designing modern costumes. Design of stage costumes stressing the exaggeration necessary to emphasize feelings and personalities behind the footlights and in pageantry.

* General Crafts...X.....1 credit

A course planned to acquaint the student with various kinds of materials--string, yarn, clay, raffia, tin, cardboard, paper, linoleum, and salvage materials; to give him experience in making objects to use at home and to develop skill in handling them; to develop appreciation of materials and their textures, properties, and possibilities for use. The student uses art principles in carrying out all his projects.

* Only those having completed one unit of Art I or Freehand Drawing will be eligible to enroll in this course.

COMMERCIAL

Typing I...XI.......... $\frac{1}{2}$ credit (2 semesters)

This is a one-half unit, one-year course of combined instructional and laboratory period of 40 minutes a day for those desiring typing for personal use or those preparing to go on with the second year of typing.

Typing II...XII.......... $\frac{1}{2}$ credit (2 semesters)

Only those who have acquired a minimum speed rate of 25-30 words a minute, with not more than five errors on the 10 minute tests taken at the end of Typing I will be eligible to enroll in Typing II. Students in this course will also be taught to change ribbons, cut stencils, clean a typewriter, and describe clearly general repairs needed on a machine.

General Business Training...X.......... $\frac{1}{2}$ credit

This course offers training necessary for understanding practices in the everyday business world, and knowledge important for students thinking to pursue further study in this field.

Bookkeeping...XI--XII..........1 credit

A course covering the different types of bookkeeping system used in various businesses. It will cover bookkeeping for personal use as well as the business use.

Office Practice...XII.......... $\frac{1}{2}$ credit

Prerequisite for this course is 1 $\frac{1}{2}$ years of shorthand and typing. Students must be recommended by the commercial instructor for this course.

Shorthand I...XI..........1 credit

This course covers the theory of shorthand, supplementary words, phrases, and shorthand penmanship, and gives a thorough preparation for dictation.

Shorthand II...XII..........1 credit

Open to students who have earned at least a "C" in Shorthand I. This course is designed to help develop a marketable skill through accuracy and rapidity in taking dictation and making transcription. To prepare the student to handle general business dictation in any office.

Transcription...XII.......... $\frac{1}{2}$ credit

Only students with 1 $\frac{1}{2}$ years each of typewriting and shorthand will be eligible to take this course. It provides an intensive daily drill in taking dictation and transcribing material of increased difficulty. Transcripts are all typewritten.

Business English...XI--XII..... $\frac{1}{2}$ credit

Designed to give the student practical business English training that will enable him to meet office needs.

ENGLISH

English I...IX..... 1 credit

This course emphasizes the mechanics of English including spelling, correct usage, punctuation, capitalization, and sentence structure. An important place will be given to oral English.

English II...X..... 1 credit

In addition to reviewing the mechanics of English the class will read, listen to, and discuss lengthy narrative poems and plays, and stress attention to writing letters of practical value. Stress will be laid upon supplementing the vocabulary.

English III...XI..... 1 credit

There will be an increased variety and extent of oral activities in this course in connection with American Literature. The class will practice, as well, accuracy in interpretation and expression in the recitation of assignments.

English IV...XII..... 1 credit

The student will, if he requests it, receive help in preparation for college preliminary examination. The stress will be upon important contribution from English Literature but attention will be given to reviewing and fixing more definitely accuracy of form and usage.

Creative Writing...X I--XII..... $\frac{1}{2}$ credit

This course will provide many opportunities for self-expression. It is not limited to students with special talent who expect to write professionally; however, they will find it beneficial. Such a course often reveals hitherto unrevealed talent.

Speech Arts...XI--XII..... $\frac{1}{2}$ credit

In this course the student will learn artistic speeches of dramatic art, play reading, lectures, and choric speech. Any difficulty in speech will be corrected or improved if possible. Any student conscious of his speech defect and desiring to improve it should elect this course.

Dramatics...XI--XII..... $\frac{1}{2}$ credit

This class will devote itself largely to acquainting itself with plays which might be suitable for presentation at the high school level. When a particular play has been selected, the whole class will work as actors, stage crews, customers, etc., depending upon individual interest and ability to produce a finished dramatic piece.

Special English...IX--XII.....no credit

Special classes will be organized for pupils who feel the need of individual attention in basic communication skills. Some students feel handicapped in carrying their regular courses because of a language difficulty and these courses are to help them acquire a working knowledge of the English languages so that they can carry regular classwork. No credit will be given for this class.

LANGUAGES

Latin I...X--XI.....1 credit

Latin II...XI--XII.....1 credit

Spanish I...X--XI.....1 credit

Spanish II...XI--XII.....1 credit

MATHEMATICS

*Algebra I...IX.....1 credit

In this course the student will learn to solve problems by using equations, formulas, and graphs. It is the foundation of all other mathematics. A student taking this course must have the recommendation of the eighth grade mathematics instructor.

* Credit cannot be counted towards graduation in both Algebra I and General Mathematics.

General Mathematics...IX.....1 credit

Practice in the fundamental processes of arithmetic, and application of arithmetic, algebra, and geometry to problems in the industrial field. This course is planned for those students who need to improve their understanding of basic arithmetic and their ability to make practical applications.

Algebra II...X--XII.....1 credit

In this course the student will receive continued practice in solving problems by using equations, formulas, and graphs.

Plane Geometry...X--XII.....1 credit

This course is a study of the facts concerning geometric figures (lines, angles, rectilinear figures, circles, polygons, etc.,) combined with applications to everyday living.

Solid Geometry...XI--XII..... $\frac{1}{2}$ credit

This course is a study of propositions and problems relating to lines; dihedral and polyhedral angles; areas of pyramids, cones, and frustums; volumes of pyramids, regular polyhedrons, spheres, etc.

Trigonometry...XI--XII..... $\frac{1}{2}$ credit

This course is a study of the functions of acute angles; tables of natural functions; logarithms; the right triangle; functions of any angle; graphs of functions, etc.

Mechanical Drawing...X..... 1 credit

The course will offer the elementary techniques of drawing simple machine lay-outs. The use of the French curve and mechanical drawing instruments will be taught.

Drafting...XI--XII..... $\frac{1}{2}$ credit

The use and nomenclature of simple blueprints will be taught. After learning to read blueprints, students will begin elementary drafting. This course will prepare the student for training and design in advanced drafting.

SCIENCE

General Science...IX..... 1 credit

In this course, simple scientific constructions in the home and community will be studied. In addition, natural phenomena and man's development of control over it will be studied. The function of simple mechanical devices will also be classified.

Biology...X..... 1 credit

This course offers an opportunity to study about the plant and animal kingdoms. The use of the microscope will be taught. Laboratory experiments will be conducted; local field trips taken, and nature collections made in order to study plants and insects in their natural settings.

Chemistry...XI--XII..... 1 credit

In this course the student is introduced to an important and newly developed field of science. He learns how chemistry contributes to man's comforts and necessities, how its principles and laws operate, and how many phenomena occur. Practical emphasis is placed on the relations of chemistry to home and community.

Physics...XI--XII..... 1 credit

This is one of the most fascinating fields of science available to the high school students. Natural phenomena will be studied. Instruments used to measure, record, and direct these natural phenomena will be studied and used. Physical laws and principles will be examined and learned. This course is very valuable for those interested in the mechanical and vocational aspects of life.

Physiology...X--XII.....1 credit

This course is open to those interested in the practical application of our knowledge of the human body. The activities include experiments, demonstrations, local field trips, discussions, reports, motion pictures, readings, and talks by outside speakers. Later in the course aspects of human biology such as heredity, anatomy, control of disease, physiology and human development will be taught. This course is recommended both for those who do not intend to enroll in college as well as those who are planning to continue in the medical or scientific field.

VOCATIONAL *

Woodshop I...X--XI.....1 credit

In this course the student will learn how to choose materials and make simple pieces of furniture, as well as learning the basic principles of design, construction, finish, and appreciation. The student will also learn how to select good furniture; and in the advanced section of the course, to operate and take care of power machinery. This course may lead to a position in cabinet work, pattern-making or some other wood-working skill.

Woodshop II...XI--XII.....1 credit

Auto Mechanics I...XI--XII.....1 credit

Auto Mechanics II...XII.....1 credit

General Shop...XI--XII.....1 credit

* All of these courses will be run on a double-period basis.

SOCIAL SCIENCE

9th Grade Social Studies...IX.....1 credit

The first semester will cover World Geography and the second semester, the early era of World History.

World History...X.....1 credit

This will be the continuation of World History from the ninth grade course and will bring the study up to the present.

American History and Constitution...XI.....1 credit

In this course the history of our country will be reviewed and continuous improvement of living will be shown. The effect of the industrial revolution and the development of the present American way of living will be studied.

Economics...XII..... $\frac{1}{2}$ credit

This course will deal with economic principles, such as the law of supply and demand, and the study of our basic capitalistic system of finance and economy.

Social Problems...XII..... $\frac{1}{2}$ credit

This course will deal with the sociological relationships necessary for institutions in a democracy to survive. Human relationship and social problems will also be examined and sociological principles will be learned.

MUSIC

Boys' Glee Club..... $\frac{1}{4}$ credit

Three times weekly.

Girls' Glee Club..... $\frac{1}{4}$ credit

Three times weekly.

Orchestra..... $\frac{1}{4}$ credit

Band..... $\frac{1}{4}$ credit

Note: Individual instruction in instruments may be arranged by special appointment on a non-credit basis.

PHYSICAL EDUCATION

Physical Education..... $\frac{1}{4}$ credit

Physical Education will be offered as an elective on two days a week. Only one credit of physical education can be counted towards graduation for a General Course and two credits for a College Preparatory Course.

JOURNALISM

Journalism I...XI.....1 credit

In this course the different forms of journalistic writing, and newspaper appreciation will be offered.

Journalism II...XII..... $\frac{1}{2}$ credit

On the recommendation of the journalism instructor, a student may be appointed to the Tri Stater staff. He will do laboratory work in publishing the school paper. A half credit may be earned during a school year for this work.

HOME ECONOMICS

Clothing I...X--XI.....1 credit

This unit will give the pupils opportunity to gain a knowledge of the characteristics and values in the more common cotton fabrics and to gain ability to select material which is suitable for the pattern chosen and for this individual; to choose suitable patterns and to make the necessary alterations; to select and do the simple processes involved in making a cotton dress or other garment; to determine the fit of a garment and correct simple fitting difficulties.

Clothing II...XI--XII.....1 credit

This course is planned to help the pupils to review and further apply art principles and clothing construction techniques learned in Clothing I.

Home Nursing...XI--XII..... $\frac{1}{2}$ credit

This course is planned to develop an appreciation of health and its importance in the home and community. To train the pupil to meet the needs of a patient in the home and to understand that national physical fitness is of primary importance to our citizenry

Homemaking...XI--XII.....1 credit

This course is planned to teach the pupil the importance of a home and how a house may become a home; to teach the care and use of equipment in a home, the possibilities of interior decoration, and the duties of a homemaker.

TRI-STATE HIGH SCHOOL

Tentative Program - 3rd quarter

TEACHER	I	II	III	IV	V	VI	VII	VIII
<u>ART</u> Kuroiwa		F.H.Dr 3C	F.H.Dr 3C	F.H.Dr 3C	Art II 3C	Art Cft Jr.High		
Norman	Art II 3C	H.Arts 18A	Art Cft Jr.High		Art Cft Jr.High		Crafts 8C	
Phillips		Art Cft Jr.Hi	Art Cft Jr. Hi	Art Cft Jr. Hi		Art I 3C	Art Cft Jr. Hi	
<u>MUSIC</u> Cheek			Orch. 7111C	Sr.Band 7111E	Instr. 7111C	Jr.Band 7111E	Major 7111E	Sr.Orch 7111E
Clark		Music Jr.Hi	Music Jr.Hi	Music Jr.Hi	El.Mus. 7111A		B.Glee 7111A	
Lum			M.Chr. 7111A	Music Jr.Hi	Music Jr.Hi	Music Jr.Hi		Sr.G.Glee 7111E
<u>SHOP</u> Lytle	G.Shop 7212D	G.Shop 7212D	G.Shop	G.Shop				
6708	Sr.Wood Jr "	Sr.Wood Jr. "	Sr.Wood Shop	Sr.Wood Shop	Sr.Wood Shop	Sr.Wood Shop	Sr.Wood Shop	Sr.Wood Shop
<u>HOME ECONOMICS</u> Burns		H.Mak. 18B			Cloth 18DE	H.Nurse 18B	Cloth 18	Cloth 18
Driscoll		H.Liv Jr.Hi	H.Liv. Jr.Hi	H.Liv Jr.Hi	H.Liv Jr.Hi	Cloth 18		
Hartt	Foods 18C	Foods 18DC	Foods 18C	P.D.S.		Cloth 18		
<u>PHYSICAL ED.</u> Boys Girls		Boys and Girls P.E. will begin at 8 o'clock in the morning and will be given the first 5 periods only--from 8 to 12						
<u>LANGUAGE ARTS</u> Smoyer	Jr.Pr 15B	Exp 11C	Jr.Prob 14A		Journ 11C	Exp 11C		
Starmer				Sr.Prob 3A	Sr.Prob 3A	Sp.Art 3A	Pub.Sp 3A	Exp 3A
<u>SOCIAL STUDIES</u> Hartwig	P.O.D 4C		Sr.Prob 16A		P.O.D 16A	Sr.Prob 16A	Sr.Prob 16A	
Billigmeier		W.Hist 15B	W. Eng I			W.Hist & 13B	Eng I	Eng I 15E
Barbul	U.S.Con 13A	Eng III	P.O.D. & 11C	Eng IV		Latin I 13B		
Breece (Mr.)	Eng III & 15C	U.S.C			Lat.III	Lat. I	Latin I	
Breece (Mrs.)	Eng I 3B	Eng II 3B	Eng IV 3E		Eng II 3E		Eng II 3B	
Sakiyama		K Eng	K. Eng.	Eng II			K Eng	Eng II
Desper			Eng III 13C	Eng III 13C	Eng III 13C	U.S.Con 13C	Eng III 13C	
Gunderson		Eng I & 11A	W.Hist.	Eng I 11A	W.Hist 11A	W.Hist 11A	W.Hist 11A	
Johnson	Eng II 12C		Eng II 12E	Eng II 14A	Eng I 13B	Eng II 14A	Eng I 14A	
Kirven	U.S.Con 16A	U.S.Con & Eng III			U.S.C & 16B	Eng III	U.S.Con 16B	
Roeder		P.O.D 12C	U.S.Con 4C			P.O.D 4C	P.O.D 4C	U.S.Con 4C

TEACHER	I	II	III	IV	V	VI	VII	VIII	
Schaaf				F.C.D 13A	W.Hist 13A	F.O.D 15A	P.O.D 15A	W.Hist 13A	
Ritter	U.S.Con 11B	U.S.Con 11B	U.S.Con 11B	U.S.Con 11B				P.O.D 16A.	
Tsuchimochi				W.Hist 13B		W.Hist 11B		W.Hist. 13C	
<u>LANGUAGE</u>									
Burum	Span I 12B	Span I 12B		Span I 12B	Span II 12B	Span II 12B			
Velasquez	Span I 11C	Span I 5A	Span I 12C	W.Hist 12C	Span I 12C		Fr. I 12C	Fr. II 12C	
<u>AGRICULTURE</u>									
Greenwood	Classes arranged by conference with instructor								
<u>SCIENCE</u>									
Arima			G.Dr. 12A	G.Dr. 12A	Physics 9AB	Physics 9AB	Physics 9AB		
Erickson				Biol 5A	Biol 5A		Biol 5A	Biol 5A	
Daley	Chem 9AB	Chem 9AB	Chem 9AB	Chem 9AB				Chem 9AB	
McKay	Physio 5AB	Physio 5AB	Physio 5AB	Physio 5AB		Biol 5A			
Swetek				W.Hist 4C	G.Sci 5B	G.Sci 5B	G.Sci 5B	G.Sci 5B	
Miyamura	Chem 9AB	Chem 9AB	Chem 9AB	Chem 9AB				Chem 9AB	
<u>COMMERCIAL</u>									
Jinguji			Type I 14BC	Type I 14BC	Type Noon 14C I	Bkkg 16C	Bkkg 16C	Bkkg 16C	
Manji	Off.Pr 16C					Type I 14DC	Ad.Type 14C	Ad.Type 14C	
Maruyama	Shtd 16B	Shtd 16B	Shtd 16B	Shtd 16B				Adv.Shtd 14C	
Greenwood	Type I 14BC	Type I 14BC			Type I 14BC	Type I 14BC	9th period Type		
Mizutani			Jr.Bus 16C	Jr.Bus 16C					
Kagiyama	Typ I 14BC	Type I 14BC	Type I 14BC	Type I 14BC	Type I 14BC				
<u>MATHEMATICS</u>									
Yarrow	W.Hist 11A	Alg I 4B	W.Hist 13A		Alg I 4B		Alg I 5C		
Pearson	Alg II 18D	Alg II 18D	Alg I 18A		P.Ggeom 5C		Alg I 5C		
Palmerlee	Alg I 4B		Alg II 4B	P.Ggeom 5C		P.Ggeom 5C	Alg I 4B		
Hosokawa	Trig 5C	Trig 5C							
Mori		Alg I 4C	P.Ggeom 5C		Alg I 4C				
Koga	Dftg 12A	Dftg 12A		Alg I 4B		Alg I 4B		M. r. 12A	
Fujimoto					M. Dr. 12A	M. Dr. 12A	M. Dr. 12A		
Soderman	Special 9th grade pupils								Eng III 8B

PRE-REGISTRATION SURVEY MONDAY

We are coming rapidly to the time when we must make plans for our next semester, and we should like the cooperation of all the students in making those plans. Since we believe that most of the young people of school age will soon be relocating, we want to standardize our school as nearly as possible to the normal requirements of those outside.

Another disquieting factor we must contend with is the lack of teachers necessary to carry out our program. W. R. A. will not allow us to engage any new teachers, and as a result of this policy our present faculty will be diminished with each teacher's termination. With these things in mind, we are planning on the following changes for next semester:

1. Eliminate the eight 40-minute class periods per day and hold six one-hour periods.
2. Teach only the required subjects plus a few of the other essential courses necessary to complete the minimum requirements for graduation.
3. Require full day attendance of grades 8-12 inclusive.

Next Monday a survey will be made to determine which courses we shall offer. In your choice of subjects be sure you ask for the required courses for your grade. Bear in mind that the electives taught will depend upon the number of students asking for them as well as the assurance that there will be a teacher who can conduct the course. Write the four subjects in which you wish to enroll and add a fifth subject also which we shall call an alternate. This information will aid us in setting up a program in cases where we cannot offer some of the courses desired.

Required courses are as follows:

Sophomores-----English II, World History
Juniors-----U. S. History, English III
Seniors-----English IV, Economics, Sociology (or Junior year)

Give this program some serious thought; talk it over with your parents and teachers before Monday, so that you can provide us with some useful information.

S T U D Y H A L L

I. SEATING

Seating in all study halls should be assigned and the daily roll taken.

II. LEAVING STUDY HALL

- 1. Students, if obliged to leave the study hall, should secure a pass and also sign a book giving time out and time in. The pass should also be surrendered to the study hall teacher on the student's return to the study hall.
- 2. Students wishing to leave school during study period should get a PERMIT TO LEAVE SCHOOL from the office and return it to the study hall teacher.
- 3. Attendance procedures in the study hall is the same as in any other class.

III. PROCEDURES IN STUDY HALLS

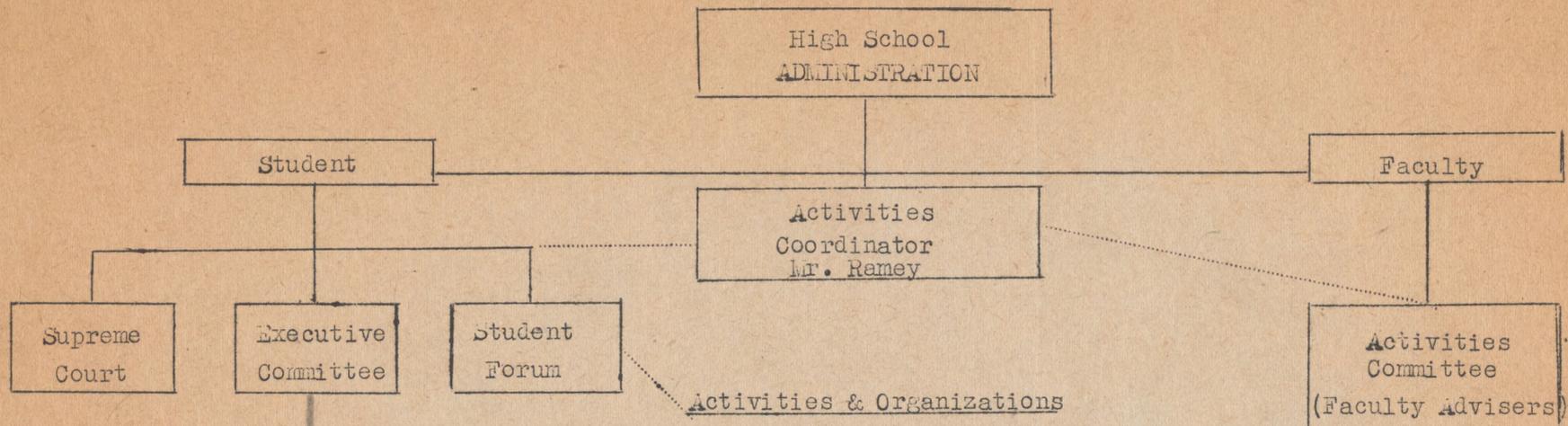
- 1. Students should avoid talking with each other.
- 2. Teachers should avoid giving lengthy directions.
- 3. All students should bring study materials to the study hall. (Those who do not study may be reported to class teachers.)
- 4. Good manners and consideration to others should determine conduct in study halls.
- 5. Students excused from study hall by a classroom teacher must report to the study hall teacher at the beginning and also at the end of the hour.

Study Hall Committee

86.26

ORGANIZATION CHART

Tri-State High School Activities Program 1942 - 43



President of Student Body (Edward Yoshikawa)	Executive Committee	Mr. Starmer
Boys Vice President (George Katagiri)	Student Forum	Mr. Starmer
Girls Vice President (Peggy Yamamoto)	Hostess - Announcements	Mrs. Jaderquist
Secretary (May Abe)	Organization Records	Miss Kervin
Commissioner of Finance (Miyuki Inouye)	Finance Committee	Mr. Arima
Commissioner of Publicity (Hiroshi Nakanishi)	Publicity for Student Activities	Mr. Noji
Commissioner of Social Affairs (Paul Ohmura)	Social Functions & Class Organization ..	Miss Hartwig
Commissioner of Publications (Nobie Kodama)	Newspaper, handbook, etc.	Miss Smoyer
Commissioner of Music, Drama, & Debate (Dorothy Aredas)	Student Productions	Mr. Cheek
Commissioner of Boys' Affairs (Conrad Kurahara)	Boys League & Athletics	Boys' Counselor & Mr. La Roque
Commissioner of Girls' Affairs (Hisako Narahara) ...	Girls League & Athletics	Girls' Counselor & Miss Uyeji
Head Yell Leader (Michiko Takahashi)	Rally Committee	Miss Tamaki & Mr. La Roque

APPENDIX C

EDUCATION PERSONNEL
as of
December 9, 1942

HIGH SCHOOL TEACHERS

1. Arima, Kiyoshi John	Science, Mech. Drawing
2. Fujimoto, Kenji	Math, Mech. & Geom. Drawing
3. Fukuyama, Shizuka	Home Economics
4. Hirose, Etsuo	Mathematics
5. Jinguoku, Yoshiye	Commercial
6. Kawata, Masao	English, Social Science
7. Koga, Albert	Mathematics
8. Kuroiwa, Chiye	Art
9. Momoi, James	8th Grade Core
10. Noji, Oliver Katsu	Art
11. Sakamoto, Shigeru	Supervisor, Night Study Hall
12. Sakiyama, Tom	Social Studies
13. Sakuma, Tonayo	Commercial
14. Takagi, Miyoko	English, Literature
15. Yamaguchi, George	8th Grade Core
16. Yasui, Tatsumi	Language
17. Yego, Tadashi	English & History

HIGH SCHOOL ASSISTANT TEACHERS

1. Doi, Howard	Science
2. Fukami, Marguerite	English, Social Science
3. Fukuzawa, Yukie	English, Social Science
4. Furukawa, George	Science
5. Gekko, Harry	Shop
6. Hamamoto, Yutaka	Math, Mech. Drawing
7. Hata, Jimmie	Shop
8. Hayami, June	Home Economics
9. Hayashi, Helen	Guidance
10. Hayashi, Kaname	Art
11. Hirasawa, Lillian	English, Social Science
12. Hitomi, Fumie	English, Social Science
13. Inouye, Tomiko	English, Social Science
14. Ishimoto, Bill	Mathematics
15. Iwasaki, Yoshio	Commercial
16. Kagiya, Kiyoko	Physical Education
17. Kajikami, Jimmy	Physical Education
18. Katayama, Yuki	Guidance
19. Kato, Kiku	Home Economics
20. Kawada, George	English, Social Science
21. Kawada, Masao	Shop
22. Kawasaki, Kimiyo	Language
23. Kawashima, Aiko Janet	8th grade core
24. Keikoan, Dorothy	7th grade core
25. Kishaba, Tom	7th grade core

26.	Kubo, George	7th grade core
27.	Kubo, Harry	Commercial
28.	Kubo, Keiji	Mathematics
29.	Kuge, Kiyo	7th & 8th grade core
30.	Kumasaka, Ryo	7th grade core
31.	Kurahara, Janus	Physical Education
32.	Manji, Lillian	Physical Education
33.	Manji, Masako	Commercial
34.	Maruyama, Yoshio	Commercial
35.	Matsuda, Takashi	Science & Mathematics
36.	Miyai, Hannah	8th grade core
37.	Miyamura, Kazuto	Science
38.	Mochizuki, Kiyo	8th grade core
39.	Mochizuki, Michi	Physical Education
40.	Mori, Perry T.	Mathematics
41.	Morinaga, Harue	Music
42.	Murata, Jane	7th grade core
43.	Nagasawa, George	Language
44.	Nakagaki, George	Mathematics
45.	Nakamura, Jean	Typing, Shorthand
46.	Nakata, Charles	Art
47.	Nakazato, Susumu	Mathematics
48.	Ogawa, Mitsuru	Science
49.	Okamura, Bob	Physical Education
50.	Orite, Mary	8th grade core
51.	Osuga, William	English, social science
52.	Sakai, Alice	Guidance
53.	Sakuma, Suteko	Art
54.	Sasaki, Mel	Art
55.	Seto, Annie	7th grade core
56.	Suyehiro, Masako	Home Economics
57.	Suzuki, James	Shop
58.	Takatsuka, Miriam	English, Social Science
59.	Takeshi, Shigihara	--
60.	Takuma, Shigeru	Physical Education
61.	Tamaki, Shiz	Physical Education
62.	Tomita, Masao Tom	Shop
63.	Tsuchimochi, Minoru	Social Science
64.	Tsutsui, Henry	Core
65.	Uyeda, June Chizu	Art
66.	Uyeda, William	English, Social Science
67.	Uyegi, Marcellene	Physical Education
68.	Uyeno, Natsuko	Home Economics
69.	Watanabe, Fumiye	Art
70.	Yamamoto, Genji Jimmy	8th grade core
71.	Yokota, Eiko	Core
72.	Yonehiro, Earl	Physical Education
73.	Yonehiro, George	Physical Education
74.	Yoshida, Eiichi	Shop

WAR RELOCATION AUTHORITY
Tule Lake Project
Newell, California

10.1125
Central file
June 9, 1943

MEMORANDUM TO: Mr. Harkness
Mr. Gunderson

FROM: Irene Jaderquist

SUBJECT: SUGGESTIONS FOR SUMMER SCHOOL

The summer school program as suggested by the W.R.A. bulletin should provide for:

- A. Improvement of physical health and well-being
- B. Opportunity for self-expression
- C. Opportunity for work experience
- D. Opportunity for group experience in a program of civic betterment or in other ways

In accordance with these desirable objectives to be achieved, the curriculum planning should take into consideration the particular aptitudes and enthusiasms of both the Caucasian and evacuee personnel who will be available for summer work. In addition to those courses planned to allow special groups of students to complete requirements for graduation and to make up deficiencies particularly in arithmetic or English, other courses should be offered which will give both the teacher and student an opportunity to explore new and interesting fields of education---for example, Mrs. Norman is eager to offer a course in mural painting, and has suggested decorating the art rooms in the new building or the kindergarten in the elementary school or any other suitable place.

Miss Clark has suggested an interesting course in music appreciation with special work in chorus.

Mary Barbul has in mind, plans for a possible course in English which would attack the language problems peculiar to the particular situation here in Tule Lake. The common errors in the spoken, as well as written English, would be analyzed and special teaching methods devised to correct the errors. A sort of laboratory course which could be developed into an interesting research problem, and could be handled by two or more teachers working jointly to discover the most effective methods of teaching. Such a class might be listed in the curriculum as Creative English, a subject which appears in the curriculum of many schools.

Visual Aid should play an important part in the summer school instruction.

A brief description of these and other such courses which different teachers may suggest, should be included along with the list of remedial courses in a bulletin to be issued to the students before registration.

POINTS IN THE W.R.A. BULLETIN which might also be endorsed:

1. Work experience should be a part of the summer activity program
2. Junior Red Cross activities afford an opportunity for a study of civic betterment
3. Formal classes for make-up work and special coaching should be held for the most part, in the morning
4. The use of the library should be stressed
5. No homework should be given
6. Close cooperation with other Community Services on the Project is highly desirable

cc: /mt
Gunderson
Cook
Ramey
file

-- WEDNESDAY --

Time	Grades 1 and 2	Grades 3 and 4	Grades 5 and 6
9:30 - 10:30	Tee Mikami Mr. De Silva - Suggested Elem. Sch. Office /Games		Mrs. Balderson - Art Room 30-C
10:30 - 11:30	Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall		Miss Lawton -Woodwork- Blk. 28-13-B
11:30 - 12:30			" "
1:30 - 2:30	Mrs. Balderson -Art-	Miss Lawton -Pottery- Blk. 28-13-B	
2:30 - 3:30	Miss Aihara Speech Correc- tion Room 31-B		Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall
3:30 - 4:30		Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall	

-- THURSDAY --

Time	Grades 1 and 2	Grades 3 and 4	Grades 5 and 6
9:30 - 10:30	Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall		Mrs. Balderson - Art - Room 30-C
10:30 - 11:30	Miss Lawton -Woodwork- Blk. 28-13-B		Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall
11:30 - 12:30			Miss Breeze - Administra- Room 31-B tion - Camp I
1:30 - 2:30	Mrs. Balderson -Art- Room 30-C		Miss Lawton -Pottery- Blk. 28-13-B
2:30 - 3:30	Miss Aihara Speech Correc- tion Room 31-B	Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall	
3:30 - 4:30			

UNITED STATES
UNITED STATES
DEPARTMENT OF THE INTERIOR
Tule Lake Project
Newell, California

MEMORANDUM

To: Mr. Kenneth M. Harkness
Superintendent of Schools

From: Mr. Harry L. Black
Chief, Community Management

This is in reference to your memo of May 18, referring to operations of the Japanese Language Schools and the Administration policy concerning them.

The Project Director's memorandum of March 30, 1944, was intended to outline a working agreement between the Administration and the Japanese Language Board of Education. It was intended, furthermore, to assist the Japanese Language Board of Education by the Administration's recognition of the Board as the Colony representative body in charge of Japanese Language Schools to assure a definite responsibility and authority to conduct all Japanese Language School activity on an organized basis. It was contemplated that the Board would be willing and able to bring all the Japanese language schools within its jurisdiction and that the whole program of education in the Japanese language schools would be subject to a plan of organization devised by the Board.

It now appears that the Japanese Language School Board has been neither willing nor able to devise a plan whereby the schools are operated on any organized plan. For example:

1. Schools are in operation entirely independent of the Board and which do not recognize even the existence of the Board.
2. Schools operate under varying conditions in various wards without consistency as to curriculum and administration.
3. Tuition charges vary from school to school.
4. The Board as a body exercises no real jurisdiction over ward schools which have representatives on the Board. Thus we have a collection of Ward Schools, all operating independently, instead of a Center-wide school system operating under a Center School Board.

Mr. Harkness - 2.

5. So far as the Administration has been advised, no plans have been made by the Board for elections of new members or to fill vacancies which might occur.
6. The Board has been unable to provide for the Superintendent of Schools information as to the number of pupils enrolled in each school, the names of pupils, or any attendance records.
7. The Board is unable to provide any reliable information to give assurance that Japanese Language School classes do not operate in conflict with classes of the Center Schools.
8. Either with or without the knowledge and approval of the Board, a considerable illegal pressure is exercised on children and parents to influence attendance or non-attendance at Center Schools.
9. The provisions of the Project Director's memorandum of March 30 were developed by Mr. Gunderson in repeated conferences with the Japanese Language School Board. Its context was modified many times to conform to the wishes of the Board. It was published in its final form after the draft had received approval of the Board. Although members of the Board had not signed any statement that the memorandum represented an agreement and understanding between the Board and the Administration, the several conferences left no room for doubt that the Project Director's memorandum definitely embodied an operating agreement.

In view of the inability or unwillingness of the Japanese Language School Board to observe the provisions of the memorandum, and in view of the failure of the Board to establish jurisdiction over the Japanese Language schools, it is now proposed that the memorandum be rescinded and all of its provisions nullified.

The Administration then would pursue the following policy:

1. Extend no form of recognition to the Japanese Language schools or to any group who assumed to be spokesmen for them.
2. Operate the Center school system for the benefit of pupils who are enrolled on a voluntary basis.
3. Take whatever measures are necessary to see that language school classes do not conflict with Center school classes.

Mr. Harkness - 3.

4. Assume no obligation to permit language schools to be operated in recreation halls, ironing rooms, or other project facilities.
5. Continue the policy already established that no Japanese language school classes shall be held in any classroom or other facility provided for the use of the Center Schools.
6. Continue the policy already established that no supplies, materials or equipment provided by WRA for the Center schools be available for the Japanese language schools.
7. Require persons who have use and custody of mimeograph and other duplicating equipment to register such equipment with the Police Department, and assume responsibility for its proper use.

This comment is referred for your consideration and comment, in view of the conversations we have had.

(Signed)
Harry L. Black
Chief, Community Management

WAR RELOCATION AUTHORITY
TULE LAKE CENTER
NEWELL, CALIFORNIA

10.41

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Y

March 27, 1944

ADMINISTRATION OF JAPANESE LANGUAGE SCHOOLS AT TULE LAKE SEGREGATION CENTER

- I. CENTER SCHOOLS. The administrative manual and the policy for the operation of Tule Lake Segregation Center provide that Center Schools shall be conducted for the benefit of children of evacuee families. The cost of operating the Center Schools is the responsibility of the War Relocation Authority.
- II. JAPANESE LANGUAGE SCHOOLS. The administrative manual and the policy for the operation of Tule Lake Segregation Center also provide that Japanese Language Schools may be operated by the evacuees if they so desire. This authorization is subject to two restrictions:
 - A. The expense of establishing, operating and maintaining the Japanese Language Schools shall be entirely the responsibility of evacuees. The War Relocation Authority is specifically prohibited from incurring any expense on the part of the Government for the operation of such schools.
 - B. Classes of the Japanese Language Schools may not be held in conflict with classes of the Center Schools.
- III. OPTION OF ATTENDANCE AT CENTER SCHOOLS. The administrative manual and the policy for the operation of Tule Lake Segregation Center provide that attendance shall not be compulsory either in the Center Schools or in the Japanese Language Schools.
- IV. BOARD OF EDUCATION. It is understood that the people of the Center have elected a Board of Education of the Japanese Language Schools composed of the following representatives:

Ward I	Sanaye Ikeda (President), Jisabura Fujino
Ward II	Tadayoshi Ishida, Ainosuke Makino
Ward III	Rinzo Kiyohara, Masaaki Kawasaki
Ward IV	Yasunosuke Miyamoto, Iwao Matsumoto
Ward V	Junichi Nimura, Kiyoshi Kinoshita
Ward VI	Yasushi Shinohara, Isamu Tanisaka, Kaichi Sanno
Ward VII	Masazumi Adachi, Shigeru Uyenaka
Ward VIII	Kakudo Ohashi, Kinzo Wakayama
Executive Secretary	Shigeru Yamamoto

- V. RECOGNITION. The above Board of Education of the Japanese Language Schools is hereby recognized by the Project Director as a body to assume responsibility for the direction and supervision of the Japanese Language Schools, and for the coordination of the activities of the Japanese Language Schools with those of the Center Schools.
- VI. POLICIES AND PRACTICES. By agreement between the Superintendent of the Center Schools and the Board of Education of the Japanese Language Schools, the following policies and practices are to be observed:
- A. The present Board of Education shall make arrangements for a new election at the close of the terms of the respective members, and shall supervise the election in any district when it may be necessary to fill a vacancy.
 - B. It is understood that the War Relocation Authority will not be responsible for any obligations incurred by the Board of Education, nor for the payment of any salaries of its employees or of members of the Board itself.
 - C. The Board of Education may employ an Executive Secretary if it so desires. It shall be the privilege of the Board to establish Japanese Language Schools, to determine the curriculum, and to employ teachers. The Board therefore will be responsible for the acts of its teachers and for the content of the curriculum.
 - D. Each teacher employed in the Japanese Language Schools shall have a certificate issued through the office of the Superintendent of the Center Schools. Such certificate will be issued to the teacher upon the recommendation of the Board of Education. Any school employing one or more uncertificated teachers, or not operating under the jurisdiction of the Board of Education, will be deemed to be violating this regulation.
 - E. Attendance in Japanese Language Schools will not be compulsory, and under no circumstances will pupils be enrolled for more than a three-hour period in any one day. Pupils of elementary grades may not attend a Japanese Language School in the afternoon if they have attended it in the morning, and visa versa; except, that if parents wish to have their children attend the Center School or the Japanese Language School for a full day, they will be given permission to do so by presenting in person a written request to the Superintendent of Center Schools, who shall grant the permit.
 - F. The Board of Education assumes the responsibility to file in the office of the Superintendent of Center Schools a list of the Japanese Language Schools, giving their location and the names of their teachers and principals.

- G. The Board of Education assumes the responsibility to have in its office at 4608-B the following information:
1. Number of pupils enrolled in each school.
 2. Names of pupils.
 3. Attendance record of pupils of 18 years of age or under.
- H. Minutes of all meetings of the Board of Education shall be kept on file in its office and open for inspection.
- I. The Superintendent of the Center Schools and his staff shall be available to consult with the Board of Education on educational problems and other matters of common interest. Mutual helpfulness is intended to be the keynote of the relationship between the staff of the Center Schools and the Board of Education and teaching Staffs of the Japanese Language Schools.

R. R. Best
Project Director