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SCHOOL PROGRAM IN WAR RELOCATION CENTERS

The broad framework in which the school program on Relocation Centers will operate is as follows:

1. The schools should be planned and operate as community schools, and develop a program enlisting active student participation in the social and economic development of the relocation centers, organizing these experiences as a basic part of the school curriculum.
2. The schools will operate on a year-round basis, with one month of summer vacation for all teachers and students. The school year will be organized to provide 180 days of classroom and vocational instruction leading toward high-school graduation, and a modified summer program with work opportunities through cooperative school and classroom projects and activities, training in arts and crafts, hobbies and leisure time activities, and recreation; as well as specialized vocational experience in such fields as agriculture, stock raising, and construction.
3. The schools will meet state requirements for graduation from high school, and provide the courses necessary for entrance to college. They will combine this with their own 'core curriculum' and requirements for graduation.
4. School attendance will be compulsory from 6 to 18 years of age, or graduation from high school. High school students above 16 specializing in certain vocational fields may, under the direction of superintendent of education, spend one half their time in apprentice training or work experience on project enterprises during the regular school year.

5. Students above 16 engaged as apprentices or employed on project enterprises shall be eligible for pay and for membership in the work corps. Students working in school projects shall not be entitled to payment.
6. All students will be expected to take some vocational training before graduation from high school. Where this is not possible during the regular school year, it can be taken as part of the summer program.
7. All instruction will be English, and Japanese language schools will not be permitted to operate.

WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

Washington Office Only

File
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1. Objectives

In general the objectives of the WRA, and of the Community Management Division, and the Education Section are understood by the personnel. Each member participates in section conferences on objectives, and reviews periodically with the head of the section on his job description, and the relation of his work to the objectives of the authority, division and section.

2. Policy

General policies are outlined. These are discussed frequently in section conferences. There is a general acceptance of these policies by all members of the section. However, there is need to elaborate on these general policies and to provide handbooks of instruction. These are under way but because of the pressure of work progress is slow.

3. Procedure

The major functions of the WRA and of the Education Section as a part of the WRA are outlined and pretty well understood by the central office staff. Supervisors are informed on the relationship of their work to the major aims. Washington office deviations from established procedures are uncommon. Deviations occur when necessary to adjust quickly to field changes, or to correct errors in field procedures. In annual and field conferences Washington office procedure material is checked with field office operations.

4. Rules and Operations

With a small operating force six in the Washington office written rules and regulations have not seemed desirable. Overall procedures are outlined.

5. Relationships

Relationships with other Federal agencies change frequently and are not, and probably cannot easily be, outlined in detail. In many instances admirable working relationships exist. With other sections of the WRA working relationships are improving. Washington office staff members are aware of their responsibility in public relations.

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6. Job knowledge and skills

Professional members of the Washington office Education staff are specialists in their respective fields (only two clerk-stenographers employed). New members are given opportunity through conferences, well defined job descriptions, and supervision to adapt to federal procedures, and to the practices and aims of the Education Section, WRA publications, manuals, notices, and handbooks of instruction and information are studied and their effect on operation discussed.

7. Attitudes

Washington office employees approve of the general objectives of the Authority. Some, while irked by restrictive organization regulations, make an honest effort to conform. The attitudes towards co-workers are good. There is a wholesome respect of the value of public opinion, and work assignments are accepted as a part of the overall program that must be carried to completion.

Specific Training Activities.

8. Orientation and Induction

For the Washington office employees are selected carefully on the basis of ability and experience. Existing induction practices seem adequate.

9. Administrative and Supervisory

Incoming supervisory assistants need training in supervisory practices and their relationship with the supervised. They also need training in the preparation of supervisory instructions and documentary data. This improvement is being made but is not yet complete. Records are cared for adequately under present practices.

10. Professional, Technical and Specialized

There is always need for improvement in this area even with specialists. However, this can best be handled by encouraging the individual, counseling with him and directing him to available contacts and sources.

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11. Clerical

Only two such workers employed in the Washington office. Amount of training needed dependent largely on the turnover. Existing set up is as nearly satisfactory as can be expected under present conditions.

12. Trade Skills

Not needed or applicable to Education Section in the Washington office except for secretarial help.

DUTIES OF THE ADVISORY BOARD
FOR
EDUCATIONAL DEPARTMENT

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Name: He shall be named advisor to Educational Director, or Educational Fieldman.

Interpretation of Duties: The duties of the Educational Committee are to originate and formulate plans and policies on Educational work which are to be recommended to the Board of Directors for approval.

The duties of the Educational Fieldman are to carry out or execute the approved plans of the Educational Committee and also be given the opportunity to make suggestions and recommendations to the Educational Committee.

The duty of the Educational Director is defined per attached sheet:

The function of the Public Relation Leaders would be to determine, in their conferences, the methods for coordinating policies. However, before they can actually begin, it might be advisable to hold a discussion groups for the Public Relation Leaders covering the background of the co-operative movement, principles, and techniques of cooperation, methods and attitudes needed in conducting study groups, and ways and means of imparting informations to the colony.

- Duties:
1. He shall meet each day to discuss the Educational program and to exchange ideas and notes.
 2. He shall do the field work by personal contacts. Thereby converting few people at a time; contacting people to observe the trend of thought and to seek new ideas; and to lay the ground work for any forthcoming programs to be held within such wards.
 3. He shall attend the Ward Co-op meeting.

4. He shall attend the Educational Committee meeting.

Recommendation:

The Educational Committee and Educational Fieldman shall meet jointly to discuss plans and policies with the provision that the final deciding power to make recommendations to the Board of Directors be placed with the Educational Committee.

5. He shall make a weekly activities report to the Executive Secretary each monday through the Educational Director.
6. He shall be in charge of the co-op field office.
7. The Educational Director and his advisors will meet with the General Manager once a week to complete the connections with all departments of the co-op.
8. A. Educational Fieldman, Mr. _____ will attend the Employee Relations Committee meetings.
B. Educational Fieldman, Mr. _____ will attend the Management Committee meetings.
C. Educational Fieldman, Mr. _____ will attend the Central Membership Committee meetings.
D. Educational Fieldman, Mr. _____ will attend the Committee on Committees meetings.
E. Educational Fieldman, Mr. _____ will attend the Auditing Committee meetings.
9. The Educational Director and his advisors will attend the Board of Directors meetings.

DUTIES OF THE EDUCATIONAL DIRECTOR

1. He shall act as an advisor to the Educational Committee.
2. He shall be the presiding officer of all meetings unless stated otherwise in the notice of meeting.
3. He shall present suggestions and recommendations to the Educational Committee at their meetings.
4. He shall present all plans, programs, and recommendation made and approved by the majority members of the Educational Committee, at their meetings, to the Board of Directors for approval, on consultation with the Executive Secretary.
5. All recommendations and reports which bear directly upon the educational program made by the Board of Directors, or other committees, or officials who are authorized by the By-Laws are to be presented to the Educational Committee by the Educational Director.
6. All administrative and personal problems should be presented to the Executive Secretary for consultation and directed to the proper channel on advice.
7. He shall have no power or authority to pass decisions on educational matter; any issues, or major problems arising thereof, without first consulting the proper groups, committees, or official.
8. He shall help develop employees' educational program in conjunction with the Personnel Director, and the Educational Committee.
9. He shall have close coordination with the Director of Information in the releasing of information, as well as the carrying out of all the approved education programs to the center colonists.
10. He shall obtain cooperative literature, speakers, movies, etc., for educational purposes, subsequent to initiative taken by the Educational Committee, and approved by them.
11. He shall have the power to execute the disbursement of Educational fund on consultation with the Executive Secretary.
12. He shall keep in touch with all phases of local co-op activities and also co-op movement in general.
13. He shall supervise the functions of the Educational Fieldman on consultation with the Executive Secretary.

Essential Information
Concerning Movement of Evacuees

E7-63

Bulletin No. 2

To: All Education Section Personnel

I. Relocation Planning

To be eligible for relocation assistance grants evacuees leaving the center must have plans for relocation approved by the Relocation Division.

Two project sections are responsible for the formulation and approval of relocation plans:

1. Relocation Section

Persons needing counsel or information should consult the Relocation Division Staff, in the Relocation office. The processing of relocation grants, assistance in procuring transportation and general approval of all plans is the responsibility of this section.

2. In the case of dependent or handicapped persons the Welfare Section will assist, making recommendations to the Relocation Section.

In addition to these project sections other WRA offices and government agencies are to assist relocation in the area of the Western Defense Command:

1. The field office of the Relocation Division are responsible for:

- (a) working with local committees
- (b) investigating and assisting in problem cases
- (c) securing effective cooperation with Federal and State agencies
- (d) informing center officials and residents of field conditions

2. It is expected that in the field the U.S.E.S. will be responsible for urban and industrial job placement, the W.F.A. for agricultural employment, the R.F.C. for loans for urban and commercial enterprises, the F.S.A. and F.C.A. for loans for agricultural enterprises, and various State and local agencies for housing.

These are the general qualification which a relocation plan must have to secure approval for movement to the evacuated area:

1. Either independent means of financial support or satisfactory evidence of
 - (a) employment
 - (b) self-employment in business or agriculture
 - (c) proof of assistance by dependent or handicapped persons
2. Clearance by the Western Defense Command

II. WRA is continuing its program of relocation to all other areas as before.

III. Relocation Assistance

The relocation assistance previously referred to is as follows:

1. **Subsistence**
Three dollars per day while enroute to point of relocation, plus a maximum of \$25 to meet initial expense.
2. **Transportation**
All persons eligible for relocation may have transportation paid except those who have already received such grants or have been reinducted into a center prior to the revocation of general exclusion orders. Persons who relocated prior to the revocation of the general exclusion orders may be eligible for transportation to a point in the West Coast area if they were evacuated from there.
3. Residents who have received grants to investigate outside opportunities for group relocation are eligible to receive relocation grants.

IV. Property transportation

Relocatees eligible to grants outlined above are also eligible to receive the following services:

1. Packing, crating, and movement of all household or commercial goods in a center or WPA warehouse and shipment to destination via the most economical means.
2. Shipment, but not packing, crating or loading, of goods in private storage, to depot nearest point of relocation.

V. Financial Assistance from Other Agencies after Relocation

1. Persons needing funds with which to reestablish themselves as farm operators may secure such aid through the Farm Security Administration or the Farm Credit Administration.
2. The War Food Administration will assist in securing employment in agricultural occupations.
3. The Reconstruction Finance Corporation will assist in securing loans to reestablish businesses. The OPA and WPA will assist in securing equipment and stocks.
4. The National Housing Agency will assist in securing housing.

Note: You are urged to press constantly on the point that removal from this center is inevitable and that plans for removal should be completed as rapidly as possible. Don't forget that the entire country is now open to relocation for those not on Army "stop" lists.

PROMOTIONAL TRAINING

2.64
Japanese Relocation Papers
Bancroft Library

1. WHAT DIVISIONS ARE DOING (SECTION BY SECTION) IN SUCH A TRAINING PROGRAM.

1. Administrative

In-service training is carried on in specialized work in the various sections in the division.

2. Community Services

Civic Organization - Promotional training of Block Managers by means of meetings, bulletins, and Block Managers' manual; only general vocational value inasmuch as there is no like position outside the project.

Organized training of Block Managers' secretaries is beginning both under the direction of the Block Managers through brief experience in the central Block Managers office and through encouragement of attendance on English and shorthand courses.

Community Activities - Organized effort to improve work through conferences and training of leaders.

Education - Office of Superintendent

Training in accountancy and in clerical work.

Elementary & Secondary Schools and Adult Education - Training of teachers and assistant teachers by means of practice teaching, conferences, etc. This has a promotional training value in making these people better teachers here; probably has little permanent vocational value because of lack of opportunity in teaching positions outside.

Training and experience for clerks and secretary.

Nursery Schools - Training courses have been carried on from the beginning in understanding of children and practice of handling them in groups.

Social Welfare - In-service training consists of supervision of case work, study, discussion of techniques, individual conferences, and encouragement of reading in social welfare field.

3. Consumer Enterprises

An employees' training class is beginning meeting four times a week for a period of one hour. This will include instruction in buying, office management, and sales technique. Weekly staff meeting to consider more efficient operation.

4. Employment and Housing

Employment - Training in filing and interviewing.

Leave - Training in filing and clerical work.

5. Health

Organized training classes in nurse's aides; approximately 200 have already received this training. 75 have received the Red Cross course in home nursing.

School health clerks are receiving training in public health work.

Young men, particularly pre-medical students, are receiving training as orderlies and male nurses. Four student laboratory technicians are receiving training.

Three student pharmacists are receiving additional training in pharmacy.

A group is receiving instruction in general public health as well as in sanitary engineering.

A number are receiving training in accounting, property control, and clerical work.

6. Internal Security

Fire Department - Courses in instruction and the proper method of handling the fire fighting equipment; instruction in fire fighting equipment; instruction in fire prevention and in first-aid.

Wardens - The training has been promotional rather than vocational inasmuch as opportunities for police work outside the project will be limited. A great proportion of the group have had first-aid; most of them had a course in California Criminal Law. Instruction has been given in report writing and, to a smaller group, a course in English.

7. Public Works

Construction - Training of crew in layout procedure, rough carpentry, finish carpentry, cabinet and shop work, and operation and maintenance of heavy equipment.

Electrical - Has trained approximately 20 men in the fundamentals of electrical wiring and electrical repair.

Irrigation - Is training nine evacuees in general surveying, in making surveys for irrigation and drainage systems, roads, etc.

Water and Sanitation - Has been training men in care and operation of the pumps; also has trained operators in operation of the sewage disposal plant.

8. Reports Office

The Dispatch staff has a weekly meeting on journalistic problems.

9. Transportation and Supply

Motor Pool - Have employed prospective truck drivers as swampers before assigning them to driving.

2. WHAT DIVISIONS ARE NOT NOW DOING THAT THEY ARE PREPARED TO DO.

1. Community Services

Community Activities - A leadership manual is planned which will supplement leadership training.

2. Consumer Enterprises

There is a consideration of the possibilities of conducting English classes for Co-op employees.

3. Health

About February 1, the plan is to start courses in dietetics including general nutrition, special diets, and children's diets. Plan was to give a special course in dietetic problems as encountered in the hospital.

A more intensive course in nurses' training is planned.

4. Public Works

Construction - When construction is again in full sway, will resume classes in general construction, equipment operation, and blue print reading.

5. Transportation and Supply

Mess Management - Are planning to open soon a cooking school.

3. WHAT SUPPLEMENTAL INSTRUCTION IS BEING CARRIED OUT OR CAN BE CARRIED OUT BY SECTIONS OR DIVISIONS; FOR EXAMPLE, IN EVENING CLASSES?

1. Community Services

Adult Education - A considerable number are getting vocational training through the medium of Adult Education courses.

2. Public Works

Construction - One class of 100 men have been taught drawing and blue print reading; one class of 55 men, in architectural drawing and structural design; classes in cabinet making, woodworking, and shop work.

Electrical - When work is slack, instruction classes are held in the shop for new men. Plan is to start a course

in elementary electricity to be given under the auspices of Adult Education.

3. Reports Office

The Ten-High Press Club meets every Saturday afternoon for speakers and discussions on journalistic topics.

4. THE NUMBER OF ADDITIONAL WORKERS THAT CAN BE ACCEPTED FOR TRAINING.

1. Community Services

Civic Organization - Block Managers office will accept one or two prospective secretaries.

Community Activities - Accept trainees only as vacancies occur.

Elementary and Secondary Schools - Can accept those who are fitted (temperament) in training for teaching work.

Nursery Schools - Could use several more trainees.

Social Welfare - Will be glad to accept trainees who have a real interest in the work and have the background for training. However, training will not have vocational possibilities unless trainees have college degrees.

2. Consumer Enterprises

Practically impossible to add any employees save as needed for the operation of the business.

3. Health

Capacity for training nurse's aides is almost unlimited.

Sanitary corps can accommodate a few additional trainees.

When the full curriculum of the nutrition and dietetic courses is worked out, a large number can be accommodated.

A limited number can be trained in specialized branches of the hospital; such as, X-ray.

4. Housing and Employment

Some additional workers could be placed in Placement and Leave sections for training in office and clerical work.

5. Industry

Furniture Factory - If the furniture factory moves into larger quarters, it is prepared to take on 10 apprentice mill workers.

6. Internal Security

Fire Department - A class of 10 men is kept in pre-fire department training, and vacancies are filled from this class.

Wardens - Would like to have an auxiliary group to replace wardens who leave, but it is difficult to recruit them.

7. Project Attorney

Could add people to the staff for training purposes if more desks or typewriters were available. Could use some additional personnel for income tax and insurance work.

8. Public Works

Irrigation - Eight additional workers can be accepted for training during construction and irrigation season.

Water and Sanitation - Can accept three or four additional trainees.

9. Transportation and Supply

Garage - Is now prepared to take on fifteen workers to receive training in automotive repair.

Mess Management - Can accept trainees for cooks and waitresses when cooking school is in operation.

Motor Pool - Can take some workers to train as truck drivers.

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BULLETIN TO EVACUEE TEACHERS

The following are excerpts from Administrative Instruction No. 27 Revised, August 4, 1943, W.R.A. Washington, D. C.

I. Basic Policies

- A. Evacuees who accept employment with the War Relocation Authority in the centers will be required to observe the same standards of work efficiency which prevail in ordinary employment, including a full work-day, a full work-week, and efficient performance of assigned tasks.
- B. Referral of evacuees to employers outside the centers, selection of personnel for project employment, and promotion to supervisory positions shall be made on the basis of merit. However, not more than one member of any family shall be employed on the project, either full or part time, when other qualified candidates are available.
- C. No employment of evacuees other than by the War Relocation Authority or by Business Enterprises, and no private enterprises other than such Business Enterprises, shall be permitted within relocation centers. Evacuees who accept employment outside relocation centers will not be permitted to live in a center. Evacuees who wish to accept such employment must apply for seasonal or indefinite leave and make arrangements to live outside the center.

II. Determination of Necessary Jobs

- A. A maximum number of jobs necessary for the maintenance and operation of each relocation center, including subsistence production, shall be determined by the Director. The maximum may be varied from time to time as conditions warrant. The total number of evacuees employed by the War Relocation Authority in each center shall not exceed the established maximum without specific approval of the Director, except in the following circumstances.
 1. Evacuees employed in charted positions, replacing appointive personnel, shall not be considered within the maximum for evacuee employment.
 2. Project Directors are authorized to exceed the maximum by not more than ten per cent when necessary to meet emergency requirements, including seasonal and temporary needs for farm and construction labor. Part-time workers shall also be included in this category.
- B. Employees of Business Enterprises, not paid by the War Relocation Authority, are not considered in determining maximum evacuee personnel.
- C. Evacuees shall be employed in accordance with standard job classification schedules and rates of compensation approved by the Director.

III. Compensation and Work Rules

- A. Not more than 15 per cent of the evacuee employees in each project may be compensated at the rate of \$19 per month, except as follows:
1. Evacuees employed in classified positions on the project organization chart, of professional or supervisory character, replacing appointive personnel, may be compensated at \$19 per month without regard to the 15 per cent limitation. Evacuees filling such positions must meet the minimum qualifications for appointment to such positions.
 2. At the discretion of Project Directors, evacuee employees performing unusually hard or disagreeable tasks may be compensated at the rate of \$19 per month without regard to the 15% limitation, provided the number of such employees shall not exceed 5 per cent of the total evacuee personnel in each project.
 3. The 15 per cent limitation shall not apply to employees of Business Enterprises not paid by the War Relocation Authority.
- B. The compensation of an evacuee employee for a monthly pay period shall be determined at the rate in which he was classified at the beginning of the period. A change in classification shall become effective at the beginning of the pay period following the date of reclassification.
- C. Grounds for discharge shall be determined at the discretion of the Project Director, and shall include the following:
1. Unexcused absence from work. Absences not due to illness must be excused in advance. A medical certificate shall be required to excuse absences due to illness if of more than three days' duration.
 2. Habitual tardiness and leaving the job before quitting time.
 3. Slackness and inefficiency on the job.
 4. Wilful or careless misuse of equipment.

IV. Fair Employment Practice Procedure

Fair employment practice procedure shall be established at each relocation center, in accordance with the provisions of this Instruction, to enable workers who feel that they have received unjust treatment to obtain a hearing. This procedure relates only to complaints regarding employment working rules, and employment compensation. This does not apply to complaints against, or demands for the dismissal of, a Federal employee on the appointed staff. Complaints of this nature, as well as other complaints in fields outside employment, working rules, and employment compensation should be sent to the Project Director in the appeals procedure established under the War Relocation Authority Tentative Policy Statement of May 29, 1942, Section A, Paragraph 10.

V. Extended Illness Compensation (Formerly Unemployment Compensation)

- A. Regularly employed, full-time workers who are unable to report for work due to illness, shall be eligible for illness compensation after exhaustion of sick leave. This shall not apply to disabilities resulting from injury in line of duty, covered by Administrative Instruction No. 79.
- B. Illness compensation shall be 60 per cent of the compensation rate at which the applicant was last employed, i.e. \$7.20, \$9.60, or \$11.40 per month.

VI. Hours of Work

- A. The work week for evacuee employees shall be 44 hours. Insofar as practicable, the working hours shall be the same as those established for appointive personnel, except as affected by the difference in length of the work week.
- B. The Project Director shall have the authority to require a longer work week, or work at other hours, or both, when the nature of the work, in his judgment, so requires.
- C. When, pursuant to authority of the preceding paragraph, and, at the direction of their Section Head, workers are employed in excess of the standard work week, they shall be entitled to compensatory leave, but any such leave must be taken prior to the employee's termination from the job. A job may be extended to cover the period of compensatory time but such time may not be transferred between divisions.
- D. Illness compensation shall be paid on a monthly basis for a maximum period of 90 days, provided the recipient re-establishes his eligibility each 30-day period by submitting a medical certificate stating that he is still unable to work.

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SUPERVISOR OF STUDENT TEACHERS

General Description

Under the supervision of the Superintendent of Education, is responsible for guiding, counseling, instructing, and reviewing the work of student teachers selected from the evacuees of the Center. The incumbent receives administrative direction from the Superintendent of Education as to the integrating of the student teacher program with the formal education program of the Center but recommendation as to their training must come from the state teachers college or university college of education under which the students will be accredited.

Examples of Work

Makes assignments of evacuee student teachers selected by the Superintendent of Education, to principals and classes for particular teaching assignments in the elementary or high schools; instructs such student teachers in the curriculum to be followed, and the materials to be used, and those techniques of teaching with which they are not familiar; continually reviews the work of the student teachers by attending their classes which are in progress; on the basis of such work review, guides and counsels the teachers, indicating those phases of their teaching which need strengthening and those phases which are satisfactory or excellent; suggests to the student teachers methods of strengthening their personal approach, techniques and procedures used, and general presentation; reviews periodically reports prepared by student teachers concerning the conduct and progress of their work. Actual supervision of the student-teaching staff is performed independently by the incumbent who alone is responsible for professional results obtained. Completed work is reviewed for adequacy by the Superintendent and by designated personnel of the colleges. Recommendations concerning procedural or policy modifications or personnel changes may be made by the incumbent to the Superintendent of Education.

Minimum Qualifications

Must meet the requirements of the state board or department of education in the State in which the Center is located.

Desirable Qualifications

Education

Graduation from an accredited college or university. Graduate work represented usually by the Master's degree or above, preferably with specialization in administration, supervision, and philosophy of education.

Experience

Two or more years within the last five years of broad and successful school experience with supervisory responsibility for directing a student-teacher pre-service program.

CURRICULUM ADVISER

General Description

Serves as curriculum adviser to the Superintendent of Schools with specific responsibility for planning the broad outlines of the curriculum to be followed within the Center, not only on all levels of the formal education program, but on the adult educational program as well. In this capacity advises the night school director relative to the program of adult education. Although final authority regarding the curriculum rests with the superintendent, the incumbent studies and recommends installation and all modifications of the program.

Examples of Work

Prepares plans for the entire curriculum to be followed in the Center schools and submits such plans to the Superintendent of Education for approval. Consults with state educational and university officials in formulating curriculums. Contacts groups of teachers and individual teachers on the Center and acts as co-ordinator between such persons and groups, outlining the specific fields of each phase of education to insure complete coverage and to prevent overlapping of functions and jurisdiction. Advises with individuals and groups of teachers in working out details of the curriculum such as the studies, activities, and program, which particular courses should include and the particular assignments of teachers and departments. After installation of the initial curriculum plan, continually observes the functioning of the curriculum and suggests changes and modifications as gaps, overlapping, and maladjustments are discovered in its actual operation.

The incumbent must work closely with all teachers within the school system to secure their cooperation and advice in executing curriculum revisions and modifications.

Minimum Qualifications

Same as that of Supervisor of Student Teachers

Desirable Qualifications

Same as that of Supervisor of Student Teachers except for:

Experience

Three or more years within the last ten years of broad and successful school experience with supervisory responsibility for an entire instructional program which may include elementary junior high and senior high school experience.

Attributes

Lively and sympathetic understanding of the place of the educational program in the Relocation Center and its relation to the long-time welfare of evacuees in the post-war period.