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VOCATIONAL EDUCATION
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VOCATIONAL EDUCATION

Colorado River Relocation Center
Poston, Arizona

TERMINAL REPORT

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Superintendent of Education

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Adult—Vocational Supervisor

July 31, 1945

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HIGH SCHOOL PRE-VOCATIONAL PROGRAM

COURSES

In Unit I, the High School pre-vocational program included Auto Shop, Wood Shop, Homemaking, Mechanical Drawing, Agriculture, Shorthand, Typewriting, Bookkeeping, and Secretarial Practice.

In Unit II there were courses in Wood Shop, Homemaking, Agriculture, Shorthand, Typewriting, Bookkeeping, and Secretarial Practice. Boys from Unit II commuted to and attended a class in the Auto Shop in Unit I.

In Unit III the program included Auto Shop, Wood Shop, Homemaking, Mechanical Drawing, Agriculture, Shorthand, Typewriting, Bookkeeping, and Secretarial Practice.

OBJECTIVES

The aims of the pre-vocational high school courses may be summarized as follows:

<u>Course</u>	<u>Aims</u>
Auto Shop	Understand Principles of Auto Mechanics. Occupational competency.
Wood Shop	Learn to use tools. Learn to construct useful articles for the home. Learn to make simple repairs in the home.
Homemaking	Plan, prepare, and serve meals. Select and construct clothing for self and others. Understand means of increasing attractiveness and utility of the home. Care of sick in the home. Understanding & guidance of children.
Commercial	Occupational competency.
Agriculture	Use and repair of farm equipment. Knowledge of soils, crops, live stock, etc. Understanding of farm economies. Types of farming.
Mechanical Drawing	Use of instruments. Sketching, lettering, detail drawings. Read blue prints. Measurement with scale and micrometer.

ORGANIZATION

Auto Mechanics

In the first year the student learned to use standard tools and some special tools in service jobs and minor repairs and maintenance work. He became familiar with the functions of all parts of the internal combustion engine. He learned about the body structure, springs, brakes, etc. He gained practical experience helping on live jobs including cars belonging to appointed personnel, and project equipment.

In the second year the student gained more complete experience on general repair and overhaul jobs. He learned arc and acetylene welding. This experience qualified him for work as a mechanic's assistant.

The repair work done by the boys in the advanced course in the auto shops in Camps I and III under the instructors' supervision was a valuable aid in keeping the cars of the appointed personnel in running condition. There was seldom any complaints about this work. Maintenance and repair jobs were also done by the boys on project equipment. Many of the evacuees who were planning to relocate brought in their cars for repair and overhaul. Altogether, the boys acquired good experience and rendered valuable service in return.

Woodshop

In the wood shops, the boys learned to use tools properly, starting with simple projects and advancing gradually as their skills developed. A drawing of each project was made by the student and approved by the instructor. The amount of material required was calculated.

Before the boys were permitted to use power equipment, instruction in safety procedures was given. Students were supervised carefully to see that they used the power tools properly. The power tools used included band saws, bench saws, planer, wood lathes, hand drills, a morticing machine, and a belt sander.

Projects made by the students included toys, checker boards, book racks, shelves, tables, medicine cabinets, chests, household accessories, etc.

The shops in all units were adequately supplied with tools and materials. They were well organized, and care and control of equipment and tools was emphasized. Student interest was high and the experience gained by them will be important in many ways, in work, in hobbies, and in home life.

Homemaking

Three years of homemaking were offered in the Poston schools. In the first year, in Poston I, the time allotment permitted five 60 minute periods per week in the first semester and five 120 minute periods in the second semester. The work was divided in six units: (a) Clothing, (b) Personal Appearance, (c) Foods - Breakfast and Lunch, (d) Care of Brothers and sisters, (e) Room Study - Poston Apartment and Bedroom, (f) Personal Budgeting, and Buying of Clothing.

In the second year the time allotment permitted five 60 minute periods per week each semester. Again in six units of work were presented, (a) Clothing, (b) Manners and Social Ethics, (c) Foods - Breakfast, Lunch, and Dinner, (d) Home Nursing, and First Aid, (e) Simple House Planning, (f) Family Management and Buying of foods.

In the third year, the time allotment was the same as in the first year. The work was largely a course in pattern drafting with one unit on foods. The units of work given were: (a) Introduction to Design, (b) Skirt Drafting, (c) Blouse Drafting, (d) Pajamas, shorts, culotte, slacks, (e) Drafting complex dresses, (f) Foods.

The organization of the courses in Homemaking in Poston II and III was similar to that in Poston I. In Camp III, the Homemaking unit in the high school was ready for use in September, 1943, in Camp II it was completed in November, 1943, in Camp I, it was not ready for use until December, 1944.

Mechanical Drawing

The course in mechanical drawing followed the outline given below in Poston I High School, and similarly with some modifications, in the other two high schools.

First year

1. Use of Draftsmans Tools - paper, pencils, "T" square triangle, compass, etc.
2. Layout (planning) drawing to scale and types of lines with pencils.
3. Lettering--upper and lower case vertical type letters with pencils.
4. Sketching of simple working drawings including dimensions with pencils.
5. Sectional drawings including symbols for materials with pencils.
6. Full scale drawings of malleable iron pipe fittings with pencils.
7. Elementary detail drawings of brackets, pulleys, and castings with pencils.
8. Practice drawings with ink compass and ruling pens, i.e., geometrical designs.

9. Detail drawings of simple machine parts with ink compass and ruling pens.

Second Year

1. Theory of projection drawing and perspective drawing with pencils.
2. Orthographic projection and auxiliary projections with pencils.
3. Detail drawings fastings, ie., bolts, nuts, screws, etc.
4. Elementary designing practice plaques and furnitures.
5. Pencil and ink tracings of machines for reproduction as blue prints.
6. Lettering with ink--use of speed ball pens for machine drawings.
7. Detail drawings of machine parts, camshafts, auto water pumps, etc., with pencils.
8. Drawings of gears, spur gears, and details of gear teeth with pencil.
9. Drawings of airplane parts with pencil.

Third Year

1. Elements of architectural and civil engineering drawing
2. Drawings of floor plans and elevations of residences.
3. Architectural detail drawings of window frames, doors, etc.
4. Structural drawings of wood, steel and masonry
5. Schedules of materials, finish, etc., for architectural drawings.
6. Elements of Cartography, map symbols and lettering of maps.
7. Map drawing by meters and bounds and city subdivisions drawn to scale.
8. Contour map drawings with accompanying profile drawings.
9. Elementary structural designs, retaining walls culverts, etc.

Agriculture

In February 1944, Mr. Ralph Shapley was appointed Head Teacher in Agriculture. He had considerable experience in school work and in the field. He attempted to organize a program in each of the three camps.

In order to supplement classroom instruction, he planned a careful field program for the students to permit them to get practical experience on the project farms.

Interest however, in the Agriculture course was very slight. Relatively few students enrolled in the course in Camps I and III. Nothing was done in Camp II since Mr. Shapley could not extend his time to three camps.

The attempt to develop a field program failed entirely. The students did not cooperate in going to their assigned jobs. It had been planned to have them work part of the time in the hog ranch, in the chicken farm, in the vegetable farm, in the nursery, and in the farm equipment repair shop. But not only was there lack of desire for this type of experience on the part of the students, there was also indifference on the part of the farm foremen. The check-up system broke down, students skipped assignments, and since Mr. Shapley could not be at all places at once, the field work had to be abandoned. Due to lack of interest, no Agriculture class was organized in Camp I for the school year 1944-45.

Courses in Agriculture were given in Units II and III during 1942-43 and 1943-44. These courses were conducted by evacuee instructors who had practical but very little professional experience.

Mr. Frederic Ketchum, organized in Camps II and III, beginning and intermediate classes in Agriculture in 1944-45. The boys studied dairying, sheep raising, swine, soils, fertilizers, and farm accounting. Practical work consisted of visits and field trips around the Project. The boys helped in the vaccination of 165 hogs. In Camp II, a farm shop was set up with tools borrowed from the Wood Shop. In this shop they made a small chicken coop, a battery of five laying nests, and two metal chick feeders.

The success of the course was only moderate. It lacked opportunities for practical experience for the boys. The interest was not great and the group was small. The fact that Mr. Ketchum was away for several months also detracted from its potential value.

Commercial

In the typewriting course, the plan of instruction was based largely on the practice and tests in the 20th Century Typewriting, published by Southwestern Publishing Company. The time allotted for the work was two years.

The Gregg System of shorthand as presented in Leslie, Gregg Shorthand Functional Methods, Parts I and II, Gregg Publishing Co. was studied in the shorthand classes. Two years of experience were given. A third year was devoted to Gregg Applied Secretarial Practice, with opportunities provided for practical experience in the Project offices.

CORRELATION

Correlation of high school pre-vocational courses with other high school activities and with community life was a definite aim in the program.

Three school papers were published weekly, the Kampus Krier in Camp I, El Burrador in Camp II, and El-Times in Camp III. Journalism students taking Commercial courses typed the copy and mimeographed the school papers.

Shop problems were often studied in mathematics classes. Drawing of shop projects were done in the mechanical drawing classes. In the physics classes many of the topics of the shops were studied in detail, e.g., the principles of the internal combustion engine, friction, pulleys, etc.

The learnership program provided a tie-up for the high school pre-vocational program with the community. Opportunities were provided for high school students and graduates for apprenticeship work in the garage, machine shop, utility maintenance shop, sewing schools, administrative offices, etc. This followed or was concomitant with high school pre-vocational courses. Later these boys and girls became the full time workers in the Project services.

PART-TIME SCHOOL WORK PROGRAM

Students of the three Boston high schools were allowed, if their records permitted it, to work during that part of the day in which they had no classes. The purpose of this arrangement was partly to satisfy their desire to earn something for themselves, to provide an opportunity for them to make contacts with other people, to help them develop certain vocational skills, and to accustom them to the discipline of job situations.

The maximum time allotted for this work was the difference between the time spent in school per week, and forty hours. The average student who spent twenty hours per week in class was thus permitted to work twenty hours per week.

The jobs taken varied widely as illustrated in the following tables. By far, the largest number of students worked in the mess halls and offices.

It seemed to be the general experience of the schools that very few part time workers showed any slump in school accomplishment. The right to work was generally looked upon as a privilege. Students usually responded to teacher warnings whenever a let-down in school work seemed about to develop and no serious problems were allowed to develop.

School-Work Program*

Camp I

May 1945

Agriculture	81
Budgets and Accounts	6
Chronicle (newspaper)	5
Clerk Typist	45
Community Activities	5
Express	4
Hospital	1
Life Guard	1
Maintenance	4
Messenger Service	4
Mess Halls	81
Motor Pool	1
Print Shop	2
Schools	7
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Camp II

1944-45

Adult Education	3
Beauty Shop	2
Blk. Manager Supervisor	1
Camp I Relocation	1
Census Office	2
Chronicle Office	4
Community Activity	6
Construction Maintenance	7
Family Welfare	1
Office Service Messenger	5
P.T. Farm Worker, Ag.	21
P.T. Livestock Workers	13
P.T. Mess Workers	38
Public Office	2
Radio Shop	2
Red Cross	2
Relocation	5
Sanitation	2
School Janitors	11
School Office	13
Utility Maintenance	7
Warehouse Worker	8
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*As reported from school files

cont.

School-Work Program

Camp III	1942-43
Agriculture	7
Chronicle	16
Construction	18
(Adobe, road, carpenters, and etc.)	
Education	28
Employment	3
Engineering	2
Industries	10
Kitchens	115
Misc. Comm. Act.	11
(trash crew, sanitation, Adult Ed., and etc.)	
Police Department	1
Recreation	13
(orchestras, P.A. System, Shibais, and PC3AA)	
Sign Shop	4
Warehouse	2
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Camp III	1943-44
Administration	5
Agriculture Department	11
Chronicle	22
Clinic	1
Community Activities	14
Community Enterprise	3
Construction	19
Education	9
Employment	11
Engineering	6
Family Welfare	1
Fire Department	4
Industry	3
Kitchen	26
Post Office	11
Public Library	11
Sociological Research	4
Supply	11
Transportation	11
Warehouse	1
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is reported from school files

CONCLUSION

The High School pre-vocational program in Poston may be compared favorably with that in high schools in other, more normal communities. It was slow in getting underway due to all of the limitations of the early days of a Relocation Center. However, after the new buildings were occupied in the various camps, shops, home-making units, commercial units, and other vocational departments operated quite normally.

Improvement in the program could have been made by a more speedy building program. (The high school in Camp I was not ready for occupancy, as far as the shops were concerned, until after the beginning of the Post-Exclusion Period in 1945.) The slow building program was partly due to the use of evacuee labor and a very much curtailed working day.

Another factor which might have been improved was the teaching staff. There was a need for more and better trained vocational teachers. In one of the wood shops, the teacher was a former minister whose educational background was an English major and study in a seminary. A teacher of core studies in Camp III with no commercial training had to serve for a time in the typewriting and shorthand classes. Inexperienced evacuees conducted classes in agriculture, wood shop, auto shop, and drawing. Possibly a more aggressive recruiting policy would have been more effective in securing a greater number of well-trained teachers.

The early appointment of a full-time Vocational Training Supervisor would have been helpful in coordinating and improving all high school pre-vocational activities. The first full time supervisor was appointed in September 1943 and stayed three months. The second came in September 1944 and stayed until January 15, 1945.

Finally, an active Vocational Planning Board or Committee might well have been organized as part of the educational program in 1942. This committee could have served the community well in organizing and promoting a good active program and in securing the cooperation of various sections in this work. A Project Vocational Committee was organized in 1943 by the Project Director. Its work, however, was largely advisory, and its activities limited by the fact that its members were very busy in their own sections.

The importance of the pre-vocational program in the high schools of Poston was early recognized by the high school principals. Much credit goes to them for the success that the program attained.

OUT OF SCHOOL VOCATIONAL PROGRAM

AIMS

The Out of School Vocational Training program in Poston developed in response to the recognized need of the evacuees for assistance in the acquisition of occupational skills and techniques which would be helpful to them in finding employment after relocation. The necessity for trained workers to maintain the essential services of the Project also contributed to the active promotion of the program. The unique opportunities for such training in the Relocation Center served to stimulate the formulation of plans for this vocational education.

ACTIVITIES

The laboratories for the Vocational Training program in Poston have been the garage, the machine shop, the print shop, the offices, the utility maintenance section, the shoe repair shops, the dressmaking and tailoring schools, the beauty shops, the hospital, the farms, the radio repair shop, and to a limited degree, the classrooms. Practical training in many occupations has been given to those who availed themselves of the opportunity, by evacuee and Caucasian instructors in trade courses and learnership programs.

The first efforts in Poston in the organization of a planned training program were made by Mr. Eugene C. Paine who was appointed Vocational Training Supervisor in September, 1943. Through his efforts an apprenticeship training program was initiated and approved, and the cooperation of the various Division and Section heads in its administration was pledged.

The training program was started in the machine shop where experience was offered in the use of lathes, the drill press, shaper, milling machine, in arc and acetylene welding, cutting and brazing. Instruction in blacksmithing was also given. The motor pool sponsored the training of drivers of busses, trucks, and lighter vehicles in the operation and maintenance of equipment, as well as in Project rules and regulations for driving. Apprenticeship training was next begun in the shoe repair shops operated by Community Enterprises. The beginner was instructed in the basic operation in heel work, stitching, sole work, welts, nailing, patching, and the complete repair job.

Besides the apprenticeship training program, a beginning was made in the organization of adult vocational classes. Commercial classes were organized in the three camps with 325 students enrolled. The offerings included elementary, intermediate, and advanced typewriting, elementary, intermediate, and advanced shorthand, and elementary and advanced bookkeeping.

A class in basic elementary electricity as related to electrical refrigeration was started in Camp I. The course was designed particularly for workers in the maintenance section to give them a theoretical knowledge of electricity applicable to their every day practical work. A radio code class was organized in Camp III where keys and oscillators were available for this purpose. Mr. John Burdick, Camp III steward, instructed a group at the slaughter house in butchering and meat cutting. This training has proved very useful as the hog farm developed.

It was at this time that efforts were made to secure state aid for O.S.Y.A. courses and war production training. These efforts were not successful.

Arrangements were completed to secure the transfer of surplus radio equipment of the N.Y.A. at the warehouse in Tempe, Arizona to Poston. Auto mechanics hand tools and wood working hand tools were also secured from this source.

Upon the resignation of Mr. Paine in January, 1944, Mr. George M. Ohl supervised the Vocational program until he relocated at the end of March. During this time, the apprenticeship training program was extended. Instruction in auto repair was begun in the garage. This included all of the regular service, maintenance, and overhaul operations, as well as body repair. A group of twenty high school boys from Camp II were organized as an apprentice group on the hog ranch working four hours a day under the supervision of the agriculture section. This activity continued less than a month, however, due to difficulties of administration. An office training program was initiated and girls from the Secretarial Training course of the Poston I High School worked on a half time basis in various offices for practical experience. This experience included dictation and transcription of letters and memoranda, typewriting, filing, clerical work, and some bookkeeping. The girls were rotated on a definite schedule from office to office to get diversified experience. A rating sheet was maintained by each employer and given to the high school teacher at the end of each month.

It was at this time that difficulty was first met in securing teachers for vocational classes. "Our greatest concern is the problem of teacher replacement", wrote Mr. Ohl in his January report. "Our turnover is quite great. Teachers also relocate. We believe that the teacher replacement problem will be greatly simplified if they are given compensation of some sort, possibly compensatory time off during the day for the hours devoted by them to night teaching, or change in status of the \$16 employees to a \$19 basis." Again in the February report, "Vocational teacher shortage situation is becoming very acute due to relocation and the change of policy by the Selective Service Board regarding the drafting of persons of Japanese ancestry."

There was a drop in attendance in the evening commercial classes at this time. This was attributed partly to the teacher problem and also to the fact that many young people were re-locating.

From April 1 to August 31, 1944, the Vocational Training program was included in the work of the Adult Education Supervisor, David A. Conlin, in the absence of a regularly appointed supervisor.

An effort was made to renew the interest and activity in the evening program. Courses in shorthand and typewriting were organized in Camps II and III where teachers for this purpose were available. Most of the students in these courses had had some experience in these studies in high school and wanted to review and complete their work. Much beneficial training was obtained by them in the next few months. A course in elementary drafting was also begun in Camp III.

Apprenticeship training was also expanded. Experience was offered in the Engineering Section to young men in the calculation of land areas and volumes, in drafting, and in field work in surveying. In May, a training program in cosmetology was begun in the Beauty Shops of Camps I, II, and III. The standards and rules set by the California State Board of Cosmetology were used as a basis for the practice here. The Public Health section agreed to provide monthly lectures for the trainees in sanitation, sterilization, and skin and scalp diseases. These lectures have been given since the course started and have been very valuable to the learners. The Sanitation Section has cooperated in providing periodic inspections for the maintenance of sanitary standards in the Beauty Shops. The learners have been given experience in the various types of shampoos, rinses, permanent waves, curling, wet waving, bleaches, cutting, dyeing, scalp treatments, facials, make-up, arches, colorings, and manicures. Miss Virginia Hess, a licensed operator and a teacher in the elementary schools here, has given weekly lectures to the girls on the theory pertaining to their work, in order to help them prepare for later state examinations.

The growth of the apprentice training program was steady and in June, 32 persons were taking part in the various phases of the work. A twelve weeks course in library training was offered at this time, and fourteen girls availed themselves of the opportunity. The course included two hours instruction per day in library clerical work, cataloging, and reference duties.

It was under the direction of Miss Ethel Manning, Project Librarian. Besides, the learners spent four hours a day doing practical work in the school and public libraries of the three camps.

The visit of Mr. Richard B. Johnson, National Supervisor of Vocational Training, to Poston in August greatly helped project interest in the Vocational Training program. During the time he spent in Poston, August 1 - 7, he visited all of the training centers in the three camps. He explored new possibilities in learnerships. He conferred with leaders and administrators of the center on the problem involved in the promotion of an active vocational training program. He met with the Vocational Training Committee. He addressed the Staff Meeting. His visit was altogether dynamic and stimulating. His recommendations were extremely helpful in improving and expanding the program.

At this time, the Public Health section invited the cooperation of the Vocational Training section in the recruitment of nurse aids for the hospital. An intensive publicity program was worked out. Dramatizations of the work of the Poston General Hospital and its benefit to the community were given in all three units. Public interest in nurse aid service was stimulated. A new class in nurse aid training was organized.

Mr. Alfred T. Ploeser was appointed full time Vocational Training Supervisor and assumed his duties on September 1. He served in this capacity until January 15, 1945. His efforts were directed to a careful and constructive supervision of the high school shops, to an improved documentation of the program, and to an expansion of learnership opportunities.

A system of weekly record report cards for learners was inaugurated. Progression charts have been kept showing the detailed accomplishments of the learners, the machines, and special tools used, and the hours of experience accumulated. Certificates were now given to students completing their apprenticeship training. Job analysis were detailed for the various learnership programs.

The new courses begun at this time included radio repair, electrical maintenance, printing, dressmaking and tailoring. The radio repair course included experience in the identification and construction of radio parts, study of color codes, preparing and splicing wires, soldering, tube testing, testing circuits, and general servicing defective radios. The course was given in the Radio Repair Shop of Community Enterprises, located in Camp II. Electrical maintenance included work in installation, maintenance, and repair of line equipment, and overhaul work in the shop. In the Print Shop, practical experience was obtained in work on the make-up and printing of the project newspaper and in job printing. The dressmaking and tailoring courses were organized in schools already in operation in the Adult Education program. Learners were recruited from experienced students. They have been instructed in the various skills in dressmaking and tailoring, they have assisted in the production program, and have helped in the work of instruction in the sewing program of Adult Education.

In Camp III, a program of practical agricultural training was organized in cooperation with the Agriculture Section and the high school. The work was supervised by Mr. F. J. Ketchum, the Agriculture teacher. Difficulties were encountered from the beginning. There was insufficient transportation facilities for the students to the fields. There were inadequacies of supervision because the teacher had so much ground to cover. There was lack of farm equipment for school use. There was lack of interest on the part of the students. Finally, the project was given up on December 1.

The learnership program in the garage and the machine shop was promoted actively. Mr. Arthur Fisher, vocational teacher in the Auto Shop in the Camp I High School helped in the supervision of the learners working in the two shops.

Early in January, Mr. Flooser was notified verbally by the shop foreman that the learnership program in the garage was to be terminated immediately. The reason given was, that the Army required specific job specialization rather than diversified experience on the part of the worker. Apparently, this policy was inconsistent with prevailing educational practices. However, no written explanation of the termination was ever given to the Vocational Training Supervisor. The training in auto repair was, therefore, interrupted and was not resumed until February, when the Auto Shop in the new Camp I high school was opened. Approximately half the boys resumed their training in the regular high school program.

After the departure of Mr. Flooser in January, the Vocational Training and Adult Education programs were combined under one supervisor, David A. Conlin, in accordance with suggestions for the post-exclusion program. Emphasis had been redirected toward preparation for occupational efficiency consistent with the aims of the relocation program. Certificates and letters of recommendation are given to the students as they leave the project.

Since February, learners in the tailoring course have given their assistance in meeting certain project needs. Patients' gowns, hot water bottle covers, ice bag covers have been made for the hospital; heavy canvas seat covers have been made for the newly acquired project bus. In the sewing school, the dress-making learners have assisted in making clothing for families recommended by Family Welfare on the basis of need, or where in large families, mothers are too busy, or lack the skill to do their own sewing.

EVALUATION

It is difficult to appraise the results of the Poston Vocational program. An attempt has been made to follow up the activities of former students who have gone out, but with little return. A few letters have come back telling of the work now

being done by some of these people in libraries, garages, and in beauty shops. Time alone will determine for each individual how well his Poston vocational experiences have helped him in readjustment in normal community life and economic security.

The assistance which has been given to project operation as a result of the Vocational program is more readily observable. Many of the workers now in the machine and auto repair shops have been trained in the program. Much of the ordinary repair work on project equipment has been done by learners. Beauty shops and shoe repair shops have been kept in operation as a result of the training program. The nurse aid training has made a considerable contribution to the operation of the Poston General Hospital. Libraries have recruited their employees from the group of trainees. Dressmaking and tailoring learners have worked on projects of considerable community importance. Former trainees now occupy positions of responsibility in all of our administrative offices as secretaries, stenographers, typists, clerks, etc. Justification of the Vocational Training program on the basis of its contribution to project operation is probably valid.

Improvement in the program could have been made by an earlier recognition of its importance and the consequent recruitment of a permanent supervisor with an adequate staff of instructors trained for the work. Much of the work of instruction has been done by volunteers who were willing enough but untrained in teaching skills and who were besides, occupied with a full time position of their own. A great deal more could have been done in the commercial field for post high school boys and girls if trained teachers had been available for the work. The lack of success in agricultural training has been a surprising fact. The chief reason for it is the lack of interest in it on the part of the younger men, and the unwillingness on the part of the older men to branch out into new unknown types of agriculture alien to the practices of California.

GENERAL

STAFF

The teachers who taught in the high school pre-vocational program are listed here, together with their educational backgrounds, assignments, and the years employed. Some of these teachers assisted as volunteers in the out of school vocational program.

<u>NAME</u>	<u>EDUCATION</u>		<u>ASSIGNMENT</u>	<u>YEAR</u>
<u>POSTON I</u>				
Branham, Arthur E.	Arizona State Teachers College, Tempe, Arizona	A.B.	Woodshop	1944-45
Fisher, Arthur F.	Texas Tech., Lubbock, Texas	A.B.	Auto Shop	1944-45
Fisher, Margaret E.	Texas Tech., Lubbock, Texas	B.S.	Home Economics	1944-45
Setka, Steve	Arizona State Teachers College, Tempe, Arizona	A.B.	Woodshop	1943-44
Shapley, Ralph R.	University of Ill., Urbana, Illinois	B.S.	Agriculture	1944-45
Snelson, Eugenio	University of California at Los Angeles	A.B.	Commercial	1942-44
Wurtzel, Laura M.	University of Nebraska, Lincoln	Ph.D.	Commercial	1944-45
<u>POSTON II</u>				
Decker, Harriet	University of Southern California	A.B.	Home Economics	
Hall, Hazel	Stanford, University of Southern California	A.B., M.A.	Home Economics	1943
Ketchum, Frederic	Colorado State College of Education	B.S.	Agriculture	1944-45

Cont.

<u>NAME</u>	<u>EDUCATION</u>		<u>ASSIGNMENT</u>	<u>YEAR</u>
Kerber, Viola	Colorado State College of Education	A.B.	Mechanical Drawing	
Lutz, Lewis	Greenville, Illinois	A.B.	Woodshop	1944-45

POSTON III

Jaquette, Martha	University of Delaware University of Pennsylvania	B.S. M.S.	Homemaking	1943-45
Montgomery, Robert	Arizona State Teachers College, Tempe, Arizona	A.B.	Auto Shop	1943-44 - I 1944-45 -III
Zwerman, Anna R.	Ohio State	B.A.	Typing & Shorthand	1943-44

POSTON I

Hanaoka, May	Brawley Jr. College - 1 year Lipson's Designing School - 13 months		Home Ec.	1943-45
Hirata, Helen	San Bernardino Valley Union Jr. College	A.A.	Shorthand	1942-43
Igaue, Hatsuyo	University of California	3 years	Bookkeeping, Shorthand	1942-45
Kaji, Sarah	Los Angeles City College	A.A.	Shorthand	1942-45
Kanagawa, Robert	Central Calif. Commercial College	A.A.	Typing, Shorthand, Bookkeeping	1943-44
Nasada, Esther	Chaffey Jr. College, Ontario, Calif.	A.A.	Typing	1943-45
Ohi, George	University of Washington, Seattle	B.S. E.E.	Bookkeeping Radio & Electricity	1942-43
Sakai, Tom	University of California	3½ years	Bookkeeping	1943

Cont.

<u>NAME</u>	<u>EDUCATION</u>		<u>ASSIGNMENT</u>	<u>YEAR</u>
Sanematsu, Toshiko	Riverside Jr. College	A.A.	Home Economics	1942-45
Shimbo, Kazuo			Auto Shop	1943
Sugita, Mitsi	French American Sewing School		Home Economics	1942-43
Yamaguchi, Pauline	Salinas Jr. College	A .A.	Typing, Bookkeeping	1942-43

POSTON II

Asami, Kameyo	Salinas Jr. College	A.A.	Typing, Bookkeeping	1943
Ikeda, Kazuo	Salinas Jr. College	A.A.	Mechanical Drawing	1943-44
Ikeda, Tsugio			Mechanical Drawing	1943-44
Kanagawa, Robert	Central California Commercial College	A.A.	Shorthand, Typing, Bookkeeping	
Kanai, Shigeru	Samuel Gompers Trade School San Francisco, California		Woodshop	
Kawaguchi, Minto	California Polytechnic College San Luis Obispo, California		Mechanical Drawing	1942-43
Makamura, Eiy	Salinas Jr. College	A.A.	Shorthand, Typing Secretarial Training	
Mishimura, George			Agriculture	1943-44
Saguchi, Minoru			Agriculture	1942-43
Teamura, Shisue	Los Angeles City College	A.A.	Shorthand, Typing	1943-44

Con't.

<u>NAME</u>	<u>EDUCATION</u>		<u>ASSIGNMENT</u>	<u>YEARS</u>
Tsuchiyama, Yasuo	Salinas Jr. College		Mechanical Drawing	
Yamanaka, George			Agriculture	1944-45
Yamashita, Masumi	Salinas Jr. College	A.A.	Typing	

POSTON III

Aralawa, Margaret	San Diego State Teachers College	3 years	Shorthand, Typing Bookkeeping	1943-45
Doi, Tom	Visalia Jr. College	1 year	Woodshop	1943-44
Fukutomi, Ben			Bookkeeping	1942-43
Hatakeda, Junichi	Vocational Defense Class		Auto Shop	1943-44
Matsui, Sachiko		H	Home Economics	1944-45
Mayeda, Hiroshi	University of California	3 years	Agriculture	1943-44
Mukai, Nobuko	Kelsey-Jenny College, San Diego	1 term	Shorthand	1943-44
Minami, Harry			Agriculture	1944-45
Nakashima, Sadao			Bookkeeping	1942-43
Nishinaka, Toshiye	Merritt Business College	1 year	Shorthand, Typing	1942-44
Kamikawa, Hisako			Home Economics	1943-44
Kurihara, Walter			Woodshop	1944-45
Saita, Frank	Visalia Jr. College	A.A.	Typewriting	1943-44

Con't.

<u>NAME</u>	<u>EDUCATION</u>		<u>ASSIGNMENT</u>	<u>YEAR</u>
Salata, Tom			Woodshop	1944-45
Sasaki, Aiko	Reedley Jr. College	A.A.	Typing	1944-45
Tsuchiyama, Yasuo			Bookkeeping -	1942-44
Uota, Masao			Agriculture	1943-44
Yada, George			Mechanical Drawing	1943-44
Yamamoto, Mary	Visalia Jr. College	A.A.	Home Economics	1943-44
Yasuda, Dick			Agriculture	1943-44

In the out-of-school program the learnership instruction in the shops was given by experienced mechanics, printers, electricians, shoe repair men, licensed beauticians, and experienced Issei teachers trained in the California sewing schools.

Volunteers from offices and from the high school staff devoted part of their spare time to evening classes in Shorthand, Typewriting, Bookkeeping, Homemaking, Mechanical Drawing, and other courses.

Miss Virginia Hess, a licensed beauty operator and instructor in Illinois conducted a course in Cosmetology for the Beauty Shop learners in 1944-45. This course was especially effective. Besides, during the summer of 1945 she conducted supervised practice in the Beauty Shops, four afternoons each week.

Mr. Nobutaro Nishino who served as Vocational Training Assistant was of great material assistance in the Vocational Training Program. He helped organize the program of training in the Beauty Shops. Formerly with Community Enterprises, his contacts with officials of this organization helped in the smooth administration of the learnership program in the shoe repair and beauty shops which were operated by them.

He helped to develop the dressmaking and tailoring program and ironed out many difficult problems growing out of the peculiar organization of the sewing schools in Poston. He developed a very friendly relationship between the schools and in the entire vocational and adult programs.

INVENTORY

The equipment available for the various courses in the Vocational Training Program is summarized in the following outline.

Beauty Shops

Dryers: Peerles, Challenger, Dictator, Tubinator, Champion, Armo-Sphinx.

Blower: Wisconsin, Hamilton

Permanent Wave Machines: Vanette, Jr.
Helene Curtiss Custom Built

Shoe Repair Shops

Landis McKay Stitcher, Straight Stitcher, Landis Stitcher, Super Cyclone Finisher, Landis Fine Finisher, Singer Sewing Machine, Durkopp Sewing Machine, Landis Leather Cutter, American Leather Cutter, American Edge.

Print Shop

Chandler & Price Lead Cutter, American Lead Cutter,
Chandler & Price Job Press, Addressograph, Multilith,
Multilith Feeder, Multilith Photographic Unit, Chandler
and Price Paper Cutters, A.B. Dick Mimeograph.

Machine Shop

Machine Lathes, LeBlond, So Bend, Rockford, Klusman.
Thread Cutting Machine, Beaver
Thread Cutting Machine, Jerick
Milling Machine, Fox
Drill Press-Champion, Buffalo
Power Hack Saw, Armstrong-Robinson
Shaper, Barkey
Acetylene Welding
Arc, Welding

Garage

Standard tools, special tools for various makes and
models, arc and acetylene welding equipment.

Woodshops - High School

Wood lathes, bandsaws, table saws, morticing machine,
bench sander, jointers, drill press.

Auto Shops - High School

Acetylene and arc welding equipment, standard tools,
special tools, machine lathe.

TEACHING MATERIALS

<u>AUTHOR</u>	<u>TITLE</u>	<u>PUBLISHER</u>	<u>YEAR</u>
Abercrombie, Roland K.	How to Buy or Build Your Home Wisely	Macmillan	1941
Ackley, E. F.	How to Make Marionettes	E.M. Hale Co.	1936
Adams, R. L.	Farm Management	McGraw-Hill	1921
Adams, R. L.	Farm Organization	College of Agriculture- UC-Berkeley, California	1939
Adams, R. L.	Farm Management Livestock Manual	College of Agriculture- UC-Berkeley, California	1941
Adams, R. L.	Managing Western Farms and Ranches	College of Agriculture- UC-Berkeley, California	1938
Adams and Skimin	An Introduction to Transcription	The Gregg Publishing Co.	
Adams and Skimin	An Introduction to Transcription (Teachers Manual and Key)	The Gregg Publishing Co.	
Administration Section of the American Dietetic Association	Quantity Food Service Recipes	J.B. Lippincott Co.	1940
Agnew-Goodfellow	Full Key card Adding Listing Machine Course	Southwestern Publishing Co.	
Agnew-Goodfellow	Ten-key Adding Listing Machine Course	Southwestern Publishing Co.	
Allen, Louise Edith	Simplified Mechanics For Girls	The Manual Arts Press	1938
Adams, W. Lea and Febiger	Poultry Production	Lippincott	1940
Automotive Electric Association	Service Manual What to Do When & How	Automotive Electric Ass'n.	1935
Ayres-Scootes	Land Drainage and Reclamation	McGraw-Hill	1939
Bailey, H. Beth	Meal Planning & Table Service	Manual Arts Press	1936
Barger, Clarence G.	Automotive Mechanic - IIB	American Book Co.	1943
Barry and Nelson	The Wise Consumer	Row Peterson	1942
Bawden and Others	Industrial Arts In Modern Education	Manual Arts Press	1934
Baxter, Laura & Latske, Alpha	Modern Clothing	J.B. Lippincott	1938
Baxter, Laura Justin & Rust	Sharing Home Life	J.B. Lippincott & Co.	1940
Beauchamp, W. L., Mayfield, J.C.	Basis Electricity	Scott, Foresman	1943
Bennett, H. H.	Soil Conservation	McGraw-Hill	1939

<u>AUTHOR</u>	<u>TITLE</u>	<u>PUBLISHER</u>	<u>YEAR</u>
Berg and Kronquist	Mechanical Drawing Problems	Manual Arts Press	1927
Berg and Wing	Essentials of Metal Working	Manual Arts Press	1934
Bick, A.F.	Artistic Metal work	Bruce Publishing	1940
Billings, A. W.	Livestock and Poultry Disease	Macmillan	1930
Booklet	A.B.C. of House Cleaning		
Bowle, A. A.	Typewriting Speed Tests	The Gregg Publishing Co.	1941
Bray and Schridt	Practical Activities in Animal Husbandry	The Century Co.	
Brinser, Ayers, Shepard, Ward	Our Use of the Land	Harper Bros.	1939
Brown, T. K.	The Secretary's Desk Book	The John C. Winston Co.	1942
Brown and Tusticon	Job Sheets in Practical Woodwork	Bruce Publishing Co.	
Burrows, Thelma M.	Successful Home Furnishing	Manual Arts Press	1938
Carlson, Prickett, Forkner	Books of Account B134	Southwestern Publishing Co.	
Carlson, Prickett, Forkner	Manual for Bookkeeping Test #8-13 Se.K.	Southwestern Publishing Co.	
Carlson, Prickett, Forkner	20th Century Bookkeeping & Accounting- Elementary Course	Southwestern Publishing Co.	1940
Carlson, Prickett, Forkner	20th Century Bookkeeping & Accounting- 1st year (working papers & study guides)	Southwestern Publishing Co.	1940
Carlson, Prickett and Forkner	20th Century Bookkeeping & Accounting- 2nd year Course	Southwestern Publishing Co.	1941
Carlson, Prickett, Forkner	20th Century Bookkeeping & Accounting- 2nd year (Manual) (B13M)	Southwestern Publishing Co.	
Carlson, Prickett, Forkner	20th Century Bookkeeping & Accounting- (Solutions 1st year) (B.12K)	Southwestern Publishing Co.	1940
Carlson, Prickett, Forkner	20th Century Bookkeeping & Accounting- 2nd year (solutions) (B13K)	Southwestern Publishing Co.	
Carlson, Prickett, Forkner	20th Century Bookkeeping & Accounting- 2nd year (Workbooks) O	Southwestern Publishing Co.	
Carlson, Prickett, Forkner	Working Paper and Study 20th Century Bookkeeping and Accounting 18th Ed. Second Year Course B132	Southwestern Publishing Co.	1941
Carlson, Prickett, Forkner	The Betters Homes Corporations Books of Account B144	Southwestern Publishing Co.	1941

<u>AUTHOR</u>	<u>TITLE</u>	<u>PUBLISHER</u>	<u>YEAR</u>
Carlson, Prickett, Forkner	Bookkeeping Test No. 1 Series K Journalizing & Poston, 18th Ed. Chapter 1-5	Southwestern Publishing Co.	1940
Carlson, Prickett, Forkner	Bookkeeping Test No. 2 Series K, In- terpreting Records 18th Ed. Ch. 6-10	Southwestern Publishing Co.	1940
Carlson, Prickett, Forkner	Bookkeeping Test No. 3 Series K. Special Journals 18th Ed. Chapter 11-14	Southwestern Publishing Co.	1940
Carlson, Prickett, Forkner	Bookkeeping Test No. 4 Series K, Work At the End of Fiscal Year	Southwestern Publishing Co.	1940
Carlson, Prickett, Forkner	Bookkeeping Test No. 5 Series K. Re- Serve Accounts and Adjusting Entries 18th Ed. Chapter 19-23	Southwestern Publishing Co.	1940
Carlson, Prickett, Forkner	Bookkeeping Test No. 6 Series K, Cash Records Notes & Drafts 18th Ed. Ch. 23-27	Southwestern Publishing Co.	1940
Carlson, Prickett, Forkner	Bookkeeping Test No. 7 Series K, Types of Proprietorship 18th Ed. Ch. 28-30	Southwestern Publishing Co.	1940
Carlson, Prickett, Forkner	Bookkeeping Test No. 8 Series K, Eff- icient Methods of Bookkeeping 18th Ed. Sec. Year Course	Southwestern Publishing Co.	1941
Carlson, Prickett, Forkner	Bookkeeping Test No. 9 Series K. Part- nership Accounting 18th Ed. Second Year Course	Southwestern Publishing Co.	1941
Carlson, Prickett, Forkner	Bookkeeping Test No. 10 Series K. Ad- justment of Accounts 18th Ed. Sec. Year Course	Southwestern Publishing Co.	1941
Carlson, Prickett, Forkner	Bookkeeping Test No. 11 Series K. Corporation Accounting 18th Ed. Second Year Course	Southwestern Publishing Co.	1941
Carlson, Prickett, Forkner	Bookkeeping Test No. 12 Series K. Accounting For Purchases and Sales and The Voucher System, 18th Ed. Second Year Course	Southwestern Publishing Co.	1941

<u>AUTHOR</u>	<u>TITLE</u>	<u>PUBLISHER</u>	<u>YEAR</u>
Carlson, Prickett, Forkner	Bookkeeping Test No. 13 Series K. Manufacturing Accounting & Analysis of Reports 18th Ed. Sec. Yr. Course	Southwestern Publishing Co.	1941
Carlson, Prickett, Forkner	Bookkeeping Test Series K. 1-7	Southwestern Publishing Co.	1941
Carlson, Prickett, Forkner	Bookkeeping Test Series K. #8-13	Southwestern Publishing Co.	1941
Carlson, Prickett, Forkner	Manual for Bookkeeping Test Nos 1-7 Series K (Answer)	Southwestern Publishing Co.	
Carlson and White	Books of Account B-126	Southwestern Publishing Co.	
Carnegie-Illinois Steel Corp.	Electricity	American Book Co.	1943
Clem, Jane E.	The Technique of Teaching Typewriting	The Gregg Publishing Co.	1929
Coffey and Jackson	Livestock Management	L. P. Lippincott	1940
Coggin, Armstrong and Giles	A Manual on Sharpening Hand Woodworking tools	University of North Carolina	
Collins, Frederick A.	Simplified Household Mechanics	D. Appleton-Century Co.	1939
Collings, Gilbert H.	Commercial Fertilizers	Blakinton Co.	1941
Cook, Scranton, McCally	Farms Mechanics	The Interstate Printer Pub.	
Cox and Hogue	Alfalfa	John Wiley and Sons	1928
Crabbe and Salsgiver	General Business	Southwestern Publishing Co.	1941
Crabbe and Salsgiver	Manual for General Business	Southwestern Publishing Co.	
Crabbe and Salsgiver	Workbook for General Business Unit I-V	Southwestern Publishing Co.	1940
Crabbe, Salsgiver	Workbook for General Business Units VI - XI	Southwestern Publishing Co.	1941
Dadant, C. P.	First Lessons in Bookkeeping	American Bee Journal	1941
Deere, John	The Operation, Care and Repair of Farm Machinery	Deere Co.	
Deming, Dorothy	Home Nursing	Little, Brown & Co.	1942
Dennis, L. T.	Living Together in the Family	American Home Economics Asso.	1940
Douglass and Roberts	Instruction & Information Units for Handworking	McCormick, Mathers	1936

<u>AUTHOR</u>	<u>TITLE</u>	<u>PUBLISHER</u>	<u>YEAR</u>
Dyke, A. L.	Dyke's Automobile & Gasoline Engine Encyclopedia	Goodheart-Wilcox	1942
Eckles, Clarence H.	Dairy Cattle & Milk Production	Macmillan	1939
Ellenwood, J. L.	There's No Place Like Home	Scribner's & Son	1942
Erwin, Mabel D.	Practical Dress Design	Macmillan Company	1940
Evans, Mary	The Story of Textiles	Little, Brown & Co.	1942
Farmer, Fannie Merritt	The Boston Cooking School Cook Book	Little, Brown & Co.	1942
French, Thomas E.	Engineering Drawing	McGraw Hill Book Co.	1941
French and Svensen	Mechanical Drawing	McGraw Hill Book Co.	1940
Fryklund and Kepler	General Drafting	McKnight & McKnight	1938
Fryklund and La Berge	General Shop Woodworking	McKnight & McKnight	1940
Giesecke, Mitchell, Spencer	Aeronautical Drafting	Macmillan	1942
Giesecke, Mitchell, Spencer	Technical Drawing, 2nd Ed.	Macmillan	1943
Gorrell, Faith McKay & Zuill	The Family's Food	J. B. Lippincott & Co.	1937
Gorrell, Faith McKay & Zuill	Food and Family Living	J. B. Lippincott & Co.	1942
Greer, Carlotta C.	Foods and Home Making	Allyn & Bacon	1939
Greer, Carlotta C.	Workbook In Home Making	Allyn & Bacon	1938
Gregg, John Robert	Applied Secretarial Practice	The Gregg Publishing Co.	
Gregg, John Robert	Applied Secretarial Practice Teachers Manual	The Gregg Publishing Co.	
Gregg, John Robert	Business Forms for Applied Secretarial Practice, Part One	The Gregg Publishing Co.	
Gregg, John Robert	Business Forms for Applied Secretarial Practice, Part Two	The Gregg Publishing Co.	1934
Gregg, John Robert	Business Forms for Applied Secretarial Practice (Teacher's Manual)	The Gregg Publishing Co.	
Gregg, John Robert	Gregg Shorthand Dictionary	The Gregg Publishing Co.	
Groves, Ernest Skinner & Swenson	The Family & It's Relationship	J. B. Lippincott & Co.	1941
Hakes, Adelaide B.	Typewriting Speed Studies, 3rd Ed.	The Gregg Publishing Co.	1943
Harcourt, Robert	Elementary Forge Practice	Manual Art Press	1938
Harris, Florence L.	Careers In Home Economics	Little, Brown & Co.	1942
Harris, Florence LaGanke	The New Home Economics Omnibus	Little, Brown & Co.	1941

<u>AUTHOR</u>	<u>TITLE</u>	<u>PUBLISHER</u>	<u>DATE</u>
Harris, F. L. & Henderson, R. A.	Foods--Their Nutritive, Economic Social Values	Little, Brown & Co.	1938
Harris, F. LaGenke & Henderson	Let's Study Foods	Little, Brown & Co.	1941
Harris and Lacey	Everyday Foods	Houghton & Mifflin	1941
Hartman	Machines	Macmillan Company	
Hawes, Elizabeth	Fashion Is Spinach	Grosset & Dunlap	1940
Henney	Principles of Radio	Wiley	1942
Henry Ford Trade School	Shop Theory	McGraw-Hill Book Co.	1942
Hess, Katharine P.	Textile Fibers & Their Use	J. B. Lippincott & Co.	1931
Hjorth, H.	Basic Wood-Working Processes	Bruce Publishing Co.	1941
Hjorth, Herman	Machine Woodworking	Bruce Publishing Co.	1937
Hopkins, John A.	Farm Records	Iowa State College Press	1942
Hultz, Fred S.	Range Beef Production	John Wiley	1930
Johnson, W. H. & Newkirk, L. V.	Fundamentals of Electricity	Macmillan Company	1943
Johnson, W. H. & Newkirk, L. V.	Fundamentals of Shopwork	Macmillan Company	1943
Jones and Rosa	Truck Crop Plants	McGraw-Hill Book Company	1928
Judkins	Principles of Dairying	John Wiley and Sons	
Jull, Morley A.	Poultry Husbandry	McGraw-Hill Book Company	1938
Justin & Rust	Home and Family Living	J. B. Lippincott Co.	1941
Kitson, Harry Dexter	Vocations for Boys	Harcourt Brace Co.	1942
Kiyon and Hopkins	Junior Food and Clothing	Benj. H. Sanborn & Co.	1928
Klenke, William W.	The Art of Wood Turning	Manual Arts Press	1937
Khandle, H. Clyde	Profitable Poultry Keeping	Orange Judd	1940
Knott, James Edward	Vegetable Growing	Lea and Febiger	1941
Kuns, Ray F.	Automotive Service, Vol. I	Bruce Publishing Co.	1941
Kuns, Ray F.	Automotive Essentials	Bruce Publishing Co.	1941
Kuns, Ray F.	Automotive Service, Vol. II	Bruce Publishing Co.	1939
Lattas Coping Saw Patterns to Trace 16			
Lehmann, Herbert G.	Shop Projects In Electricity	American Book Co.	1934
Leslie, Louis A.	Gregg Shorthand Functional Method, Pt. I	Gregg Publishing Co.	1936
Leslie, Louis A.	Gregg Shorthand Functional Method Pt. II	Gregg Publishing Co.	1936
Leslie, Louis A.	Functional Method Dictation (Teacher's Handbook)	The Gregg Publishing Co.	

<u>AUTHOR</u>	<u>TITLE</u>	<u>PUBLISHER</u>	<u>DATE</u>
Leslie and Joubek	Speed Drills In Gregg Shorthand	The Gregg Publishing	1938
	20th Century Bookkeeping & Accounting	South-Western Publishing Co.	
	Farm Practice Set B129K		
Lessenbeery	Workbook, 20th Century Typing writing	South-Western Publishing Co.	1942
	Parts I & II, Fourth Ed.		
Lessenberry, D. D.	20th Century Typewriting (manual)	South-Western Publishing Co.	
Lessenberry, D. D.	20th Century Typing Tests T712 #1	South-Western Publishing Co.	1942
Lessenberry, D. D.	20th Century Typing Tests T713	South-Western Publishing Co.	1942
Lessenberry, D. D.	20th Century Typing Tests T722	South-Western Publishing Co.	1942
Lessenberry, D. D.	20th Century Typing Tests T723	South-Western Publishing Co.	1942
Lessenberry, D. D.	20th Century Typewriting-Two Year Course	South-Western Publishing Co.	1942
Lessenberry, D. D.	Workbook 20th Century Typewriting	South-Western Publishing Co.	1942
	Part 3 & 4, Fourth Ed. T721	South-Western Publishing Co.	1942
Lyon and Buckman	The Nature & Property of Soils	The Macmillan Co.	1937
McIntosh, Daniel C. & Orr, D. M.	Practical Agriculture For High Schools	American Book Co.	1937
McNall, P. E., McMurry, K. F.	Agriculture Bookkeeping	Longmans, Green & Co.	1937
MaHeson, M. S.	Electric	Bruce Publishing Co.	1942
MaHeson, M. S.	Oxy Acetylene Welding	Bruce Publishing Co.	1942
Mathews, Mary	The House and It's Care	Little, Brown Co.	1940
Mathews, Mary Lockwood	Clothing Selection and Care	Little, Brown & Co.	1936
Mathews, Mary Lockwood	The New Elementary Home Economics	Little, Brown & Co.	1936
Members of Teaching Staff etc.	Elementary Principles of Diesel- Engine Construction	Bruce Publishing Co.	1944
Morrill, Bessey and Walsh	Applied Office Practice	D. C. Heath	1942
Morrison, E. B.	Feeds and Feeding	Morrison	1942
Nadler, Maurice	Modern Agricultural Mathematics	Orange Judd	1940
National Cottonseed Ass'n, Inc.	1940 Feeding Practices (Pamphlets)		
Smalley, H. R.	Fertilizers & Good Farming (Pamphlets)	The National Fertilizer Ass'n	
Newell, Adnah Clifton	Coloring, Finishing & Painting Wood	Manual Arts Press	1940
Nichols & Stiles	Woodworking Workbook	Manual Arts Press	1942
Noble and Everill	From Forest To Woodworker	Bruce Publishing Co.	1938
O'Donahoe, Marie	Child care and Development	Little, Brown & Co.	1943

<u>AUTHOR</u>	<u>TITLE</u>	<u>PUBLISHER</u>	<u>DATE</u>
Overstreet, Carolyn	15 Minutes A Day Typing Drills On Figures and Symbols	The Gregg Publishing Co.	1941
Packer, C. E.	Automotive Body and Fender Repairs	Goodheart-Willoox	1941
Petersen, C. F.	Fundamentals of Electricity	Bruce Publishing Co.	1936
Pierce, Anne	Home Canning For Victory	Silver Burdett	1942
Price, W. T. .	Its Fun To Build Things	Crown Publishing Co.	
	The Radio Amateur's License Manual	Am. Radio Relay League	1940
Ramsey, L. W.	Landscaping The Home Garden	Macmillan Co.	1942
Hamsey, Griswold & Kane	Books of Account & Business Papers B133	South-Western Publishing Co.	
Rathbone and Tarpley	Fabric and Dress	Houghton & Mifflin	1937
Reed, Merta L.	Rythmic Typewriting Drills	The Gregg Publishing Co.	1939
Reid, Lillian N.	Personality and Etiquette	Little, Brown & Co.	1940
Renshaw and Leslie	Gregg Dictation and Transcription	The Gregg Publishing Co.	
Renshaw and Leslie	Gregg Dictation and Transcription (Teacher's Manual)	The Gregg Publishing Co.	
Rogers & Welton	Blueprints Reading At Work	Silver Burdette	1943
Roehl, Louis M.	Fitting Farm Tools	Bruce Publishing Co.	1940
Department of Public Instruction	Safety Education In Industrial School Shop	Common Wealth of Pennsylvania Harrisburg	1942
Schaefer, C. T.	Troubleshooter's Handbook for Automotive Mechanics	Automobile Digest	1944
Schilleter, Julian C.	Textbook of General Horticulture	McGraw-Hill Book Co.	1940
Schultz and Schultz	Schools and Home Work Shop	Allyn and Bacon	
Schwartz, H. W.	The Story of Musical Instruments	Doubleday Doran Co.	1938
Scott, W. and Paul, J.	Permanent Agriculture	John Wiley	1941
Silver, Fern	Foods and Nutrition	D. Appleton Co.	1941
Smith, William W.	The Elements of Livestock Judging	Lippincott	
Smith, William W.	Pork Production	Macmillan Co.	1937
Spears, Ruth Wyeth	Better Dressmaking	Silver Burdett	1943
	H. M. Spencer Proprieter	South-Western Publishing Co.	
	Books of Account & Business Papers B123		
Stanley	How To Work With Tools and Wood	Stanley Tools	1942

<u>AUTHOR</u>	<u>TITLE</u>	<u>PUBLISHER</u>	<u>DATE</u>
Stanley	The Stanley Tool Guide	Stanley Tools	1941
Stanley	Stanley Plans In Sets Nos. 1-14	Stanley Tools	
Stone, Harriet	The Meaning of Nutrition	Little, Brown & Co.	1943
Svensen and Shelton	Architectural Drafting	Van Nostrand	1929
Svensen, Carl Lars	A Manual of Aircraft Drafting	Van Nostrand	1941
Titus, Harry W.	The Scientific Feeding of Chickens	The Interstate	1941
Todd, Elizabeth	Clothes for Girls	Little, Brown & Co.	1935
Townsend, Dalzell	How To Plan A House	American Technical Society	1942
Trillings and Williams	Art In Home and Dress	J. B. Lippincott	1942
Trillings, Williams and Reeves	Problems In Home Economics	J. B. Lippincott	1939
Turner, Morgan and Collins	Home Nursing and Child Care	D. C. Heath	1939
Voughan, H. W.	Breeds of Live Stock In America	College Book Co.	1941
	Walker, R. A.	South-Western Publishing Co.	
	Books of Account & Business Papers		
	Wholesale Grocer No. B 112		
Waring, Ralph C.	Wood Finishing & Painting Made Easy	The Bruce Publishing Co.	1940
Waters	The New-Agriculture	Ginn and Co.	
Watson, Welch and Eby	Understanding Radio	McGraw-Hill Book Co.	
Weir, Wilbert Walter	Productive Soils	J. B. Lippincott	1938
Welton and Rogers	Shop Mathematics At Work	Silver Burdett	
Wick, Polliacik, Ellberg	Shopwork	American Book Co.	1943
Williams, R. Scarlott, C.	Radio I-A	American Book Co.	1943
Williams, R. Scarlett, C.	Radio II-B	American Book Co.	1943
Willoughby, G. A. & Chamberlain	General Shop Handbook	Manual Arts Press	1943
Wilmot, Jennie & Batjer, M.	Food For The Family	J. B. Lippincott	1939
Wyatt, E. M.	Blue Print Reading	Bruce Publishing Co.	1943

RECORDS

In the learnership program, a weekly report for each learner was handed in by the instructor to the supervisor's office. This report included the date, the list of operations performed and the number of hours spent on each.

Two types of chart records were maintained in the office. One was the job sheet on which the operations were recorded for each student. The other was the time chart. On this was recorded the hours spent each week by each worker as well as his cumulative time record, with other details such as address, starting date, termination date, certificate issued, etc.

For the high school students, class registers and job charts were maintained. Periodic reports were handed us for all students.

In the appendix, illustrations of the record forms are presented.

CONCLUSION

The vocational training program in Poston consisted of the high school courses for the teen age boys and girls, including Auto Mechanics, Woodworking, Agriculture, Homemaking, Mechanical Drawing, and the commercial curriculum, including shorthand, typewriting, and bookkeeping. It included the learnership program in the various shops such as the garage, machine shop, print shop, electric maintenance shop, in the dressmaking and tailoring schools, the hospital and the offices. This program provided practical planned experience on the job, with instruction, for young men and women and for older adults. The vocational program included, finally, the adult vocational courses for post high school students and adults, such as shorthand, typewriting, bookkeeping, homemaking, mechanical drawing, auto maintenance and others.

The experience gained by the trainees in all types of activities has helped in project maintenance. It has been and will be valuable to them in making a better living on the outside.

The Vocational Training Program has taken advantage of the opportunities provided in the many types of activities found in the Project operation, and has capitalized on these by making them learning activities for those who wished to be trained.

Improvements in the program could have been effected by the employment of a full-time supervisor from the beginning

of the Project, by a more adequate staff of teachers with the time allotted to evening adult courses, and by a well developed system of case follow-up commencing early in the history of the project.

APPENDIX

OUT-OF-SCHOOL SUMMARY

Learnership Program

Adult Vocational Classes

1943 Sept-Dec

Machine Shop
Driver Training
Shoe Repair
Butchering and Meat
Cutting

Shorthand
Typewriting
Bookkeeping
Electricity

1944 Jan-Dec

Machine Shop
Auto Repair
Shoe Repair
Farming
Hog Raising
Library Training
Printing
Office Practice
Electrical Maint.
Radio Repair
Dressmaking and
Tailoring
Beauty Shop

Shorthand
Typewriting
Bookkeeping
Mechanical Drawing
Auto Maintenance
Cosmetology
Agriculture

1945 Jan-July

Machine Shop
Auto Repair
Shoe Repair
Library Training
Office Practice
Beauty Shop
Printing
Electrical Maint.
Radio Repair
Dressmaking and
Tailoring

Shorthand
Typewriting
Cosmetology



SHOE REPAIR SHOP



SHOE REPAIR SHOP



BEAUTY SHOP



BEAUTY SHOP



DRESSMAKING SCHOOL



DRESSMAKING SCHOOL



TAILORING SCHOOL

HIGH SCHOOL PRE-VOCATIONAL COURSES

Enrollment June 1943

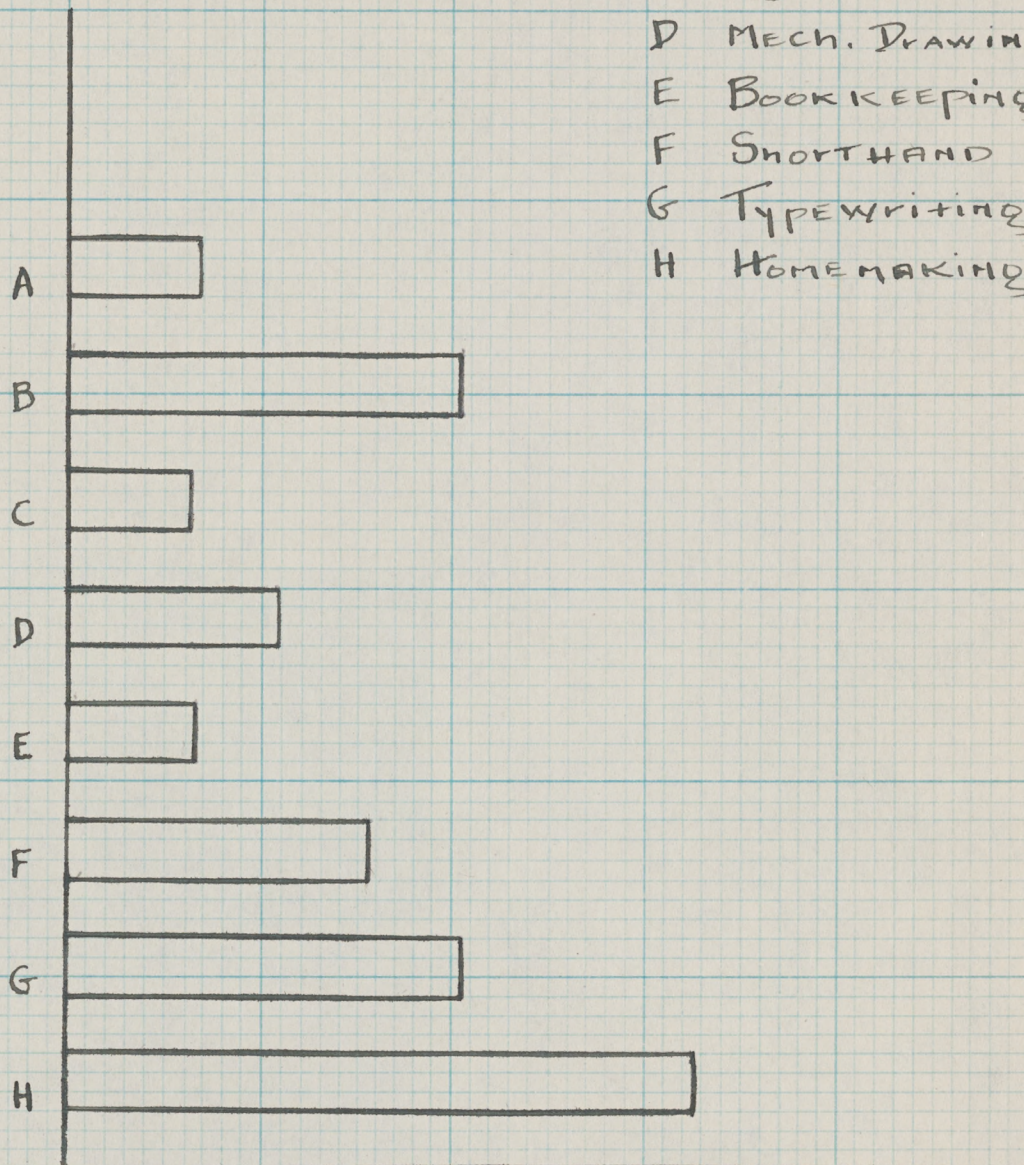
Agriculture	39
Auto and Machine Shop	44
Mechanical Drawing	31
Adv. Architectural Drawing	23
Radio and Electricity	11
Woodshop	112
Homemaking	256
Bookkeeping	142
Typewriting	22
Shorthand	129
Secretarial Training	19
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	828

HIGH SCHOOL PRE-VOCATIONAL COURSES

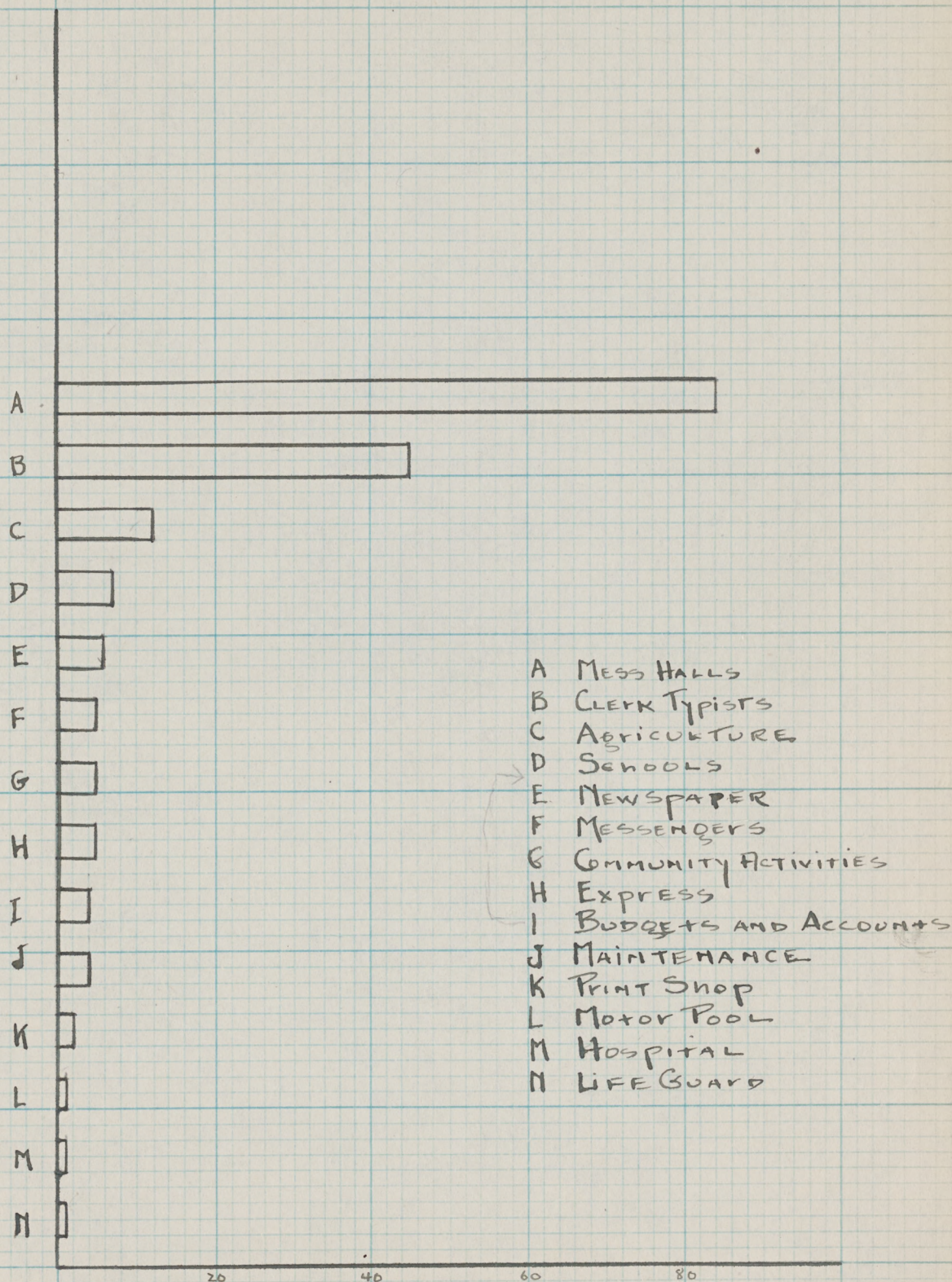
Enrollments May 1945

	Camp I	Camp II	Camp III	Total
Auto Shop	26	17	25	68
Wood Shop	90	45	70	205
Agriculture	-	33	29	62
Mech. Drawing	81	27	-	108
Typewriting	125	36	44	205
Shorthand	71	46	39	156
Bookkeeping	24	41	-	65
Hoa making	143	65	120	328
	---	---	---	---
	560	310	327	1197

- A Auto Shop
- B Wood Shop
- C Agriculture
- D Mech. Drawing
- E Bookkeeping
- F Shorthand
- G Typewriting
- H Homemaking



ENROLLMENT High School Pre-Vocational
Courses, May 1945



SCHOOL-Work Program ENROLLMENTS

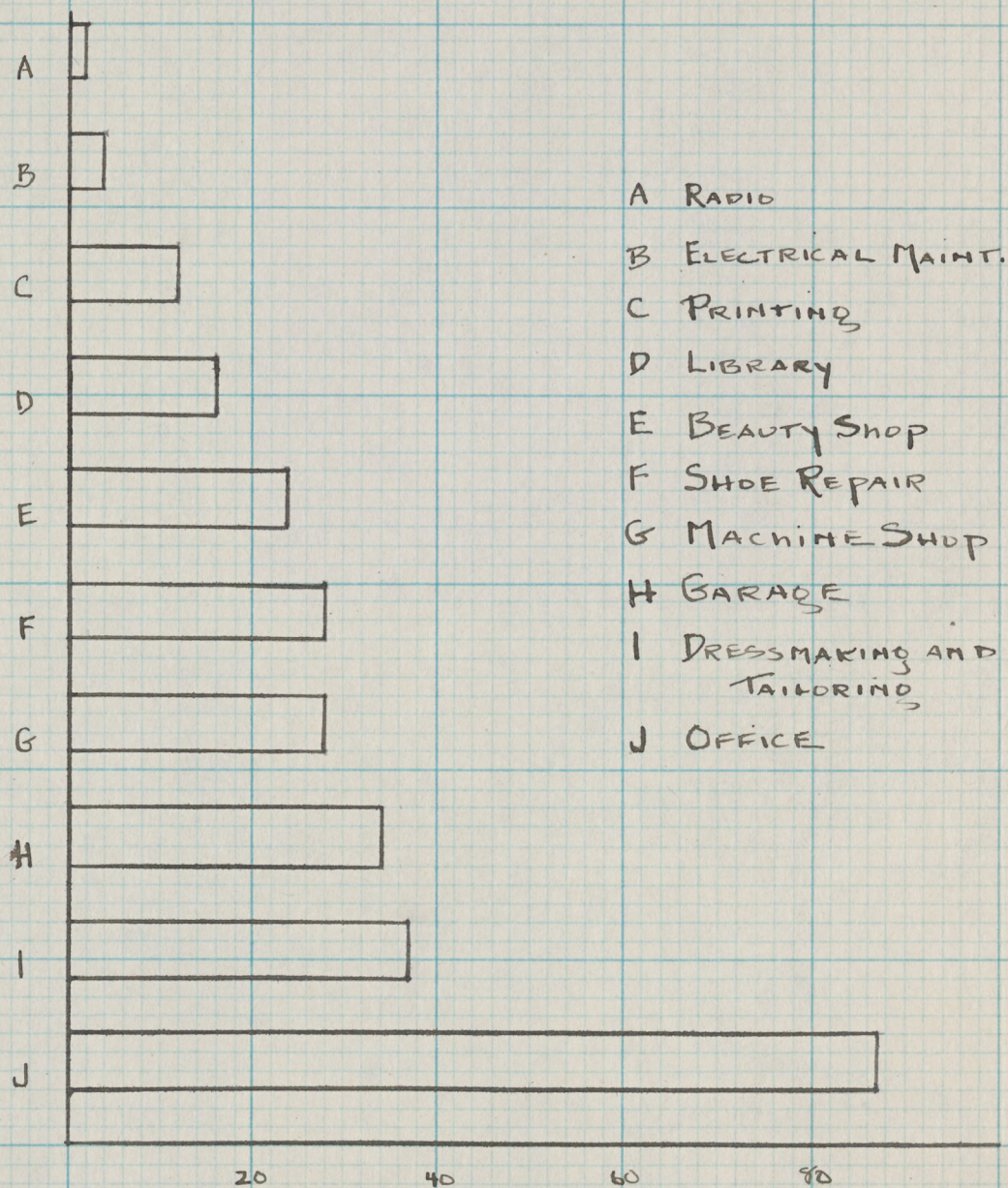
CAMP I May 1945

LEADERSHIP PROGRAM

Total Enrollment

Program	Enrollment
Shoe Repair	28
Beauty Shop	24
Office	37
Dressmaking and Tailoring	37
Library	16
Printing	12
Machine Shop	28
Garage	34
Electrical Maint.	4
Radio	2
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Total	272

(since April 1, 1944)

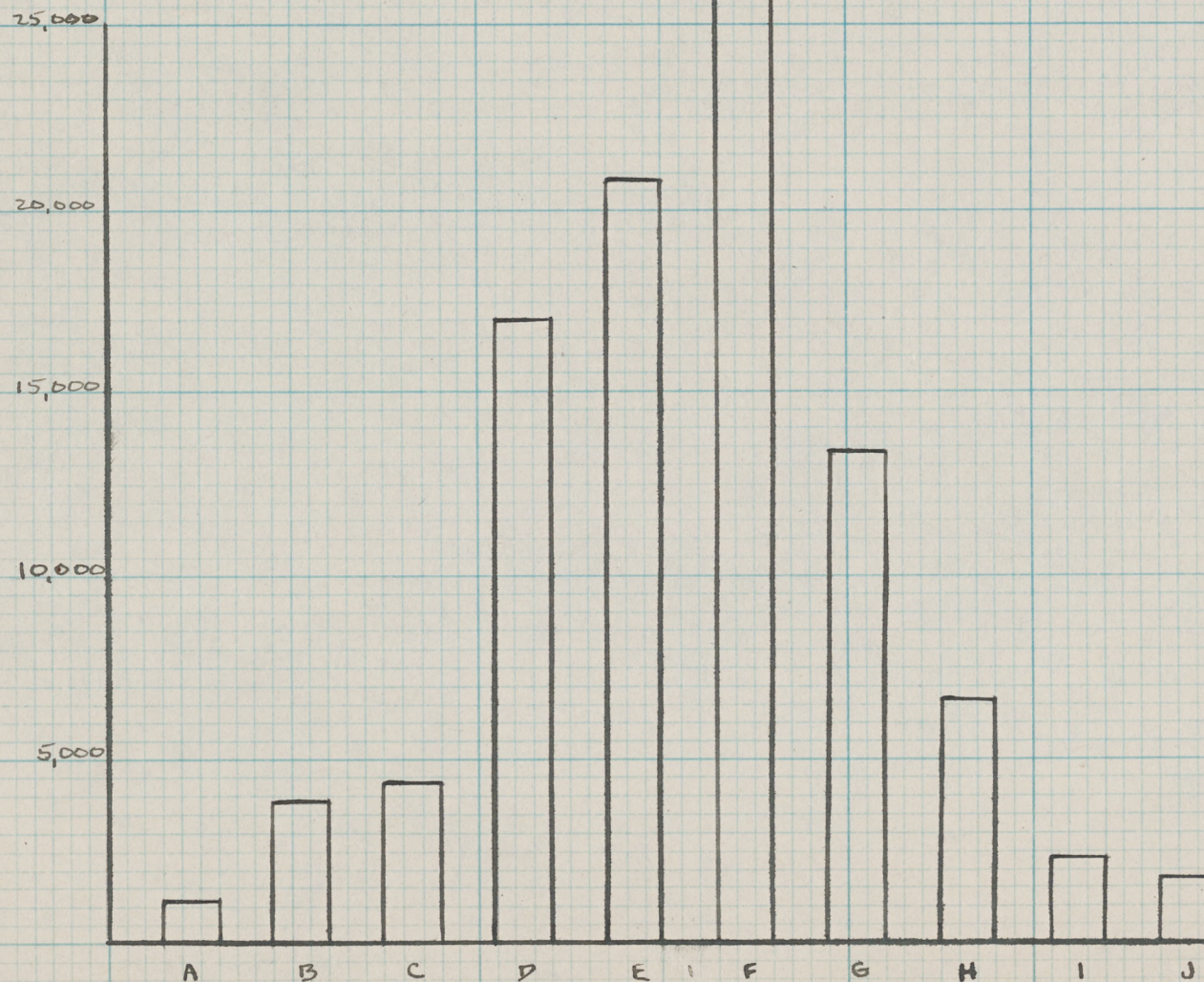


LEARNERSHIP PROGRAM, NUMBER OF DIFFERENT
LEARNERS ENROLLED SINCE
APRIL 1, 1944

LEARNERSHIP PROGRAM
Total Training Hours

Program	Total Training Hours
Shoe Repair	13,336
Beauty Shop	21,834
Office	17,069
Dressmaking and Tailoring	36,834
Library	1,924
Print Shop	4,329
Machine Shop	3,795
Garage	6,612
Electrical Maint.	2,304
Radio	1,161

(Recorded since Sept. 1, 1944)



- A RADIO
- B MACHINE SHOP
- C PRINT SHOP
- D OFFICE
- E BEAUTY SHOP
- F DRESSMAKING + TAILORING
- G SHOE REPAIR
- H GARAGE
- I ELECTR. MAINT.
- J LIBRARY

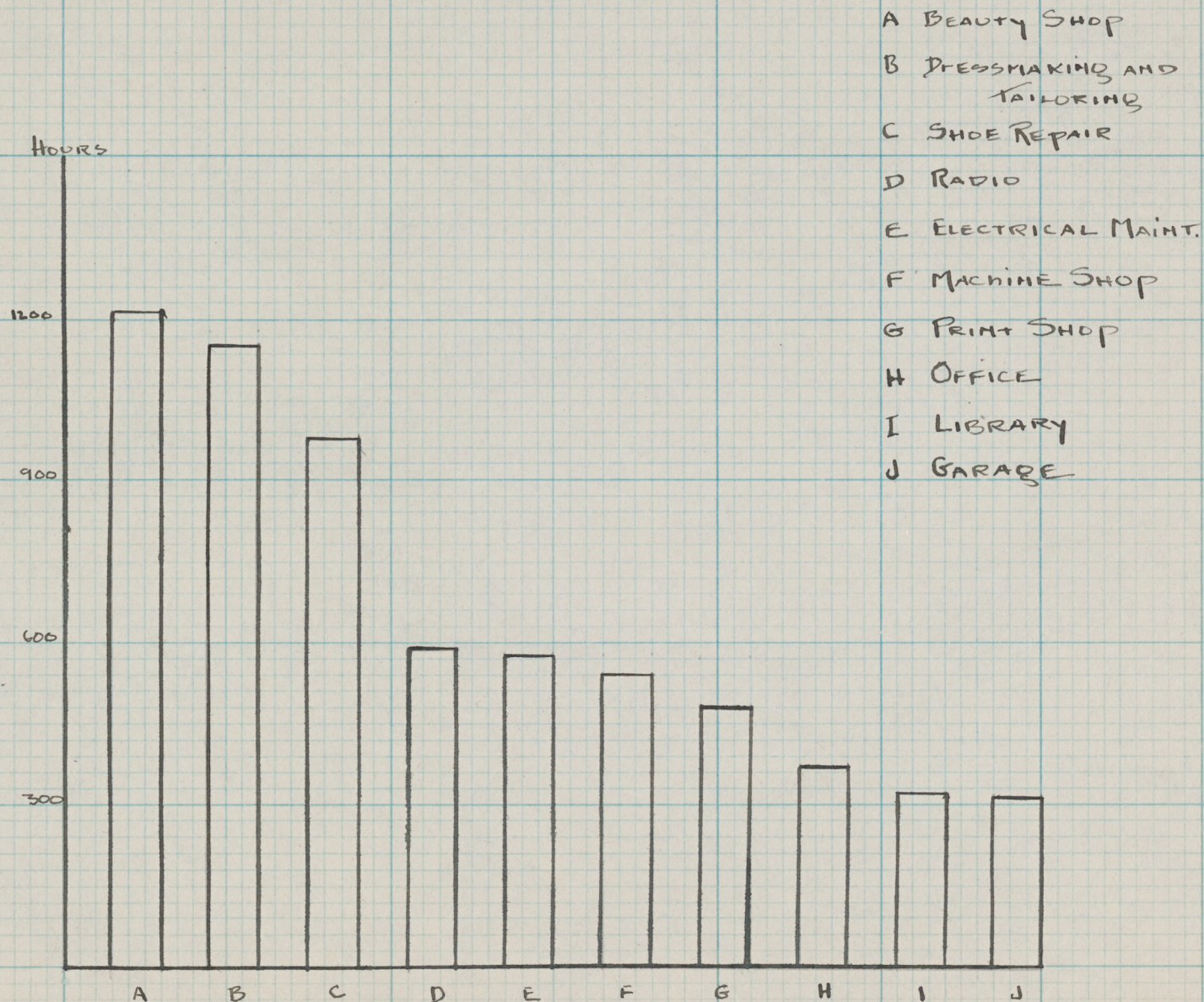
LEARNERSHIP PROGRAM, HOURS OF TRAINING
RECORDED SINCE SEPT. 1, 1944

LEADERSHIP PROGRAM

Average Training Period

Program	Hours Training Per Person
Shoe Repair	981
Beauty Shop	1213
Office	373
Dressmaking and Tailoring	1152
Library	320
Print Shop	481
Machine Shop	542
Garage	315
Electrical Maint.	576
Radio	590

(Recorded since Sept. 1, 1944)



LEARNERSHIP PROGRAM, AVERAGE TRAINING PERIOD

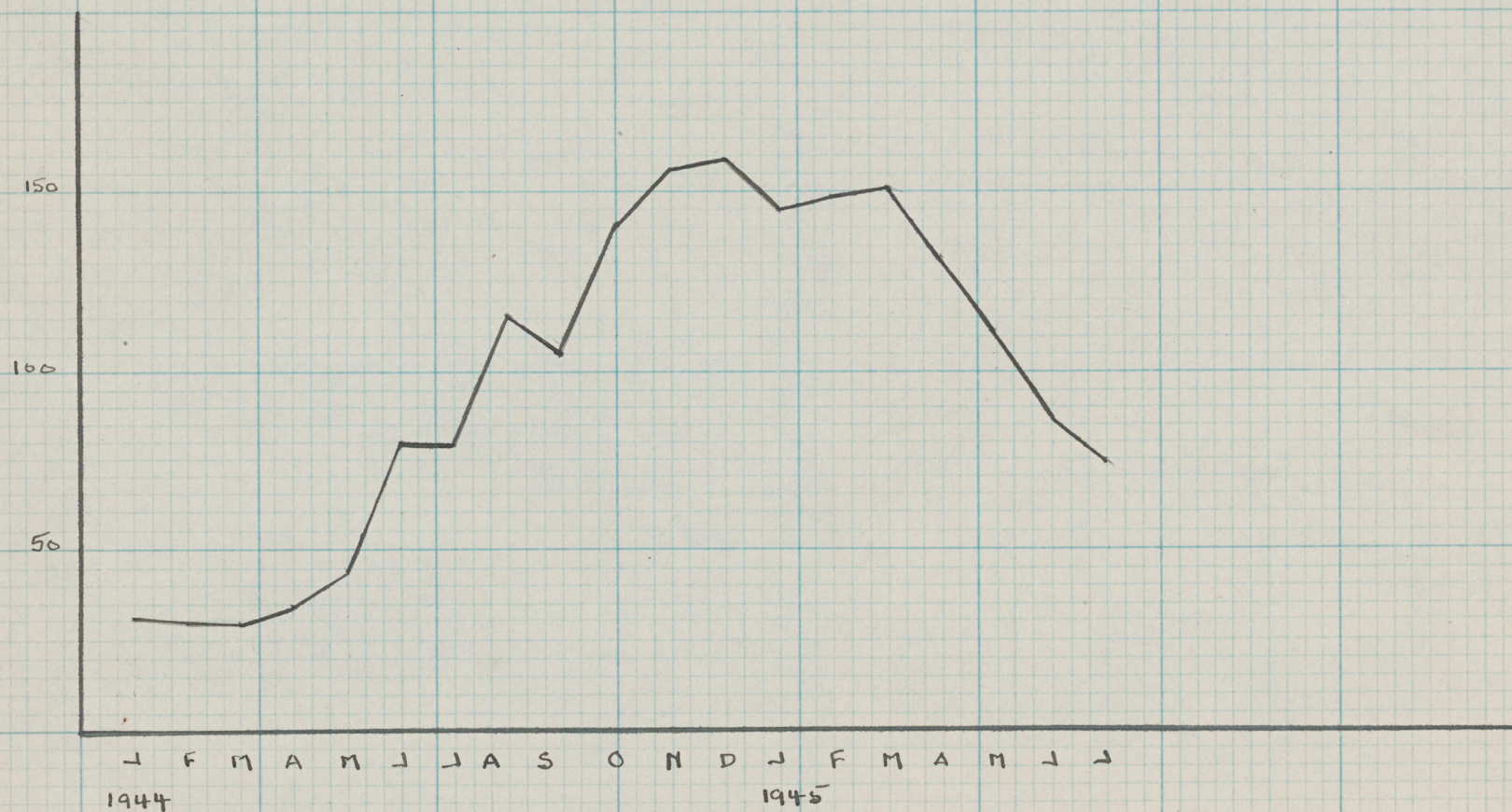
RECORDED SINCE SEPT. 1, 1944

LEADERSHIP PROGRAM ENROLLMENTS

1944	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Machine Shop	8	6	5	8	8	15	22	21	13	10	10	9
Garage	-	-	2	3	4	20	12	7	10	20	21	20
Shoe Repair	3	3	3	5	8	13	12	12	14	14	15	14
Farming	-	-	-	-	-	-	-	-	-	24	22	-
Hog Raising	20	-	-	-	-	-	-	-	-	-	-	-
Library	-	-	-	-	-	14	15	13	3	-	-	-
Office	-	19	18	19	16	9	8	5	10	13	17	22
Beauty Shop	-	-	-	-	9	9	10	10	13	14	17	17
Print Shop	-	-	-	-	-	-	-	-	-	2	2	4
Electric Maint.	-	-	-	-	-	-	-	-	-	2	4	4
Radio Repair	-	-	-	-	-	-	-	-	2	2	2	2
Wage-Aids	-	-	-	-	-	-	-	48	40	40	46	41
Dressmaking and Tailoring	-	-	-	-	-	-	-	-	-	-	-	25
Totals	31	28	28	35	45	80	79	116	105	141	156	158

LEADERSHIP PROGRAM ENROLLMENTS (con)

1945	Jan	Feb	Mar	Apr	May	June
Machine Shop	7	8	7	7	-	-
Garage	-	-	-	-	-	-
Shoe Repair	11	9	9	1	2	2
Farming	-	-	-	-	-	-
Hog Raising	-	-	-	-	-	-
Library	3	11	11	8	-	-
Office	25	25	34	32	31	12
Beauty Shop	14	14	14	11	10	8
Print Shop	6	7	9	7	7	7
Electric Maint.	4	4	4	4	4	-
Radio Repair	2	2	2	-	-	-
Nurse Aids	49	40	35	35	35	34
Dressmaking and Tailoring	25	29	26	27	24	24
	—	—	—	—	—	—
Totals	146	149	151	132	113	87



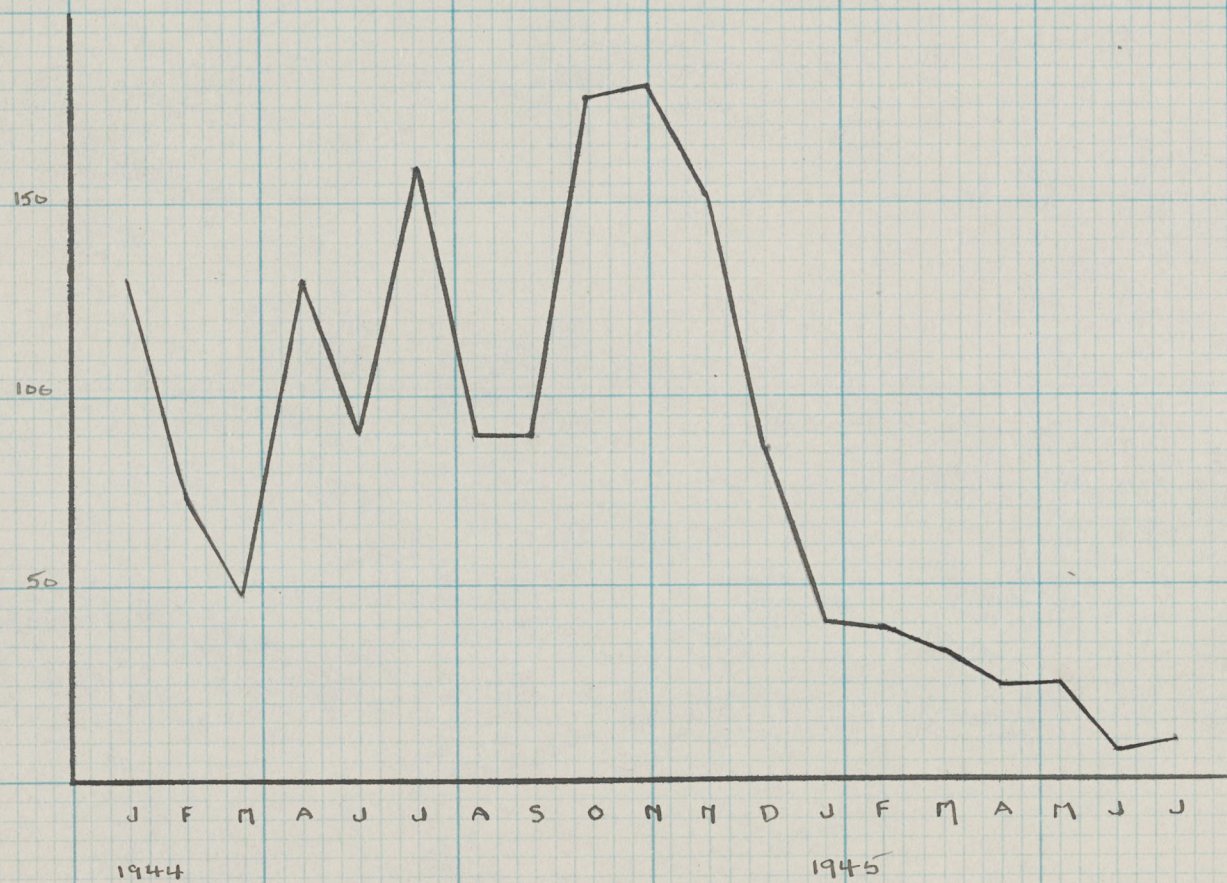
ENROLLMENT LEADERSHIP PROGRAM

ADULT VOCATIONAL COURSE ENROLLMENTS

1944	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Shorthand	74	45	22	100	60	115	58	58	162	105	66	51
Typewriting	41	22	17	15	15	24	34	34	15	60	70	15
Bookkeeping	15	10	9	4	4	-	-	-	-	-	-	-
Mech. Drawing	-	-	-	15	10	10	-	-	-	-	-	-
Cosmetology	-	-	-	-	-	-	-	-	-	14	17	17
Agriculture	-	-	-	-	-	8	-	-	-	-	-	-
Totals	130	77	48	134	89	157	92	92	177	179	153	83

ADULT VOCATIONAL COURSE ENROLLMENTS (con)

1945	Jan	Feb	Mar	Apr	May	June
Shorthand	10	10	-	-	-	-
Typewriting	15	15	20	15	15	-
Bookkeeping	-	-	-	-	-	-
Mech. Drawing	-	-	-	-	-	-
Cosmetology	14	14	14	11	8	8
Agriculture	-	-	-	-	-	-
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
Totals	39	39	34	26	23	8



ENROLLMENT ADULT VOCATIONAL COURSES

COURSE OUTLINES

SHOE REPAIR

Heel work, rubber
Heel work, leather
Heel plates
stitching
Patch work
Sole work, nail
Sole work, sew
Welts
Polish, finishing
Complete repair job

PRINTING

Handling paper
Folding papers
stock handling
Type setting
Printing
Ticket printing
Multilith machine
Mimeographing
Cleaning machines
Cutting papers
Bookbinding
Running paper
Mailing lists

ELECTRICAL MAINTENANCE

Set up electric poles
Change lights
Buy wires
Fixture maintenance
Wiring, overhead
shop maintenance
short circuit repair
Install receptacle
Check line
Remove outlet
Repair switchbox
Install auto. switch
Replace transformer

Install service line
Install telephone line
Raise street light wires
Install temporary line
Remove temporary line
Install fluorescent
fixtures
Install electric range
Repair electric range
Install flush plate
Install street lights
Install outlets
Install wiring
Check voltage

COURSE OUTLINES

OFFICE PRACTICE

Filing
Copy work
Ditto
Reports, daily, weekly, etc.
Post inventory cards
Telephone
Filling orders
Type correspondence
Type cards
Type solids

Dictation
Transcription
Hincograph
Adding machine
Bookkeeping
Time keeping
Special charts
Mail service
Special forms
Statistical work

LIBRARY TRAINING

Process, books and magazines
Read shelves
Bind books and magazines
Circulation desk
Accession book
Arrange bookshelves
Binding
Filing
Typewriting
Ditto
Hincograph

MACHINE SHOP

Fundamental Benchwork:

Filing
Laying out
Chipping
Drilling
Sawing

Fundamental Drill Presswork:

Reading
Laying out
Countersinking
Drilling to proof line

Engine Lathe

Between centers
Rough turning
Finish turning
Shoulder turning
Facing
Knurling

Radial turning
Threading
Taper turning
Tool post grinding
Cutting off

Chuck

Rough turning
Finish turning
Facing
Internal boring
Internal threading
Grinding
Taper turning
Radial turning
Bore grinding
Drilling
Reaming
Tapping
Shoulder turning
Cutting off

COURSE OUTLINES

MACHINE SHOP (con)

Face Plate
Rough turning
Finish turning
Facing
Internal boring
Taper turning
Radii turning
Recessing
Drilling
Reaming
Shoulder turning
Milling Machine
Plain
Rough milling
Finish milling
Step
Rough milling
Finish milling
Bevel
Rough milling
Finish milling
End
Rough milling
Finish milling

Shaper-Planer
Plain
Rough
Finish
Step
Rough
Finish
Bevel
Rough
Finish
Parting
Grinder
Surface
Rough grinding
Finish grinding
Cylinder
Internal grinding
External grinding
Drill Press
Drilling
Counter sinking
Counter boring
Reaming
Tapping

RADIO SHOP

Electrical and radio terms
Abbreviations
Identification and construction
of radio parts
Coils
Transformers
Load speakers
Electrical and radio symbols
RMA color codes
Resistors
 mica condensers
Power transformers
Intermediate frequency
transformers

Preparing and splicing wires
Twisting
Western union splice
Bell splice
T joint
Hook joint
Soldering
Tube testing
Classes of vacuum tubes
Diode vacuum tubes
Triode vacuum tubes
Multielement vacuum tubes
Filament ratings
Voltage ratings

COURSE OUTLINES

RADIO SHOP (con)

Physical Characteristics of Vacuum Tubes

RA prong numbering system

RA tube numbering code

Metal and glass tubes

G, GT, and GT/G tubes

Vacuum Tubes as Amplifiers

Voltage amplifiers

Power amplifiers

Vacuum Tubes as Detectors

Function of detectors

Types of detectors

Types of Loudspeakers

Principles of Tuned Radio

Frequency

Principles of Superheterodyne

Radio

Radio Circuits

Signal circuits

Power circuits

Identification of Stages in a

Typical Superheterodyne

Schematic Diagram

Servicing a Defective Radio

Use of multimeter

Locating defective stage

Locating defective part

Repairing defect

Shop repair work, misc.

COSMETOLOGY

Shampoo

Scalp

Oil

Egg

Tow

Powder dry

Special

Rinse

Vinegar

Lemon

Bluing

Camellia

Horn

Brightening

Permanent

Dry spiral

Cropignole

Combination

Curling

Paper

Bob

Round

Marcel

Wet waving

Brush curl

Pin curl

Finger wave

Sculpture

Bleach

Liquid

Paste

Antiseptic oil bleach

Cutting

Short

Tribe-long bob

Thinning

Beck trim

Dyeing

Shampoo tints

Aniline

Mineral

Vegetable

Progressive

Scalp Treatments

Oily hair

Dry hair

Falling hair

Electrical

Facials

Plain

Electrical

Bleach

Pack

Mask

Make-up

COURSE OUTLINES

COSMETOLOGY (con)

Street
Evening
Arch
Tweezing
Waxing
Depilatory
Coloring
Eye lash
Eye brow
Manicure
Water
Oil
Hand and Arm Bleach
Hand, Arm Massage

DRESSMAKING AND TAILORING

Pattern drafting

Shirts

Cutting
Basting
Finishing
Pressing

Pants

Cutting
Pockets
Fly front
Button holes
Inside seams
Joining back
Finishing

Foundations

shirt
Dress
Sneak
Boys' pants
Children's clothing

Suits

Men's
Ladies'

Sewing

Blouse
Dress
Sneak
Sleeves
Collars
Slip

House coat
Pajamas
Alterations
Mending

COURSE OUTLINES

AUTO REPAIR

Accessories, Install, repair
Axle, Remove, replace
Battery, Check, remove, fill,
replace cables
Bearings, Ball, roller, pack
replace
Engine, adjust,
repair
Body, Wash, polish
Bodywork, Bumping
Brakes, Repair, adjust
Re-line shoes
Bumper, Remove, repair,
replace
Carburetor, Remove, clean
adjust
Chassis, Repair
Clutch, Install, repair,
Adjust
Coil, Remove, replace, test
Cylinder, Bore
Differential, Disassemble,
Assemble
Distributor, Remove, adjust,
replace
Engine, Disassemble, overhaul,
re-assemble
Engine, Timing
Engine, Tune-up
Engine Fan, Remove, replace
Engine, New, Install
Engine, Sleeves, Cylinder
Replace
Exhaust, Remove, repair
muffler
Fender, Remove, repair, replace
Fuel Line, Remove, clean,
replace
Fuel Pump, Remove, repair,
replace
Fan Belt, Replace, adjust
Castank, Remove, replace
Generator, Adjust, replace
Glass, Remove, replace
Governor, Remove, adjust,
replace

Grille, Remove, repair,
replace
Head, Engine, Remove, clean
Horns, Repair
Hose, remove, replace
Inspection, Complete check
sheet
Ignition, Check, adjust
points
Kingspins, Remove, adjust,
repair
Lights, remove, adjust
Lubrication, Grease rack
Oil Line, Clean, replace
Pump, Water, Repair, replace
Radiator, Remove, repair,
replace, flush
Regulator, Voltage, Adjust
Tire Repair
Transmission, Disassemble,
repair, replace
Springs, Remove, install
Starter, Overhaul
Steering, Adjust, repair
Spark plugs, Clean, adjust
Universal, Remove, adjust,
replace
Valves, Adjust tappets
Grind, reface
Welding, Acetylene, electric,
cutting, brazing
Wiring, Remove, replace
Wheel Alignment, Check,
adjust

W. R. A. Colo. River - 70

LEARNERSHIP INSTRUCTOR'S WEEKLY REPORT

Name _____ Subject _____
Last First 194 _____
Place of Training _____ Block No. _____ Week Ending _____
Camp No. _____

Day	Date	Time		List of Operations Performed	No. of Hours
		In	Out		
Mon.					
Tue.					
Wed.					
Thurs.					
Fri.					
Sat.					

Remarks

Total for Week

Total to Date

Use other side for addition operations or remarks.

OFFSET

Instructor

Date
Group
Session
Instructor
Course

Address

O P E R A T I O N S

E.O.D. Name

Date
Group
Session
Instructor
Course

E.O.D. Name

Address

Max. Wk. Hrs.

Wks. Worked

Hrs. - Wk.

Hrs. to Date

Wks. Worked

Hrs. - Wk.

Hrs. to Date

Wks. Worked

Hrs. - Wk.

Hrs. to Date

Wks. Worked

Hrs. - Wk.

Hrs. to Date

Wks. Worked

Hrs. - Wk.

Hrs. to Date

Hrs. Month

Hrs. to Date

WRA-353

War Relocation Authority

Vocational Training Certificate

THIS IS TO CERTIFY THAT Mr., Mrs., Miss: _____ has completed
_____ clock hours of approved instruction, and _____ clock hours of supervised practise as a Learner in the
_____ course.

Basic Operations Performed

Special Tools Used

Machine Used (Basic Specs.)

RATING: (A - Above average; B - Average; C - Below average; F - Failure)

EFFORT _____ ALERTNESS _____ ABILITY TO LEARN _____ PROGRESS _____ SAFETY _____

REMARKS

DATE

INSTRUCTOR

VOCATIONAL TRAINING SUPERVISOR

CENTER

ADDRESS

UNITED STATES DEPARTMENT OF THE INTERIOR
WAR RELOCATION AUTHORITY
EDUCATION SECTION

APPLICATION FOR VOCATIONAL COURSE APPROVAL

Center _____ Present date _____

Name of course _____ W. R. A. _____ State _____

Date course begins _____ Date course terminates _____

Length of course _____ weeks; _____ days per week; _____ hours per day.

Total clock hours _____ Approximate clock hours for student practice _____ Approximate clock hours for student's formal instruction _____ (approximately 75% to 25% ratio).

Estimated initial enrollment: Male _____ Female _____ Issei _____ Nisei _____

Name of instructor _____

Instructor's qualifications to teach this course _____

Place where course will be taught _____

General statement of equipment available for this course _____

Estimated value of inventory _____

Name of person responsible for inventory _____

The intent of this course is to prepare persons for employment:

(a) In the center _____ activity.

(b) Through relocation, in the _____ trade or occupation.

Records to be kept:

☐ Daily attendance.

☐ Instructor's plan of instruction.

☐ Class progress chart.

☐ Student's certificate of completion.

☐ Individual progress card.

☐ Final course report.

☐ Course outline.

☐ Other _____

Course recommended by center Vocational Training Committee _____ Date _____

Approval of center Vocational Training Supervisor _____ Date _____

Approval of Superintendent of Schools _____ Date _____

Approval of Washington Vocational Training Committee _____ Date _____

[OVER]

Directions for the Center Vocational Training Supervisor

1. Please make four copies. Send all four to the Washington Vocational Training Committee. Mark for the attention of the Education Section. Following approval, three copies will be returned to you:
 - (a) Retain original for your own files.
 - (b) Give one copy to the Superintendent of Schools.
 - (c) Give one copy to the Records Section.
2. Allow from 3 to 4 weeks for the processing of an Application for Course Approval. In view of this, submit applications well in advance of the date set for the beginning of the course.
3. Following "Name of course," if financed by WRA funds, check space after "W. R. A."; if paid by Federal funds channeled through State boards for vocational education, indicate under which Federally aided program, i. e., OSYA, VTWPW, FPWT, etc.
4. Following "Instructor's qualifications to teach this course" indicate briefly: (a) teaching experience, (b) industrial experience in the area of the course.
5. Following "Place where course will be taught" describe briefly but completely the building(s), room(s), and/or other areas in which the course will function.
6. Following "General statement of equipment available for this course" indicate briefly the character of major or special items "plus necessary miscellaneous tools, materials, and supplies." Attach a copy of the inventory if this would make a more complete statement.
7. "Estimated value of inventory" should be based upon figures supplied by the Property Control officer's files.
8. No applications will be considered for approval by the Washington Vocational Training Committee unless these applications are signed by:
 - (a) Chairman of the center vocational training committee.
 - (b) Vocational Training Supervisor for the center.
 - (c) Superintendent of Schools for the center.

REMARKS: (Here add any information which will assist the Washington Vocational Training Committee in evaluating this application.)

DEPARTMENT OF THE INTERIOR
War Relocation Authority
Education Section
Vocational Training Program

COURSE OUTLINE

Note: This "Course Outline" is to accompany WRA-354, "Application for Vocational Course Approval." Prepare four copies and forward all four to the Washington Education Section for approval. Three copies will be returned.

Center _____ Location _____

Course _____ Instructor _____

Registration _____ Class Sessions Weekly _____ Hours per Session _____

- A. Basic Operations and processes student will learn. (Example: Layout: using dye, scale, scriber.) List in sequential order.

1	_____	11	_____
2	_____	12	_____
3	_____	13	_____
4	_____	14	_____
5	_____	15	_____
6	_____	16	_____
7	_____	17	_____
8	_____	18	_____
9	_____	19	_____
10	_____	20	_____

- B. Related technical material student will study in connection with above (Example: Layout tools: TM 10-590 Chap III) List in sequential order.

1	_____	11	_____
2	_____	12	_____
3	_____	13	_____
4	_____	14	_____
5	_____	15	_____
6	_____	16	_____
7	_____	17	_____
8	_____	18	_____
9	_____	19	_____
10	_____	20	_____

- C. Instructor's Major Demonstrations. (Example: Use of Layout Tools.) List in order of presentation. Indicate date on which Demonstration probably will be given.

<u>Topic</u>	<u>Date</u>	<u>Topic</u>	<u>Date</u>
1	_____	6	_____
2	_____	7	_____
3	_____	8	_____
4	_____	9	_____
5	_____	10	_____

(over)

- D. Instructor's Talks on Related Mathematics, Science, Drawing, Trade Terms, English, Safety, Vocational Guidance, etc. (Example: Reading a Blueprint, followed by date on which talk probably will be given.)

<u>Topic</u>		<u>Date</u>	<u>Topic</u>		<u>Date</u>
1			11		
2			12		
3			13		
4			14		
5			15		
6			16		
7			17		
8			18		
9			19		
10			20		

- E. List of Text and Reference Books, Pamphlets, Charts, Films, Film Strips, and other teaching aids and materials to be used. (Example: War Dept. TM 10-590)

1		6	
2		7	
3		8	
4		9	
5		10	

- F. Remarks:

- G. Signatures:

_____ (Instructor)	_____ (Date)	_____ (Superintendent of Schools)	_____ (Date)
_____ (Voc. Training Supervisor)	_____ (Date)	_____ (Washington Voc. Training Advisor)	_____ (Date)

