Dr J. Powell.

TO: Joseph Samler, Vocational Retraining Supervisor

FROM: Eugene C. Fahne, Vocational Training Supervisor

SUBJECT: Weekly report of Vocational Training Activities

DATE: October 4, 1943

GENERAL ATTITUDE TOWARD APPRENTICESHIP TRAINING

A summary of apprenticeship training possibilities and a tentative program at Poston was submitted to the Pr o-ject Director. Sample operation sheets for proposed classes were attached along with Memorandum #4 of the Vocational Retraining Committee. This summary was received favorably and support of the program was assured. However, most Department Heads are still reluctant to accept while others are very cooperative.

PROPERTY PROCUREMENT

The serial numbers and names of equipment for machine shop, sheet metal, and auto shop were obtained from the N.Y.A. in Phoenix. These lists were forwarded to the Project Director, now in Washington on a pre-arranged plan that he would attempt to obtain the equipment before it appeared on the Surplus lists.

A thirty inch bandsaw, twelve inch jointer, and an sixteen inch circle saw w/motors was located in Prescott, Arizona. Am now awaiting a letter of authorization to inspect for purpose of evaluation. We hope to obtain this equipment and set up our own shop.

MACHINE SHOP-WELDING-BLACKSMITH

An agreement was reached with the maintenance shop for the training of apprentices in machine shop, arc and acetylene welding, and blacksmithing. Because of the lack of skilled workers, the shops are nearly vacant. Under the circumstances it was decided to train eight hours per day. Publicity for such training is now under way and training will start immediately following interviews and selection of two blacksmiths, three welding and eight machine shop apprentices. Former evacuees who applied for N.Y.A. training were given the opportunity to apply.

C.S.Y.A. TRAINING

I had contacted Mr. N. C. Larkin, State Supervisor, Rural War Production Training and September 14, by letter informs us the budget allotment for the state had been

considerably reduced for the fiscal year and the possibilities of such a program at Poston was doubtful. Received copies of correspondence between, Dr. W. T. Spanton and Dr. Lester K. Ade. Immediately wrote Mr. Larkin giving a resume of this correspondence and on that basis asked for cooperation on lining up a tentative O.S.Y.A. program at Poston. According to your instructions by letter, of September 22, am now waiting for an answer from Mr. Larkin.

COMMERCIAL CLASSES

In Camp I, twenty-four machines, two teachers and classrooms are available. Plans are being made for training intermediate andadvanced typing. Class should start in the near future. In Camp III the teachers and machines are scheduled but classroom space is not yet available. The project is under a shortage of clerical workers especially those trained in office procedures.

MOTOR POOL

Supervised instruction and certification of present drivers of vehicles is scheduled upon the arrival of Indian Service specifications for the truck drivers. It is my understanding that the Indian Service training and certification specifications are far more rigid than those Civilian Conservation Corps.

SHOE REPAIR SHOP--CAMP I

The shoe repair shop employing 20 men and 3 instructors of which ten are apprentices. The shop is well organized and operating excellently. Apprentices are being rotated in operation and use of machines. The shop is well equipped as to machinery and tools providing excellent training. These apprentices are relocating and from reports are doing very well around Chicago and Cleveland. Some are managing shoe repair shops and their employers are very well pleased with their efficiency and workmanship.

WOODSHOP

Dr. Powell, Head of Community Activities and Dr. Harris, Director of Education, have offered to pool the woodworking machinery of Community Activities and of Poston I High School with the previous mentioned woodworking machinery. The shop will be operated during the day by the high school and used evening for pre-apprenticeship training. This arrangement was deemed advisable due to maintenance woodshop conditions and of equipment we have available.

Dr. J. Powell.

TO: Joseph Kamler, Supervisor Vocational Retraining Supervisor

FROM: Eugene C. Paine, Vocational Training Supervisor

SUBJECT: Weekly Report of Vocational Training Activities

DATE: October 15, 1943

Property Procurement

No further information has been received regarding surplus or private property that we are attempting to purchase for auto shop, woodshop, sheet metal and machine shop as reported last week.

Machine Shop--Welding--Blacksmith

Following interviews, eleven apprentices were selected for training on a full time basis. Some of these apprentices are now actually in training, others are having difficulty in obtaining releases from their present employers. We are having the full cooperation of the employment service in handling this matter. However, if it is impossible to secure releases, the stations for training will be filled by other applicants.

O.S.Y.A. Training

My letter to you of October 14 will clarify this situation. Either the procuring of extra funds is doubtful, in the Office of Vocational Education in Phoenix, or there is a definite lack of cooperation on their part. Efforts to secure their cooperation and help will be renewed following the receipt of your answer.

Elementary Electricity Class

A class of basic elementary electricity as related to electrical refrigeration will open Monday evening, October 18, in Camp I. This course is open to workers in the maintenance department who have a desire to learn a theoretical knowledge of electricity applicable to their everyday practical work. About ten students are enrolling, however if the demand is great enough, the facilities will be extended to Camp II and Camp III.

Code Class

A code class has been organized in Camp III. Available keys and oscillators will be used for instructional purposes. A check through employment will be made to determine the placement value of vocational training in code. If the findings are negative, funds will not be used for additional equipment.

Commercial Classes

Registration on October 9 was greater than our facilities are capable of handling. Three hundred and twenty-five students were chosen for training in the three camps. Most of the registrants requested two or three of the courses offered but a limited number of typewriters and instructors necessitated our limiting each student to one course. There is difficulty in obtaining instructors in typing, shorthand and bookkeeping. Camp I and Camp III classes in Typing I, Typing II, Typing III, Shorthand I, Shorthand II, Bookkeeping I and Bookkeeping II are scheduled to commence Monday, October 18. Camp II classes will probably open the following week. A second registration is planned for additional classes in the above courses when qualified teachers are located. These classes are to be held in the new adobe school buildings, and where possible, instructed by the regular high school teachers.

Job Printing and Duplicating Machine Training

Facilities and existing vacancies are available for training two apprentices in job printing, multolith and mimeograph machines. Publicity for such training will be released October 15.

Auto Parts Stock Room Clerks

There are openings for two boys to learn auto parts, posting and recording of same in stock room.

Accounting

The Property and General Stores Accounting Departments are in need of ten trainees.

Vocational Training Publicity

Various articles have been published in the Chronicle and employment sheet. We have also published and distributed registration notices and Vocational Training Opportunities. Full cooperation has been received from the Employment Office, Reports Office and Community Activities in preparation and distribution of any publicity undertaken.

NIGHT SCHOOL REGISTRATION

NAME _____ ADDRESS _____ CAMP _____

COURSE DESIRED _____ EDUCATION _____ AGE _____

PREVIOUS EXPERIENCE _____

_____

_____

_____

(3795)

(3813)

- NOTICE -

Name _____ Block _____ Camp _____

Your registration has been approved for _____.

Classes will be held on _____ and _____ evenings,

7 - 9 p.m., starting the week of _____, in Room _____

Building _____.

Eugene C. Paine
Director of Night School

(3813)

VOCATIONAL TRAINING OPPORTUNITIES

ACCOUNTING

As a result of a re-organization in the Fiscal Division, it is anticipated that the Stores and Property Accounting Units will be moved to the Block 34 Administration area.

Trainees for openings in the Stores Accounting Unit will be given an opportunity to learn Property and General Stores Accounting. This training will include instructions in, and the practical use of electric adding machines and calculating machines as well as routine posting work of the department. Knowledge of practical accounting methods will make trainees eligible for lucrative positions in the business world.

The Auto Parts stock room has openings for two boys to learn auto parts and the posting and recording of same in the stock room. This line of work pays well on the outside and offers security for the future.

The new Supervisor of the Stores Accounting Unit will be Mr. O. Robarge; the new Supervisor of the Property Accounting Unit will be Mr. Charlie Gilbert.

JOB PRINTING AND DUPLICATING MACHINES

Three vocational training positions are now available for candidates who are interested in the well-paying skill of Job Printing and also the knowledge and use of various duplicating machines.

Job Printing training consists of instructions in trade operations normally performed on a job press. This will be supplemented with training in type-setting, case learning, recognition of fonts, knowledge of inks, weights of paper, etc. With the shortage of printers and pressmen, there is no question but that well-trained job printers have a very favorable outlook as to employment possibilities in the printing field.

Training in the use of duplicating processes will include instructions in the care, setting up, use, and operations of standard Multolith and Mimeograph machines.

Persons interested in this type of training are requested to contact Mr. E. C. Paine, the Vocational Training Supervisor. Mr. Paine's office is in Unit I, Room B of 31 Recreation Hall.

(3818)

5

Colorado River Relocation Project
Poston, Arizona

November 23, 1943

MEMORANDUM TO: Mr. Eugene Paine
Vocational Training Supervisor

SUBJECT: Vocational Training

Reference is made to your memorandum of November 13. A committee of evacuees from the combined Motor Pools of the three units was assigned to explore the possibilities of obtaining the services of a number of our experienced evacuee drivers in the hopes of setting up a training program within the transportation organization. However, due to one of the members leaving the Project on relocation, the committee did not get very far. However, they have elected a new member and are now in the process of investigating this angle and have promised to give me a full report within the next few days.

While this was in progress, I had discussed the matter with you and was able to obtain some literature that I originally used on the Navajo Reservation and which was turned over to you yesterday. You and I also discussed setting up driving courses in direct connection with your department with the idea in mind of training a selected number of your high school boys to fill positions as drivers as they develop in the future and which would assist them in procuring drivers positions when they relocate. This was to be in connection with the Arizona State plan of developing drivers in connection with the war effort.

While I am perfectly willing to assist in all ways possible and am very much interested in the development of such a training program, I nevertheless felt that my duties at the present time were quite heavy and that I would not be able to give the proper time and thought to undertaking the entire responsibility. However, Mr. Leslie Miller, at the present time Assistant Warehouseman, assisted the writer considerably with driving courses on the Navajo Reservation, and is himself an experienced man and is willing to accept this assignment. I have asked Mr. Miller to contact you directly in connection with this. I would be very glad to assist him with what spare time I can afford in connection with the program.

Mr. Ed Turner who is Safety Coordinator on the Navajo Reservation, wrote me recently and advised that all the material that I had asked him for was not available and that considerable of it had been sent to

34014

Mr. Ed Allen, Supervisor of Safety in Denver, Colorado, and that he had sent on my request to him and felt that we could expect additional literature from him in the near future. As soon as this arrives and immediately that I can obtain a report from my evacuee committee, the same will be submitted to you for further planning in connection with the training program.

William A. Barrett
Dispatcher

RECOMMENDATIONS FOR THE FURTHER DEVELOPMENT OF
THE PROGRAM OF VOCATIONAL EDUCATION
AT THE POSTON RELOCATION CENTER, POSTON, ARIZONA

Documentation

1. That factual evidence be assembled demonstrating that the program of vocational education at Poston, Arizona makes a direct contribution to center employment and relocation.

2. That objective data be prepared justifying at Poston, Arizona the expenditure of funds for vocational education.

3. That factual evidence be assembled demonstrating the carry-over from vocational training to employment success in the field for which training was completed by the worker.

4. That in all courses Progression Charts be developed for the purpose of recording individual student progress, class progress, scope of the course, related information, and other pertinent data. These charts to be the responsibility of the instructors concerned, but checked by the Vocational Training Supervisor.

5. That these Progression Charts be displayed prominently in the shop for the examination of officials, students and visitors.

6. That in the office of the vocational training supervisor bar, line, or other graphs be maintained on the walls in attractive mounts for the purpose of picturing the current status of the vocational training program with respect to:

   a. Courses in progress
   b. Registrations
   c. Makeup of classes
   d. Completions
   e. Carry-overs
   f. Etc.

7. That the vocational training supervisor assist maintenance and other foremen concerned with instruction in developing functional record systems, and in some cases keep these records for them.

8. That job analysis or breakdowns be completed for all courses now in operation.

9. That copies of all courses be forwarded to Washington for inclusion in the Curriculum File of the Washington Vocational Training Committee.

10. That a copy of the inventory of each shop be forwarded to Washington for inclusion in the Inventory File of the Washington Vocational Training Committee.

11. That procedures be developed now for the eventual termination of the program of vocational education at Poston if, when and as the center closes.

12. That the outline be developed now for the following terminal reports:

    a. Final report of the Vocational Training Supervisor
    b. Final report of each vocational teacher.

Supervisor (Responsibilities)

1. That the vocational training supervisor be responsible to the Superintendent of Schools.

2. That the curriculum responsibilities of the vocational training supervisor include:

    a. The content of the high school courses in vocational auto mechanic, carpentry, agriculture, and other such industrial and technical vocational courses as may be developed.
    b. The content of the courses in mechanical drawing on the 11th and 12th year levels.
    c. The content and administration of all vocational courses for out-of-school youth and adults.

3. That in the discharge of these curriculum responsibilities the vocational training supervisor confer with qualified persons and groups as circumstance shall indicate, including the Project Director, the Chief of Community Management, the Superintendent of Schools, the High School Principal, the Center Vocational Training Committee, the vocational teachers, the Heads and foremen of the several divisions, and others through whom and with whom relationships should be established and maintained.

4. That the vocational training supervisor concern himself with:

    a. The in-service training of the vocational teachers.
    b. The development with all vocational teachers of effective shop management and housekeeping techniques.
    c. The development in all classes of factual records.
    d. Assisting teachers in the organization of subject matter for teaching purposes.
    e. Assisting teachers in the proper use of reference materials and teaching aids.

5. That as need may suggest, the vocational training supervisor conduct in-service teacher-training classes for appointed and evacuee instructors in the vocational program.

6. That to facilitate the development of his program of vocational training, the vocational training supervisor recruit the members of his staff for the following assignments:

   a. Vocational Teacher, Educationist. SP-8 $2600 plus OT. C.S.C. Standard R-48.
   b. Chief Vocational Instructor. Evacuee only. $19.00 Code: 2-c-256.
   c. Learnership Training Assistant. Evacuee only. $16.00 Code: 2-c-258.

7. That the vocational training supervisor be responsible for the following aspects of the vocational training program:

   a. Supervision of instructor.
   b. Development of new courses.
   c. Requisitioning of materials, tools and supplies.
   d. Records and other documentation.
   e. Maintenance of inventories.
   f. Development of public relations
   g. Advanced planning.
   h. Trouble shooting generally.
   i. Activities contributory to terminal objectives.

8. That to discharge effectively the demands of his assignment, the vocational training supervisor be provided with transportation.

9. That if when and as the vocational training supervisor is absent from the center, a qualified person be appointed to act in his place; such person to be duly acknowledged beforehand, and invested with all necessary powers.

10. That the vocational training supervisor be provided with office or desk space in the administrative area.

11. That the vocational training supervisor be provided with necessary clerical assistance.

12. That the vocational training supervisor lead foremen and others to a realization of the value of sacrificing some production time for training.

13. That with the help of the vocational staff and other qualified individuals and agencies, the vocational training supervisor plan and put into center-wide operation a comprehensive professional program of public relations aimed at the education of high school students, high school faculty, out-of-school youth and adults, and the public generally, in an understanding of the objectives, methods, facilities and services of the center-wide program of vocational training.

14. That all requisitions for vocational training materials, tools, supplies, furniture, machines, etc. clear through the vocational training supervisor, or someone in the Vocational Department designated by the vocational training supervisor to assume this responsibility. These then to be prepared by the vocational training supervisor for the examination and signature of the Superintendent of Schools.

15. That the vocational training supervisor educate his staff in the proper procedures and controls with respect to:

a. Property Control.
b. Procurement.
c. Accounting.

Center Vocational Training Committee

1. That the vocational training supervisor be the executive secretary of the Vocational Training Committee and not its Chairman.

2. That the Poston Vocational Training Committee meet regularly.

3. That 12 copies of the approved minutes of each meeting of the center vocational training committee be forwarded to Washington for the files of the files of the Washington vocational training committee, and for distribution to other centers.

4. That a representative of the Hospital preferably the Chief Nurse, be appointed to membership on the center vocational training committee.

Supervision of Instruction

1. That the vocational training supervisor be the executive secretary of the Vocational Training Committee and not its Chairman.

2. That the Poston Vocational Training Committee meet regularly.

3. That 12 copies of the approved minutes of each meeting of the center vocational training committee be forwarded to Washington for the files of the files of the Washington vocational training committee, and for distribution to other centers.

4. That a representative of the Hospital preferably the Chief Nurse, be appointed to membership on the center vocational training committee.

Supervision of Instruction

1. That periodic meetings of all vocational instructors be called by the vocational training supervisor for the purpose of evaluating the current program, discussing basic policy, teaching methods, record keeping, housekeeping, current and anticipated problems, and other subjects appropriate to the supervision and administration of the overall vocational training program.

2. That the vocational teachers be invited to meet in faculty session with the other teachers and that other efforts be made to identify the vocational staff more closely with the overall educational program.

3. That thought be given to the possible value in all classes of the use of such devices as:

   a. Pupil personnel system
   b. Student note-books
   c. Periodic objective-type tests
   d. Supplementary talks by qualified persons
   e. These talks to be on assigned topics appropriate to the course.
   f. Motion pictures, film strips and other visual aids.
   g. Adequate reference libraries.
   h. Etc.

4. That a wide variety of appropriate reference books be provided for each vocational class.

5. That appropriate 16 m/m films, and 35 m/m film strips be made available for all vocational classes.

Curriculum

1. That for purposes of definition within WRA a vocational course be regarded as a terminal course at the conclusion of which the student successfully completing such course secures employment immediately or within a reasonable time, either through center employment or relocation, in the field for which training was completed.

2. That original job analyses or breakdowns be examined for the purpose of establishing current validity.

3. That with the help of the vocational training supervisor, instructors prepare on the basis of these revised breakdowns lists of appropriate lesson topics to be presented by the instructors to their classes, together with lesson plans or other guides for teaching these lessons, and charts showing topics in sequence and data on which they are given.

4. That time allotments be worked out for all courses to insure the proper balance between actual shop work with tools and machines, and classroom study of related material (possibly 25% - 75% proportion: 25% of total time devoted to classwork in related theory; 75% of the total time spent in actual shop work).

5. That requests to the Washington Vocational Training Committee for approval of courses be accompanied by:

   a. Course breakdown
   b. Statement of time allotments
   c. List of special tools and machines learners will operate
   d. Description of place in which training will be given.

e. List of educational and industrial qualifications of instructor.
f. Other appropriate data.

6. That the further development of in-service courses for employed personnel be considered.

7. That consideration be given to the possible value of courses organized within the limits of center facilities to maintain original skills of evacuees.

8. That the possible value of refresher courses be considered.

9. That attention be given to the identification of training needs not now being met.

10. That the Home Making program be developed in terms of the attached memorandum.

Recruitment

1. That techniques be developed for effective recruitment of Learners or other students for all out-of-school vocational courses for youth and adults.

2. That the Vocational Supervisor work closely with the Personnel Officer, the Block Managers, Guidance Counselor and others in the recruitment of learners.

3. That the Guidance Counselor work closely with the Vocational Training Supervisor in the recruitment of students for all High School vocational classes.

Learners

1. That registrations in Learnership courses be limited by probably employment opportunities at the end of the training period, either through center employment or through relocation. This to be determined by the center vocational training committee with the help of Personnel and other experts at the center.

2. That in those training situations in which $12.00 learners and $16.00 workers function side by side, the status of both be clarified to them so the morale of the Learners may be protected. In this connection the Learners should be identified as inexperienced workers developing minimum qualifications for regular employment; $16.00 workers as persons already qualified for regular employment, but developing their various skills further through in-service training.

3. That the Vocational Training Committee determine if a need exists for requesting Learnerships in excess of the present limit of 100.

Guidance

1. That the vocational staff assist the Guidance Officer and high school teachers in explaining vocational opportunities to high school students.

2. That a Vocational Guidance Counselor, working with the Vocational Training Supervisor, interview high school students in their junior and senior years to study them individually and to keep them informed of all possibilities in the vocational fields both within and outside of the center.

3. That the Guidance Counselor test, interview and otherwise assist high school students during their junior and senior years to the end that these students may have some basis for objective choice of specialization. This program to be thoroughly documented.

4. That faculty advisors become familiar with the objectives, methods, shops and laboratories, facilities and other aspects of the Practical Arts and vocational courses offered on the high school level.

5. That immediately preceding the time when high school students make out their term programs, the offerings in Practical Arts and Vocational Education be explained to them in an appropriate environment by staff members of these departments.

Miscellaneous

1. That coolers be installed immediately in the shops and Home Economics laboratories in all three camps.

2. That the vocational training supervisor be given permission to take at any time or place pictures of vocational activities which will serve to document the program graphically.

3. That the Home Economics Department of Poston 1, 2, 3 be represented at the meeting August 28-31, 1944, in Prescott, Arizona, of the Arizona State Conference for Home Making Education.

4. That "outside" jobs by instructors and students in Practical Arts courses (Industrial Arts, Home Economics, Agriculture, Commercial) be processed only if they do not interfere with the regular pursuit of approved course objectives.

5. That where "outside" jobs are processed by Practical Arts instructors and students, all materials and supplies be provided by the individual or group being served.

6. That where salvage is possible on "outside" jobs done by Practical Arts instructors and students, such salvage revert to the shop or laboratory extending the service. This in payment for said service.

7. That appropriate uniforms be provided for Nurses Aides, Medical,

Dental and X-Ray technician Learners, auto mechanics Learners, slaughter house Learners, and other Learners in all courses where such coverage is desirable.

8. That the building of the Superintendent of Schools and the Vocational Training Supervisor be landscaped, walls constructed, and present safety hazzards removed.

9. That water be piped immediately to the auto and wood shops in the high school of Camp 3.

VOCATIONAL TRAINING OPPORTUNITIES

ACCOUNTING

As a result of a re-organization in the Fiscal Division, it is anticipated that the Stores and Property Accounting Units will be moved to the Block 34 Administration area.

Trainees for openings in the Stores Accounting Unit will be given an opportunity to learn Property and General Stores Accounting. This training will include instructions in, and the practical use of electric adding machines and calculating machines as well as routine posting work of the department. Knowledge of practical accounting methods will make trainees eligible for lucrative positions in the business world.

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The new Supervisor of the Stores Accounting Unit will be Mr. O. Robarge; the new Supervisor of the Property Accounting Unit will be Mr. Charlie Gilbert.

JOB PRINTING AND DUPLICATING MACHINES

Three vocational training positions are now available for candidates who are interested in the well-paying skill of Job Printing and also the knowledge and use of various duplicating machines.

Job Printing training consists of instructions in trade operations normally performed on a job press. This will be supplemented with training in type-setting, case learning, recognition of fonts, knowledge of inks, weights of paper, etc. With the shortage of printers and pressmen, there is no question but that well-trained job printers have a very favorable outlook as to employment possibilities in the printing field.

Training in the use of duplicating processes will include instructions in the care, setting up, use, and operations of standard Multolith and Mimeograph machines.

Persons interested in this type of training are requested to contact Mr. E. C. Paine, the Vocational Training Supervisor. Mr. Paine's office is in Unit I, Room B of 31 Recreation Hall.

Paine

VOCATIONAL RETRAINING COMMITTEE

MEMORANDUM NO. 4

On-The-Job Training in Center Activities

Apprenticeships in Center jobs have for sometime been urged by the Vocational Retraining Committee as the soundest form of trade training available in the Projects. This memorandum on apprenticeship training is issued after considerable discussion with staff members and evacuees in various centers. Specifically this memorandum:

1. Stresses the importance of apprenticeship training.
2. Urges its extension to occupations not yet covered.
3. Describes the type of cooperative supervision necessary in operating a successful apprenticeship program.
4. Indicates necessary analyses of apprenticeship jobs.
5. Emphasizes the relationship between an apprenticeship program and counseling facilities.

As indicated in Administrative Instruction No. 87, this phase of the vocational training program, like all others, should prepare evacuees for relocation or for participation in necessary Center activities.

The Place of Apprenticeship in Vocational Training:

Apprenticeships are the time tested avenue to journeyman and master workman status in hundreds of occupations. As the theoretical basis and background related to various callings increased, as job competition grew keener, and as a result of many other social and economic forces, vocational and professional training became formalized and more a product of the classroom than of the shop. This is a trend which has been in operation within the last three or four decades. Apprenticeship, on-the-job training, remained as a goal, however, in trade as well as professional preparation. The current work of the Federal Apprenticeship Committee, stabilizing apprenticeship agreements between employers, labor unions and apprentices in a number of important industries is a case in point. The internship or experience requirements in fields as far apart as machine shop, merchandising, social work, practical nursing, and medicine, also illustrate this trend.

Vocational education as a whole is characterized by a drive to duplicate genuine work conditions. The more nearly the shop class approaches real production standards, uses equipment currently in use in industry while maintaining valid educational goals, the more realistic is its job preparation. The constant problem in trade classes is the difficulty of getting enough and varied work so that the production level of industry can be duplicated. Training in such fields as baking, power sewing machine operating, shoe manufacturing, are cases in point. This difficulty disappears in an apprenticeship situation. Apprenticeship training is training on the job for the job. If its shortcomings are

caught up, it becomes the very best kind of job preparation.

Difficulties in the Way of an Apprenticeship Program:

The Committee emphasizes the importance of apprenticeship not because disagreement on its function is anticipated, but because it feels that the difficulties encountered in inaugurating the program should be measured against the important purposes it serves.

Difficulties in initiating apprenticeships do exist. It is quite obvious that the primary responsibility of Center activities like the automobile repair shops, the mess halls, the administrative offices, or the construction departments, is to maintain production, frequently under difficult conditions. Division Heads responsible for maintaining production flow are reluctant to undertake responsibilities which might interfere with their jobs. There is at least some justification for the fear that training and production do not mix.

It is entirely probable that they would not mix if the entire responsibility of training were foisted on the shoulders of the executive in charge of production. This need not and should not be true. Some concern in retraining must be part of the production plans of Division Heads, however, since relocation policy makes for constant loss of experienced help and constant need to recruit new and inexperienced workers.

It is an exact description of the situation in many project activities to say that necessarily Division Heads have had to operate their own training programs, and to some extent, have had to do their own recruitment. The Vocational Training Committee and its chairman should be able to supply time and skills not otherwise available to production chiefs in aiding them with training for the benefit of evacuees and the production activities involved.

Cooperative Supervision in Apprenticeship:

The Committee urges that the staff member in charge of vocational training can, in effect, act as an assistant in charge of training to various Division Heads. The following seem areas in which the Vocational Training Committee and its chairman can be helpful.

1. Recruitment: Probably every Division Head will be glad to be relieved of the responsibility for securing new workers. Recruitment of trainees is definitely a training responsibility, since training should constantly result in a rotating process in which trained and experienced workers are approved for an internship period, and beginners take their places in the trainee group. The selection of trainees, however, is a counselling procedure, further discussed below.

2. Supervision of Trainees: The broad content and approximate time

limits of apprenticeship training courses should be largely determined by the Division Head. In addition, the Vocational Training Committee as well as the production chief will wish to secure whatever other expert advice is available. By means of joint consultation, each training job should be broken down to the operations involved. This is discussed in detail below; the point made here is that this type of analytic service can be furnished the Division Head by the Vocational Training Chairman. Attendance and work time of apprentices should be checked regularly not only for payroll purposes, but for counselling on progress, as in any educational situation.

Group meetings of apprentices in training in any one division may be held regularly or in order to meet common problems. There may be need for a certain amount of supplementary or related work for groups of apprentices for which special meetings can be organized.

3. Certification of Apprentices: Centers will necessarily differ in the arrangements made in many aspects of apprenticeship training. Determination of the point at which an apprentice is ready for employment will, of course, differ from trade to trade and from Center to Center. After completion of apprenticeship it may be advisable for the trainee to spend a pre-determined period as a qualified worker before certification to the Employment Office as ready for relocation or assignment to a project activity. Presentation of a formal certificate indicating length of training, experience with various aspects of the trade, and other details, is suggested.

In every aspect of work with apprentices, the Division Head should be consulted. This type of cooperative relationship should be encouraged and aided by the Project Director and the Executive staff.

Center Activities with Apprenticeship Possibilities:

While determination of a series of apprenticeships make it necessary to review all work opportunities in the Center, it is obvious that many will not be suitable for on-the-job training. There are occupations represented in the Center for which university training in residence, formal certification, and licensure are necessary. Dentists, physicians, optometrists, registered nurses, pharmacists, social workers, lawyers, are examples. At the other end of the scale are many kinds of work requiring no training beyond orientation most properly given on the job. Porters, laborers, garbage collectors, some types of clerical work, most retail sales work, waitress service, and others are examples.

There are still others for which it would be unprofitable to train for relocation purposes but which may be necessary for continued work on the Project. Policemen, fireman, mail clerks, belong in this category.

After omitting all or most of the above types of work, there is still left a very considerable number of occupations in which short-term training can be given on an apprenticeship basis and for which there seem to be reasonably good work opportunities outside of the Centers. The list which follows is not exhaustive. It should indicate the most obvious resources. There will inevitably be differences between the projects in available work resources.

Motor Pool--	engine mechanics, ignition men, body and fender men, machine shop apprentices, tire inspection and repair men.
Maintenance Division--	typewriter repairmen, sign painters, electricians' helpers, carpenters, cabinet-maker helpers, mechanical draftsmen.
Plumbing Shop--	plumbers apprentices, sheet metal helpers.
Mess Halls--	second cooks, kitchen men, salad girls, butchers, pastry bakers helpers.
Hospital--	medical stenographers, laboratory technicians, x-ray technicians, nurses aides[1], dental mechanics[3].
Administrative Offices--	stenographers[3], office clerks, file clerks, mimeograph operators, legal stenographers.
Fiscal Offices--	procurement clerks, property control clerks, fiscal accounting clerks, timekeeper clerks, etc.
Agriculture--	hog and cattle feeders, poultrymen, farm workers of all types.
Miscellaneous Projects--	power-sewing-machine operators, power-sewing-machine maintenance men, sawmill operators, loggers, landscape workers, typewriter repair men.

1. While nurses aides are needed in the Centers, justifying this type of training, the question of availability of relocation employment for such women should be investigated if employment is set as the major goal.
2. Facilities for this type of training are probably available at only a few of the projects.
3. Supplementary or pre-apprenticeship classes would have to be organized for this group.

The fluid nature of apprenticeship planning has been indicated above. There are no fixed rules except those indicated by common sense and the urgent desire to train evacuees using existing facilities. It follows, therefore, that the number of apprentices in any one activity or division should be adjusted to the needs of that division. In certain situations, perhaps only one apprentice should be referred. In others it may be feasible to start with five or ten. The need for maintaining the confidence of division heads indicates the advisability of starting with a small number.

Analysis of Apprenticeship Jobs:

Whether one or a dozen referrals are made for apprenticeship training, the operations included in any one apprenticeship opportunity must be determined. This can be done by a breakdown of the learning operations with approximate time required for reasonable mastery of each. This is a less ambitious task than it may seem at first glance. Materials at present in the hands of vocational training staff can in many instances be used with little revision. The experience of the Division Head and others on the Project familiar with the occupation or its training problems should be used in adapting available materials and drawing up new analyses.

Vocational training staff are referred to materials prepared by the Civilian Conservation Corps entitle "Specifications for the training and testing of _____" previously distributed to the Centers. Breakdown are available for most of the fields listed above. Two examples from this material may indicate the type of approach:

The analysis of training for auto mechanics helper lists 42 items among which are the following:

Item 5 "Replaces, adjusts and lubricates fan and fan assembly.
13 "Tightens battery box clamps, battery ground connections, starter bolts, starter pedal bolts, and generator bolts.
20 "Greases and lubricates cars and trucks, packing front wheels and tightening or replacing grease fittings as necessary.
37 "Changes tires, repairs inner tubes."

The breakdown for sign makers and painters includes

Item 2 "Demonstrates ability to letter
7 "Prepares and mixes paints and pigments
20 "Makes letters or designs, using power equipment such as router, jigsaw, etc.

26 "Designs simple types of designs,"

which contains 27 items in all.

The value of an analysis of this type is obvious. It makes certain that the apprentice rotates through enough operations to give him an awareness of

the many aspects of his trade. It makes possible a planful rather than a hit or miss approach to the apprenticeship program. It makes feasible the assignment of periods of time to each learning operation. Supervision of trainees and counselling with regard to weakness in skills become relatively simpler.

It need only be urged that this type of analysis be cooperatively undertaken. General suggestions made by the Division Head can be worked out in detail by vocational training staff working with foremen and others familiar with the trade. Teaching manuals and trade literature are excellent resources.

The assignment of time periods for each learning operation should be tentative at first and should at all times be regarded as susceptible to change and manipulation according to the situation in the shop and the needs of the individual. However it may be indicated that on the basis of an eight-hour working day, few apprenticeship programs should be longer than 3 to 4 months.

As progress is made with analyses of on-the-job training in various Centers, the Committee will distribute them to the Centers together with overall descriptions of the situations in which they are applied.

Counselling Aspects of the Apprenticeship Program:

There will be general agreement that the successful apprentice will be one who is genuinely interested in learning the trade and who, as far as may be determined, possesses the potentialities for successfully grasping the skills involved. Determination of interest and ability is a counselling procedure in which vocational training staff can be most helpful.

Adequate counselling in the final analysis, depends upon having enough apprenticeship resources to take care of the needs of individuals with varying abilities and interests. In terms of outcome, the larger the range of apprenticeships available, the more valid will counselling be. It is believed that the occupations listed above provide real choice. This does not mean that counselling is invalid unless the entire group of apprenticeships is available. It does mean that if choice is limited, fewer individuals can be served according to their interests. In order to interest a larger group of evacuees a correspondingly large group of opportunities should be available.

In discussing on-the-job training in Center activities, the Committee has addressed itself to the technical problems presented. Evacuee interest in such a program has not been discussed. This does not mean that if an apprenticeship program is organized, evacuees will automatically respond to it.

Probably arousing evacuee interest is a major and complex problem. Undoubtedly a definite program of stimulation will be necessary. However, it is felt that no amount of stimulation will in the long run be successful unless evacuees can be shown a wide range of apprenticeship opportunities, and, on paper and through the experience of others, through supervision and rotation on the job, that each apprenticeship opportunity is honestly and carefully worked out as a real training opportunity. This is mentioned here

because an ambitious series of apprenticeships depends upon a flow of applicants for such jobs and for the counselling preceding referral.

Stimulation of evacuee interest should take place concurrently with work in making apprenticeships available. In line with their interests and abilities, evacuees should be helped to select appropriate training opportunities. It does not seem necessary at this point to discuss or urge use of particular techniques in counselling or apprentice selection.

For successful operation, this program requires centralization of apprenticeship referrals. At present workers and trainees are recruited through Employment, by recommendation of evacuees already employed, and directly by foreman and Division Heads. The machinery for centralized referrals is available in the Vocational Training Committees in the Centers. Whether the referral card is filled out in one or another office is unimportant compared with the fact that the Committee., through its chairman or secretary, knows and approves of referrals. Undoubtedly such arrangements will differ from Center to Center. There can be no successful apprenticeship program, however, if applicants are accepted or referred indiscriminately.

Availability of Evacuees for Training:

The Vocational Retraining Committee presents the apprenticeship training program with full realization that a very considerable proportion of the population in each Center is already employed, leaving few or none interested in full-time training.

As against this it may be noted that critical Center activities will have to continue, and probably largely with evacuee labor. Since the most experienced workers are constantly drained off through relocation, new and inexperienced workers have to take their place. This is, in fact, a process currently in operation. The apprenticehip program urges that what of necessity has to be done be done more systematically and with reference to set goals.

The current limitation on evacuee employment may further provide a group of workers who can be helped to select training opportunities. It is not altogether certain, moreover, that all means to stimulate the group of non-workers, present in every Center, have been exhausted. There remains, finally, the possibility, also practiced to some extent in every center, of transferring workers from less essential to more important activities. A process that is constantly going on throughout the country, it can, perhaps, for training purposes, provide a considerable group of apprentice workers.

Respectfully submitted

K. M. Harkness, Chariman
Lucy Adams
Tom Sawyer

Amendment:

To accept recommendations of the committee from the Washington office regarding the high school buildings.

COMMITTEE REPORT ON ADULT EDUCATION AND RETRAINING

Committee: Miles E. Cary
C. D. Carter
Joseph Samb r

In light of WRA policy, in which central emphasis is placed on relocation it appears necessary to reconstruct original duration plans for adult education in the centers. Viewing the present situation, and taking into account the consensus of opinion in the conference, the committee suggests that the adult education and retraining program be developed in terms of the following considerations:

1. That the organized adult education program be directed toward helping evacuees prepare for relocation. This w uld include encouragement of evacuees to leave the centers, location and analysis of psychological obstacles, study of economic and social conditions in areas to which the evacuees may go, and dissemination of information relative to assistance being rendered relocated persons through WRA field offices and local committees.

2. That consideration be given to the matter of helping evacuees make the best possible adjustments while they are in the centers.

3. That a vocational retraining program be developed at once in accordance with WRA Administrative Instruction No. 87 (March 30, 1943).

4. The Committee approves the basic agreements concerning the proposed program as presented at this conference (attached). The questions distributed to the meeting, (attached), should be regarded, in the opinion of the Committee, as a series of challenges which can be met.

5. The Committee approves the approach in securing the facilities of N.Y.A. resident centers for training evacuees, and it recommends that this approach be further extended to other resources if possible.

6. That much technical help is needed by Superintendents of Education in order to properly supervise a vocational retraining program. Among them:

Employment Information
Expert technical help in organizing syllabi
Properly equipped staff
Understanding the purpose of this program by all project staff
The backing of the Project Director
Etc.

Respectfully submitted:

(2606)

Miles Cary, Chairman
C. D. Carter
Joseph Samler

SUGGESTIONS RELATIVE TO VOCATIONAL RETRAINING

The Committee recommends that:

1. Retraining should lead toward relocation-employment or work in center activities.
2. The program should be the joint concern of education and employment. It must, of course, have the support of the project director.
3. The active participation of residents in planning the program should be sought.
4. Emphasis should be placed on training for occupations needed in the war effort. On a priority basis, these would start with the metal trades, agriculutre, and occupations important in maintaining the health of the nation, clerical.
5. Only those residents should be admitted to training who do not already possess skills of value to the nation.
6. Training should be short-term. The maximum training period should be six months.
7. Unit skills should be provided rather than all-around proficiency.
8. Methods of training should vary with the needs of the Center. However, the following approaches seem most important: on-the-job training in Center activities, the OSYA program, out-of-center training opportunities, trade classes within the center.

QUESTIONS IN SEARCH OF ANSWERS

1. Are the difficulties of using Center activities for on-the-job training so great as to preclude use of this resource? Some of the difficulties are:

   Conflict between production needs and retraining plans.
   Lack of skilled apprentice trainers.
   Lack of time to devote to apprentices on the production unit.
   Lack of equipment, space, materials.
   Need for determining what operations are to be covered in apprentice training in many different fields and how much time is to be spent in such training.
   Lack of educational staff to properly supervise such a program.

   Is this resource important enough to warrant continous efforts at meeting these difficulties?
2. Are there common steps in determining what Center activities offer important training opportunities?
3. What are some of the occupations for which training may be obtained in Center activities?
4. How can firemen in Center activities be helped to train raw beginners?
5. Is specialized personnel necessary to aid in this program? If so, can such personnel be made available?
6. What part does the OSYA program play in training? How many centers have such programs now or look forward to obtaining such help?
7. What training resources do NYA resident training centers provide? In what occupations do they offer training? What are the limitations of this resource?
8. Can NYA be brought into the Centers? What are the advantages and disadvantages of this scheme?
9. Can War Industry Training Programs be brought into the Centers?
10. On the assumption that NYA resident training centers can provide a training resource for young people, are there similar resources for evacuees over 24 years of age?

11. In what ways can Washington help with the Center Training Program?
12. Is a counselling program a necessary concomitant of retraining? If so, how ambitious should it be?

REPORT OF COMMITTEE ON STUDENT TEACHER ARRANGEMENTS

Committee: L. G. Noble
Lester K. Ade
John A. Trice
George Young

The Committee recommends:

1. That since education is a state and local function it is imperative that WRA school administrators use their influence to secure the fullest cooperation of the state departments of public instruction in all states where the projects are located.
2. That all departments of the state educational supervisory program be called upon for direction, stimulation and guidance in the various branches of the educational program of the project.
3. That state educational leaders be invited to the project to conduct teacher institutes in special areas of interest and with sectional groups in order to promote a better understanding of the educational program and in the interests of better public relations.
4. That the state Advisory Board, provided for by WRA be utilized to the utmost in promoting good will and mutual understanding.
5. That every effort be put forth to secure an appointive teaching staff adequate to serve the teaching needs of the school.
6. That supplementing the appointive instructional staff there will be selected a resident personnel carefully elected on a basis of teaching personality, academic training and interest in the educational field.
7. That after the resident staff has been selected a well-organized program of teacher guidance is imperative. This program should be under the supervisor of student teaching or the curriculum advisor and it set up for the purpose of aiding in the effectiveness of the teaching process and the furthering of a better understanding of the place of education in the life of the community.
8. That the load of resident teachers be carefully measured in order that the size and number of classes be suited to the ability and training of the teacher.
9. That the teacher education program be so organized as to receive the indorsement of the state teacher education institutions, or the State Dept. of Education, or both, so that proper credit may be obtained for all teachers who have enrolled in the courses.
10. That a well-organized plan for the visit of officials of the state education institution to visit the project from time to time.
11. And, finally, that the success of the community school program will depends largely on the friendly relationship between the resident and appointive teaching staff, between teachers and parents, and between education and the other departments of the project.

Respectfully submitted,

L. G. Noble
Lester K. Ade
John A. Trice
George Young

HIGH LIGHTS AND SUMMARY OF
DENVER CONFERENCE OF W.R.A. SUPERINDENDENTS

J 2.26

COLORADO RIVER WAR RELOCATION PROJECT
Poston, Arizona

June 4, 1943

TO ALL NYA APPLICANTS:

The Government's budget year ends June 30th, and the budgets for all Federal departments next year are usually not decided until then. The last month of the budget year is, therefore, for all agencies, a month of utmost uncertainty. Poston itself is held up at many points of planning until the new budget is definitely set.

The NYA, in the same fix, has decided to withdraw from its agreement with WRA at present. No trainees are being sent, therefore, from any project, and those who had already gone are being placed in other training or job opportunities by WRA. Dillon Myer, National Director of WRA, assured us by telephone that other arrangements will be made, as fast as possible, for those who had expected to go to NYA centers.

Dr. Joseph Samler, WRA head of vocational retraining, is working on substitute arrangements also. We can't say how soon the new plans will be ready for action. We share your disappointment at this delay, but we will stay in close touch with Dr. Samler and Mr. Myer and keep you informed of their progress. You, as an NYA applicant, will be given preference as training or job opportunities arise.

A Government-sponsored course in Mechanical Drafting will be started in Poston the first week in July. Other specific training courses, here or elsewhere, will be announced from time to time. Correspondence courses can be procured from the International Correspondence School through the Project, at individual and group discounts. Lists of courses are on file in Dr. Powell's and Miss Cushman's offices.

VOCATIONAL RETRAINING COMMITTEE

Frances Cushman
Dorothy Stevick
Tats Kushida
John Powell
Ralph M. Gelvin

Colorado River Relocation Center
Poston, Arizona
May 18, 1945

Memo to: Mr. John C. Connelly
Finance Officer

Subject: Learnerships, Vocational

The following full time learnerships are requested for the Vocational Training program for the first quarter of 1946:

Dressmaking	24
Shoe Repair	6
Cosmetology	10
Printing	6
Office (Steno-Clerical-Typist)	4
	50

The learnership program is planned in accordance with the requirements and needs of the relocation program. The experience gained by the learners is of valuable assistance to them in the development of occupational skills.

The number of learners requested, fifty for the first quarter, is 50% of the allotted number during the previous fiscal year.

David A. Conlin
Vocational Training Supervisor

cc: A. L. Harris