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WAR RELOCATION AUTHORITY
Granada Project
Amache, Colorado

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To: All Appointed Personnel
From: Superintendent of Education
Subject: Rescheduling of Hours for
Night School Instruction

Date: September 7, 1944

During the past two years, members of the appointed teaching staff have been urged to teach classes of adults meeting at night. Hours of duty were rescheduled to encourage this service which has been extremely valuable. It is hoped that again this year a number of teachers, both elementary and secondary, will find it possible to render this service.

In the past, one hour of preparation was allowed for each hour of teaching, and time-off duty was given on Saturday. For example, a teacher meeting classes four hours during the week was given eight hours off on Saturday. This was a very generous allowance of time for preparation which nearly everyone admits. Very few teachers actually spend one hour in preparation for one hour of teaching.

At the same time, other members of the staff were asked to assume added responsibilities for non-instructional activities amounting to several hours each week. No rescheduling of hours was allowed, nor can it be allowed, for this work. This is an obvious distinction in favor of night class instructors.

For this reason, principals are now authorized to make reasonable allowances for staff members under their supervision who contribute to essential school activities beyond the normal work-week of 48 hours. Such time-off duty must be requested and granted in advance in an amount and at a time to be determined by the principals.

Another factor to be considered is the availability of the staff for Saturday meetings and duties. Previously, several members have not been able to attend since they were off-duty on Saturday. Assuming that these meetings are important, all staff members should be in attendance. If these meetings are not worthwhile, you should make sure that your principal knows how you feel. At the same time, I am asking the principals to call meetings only when they are necessary and to make sure that they are worthwhile.

In view of these considerations and because more teachers will live on the Project, the amount of time allowed for preparation for night school teachings is now reduced one-half. For each hour of class work, one-half hour of preparation will be allowed. For example, if you teach a night class two hours on Monday and two on Thursday, you will be granted six hours off-duty on Saturday. This will permit you to attend staff meetings for two hours on Saturday or to perform other assigned duties. The principals are instructed to schedule meetings or assign duties to provide for the maximum use and enjoyment of hours off-duty.

Lloyd A. Garrison
Lloyd A. Garrison
Superintendent of Education

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WAR RELOCATION AUTHORITY

Granada Project

April 14, 1943

To: James G. Lindley
Project Director

From: Samuel J. Gordon
Night School Director

Subject: Proposed Vocational Training Program

At your request the following persons met to consider the need for a vocational training program at the center:

Dr. Samler	Mr. Terry
Mr. Halliday	Mr. Gordon
Mr. Knodel	Mr. Bob Smith
Mr. Hashii	

Below is a summary of the discussion:

1. There is existent at the center at present a superficial training situation operating concurrently with many employment situations -- a natural result of men working at jobs where certain skills are involved.
2. Such training situations as are at present operating are not adequately supervised; nor are they efficiently organized to obtain the maximum benefits to the worker or to the operating departments.
3. Many evacuees have accepted jobs at the center for which they were not trained, were not qualified, and in which they were not particularly interested. Evacuees went into jobs with no counselling either as to their fitness for the jobs, or as to whether or not the job had any relocation prospects or training possibilities.
4. Evacuees would welcome a training and guidance program.
5. Many employment opportunities at Amache present a number of valuable training and retraining possibilities, and it would be well worthwhile to make a careful and thorough analysis of such possibilities.

6. Any vocational training program undertaken should be geared to:
 - a. The day-to-day operation of activities within the center.
 - b. Such employment skills as will aid in securing employment outside the center.
 - c. Production needs of operating divisions, with a minimum of conflict between production and training.
 - d. Such training situations as are administratively feasible (reference is made to apprenticeship classes, trade classes, etc. not now operating in the center).

It was the feeling of this meeting that a need for a training program exists. The meeting recommends that a Vocational Training Committee be appointed by you to develop plans for and initiate such a program. The meeting further recommends that the planning and work of the Committee be reviewed after an initial period by the administration. It is suggested that the Committee consist of one representative each from: (1) Employment Division, (2) Education Section, (3) Operating Division; and two evacuees. The following persons are suggested as committee members:

Employment	- Mr. Knodell
Operating Division	- Mr. Smith
Evacuees	- Mr. Hashii
	One other to be appointed by the committee.
Education	- Mr. Gordon, Chairman

It is the thinking of this group that the Vocational Training Committee carry the following responsibilities:

1. Secure the cooperation of division and department heads in planning an apprenticeship program, so organized as to keep to a minimum conflicts between training and production.
2. Determine which center work opportunities present training possibilities.
3. If advisable, to organize trade classes in specific fields.
4. Refer properly qualified residents to out-of-center training opportunities if this seems in the best interests of residents.
5. To sponsor a publicity program of information concerning out-of-center job possibilities which should stimulate interest in training and relocation.

Documentation Section
 Reports Office
 June 8, 1943

MEETING OF THE VOCATIONAL RE-TRAINING COMMITTEE

Procedure

1. Introduction -- Administrative Instruction No. 87 --
Authority for the Prosecution of the Program.
 1. Purpose of the program
 - A.
 - B.
 2. Supervision
 3. Project Committee
 - A. Scope
 - B. Size
 - C. Membership
 4. Explanation of the Program
 - A. On the job.
 - B. Osa
 - C. Out of center.
 - D. Trade classes.
 5. First Steps
 - A. Inventory of training opportunities available
in the center.
 1. For jobs in the center.
 2. For jobs outside of the center.
 - B. Validation of job opportunities as found from
the files of the Employment Division.
 - C. Procedures for routing all trainees through a
single channel.
 - D. Presentation and discussion of:
 1. Apprenticeship
 2. Trade classes
 3. OSA program
 4. Residence centers outside of camp.
 5. Job instructor training program.

II. Possible Problems for Discussion

1. Pay and hours of work for apprentices.
2. Policy of release of trainees for relocation before completion of training.
3. Counseling Program for selection of trainees.
4. Syllabi (job analyses) for fields of training (Samler) -- use of Washington resources.
5. Clearance of all jobs through committee-- (Responsibilities of the committee)
6. Instructors for trade classes

A. Voluntary

B. Reimbursement

1. Local School Board (Lamar)
 2. War Industries Defense
 3. OSYA
 4. Project funds -- substitute teachers
 5. Compensatory time.
 6. Extension courses -- some local supervision
 7. Funds from any other source such as industrial plants, project organizations, community management.
7. Training on the job -- release of workers by department heads for part-time training.

III. Conference of Department Heads -- (after Project Director advises Administrative staff of Administrative Instruction 87 with the Committee).

IV. Advising Samler of progress thus far and results of first conference with department heads.

LIST OF JOB ACTIVITIES IN THE CENTER

1. Community Enterprises
 - Retail selling
 - Store Management
 - Business arithmetic -- discounts, etc.
 - Stock clerk
 - Merchandise display
 - Show card writing
2. Hospital
 - Laboratory technicians
 - Dental mechanics
3. Administrative Office
 - Typists
 - Stenographers
 - Filing clerks
 - Special skills related to use of governmental forms (Civil Service)
 - Telephone operators (PBX)
 - Office machines
4. Tractor Shop
5. Blacksmith Shop
6. Welding Shop
7. Auto Mechanics Shop
8. Service Station
9. Fire Department
10. Electrical Shop
11. Plumbing Shop
12. Carpenter Shop
13. Warehouse
14. Mess Division
15. Police Department

16. Public Works and Sanitation
 - Pumping Station
 - Heating and Boiler
 - Road construction
 - Street and sidewalk construction
 - Minor house repairs
 - Custodial service
 - Landscaping
17. Procurement
18. Timekeeping -- pay roll division
19. Education
20. Recreation
21. Welfare Department
22. Office Services
23. Housing
24. Employment
25. Shoe Repair
26. Cleaning and Pressing
27. Sewing
28. Movie Projector Operator

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June 8, 1943
Amache, Colorado

MINUTES OF THE VOCATIONAL TRAINING COMMITTEE MEETING
HELD THURSDAY, MAY 27, 1943, 1:30 PM.

Members Present:

Walter J. Knodel, Employment
Robert Smith, Operations
Mr. Terry, Education
Shigeru Hashii)
Jimmie Yamanaka) Center At Large
Samuel J. Gordon, Chairman

The instructional material received from Dr. Samler was presented to the committee for examination. A discussion centered around the validity of setting up a trade class in mechanical drafting and blue-print reading to be held in the evening. It was agreed that there was a need for such a course and that there were many persons now working in the center who would profit by the taking of either or both drafting and blue-print reading. The chairman was instructed to write Dr. Samler that such a trade class in drafting and blue-print reading would be set up provided that some means would be found to pay the instructor. It was thought that possibly Dr. Samler might arrange to secure these necessary funds.

The apprenticeship program was discussed, and the chairman stated that four apprentices had been assigned to the Auto Mechanic Shop and that their progress up to this time was quite satisfactory. The relationships between the apprentices and the foreman was very agreeable. This apprenticeship class will be brought up to its full strength of five very quickly. The possibilities of apprenticeship training in blacksmithing and welding were discussed but were ruled out as feasible activities for the center.

It was agreed that publicity should be given to an apprenticeship program in tractor operation. Mr. Knodel and Mr. Smith report that there was a shortage in both the center and out of

the center for tractor and other heavy machinery operators. Mr. Knodel reports that the Public Works Supervisor would be in sympathy with the idea of an apprenticeship course for tractor operators.

Possibilities for apprenticeship training in the Mess Division was discussed. The chairman was instructed to go into this matter with Mr. Wells, Chief Steward.

Training possibilities existing in the hospital were discussed. It was suggested that Dr. Carstarphen be advised of the Vocational Training Committee and its function with the thought that such training program as are now operating in the hospital now might be tied into the total training program of the center. It was thought that there might be training programs in connection with laboratory assistants, X-ray technicians, and nurses' aides.

The Silk Screen Project was discussed, and Mr. Knodel suggested that he would investigate the possibilities of the placement of silk screen operators and that he would report back to the committee at its next meeting. The committee felt that any training programs in operation in the center such as the Silk Screen Training Project, the Hospital Training Program, and the High School Training Program should all be tied into the one Vocational Training Committee of the center.

A brief report was given on the status of the NYA Resident Training Centers, and the committee was advised of the recent visit of Dr. Samler to the center and the meeting of youth he addressed. The committee was advised of the letter recently received from Mr. Keyes, Regional Director, Region 5, the NYA.

It was stated that some 200 persons had registered for the NYA training and that the matter of screening this list should bring it down to the quota allowed the center was the next important task to be undertaken.

The following criteria were set up as the basis for the selection of the first 30 trainees.

1. Armed service volunteers who had been rejected because of physical disabilities were to be given first opportunity to take the training.
2. Mr. Knodel is to go over the entire list of names and indicate those individuals who have any police or other undesirable records.

3. That no school students other than those in the 12th Grade be considered in the first contingent.
4. That the employment record of each individual, if there is an employment record on file for the individual, be examined by Mr. Knodel.
5. That the list be submitted to Mr. Terry and Mr. Coy, the High School principal, for an examination of the school record of the person still in school.
6. That after this preliminary screening, those names which remain on the list be reviewed by the committee as a whole and the most promising 30 be selected.

It was agreed that the trainees be given only their train fare to the resident center and that any other money to which they might be entitled under the WRA procedure be held in trust for them until the completion of their training. It was not thought advisable to provide the trainees with any money over and above the amount necessary to get them to the center.

Mr. Hashii commented on the possibility of training on the job in the center for secretaries employed in the various offices in the center. A discussion of this point indicated that further investigation would have to be made of the possibilities in this field.

Meeting adjourned at 3:35 p.m.

WAR RELOCATION AUTHORITY
GRANADA PROJECT

AMACHE, COLORADO

April 15, 1943

MEMORANDUM

TO: Mr. Joseph McClelland

FROM: Samuel J. Gordon

It seems desirable at this time to undertake a planned program of public affairs for the center. This program should consist of center-wide open forums held during the week and possibly on Sunday evenings. In addition, block forums could be held at regular intervals. Occasions will arise where it would be desirable to set up discussions of the panel type to explain and discuss problems of current interests.

Such a program could be directed by one person, but a much more successful program will result if a planning body were formed whose purpose would be to determine particularly the subjects to be presented and to select persons to present them.

Such a planning body would in no sense be a closed group, but should be opened to anyone who's interested in the welfare of the evacuees. However, in order to get the activity started, I have asked a number of people to meet for a preliminary discussion of the whole matter. This meeting has been called for Saturday afternoon at 1:00 p.m. in the laundry room of the 8H block, Adult Education office. I would appreciate very much you being present at this meeting.

The planning body should consist not only of appointed personnel but also Issei and Nisei residents. I would consider it a favor if you care to bring with you any Issei or Nisei individual whom you think would be helpful in planning these programs.

Considerable work will have to go into the initial planning meetings, but once the program is planned for a period of four to six weeks in advance, very little time of the planning committee would be required.

The mechanics of getting the program into operation would be the responsibility of the Adult Education office.

WAR RELOCATION AUTHORITY
GRANADA PROJECT

AMACHE, COLORADO

April 15, 1943

SUGGESTED SUBJECTS FOR FORUMS, PANEL DISCUSSIONS AND BLOCK MEETINGS

History of Japanese-Americans in this country.
Background and Policy of W.R.A. Student Relocation.
Parents' Responsibilities at Amache.
Program of the "Society of Friends".
Problems of Wartime Government Procurement.
Vocational Education Opportunities in Colorado.
Vocational Training and relocation opportunities.
The Agricultural Program at Amache.
Amache's Reservoir of Man Power.
The Etiquette of Relocation.
Problems of assimilation for Minority Groups.
Back to California movement.
Anti-Japanese Legislation.
Community Recreation Program.
The Civilian Defense Program at Amache.
Clean-up Week at Amache.
Japanese Language Schools and Voluntary Enlistment in the
Armed Forces.
Rationing--as it affects evacuees.
The Block Plan of Organization---for civilian war services.
The Youth Problem at Amache
Can Democracy Survive the War

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April 15, 1943

SUGGESTED SUBJECTS FOR FORUMS, PANEL DISCUSSIONS AND BLOCK MEETINGS

The Battle of Ideas vs. the Battle of Guns

An International Education Association

The Beveridge and National Resources Planning Commission's Reports

Roosevelt's "Four Freedoms"

Secretary Hull's "White Paper"

Propaganda Analysis

Stuart Chase's "Consumer Education"

April 15, 1943

STEPS IN ORGANIZING A FORUM PROGRAM

A. The Problem

Is there a need?

What evidence is there?

What reason to believe that a Forum Program will ameliorate the problem?

The Decision--Yes or No

If yes, proceed to B

B. What available facilities are there

1. Physical

Terry Hall

Recreation Halls

High School Auditorium

YWCA

Town Hall

Mess Halls

Adm. Mess Hall

2. Libraries

Senior High

Junior High

Welfare Office

Japanese 9H

Private periodicals

Colorado Traveling Library

Consumer Information Libraries

3. Leadership

On the Project

Adult Education Staff

Evacuees

Administrative Personnel

Teaching Staff

Off the Project

Lamar

La Junta

Denver

WRA Denver and Washington Staff

Foundations

Religious Societies

Industries

Universities (Colo.)

STEPS IN ORGANIZING A FORUM PROGRAM

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April 15, 1943

C. The Planning Committee

Purpose
Membership
Size
Frequency of meetings

D. Finance

How to pay costs, if any, of speakers
Adult Education Staff
Refreshments

E. The Mechanics of the Program

Forums----Center wide

How often
For Nisei
For Issei
How often
Sunday night Forums

Forums----Neighborhood (Block)

Panel Discussions

How often
Dinner meetings?

Lectures

Free or on admission basis
Summer (outdoor program)
Loud speaker system
Radio Listening Groups
Chicago Round Table
Town Hall of Air
Foreign broadcasts

Small Study Groups

Leadership
Materials to study

Training Groups for Forum Leaders--Public Speaking

Determination of Forum and Lecture Content--Censorship
Allowance of Controversial Subjects

DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
Washington

December 29, 1944

TO ALL PROJECT DIRECTORS:

Attention: Superintendents of Education and
Vocational Training Supervisors

Reference is made to Administrative Notice 134, August 4, 1944,
Subject: Statement of WRA Training Policy.

The outcome of the program recommended in this notice will be additional assistance on each Center to the Vocational Training Supervisor as he discharges his responsibilities with respect to the training of evacuees for center employment and relocation, and for the conduct of other training programs which from time to time may be needed.

A. Under the training policy outlined in Administrative Notice 134, the Vocational Training Supervisor is:

1. Member of the project training committee. Consults with cabinet and other members of the committee regarding all training programs for employed personnel, both appointive and evacuee.
2. Upon the direction of this committee, acts as technical advisor in the development of such programs and may be held responsible for planning and conducting certain of them.
 - (a) Consults with and advises supervisors in the development of training programs for their employees.
 - (b) Plans and conducts courses for employees when directed to do so by the Project Director, or requested to do so by Division Chiefs.
3. By appointment of Project Director (as Chairman of the Project Training Committee) serves as a member of center-wide sub-committees on employee training, such as
 - (a) Supervisory training
 - (b) Training in office skills

B. Under the authority contained in Administrative Notice 125 should serve as:

1. Member of the committee on Adult Education and Orientation to represent the field of occupational training in:
 - (a) Vocational and avocational training for project use



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GRANADA RELOCATION CENTER

Documentation Section
Reports Office

Amache, Colorado
August 1, 1944

WAR RELOCATION AUTHORITY
Granada Project
Amache, Colorado

June 14, 1944

To: Documentation
From: James R. Walter
Subject: Annual Report
Vocational program

Vocational Program

- 2 -

1. Need:

Project maintenance: The reduction of the project population by draft and relocation directly contributes to the problem of project maintenance. Both these factors reduce the number of persons of optimum employable age but do not proportionally alter the number of older men and women and children of school age. Recent surveys indicate the need for vocational training programs to train older men and women for skilled and semi-skilled positions with the:

Farm
Garage
Motor Pool
Hospital
Mess Division
Public Works
Administrative Offices
Schools

In order to make maximum use of the employees already working there is need for retraining programs to increase skills now used. These training programs are especially needed in clerical positions and mechanical jobs.

Relocation: Training for relocation can and does parallel vocational training for project maintenance. The job needs of the project are comparable to employment opportunities outside the project.

There has been considerable interest in a vocational class in dental laboratory training but whether the actual need will

Vocational Program

-3-

justify the necessary expenditure of money for equipment and materials is still undetermined.

2. Interest:

An analysis of surveys and requests show interests in vocational training courses leading into semi-professional and professional vocations. Especially in those professions that provide an opportunity to establish a private business. The silk screen project and dental technician training are examples of training courses that have attracted interest.

Some interest has been manifested by older men in a training project in nursery and greenhouse operation.

3. Types:

a. Vocational training classes. Regular scheduled classes with definite course outlines are conducted in:

1. Wood shop and electricity.

Number enrolled-----19

Number of classes----- 1

Number of teachers----- 1

2. Typing.

Number enrolled-----14

Number of classes----- 1

Number of teachers----- 1

3. Shorthand.

Number of enrollees-----13

Vocational Program

- 4 -

Number of classes----- 1
Number of teachers----- 1

4. Mechanical drawing.

Number of enrollees-----18
Number of classes----- 1
Number of teachers----- 1

b. Learnship programs. The lack of records prevent any authoritative reports on the nature and extent of past "on the job" training. However, semi-official data collected from the various project units indicate a considerable amount of in-service training has been going on but without supervision and documentation. There is evidence that many workers have received excellent training by appointed and evacuee personnel connected with the:

Farm
Motor Pool
Garage
Electrical Shop
Plumbing Shop
Carpenter Shop
Hospital
Administrative Offices
Co-op Store
Engineering Offices
Mess Division
Silk Screen
Newspaper

4. Problems Involved:

a. The most pertinent problems involved in the maintenance of a vocational program on this project are:

Vocational Program

- 5 -

1. Recruiting of appointed personnel to instruct vocational classes. The regular school teaching staff are only available for evening classes.
2. Organization and documentation of in-service training programs for project units.
3. Recruiting and training of trainers for in-service training programs.
4. Recruiting of trainees for in-service training. Since the younger men and women are rapidly leaving the project, more of the old people must be interested in developing job skills for project maintenance positions and relocation.
5. Gearing training programs to cope with the present critical labor shortage on the project.
6. Supervision of in-service training programs to maintain the proper balance between formal training and work experience periods.
7. Organizing training programs to expedite relocation rather than retard it. Several of the existing programs need to be shortened to encourage relocation and open more opportunities for training of additional personnel.

5. Relation to relocation:

Where there are no adequate records to validate the assumption that the vocational training program has assisted relocation, there is considerable evidence that it has helped. The present labor shortage is reported to be in part due to employee relocation into work fields comparable to the jobs performed by them on this project. In many cases the employee transferred from his project job to an identical job outside of the project.

OBJECTIVE 4.

To develop a vocational training program geared to project and relocation needs.

1. We offer pre-vocational work in several fields.
- Although our students do not have the opportunity to actually work on many jobs while taking their training. They do have an opportunity to learn the theory for several vocations.
2. The girls who have had two years of shorthand and typing are placed in the administrative offices of the center on a part-time basis during the last quarter of their senior year to get actual working experiences.
3. Much is taught about the vocations. It is a unit of study in every twelfth grade social study class, and in many of the other classes.
4. Summer employment on the center was offered to many of our high school students enabling them to practice the things for which some theory had been taught in the high school.
5. Vocational guidance is a large part of our program and is supervised by the Vocational Co-ordinator.
6. The boys enrolled in the agriculture classes have opportunities to practice the theory which they learn on the farm, repairing tractors, building chicken houses, etc.
7. The training given to girls in the advanced home-making classes is sufficient to enable them to become successful domestics.

Objective 2.

1. Talks to teachers by employment and relocation officers
 - (a) to explain relocation policies.
 - (b) to give suggestions as to ways in which teachers may help to further relocation.

2. Talks by representatives from the Welfare Department
 - (a) to give an idea of the problems faced in going out
 - (b) to give suggestions as to ways in which teachers may help children prepare to meet these problems.

3. The use of pamphlets and other material sent by relocation officers in different sections of the country to give children a knowledge of the community to which they may go and the kind of houses they will occupy.

4. Sending requests to former evacuee teachers and other interested persons, such as mothers, for information regarding schools to which children may go.

5. Instructing pupils in the Center to write to former schoolmates now relocated for information about their schools, playmates and homes.

6. Invitations to former child residents visiting the Center to tell about their experiences at a school gathering.

7. The training of attitudes of children in order to
 - (a) prepare them for the shock of the possibility of their being the only Japanese in the school
 - (b) make them feel their responsibility as a representative of all Japanese American children
 - (c) make them realize that America is made up of many groups, each one contributing to the whole. Thus Japanese Americans too, must contribute. They can learn what that contribution is by the study of what their parents did toward the building of the West Coast area.

8. The sending of material about the Center to schools which relocated children will attend in order to prepare the pupils of the schools for the coming of the Japanese Americans.

9. The typing up of the study of community life in social studies with the future life of the pupils in similar communities.

10. Taking Center children on excursions to farms, ranches, neighboring towns and parks lest they forget what the outside is like and thus be unprepared for their entrance into normal life situations.

The Contribution of the Education Section to the Relocation Program

The faculty of the Amache Secondary Schools are very conscious of the fact that our big problem is to help students relocate. They must be stimulated to relocate and they must be given the necessary knowledge, skills, techniques and attitudes which will make relocation a satisfactory and pleasant stage of their lives. We have tried to evaluate all of our work in the light of whether or not it will help this relocation process.

In the 12th Grade, one hour a day is spent in the Social Studies class which is called Pre-Relocation. This class is described in detail later in this report. However, in other classes, in other grades, much is also done in a direct manner to aid the relocation program.

This report contains the techniques which we are using or contemplate using in achieving each objective.

OBJECTIVE I To acquaint School Staff with the Importance of the Relocation Program in order that the Indulcation of Positive Relocation Attitudes may Become Part of Daily Teaching.

1. Through meetings, lectures, films, reading etc., teachers were given a complete picture of the evacuation process, from the voluntary evacuation period to the present. The experiences of evacuees need to be understood by teachers, because they are basic to an appreciation of the present attitudes and points of view of evacuees regarding relocation. The W.R.A. bibliographies were used.
2. Through personal contacts teachers learn to understand evacuees better. Evacuee - teacher contacts were encouraged and various "get together" meetings were sponsored.
3. Almost all applicants for teaching positions are required to apply person. In this way their knowledge and understanding of minority problems can be at least partially determined.
4. Our entire 12 grade social studies program, which is concerned largely with relocation, was planned with the assistance of the welfare, relocation and social analyst dept's.

Proposed Farm Labor Training for Amache
W. R. A. Center at Granada, Colorado

Vilas J. Morford - 2-6-43

The trip to the Amache Center at Granada was made in company with Mr. A. R. Bunger, Ass't. State Supervisor, Rural War Production Training, and Mr. Charles Mahl, Chairman of the State Board for Vocational Education. Upon arrival at the center a rather complete survey was made of the training facilities. This was done in company with Mr. Terry, Superintendent of Schools and Mr. Burgert and Mr. Griffith, Vocational Agriculture Instructors. During the day, and one-half spent in the center, conferences were held at which the following were present:

Mr. Lindley	-	Project Director
Mr. Holiday	-	Sr. Adm. Officer
Mr. Paul Terry	-	Supt. of Schools
Mr. Benison	-	Property Superintendent
Mr. Burgert	-	Voc. Agr. Supervisor
Mr. Griffith	-	Voc. Agr. Instructor

All of the individuals contacted in developing the proposed program were very cooperative and were willing to take the necessary steps to make it a reality. Mr. Terry will act as the local director of the program. Mr. Burgert and Mr. Griffith will supervise all phases of the program.

The question was raised concerning the payment of the regular employees of the center for teaching the courses. This matter was cleared with Mr. Lindley and Mr. Holiday. The duties and the working hours of the regular employees are so defined that there will be no conflict if they are employed after 5:00 p.m. The instructors and supervisors will become part-time employees of the State and will be paid directly by the State Treasurer.

The proposed labor training program at the Amache W.R.A. Center is designed to train the evacuees as farm laborers on mechanized general farms. It will be necessary for the training to be quite all inclusive as there will be need for the development of the mechanical skills required in farm operations and training in the operative jobs involved in crop and livestock production.

The training facilities of the center were quite carefully surveyed and the following plans developed so as to utilize the available facilities to the greatest degree in training the maximum number of potential farm workers in a minimum amount of time.

The training facilities were found to be adequate for a limited number of trainees but they are not extensive enough to accommodate the needs of the group. It was decided to start immediately a training program using the facilities now available. The only shops available at this time for the training in the mechanical skills are the service shops which are used during the day. Taking into consideration the facilities for training and the abilities and needs of the individuals as potential farm laborers, the following training program was proposed:

Mechanical Phases - 36-hour training period

1. Truck and Tractor Mechanics
 - a. Operation
 - b. Service
 - c. Repair

2. General Metals and Machinery Repair
 - a. Forging
 - b. Welding, Arc, and Gas
 - c. Cold metal work
 - d. Operation and Adjustment of Farm Machinery
 - e. Repair of Farm Machinery

The following facilities are now available for the offering of training in the mechanical skills. These shops are all quite well equipped.

<u>Shops</u>	<u>Capacity No. of Classes</u>	<u>Possible Total Enrollment</u>
1. Tractor Repair Shop	1	10-15
2. Blacksmith and General Metals Shop	1	15-18
3. Auto and Truck Repair Shop	<u>3</u>	<u>30-36</u>
Total	<u>5</u>	<u>55-69</u>

Since all of the shops are used for production and service purposes from 8:00 a.m. to 5:00 p.m., it was necessary to plan an evening program. The Caucasian mechanics in these shops who will be used as instructors are also employed during these hours. It is proposed to offer training from 6:00 p.m. to 9:00 p.m. from Monday through Saturday. Each class will meet twice a week so that six hours of instruction will be offered per week. In six weeks, 36 hours of training can be offered to from 165 to 207.

In addition to the above mechanical training, the following phases of crop and livestock farm labor training will be offered. It was decided that ten hours of instruction offered in five two-hour sessions would give adequate training in the operative jobs in each of the following phases:

Egg Production, Poultry Production, Vegetable Production, Pork Production, Beef Production, Sheep Production, and Dairy Production.

Enough of the above phases of the program will be started to take care of the needs of the group. It is expected that most of these courses will be taught by qualified evacuees. They will be supervised by Mr. Burgert and Mr. Griffith. Mr. Burgert and Mr. Griffith will be paid for three hours of supervision time per evening. Their rate of pay will be the same as that of the instructors. They may teach some of the production phases of the program, but will not receive extra compensation for teaching the courses if the courses are taught from 6:00 to 9:00 p.m. Schedules will be arranged so that individuals may enroll for both the mechanical and production phases of the program. Since each trainee will devote only two three-hour sessions per week to the mechanical phases of the program, it will be possible for the other evenings of the week to be devoted to the production phases.

A tentative budget for the first six weeks of training for the evening classes was prepared as follows:

Financial Budget		Per Wk.	Total for Course
Part I.	Local Supervision		
	Salaries (Mr. Burgert & Mr. Griffith)	\$45.00	\$337.50
	Travel	2.00	15.00
	Subtotal	\$47.00	\$352.50
Part II.	Salaries	\$112.50	\$843.75
	Supplies	40.00	300.00
	Repair & Maintenance of Equipment	25.00	187.50
	Travel, Communication, Duplicating	10.00	75.00
	Subtotal	\$187.50	\$1406.25
	Grand Total	\$234.50	\$1758.75

It is expected that this training program will continue over a period of about 18 weeks, beginning about March 1. It would be desirable for this training to continue well into the summer. If the training is continued for the 18 weeks on the scale planned, it will require about \$5,276.25 to finance this program. Forms 2 will be prepared at least two weeks in advance of each six-weeks period of training. It was thought that the budgets would be more accurate if they were prepared at six-week intervals.

A day mechanical training program will get under way as soon as suitable space and equipment can be provided. It will be possible to set this program up in one of two ranch buildings on the center. One of these buildings was formerly used for machinery storage and the other was a tractor repair shop. Room will be adequate in these buildings. Mr. Bunger stated that he could provide most of the equipment needed to properly equip these shops for training purposes. Instructors will be employed on a full-time basis. It will be possible to double the training in the mechanical phases by offering training during the day. It will require near \$5,000 to finance this part of the training program.

The day and the evening training program will no doubt require near \$10,000 to finance them during the remainder of the fiscal year.

There is a very good opportunity for the trainees to receive experience in tractor and machinery repair in these courses. A large amount of machinery was purchased with the ranches. Most of this equipment will require quite extensive repairs before it will be serviceable. Several farm tractors will also have to be overhauled.

An analysis of a survey conducted a short time ago indicated that 687 were interested in receiving training. It is expected that interest will increase in the training after the training program gets under way.

Forty-five per cent of the evacuees in the Amache have had Agricultural experience. With some individuals this has been quite specialized in nature. Some are highly skilled vegetable and poultry producers. Few have had experience in the production of pork, beef,

mutton and dairy products. Selected evacuees who have had training and experience in certain kinds of agricultural commodities will be selected as instructors. Poultry, swine, beef cattle, and vegetable and feed crops will be produced on the center. All crops will be produced under irrigation.

It appears that the evacuees in this center will be the largest source of farm labor in that area.

PROPOSED FARM LABOR TRAINING PROGRAM FOR HEART MOUNTAIN WRA CENTER

Vilas J. Morford

The trip to Heart Mountain was made in company with Mr. Jack Ruch, State Supervisor, Rural War Production Training. Upon arrival at the center a rather hurried survey was made of the training facilities and an estimate made of the training possibilities. This was done in company with Dr. Ade, Educational Consultant and Mr. Carter, Superintendent of Education. During the day conferences were held at which the following were present:

Dr. Lester K. Ade	- Educational Consultant
Dr. Joseph Samler	- Retraining Program
Harold R. Battrell	- Night School Director
C. D. Carter	- Superintendent of Education
E. J. Utz	- In charge of Agriculture and Engineering
William Freedman	- Training for Industry Program
Fay Thompson	- Vocational Agriculture Instructor
Guy Robertson	- Project Director
Mr. Todd	- Ass't Project Director

All of the individuals contacted in developing the proposed program were very cooperative and seemed to be interested in seeing it become a reality. Mr. Carter will act as local director of the program. During the past two years as Superintendent of Schools at Torrington, Wyoming, he had experience in directing similar programs. He is very anxious to see this program succeed and so will no doubt give it the leadership that will make this possible.

It was not possible to contact Mr. Hitchcock concerning the possibility of financing this program directly from the State office. Mr. Ruch stated that Mr. Hitchcock would clear this matter in the very near future.

The proposed labor training program at Heart Mountain W.R.A. Center is designed to train the evacuees for placement on diversified mechanized farms. This training will be general in its nature as it will include the training in the mechanical skills required in farm operations and training in the operative jobs involved in crop and livestock production.

The facilities of the center were surveyed and the following plans developed as to utilize the available facilities to the greatest degree in training the maximum number of potential farm workers in a minimum amount of time.

While the training facilities were found to be quite adequate for a limited number, they are not extensive enough to accommodate the needs of the entire group. Taking into consideration the facilities for training and the abilities and the needs of the individuals as potential farm laborers, the following training program was proposed:

Mechanical Phases - 45-hour training period

1. Truck and Tractor Mechanics
 - a. Operation
 - b. Service
 - c. Minor repair
2. General Metals and Machinery Repair
 - a. Forging
 - b. Welding, Arc and Gas
 - c. Sheet Metal
 - d. Plumbing
 - e. Repair of Farm Machinery
 - f. Operation and Adjustment of Farm Machinery and Concrete Construction
3. Wood and Concrete Construction - Form Structures and Appliances
 - a. Poultry Houses
 - b. Feed Bunks
 - c. Poultry Feeders
 - d. Swine Equipment
 - e. Concrete Construction including:
 1. Building of forms
 2. Mixing and pouring of concrete
 3. Construction of irrigation equipment as weir drops, flood gates, etc.
4. General Electricity
 - a. Operation and maintenance of electrical equipment

The following facilities for the training in the mechanical skills are available:

<u>Shops</u>	<u>Capacity No. of Classes</u>	<u>Possible Total Enrollment</u>
1. Motor Mechanics Car - Truck - Tractor	3	30-36
2. General Metals Service Shop - Lathes, Drills, etc.	1	10-15
3. Plumbing and General Metals Service shop	2	20-25
4. Electrical Service Shop	1	10-15
5. High School Woodworking Shop	1	15
6. Large Production Woodworking Shop	3	30-36
7. General Woodworking Service Shop	1	10-15
Total	125	125-157

Since all of the shops are used for production and service purposes from 8:00 a.m. to 5:00 p.m., it was necessary to plan an evening training program. The Caucasian instructors, who are mechanics in these shops, are also employed during these hours. It is proposed to offer training from 6:00 p.m. to 9:00 p.m. five nights per week. Classes in these shops will be staggered so that each individual will receive five three-hour periods of training during a two-week period. In other words,

on alternate weeks he will receive 9 and 6 hours of training. In three weeks, 45 hours of training can be offered to from 125 to 157 enrollees or 250 to 314 in a six-week period.

In addition to the above mechanical training, the following phases of crop and livestock farm labor training will be offered. It was decided that ten hours would give adequate training in the operative jobs in each of the following phases:

Dairying, Poultry, Commercial Vegetable Production, Swine, Beef, Sheep, and Irrigation.

Three resident Caucasian instructors will be employed. It is expected that several highly skilled evacuee instructors will also be used. The evacuee instructors will not be paid from R.W.P.T. funds. Mr. Fay Thompson, Agriculture Instructor will spend 15 hours per week in the supervision of the labor training in crops and livestock production.

Schedules will be prepared so that the training in the various phases will be staggered so that complete training may be secured.

A tentative budget for the first six weeks of training was prepared as follows:

Financial Budget		Per Wk	Total
Part I. Local Supervision			for Course
Salaries . . . (Fay Thompson) . . .	\$30.00	\$180.00	
Travel	8.33	50.00	
Communication, Supplies, and Duplicating	<u>3.33</u>	<u>20.00</u>	
Subtotal	\$41.66	\$250.00	
Part II. Instruction:			
Salaries . . (15 Caucasian Instructors) . .	\$397.75	\$2385.00	
Supplies	133.00	800.00	
Repair and Maintenance of Equipment	<u>16.66</u>	<u>100.00</u>	
Subtotal	\$547.41	\$3285.00	
Grand Total	\$589.07	\$3535.00	

It is expected that this training program will continue over a period of about 18 weeks, beginning March 1. Mr. Carter stated that he hoped it would be possible to continue the training until September 1. If the training program is continued on the scale planned for the 18 weeks period it will require near \$11,000 to finance the program. Another Form 2 will be prepared at least two weeks in advance of the second six-weeks period. It was thought that the budgets would be more accurate if they were prepared at six-week intervals. It is expected that interest will increase in the program after there is an opportunity for the evacuees to see the nature of the training.

Forty-one per cent of the evacuees in the Heart Mountain Center have had Agricultural experience. With most individuals this experience was quite specialized in nature. Some are highly skilled in vegetable and poultry production. Few have had experience in the production of pork, beef, mutton and dairy products. It would not seem wise to require all individuals enrolling in the course to cover all phases of the program because some are highly skilled in some of the production phases but have had no training or experience in the other phases. Some of the evacuees have had extensive training and experience in the mechanical phases of the program. It is expected that these individuals may assist with the instruction. Selected evacuees who have had training and experience in the production of certain kinds of the agricultural commodities will be selected as instructors. All instruction in these phases of the program will be under Mr. Thompson's supervision. Poultry, swine, beef cattle, vegetables and feed crops will be produced on the center. All of the crops will be produced under irrigation. It is hoped that it will be possible to take those enrolled in the dairy and sheep phases of the program to nearby ranches and dairys to assist in developing their skills. Mr. Thompson stated that he hoped this could be done. However, it is not an easy matter to take groups off the center.

August 17, 1944

AMACHE SECONDARY SCHOOLS
NOTICE OF CHANGE IN THE AMOUNT OF CREDIT TO BE ALLOWED IN
VOCATIONAL COURSES

Anache High School is now accredited by the University of Colorado. We have also petitioned the North Central Association of schools and colleges to accept us as a fully accredited member school. To meet the requirements of this association, the following changes are being made in compliance with its regulations:

1. One half unit of credit per year will be allowed for each single period class in Homemaking and Woodworking. The length of these classes is being cut from two periods to one period in length.
2. Pupils may register for two consecutive periods of Woodworking for one unit of credit.
3. The Vocational Agriculture class will meet 3 periods daily and any other necessary additional time. Two units of credit will be allowed. Pupils taking this work for school credit will be paid only for work done in addition to the three hours of classroom and applied work.
4. The Auto Mechanics class will meet for two periods daily for one unit of credit. In addition to this vocational class, a single period class in exploratory mechanics will be offered by Mr. John LaFave. This class carries one half unit of credit.
5. Mechanical Drawing classes will meet for one period. Pupils will be required to do some outside preparation. These classes will carry full credit.
6. Pupils who have been doing passing work may register with permission for one one half credit course in addition to the usual academic load.
7. All pupils who wish to enroll for one of these courses should come to the high school office on Monday or Tuesday, August 21 or 22. The office will be open until 5:30 on these afternoons. Schedules will not be changed after this date.
- * 8. We hope that since Homemaking and Woodworking classes will now meet for a shorter period during the day and since pupils may register for one of them in addition to the usual academic load that the enrollments in these courses will increase.

Forty per cent of our pupils come from farm homes. For that reason, we feel that our enrollment in Vocational Agriculture should be much larger. There is room in the Auto Mechanics class for about fifteen more pupils. Both boys and girls are welcome to register for Homemaking.

MONTHLY REPORT OF WORK DONE
Nov. 20, 1944 - Dec. 22, 1944

woc. ed.
L430

I STUDENT COUNCILS

- A. Planning committees to carry out the specific jobs of the senior high student council with the president and the executive board.
1. Selecting students for the committees.
 2. Setting up aims and objectives of these committees
 3. Meeting with the committees a number of times
(The work of the Constitution Committee, upon which I have concentrated because of its importance, is practically completed, and the new constitution will be submitted to the student council and to the student body during the first week after vacation.)

II COLLEGE PLACEMENT

- A. I have had personal interviews with about twelve students, both in and out-of-school, who are interested in selecting a college. The selection and the letters of application for college entrance are now prepared and sent from the project rather than from the Student Relocation Council.
- B. Advising students about financial problems and trying to get financial aid. This has involved helping students prepare a budget.
- C. Preparing transcripts for colleges.

III PUPIL WELFARE

- A. Making arrangements for eye examinations.
- B. Discussing with pupils and teachers, reasons for maladjustment in class work.
- C. Helping teachers understand pupils through a study of the cumulative folder.
- D. Discussing with a few individual cases reregistration for next semester, which will best fit their needs and aims.
- E. The people earning $4\frac{1}{2}$ credits have been checked, and where their work has not been satisfactory in all subjects, steps have been taken to remedy this.
- F. Filling out army questionnaires.
- G. Failure notices were sent last week to parents of children not doing satisfactory work.
Note: No one has come in response to the letters which were sent home.
- H. Discussing credits, needed requirements for graduation, etc.

IV EMPLOYMENT

- A. Discussing with each person employed in the summer time, the recommendation of his employer. These interviews took some time.

I respected the fact that we had said that the letters would be confidential in interpreting them to the youngsters. If the recommendations were true pictures of the students' work, some good was accomplished by this.

- B. About fifteen additional people were placed in the part-time jobs. A few terminated. 170 students are working at the present time, according to our records.

V CUMULATIVE RECORDS AND FOLDERS

A. Checking cumulative records

The 10-2 cumulative records have been completed and one copy sent to the homeroom teachers. These are the only 10th grade cumulative records I am going to complete at the present time as Mrs. Hopcraft has all of the other 10th grade students and wants to do the additional work on them herself. The ninth grade cumulative records have been started.

VI MEETINGS WITH ENGLISH-SOCIAL STUDIES TEACHERS

- A. Discussing in detail the making of the cumulative record with the 7th grade teachers.

Checking the first cumulative records made by them. (They seem to have the techniques of giving really useful information on cumulative records).

- B. I have been trying to get all teachers to see the importance of significant material recorded on page 8. This is the place where cumulative records are not doing the good and providing us with the help which we need.
- C. Planning for the student council and discussing the work of the student council.
- D. Discussing vocational guidance procedures, needs, and materials on each grade level. These meetings have been with the English-Social Studies teachers on the various grade levels.

VII CHRISTMAS PROGRAM

- A. Helping coordinate plans and produce the Christmas program.
- B. Make arrangements for use of materials, costumes, etc.
- C. Helping direct the final production.

VIII FORMS

The three forms which were planned cooperatively with the teachers and which are now in use by them and by the students are attached.

Grace B. Lewis
Vocational Coordinator

AMACHE SECONDARY SCHOOLS

Plan Card

Name _____ Present Grade _____ Address _____

Do you plan to go to college? _____

If so, in what do you hope to major? _____

Would you prefer to attend a trade school? _____

What would you plan to study there? _____

Do you want to take a job immediately after graduation? _____

If so, what kind of work do you want to do? _____

What are your plans for your life work? _____

Do you want to take music? _____ If so, check one or more kinds of music. (You do not need to write music below as an elective, except band.)

Glee Club _____ Orchestra _____ Piano _____ Other _____

In the 10th grade, you may take two elective courses. In the 11th grade, you may also take two electives. You may take three electives in the 12th grade. After talking over your choice of electives with your parents and teachers, please write them below. The subjects written in are required.

Tenth Grade

1. World History
2. Basic English Skills
3. P. E.
4. Study
5. _____
6. _____

Eleventh Grade

1. American History
2. American Literature
3. P. E.
4. Study
5. _____
6. _____

Twelfth Grade

1. Living In America
2. P. E.
3. Study
4. _____
5. _____
6. _____

AMACHE SECONDARY SCHOOLS

NAME _____

GRADE _____

DATE _____

Report on pupil-teacher conference

Conference was on
(check one or more)

- school marks
- plans for next semester
- finances
- college plans
- home problems
- vocational plans
- general health
- general social adjustment
- discipline
- cumulative record information

Conference was
(check one)

- faculty-initiated
- counselor-initiated
- pupil-initiated

Steps you wish counselor to take:

- arrange for physical examination
- interview parents
- interview pupil
- check with welfare section

Other steps:

Were parents contacted? Yes _____ No _____
If yes, give results of interviews:

Results of pupil-teacher conference:

(Include cause of failure or disturbance and suggestions made to pupil for improvement)

Teacher's Signature

Please send to Room 13. This report will be filed in pupil's folder.

Miss Lewis

REPORT OF WORK DONE FROM FEBRUARY 3 - MARCH 3

The duties summarized on previous reports and indicated to be those continuing duties are not reported here. In addition to the college planning, pupil welfare-improvement, etc., with which I am always concerned, the following things have been accomplished during the past month:

I CUMULATIVE FOLDERS

- A. Checking cumulative records. All records have been checked and completed from the twelfth grade down through about one-half of the eighth grade. Duplicate copies have been made of all these records. The English-Social Studies teachers have the duplicates and are adding their material to them. Whenever a person transfers, the duplicate is returned to the office with additional material on it which is then copied on to the original with other notations from the folder. I feel that the cumulative records are in good shape at the present time.
- B. 280'S. The records for the graduating class of February, 1943 have been sent to Washington. The 280's and cumulative records for the Class of June, 1943 are completed and will be mailed as soon as they are signed.

II CLASS DISCUSSIONS

This month I have spent a good deal of time in class rooms talking to classes about vocations, college placement, and various colleges in which they might be interested and about the Amache Scholarship Fund as well as other ways in which they might obtain money to attend college. I have visited all of the senior classes, some of the junior, one of the sophomore, and one of the freshman, doing this sort of work.

III STUDENT COUNCIL

Campaign assembly was held, election plans were made, and an installation ceremony for new officers held in the past month. The most active committees during this time have been the Athletic Committee, the Awards Committee, and the School Property Protection Committee, *and the Assembly Committee.* Under the supervision of the Athletic Committee and the Executive Council of the Student Council, plans were made for the party of March 2 after the ball game.

IV TESTING

- A. The Henmon-Nelson Test of Mental Ability was given to 22 people on March 1. For these students we had no previous intelligent quotient.

- B. The Progressive Achievement Test was given to 60 students on February 23. These were new students for whom we had no scores on a Progressive Achievement Test.

V REPORT CARDS

- A. Checking and completing the report cards.
- B. Recording grades from report cards on cumulative records and filing report cards.

Respectfully submitted,

Grace G. Lewis

SUMMARY REPORT OF WORK DONE
Sept. 5, 1944 - Nov. 17, 1944
Grace G. Lewis, Vocational Coordinator

I STUDENT COUNCILS

- A. Organization of both Junior and Senior High student councils
 1. Meetings with teachers to plan first steps
 2. Frequent meeting with representatives to plan elections
 3. Planning and having campaign assemblies - one Junior High, and one Senior High
 4. Holding elections
- B. Planning and directing a party for Senior High students to honor new student council members
- C. Planning and directing an All School Party on Halloween
- D. Meetings with Constitutional Committees, executive boards, etc., etc., trying to set up democratic, responsible, workable student councils.

II COLLEGE PLACEMENT

- A. Writing frequent letters to National Japanese American Student Relocation Council concerning students' ability, and/or financial problems - (This work will be much heavier with the reorganization of the student council.)
- B. Writing or talking to students about college problems
- C. Preparing transcripts for colleges. The difficult and important part here is the personality and character ratings which must be given.

III PUPIL WELFARE

- A. Making arrangements for eye examinations
 1. Informing parents
 2. Informing the optometrist, etc., etc.
- B. Discussing with pupils and teachers reasons for maladjustments in class work
- C. Discussing with teachers tests, former records, peculiar traits, etc., etc., from cumulative folders
- D. Helping students register in courses fitting their needs, abilities, and plans for the future
- E. Checking 5 credit people. This has been done twice once at the end of the 4th week and again when report cards came in.
- F. Filling out army questionnaires

- G. Notifying parents of failure to do required work
- H. Interviewing parents with teachers involved about failing students - (Four came in response to 30 letters sent home.)
- I. Advising on relocation problems
- J. Working with Social Welfare on case histories. (I have had six interviews with Welfare workers, and have written 8 reports about children for them.)
- K. Discussing credits, and possible time of graduation with students.

IV TESTING

- A. Giving Henmon-Nelson Test of Mental Ability to all children for whom we had no Intelligence Quotient. 52 children took the test.
This test was done on Oct. 19.
- B. Giving an Arithmetic Achievement Test to a small group (15) of 7th graders, because of request from last year's teacher that two or three children from this group be placed in 8th grade math.

V EMPLOYMENT

- A. Placing 60 children in part-time jobs
- B. Getting names of summer employers.
- C. Getting recommendations from summer employers on the center. (Outside employers have not been contacted, but I plan to get to this very soon.)
- D. Keeping records of all school children working (160 at present), date E.O.D., date terminated, reasons for maladjustments, etc.
- E. Conferring with employers about problems with workers.
- F. Trying to find additional workers

VI AMACHE TEACHERS' ASSOCIATION

- A. Serving on nominating committee
- B. Serving on "Professional Meetings" Committee
- C. Acting as chairman of Membership committee
 - 1. Collecting dues
 - 2. Sending letters to all who have not paid dues
- D. Serving on entertainment committee

VII CUMULATIVE FOLDERS AND W.R.A. FORM 280

A. Checking cumulative records.

(All Senior and Junior cumulative records have been completed to date. Two copies have been made of each. The Sophomores will be done next, but will not be nearly the problem, as they are quite complete now. I made entirely more than half of the Junior cumulative records.)

B. Having original copies of 280's made. The grades are on all 280's. As soon as possible, I will fill in the personality and character traits on the back, have copies made and send to Washington.

VIII DITTOED AND MIMEOGRAPHED WORK

A. Supervising much "copy" work for all teachers, elementary school principal, etc.

B. Checking and o.k.ing tests and other material to be dittoed.

IX REPORT CARDS

A. Making and distributing blanks

B. Helping teachers (especially new ones) understand and make reports to parents

C. Cutting, stapling, reading, distributing report cards

X MEETINGS WITH ENGLISH-SOCIAL STUDIES TEACHERS

A. Discussing use of cumulative record, how to prepare to be most effective and most useful to next teachers, whether here or "outside".

B. Discussing tests - especially vocational

C. Planning for the student council

XI BULLETIN BOARD

A. Scheduling of times when teachers and groups will be responsible for Bulletin Board displays

B. Notifying groups week before of this responsibility, etc.

-.-

Many of these duties are continuing ones. In future reports, I shall not duplicate the jobs that go on, but will use the same outline, and add the specific things done under each heading.

Respectfully submitted,

Nov. 17, 1944

Grace G. Lewis

J.L.

MONTHLY REPORT FOR MONTH ENDING APRIL 28, 1945

I TESTS GIVEN

1. On April 12, 8 people took the Army Specialized Training Reserve Program Test.
2. On April 16, six people took the Pepsi-Cola Scholarship Contest.
3. The Progressive Achievement Test, Form A, was given to 388 Junior High students on April 18. Form B was given to 370 Senior High students on April 19.

Tests were graded by teachers on April 21 and April 28. These tests can probably be finished in another full Saturday's work by those teachers who have not spent their assigned time grading tests. The additional work on the tests will have to be done after school is closed.

II CUMULATIVE FOLDERS

The cumulative records for all students are in quite good condition. The 7th grade teachers have a cumulative record on each student now. For every child not in the 7th grade, I have gone over the cumulative record, checked its accuracy, added additional material, had two copies made, and sent the duplicate copy to the homeroom teachers. The homeroom teacher is adding material to the cumulative whenever a child relocates. The homeroom teacher copy is returned to me with the additional material on it. I copy that material on to the original and send it with the transcript.

I have completed about 2/3 of the Class of May, 1944 for the Washington office. The first draft of Form 280 is also made for this class for the Washington office. These are ready to be checked and copied. I hope to have this entire class done within two weeks.

III STUDENT COUNCIL

The Student Council has made very little progress during the past month. In spite of my best efforts, they have spent a great deal of time discussing rather trivial issues. Neither have I been able to get much action out of them. The Awards Committee finally did finish up their rules and regulations for awards and get it o.k.'d by the teachers. The Charter Committee has the charters made and are beginning to distribute them. The committee on "New Sidewalks" has done nothing. The Student Day Committee has done very little.

IV NATIONAL HONOR SOCIETY

The National Honor Society has presented two assembly programs. I helped them prepare each of these organizations.

V STUDENT TRANSFERS

This work is getting heavier as students relocate.

The work in the following areas continues but is not described here as it has been previously: (1) College placement (2) Pupil Welfare (3) Employment.

Grace G. Lewis

File

U. S. DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY

E 2. 66A

February 6, 1945

Mr. Lloyd A. Garrison
Superintendent of Education
War Relocation Authority
Amache, Colorado

Dear Lloyd:

Received your letter of February 2, 1945. My plans are still quite uncertain, but due to the fact that your center will be closed at approximately the same time, I wonder whether it would be good business for me to request a change. No doubt the best decision would be to remain at the Heart Mountain Relocation Center.

The New Orleans Field Office Work should prove to be fine experience for Mr. Walter. Please give my regards and sincere wishes for his success in that adventure.

I appreciate the opportunity to join with you and your staff at the Granada Project. However, with the circumstances at present, I believe that it would be best to remain at the Heart Mountain Center.

Thank you very much.

Sincerely yours,

W. C. Schlosser

W. C. Schlosser
Vocational Training Supervisor

WCS:fk





EXCERPTS FROM LETTERS OF EVACUEES OUTSIDE THE GRANADA RELOCATION
CENTER

Denver - March 22, 1943

"Everything looks pretty dismal at this moment. My job is located in no-man's land and doubt if I can even stay here. Am plainly disgusted with all!"

Denver - March 24, 1943

"Hi Fellows:

Everyday so far I've been scouting around for a job. I've had no luck and if this keeps up I'll have to go back to camp next week. I did go to a couple of places, none of them appealed to me for the hard work and low wages. It's really not worth it. The cost of living is terrific and it's really tough here in Denver if you're not sure of a job. X and Y seem down-hearted after being turned down at so many cleaners. Probably we'll start as a dishwasher or busboy if nothing else is available, can't loaf around much longer."

Not much to write - too worried about a job. Tell T thanks for sending the letter by special delivery. I looked up the party the following day. Will write again soon. Regards to everyone.

As ever,

M."