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## HIGH SCHOOL GRADUATION REQUIREMENTS FOR TRI-STATE HIGH SCHOOL

In order to graduate from High School, it is necessary for the student to earn the following credits (which will include those earned in the ninth grade):

20 credits in a Vocational Course

22 credits in a College Preparatory Course

The satisfactory completion of a subject taken once a week for one period from 40 to 60 minutes in length for one semester earns one-half credit. The minimum period for credit granted in any course is one semester. Any single semester's credit earned in any senior high school may count toward graduation. However, less than one year of credit in a subject such as foreign language or mathematics may not be accepted for entrance to college or university or for the completion of certain curriculum.

### I. General Requirements for Students Who Choose the Vocational Course.

English.....	3 credits
Science.....	1 credit
U.S. History & Constitution.....	1 credit
Problems of Democracy:	
Economics..... $\frac{1}{2}$	
Sociology..... $\frac{1}{2}$	1 credit
World History.....	1 credit
Physical Education.....	4 credits

(Seniors who expect to graduate in Nov. 1944 must enroll in Sr. Prob.)

### II. Specific Requirements for Major in a Particular field.

#### A. Commercial Department (Specific Requirements)

Description of these courses may be found in the Students Handbook pp. 5 & 6.

Typewriting.....	2 credits
Shorthand.....	2 credits
Bookkeeping.....	1 credit
Office Practice.....	$\frac{1}{2}$ credit
Transcription.....	$\frac{1}{2}$ credit
Business English.....	$\frac{1}{2}$ credit
Junior Business Training.....	$\frac{1}{2}$ credit
Business Arithmetic(if offered).....	$\frac{1}{2}$ credit

Students who are planning to graduate with a Commercial Major may follow Plan A or Plan B. The required subjects are listed below:

#### Plan A

Typing.....	2 credits
Shorthand.....	2 credits
Transcription.....	$\frac{1}{2}$ credit
Off. Practice.....	$\frac{1}{2}$ credit
Bus. English.....	$\frac{1}{2}$ credit

#### Plan B

Typing.....	1 credit
Bookkeeping.....	1 credit
Junior Bus. Training.....	$\frac{1}{2}$ credit
Business English.....	$\frac{1}{2}$ credit
Business Math.....	$\frac{1}{2}$ credit
Retail Selling.....	$\frac{1}{2}$ credit



Typing II, Shorthand II should be taken concurrently with Transcription and Office Practice, but seniors who have completed Typing II & Shorthand II may enroll in Transcription or Office Practice.

Transcription XII (1st. Semester).....  $\frac{1}{2}$  credit

In this course the student will receive intensive training in taking dictation and transcribing shorthand notes. Students registering in this course should reach a transcription speed of 20-25 words per minute (95%) accuracy.

Office Practice XII (2nd Semester).....  $\frac{1}{2}$  credit

This course provides experience in filing; duplicating; communication: the telephone, the telegraph; office responsibility, office etiquette, and personal improvement; office devices and equipment; books of reference, knowledge of business terms, and the all-important letter.

\*(Seniors following a vocational course with a commercial major, who expect to graduate in November 1944 or April 1945 are required to complete 1 year of typing, 1 year of shorthand and 1 year of bookkeeping, Business English and Junior Business Training.)

#### B. Home Economics (Specific Requirements)

Description of these courses may be found in the Student's Hand Book pp 7 & 8.

	Foods.....	1 credit
	Clothing.....	1 credit
	Home Nursing.....	$\frac{1}{2}$ credit
	Personal Domestic Service.....	$\frac{1}{2}$ credit
	Home Arts.....	$\frac{1}{2}$ credit
any two	Home Making.....	$\frac{1}{2}$ credit
	Costume Design.....	$\frac{1}{2}$ credit

### III. REQUIREMENTS FOR STUDENTS WHO CHOOSE THE COLLEGE PREPARATORY COURSE.

#### A. Subject Requirements

English.....	4 credits
Science.....	2 credits (one in third or fourth year)
World History.....	1 credit
U.S. History & Constitution.....	1 credit
Problem of Democracy:	
Economics.....	$\frac{1}{2}$ credit
Sociology.....	$\frac{1}{2}$ credit
Foreign Language.....	2 credits of the same language.
Mathematics.....	2 credits
Physical Education.....	4 credits

In addition

Advanced mathematics (third or fourth year), foreign language, chemistry, physics, or two years of a second language---1 or 2 credits.

\*(Seniors who expect to graduate in November 1944 must enroll in Sr. Prob.)



## B. Scholarship Requirements for College Preparatory Course

In a subject completed in the last three years of the high school, a scholarship average of grades "B" must have been maintained. In computing scholarship averages, semester grades rather than yearly grades are used.

For example: A semester grade "A" in either half of one prescribed course may be used with a semester grade "C" in either half of any other prescribed course to obtain a "B" average.

Required subjects taken in the last three years of high school in which a "D" has been received will not be counted in reckoning the required scholarship average or in satisfaction of the subject requirements.

This minimum program fulfills the requirements for entrance to the University of California.

## ADDITIONAL COURSES FOR SEMESTER JULY 17, 1944 - NOVEMBER 24, 1944

AUTO SHOP XI, XII, & P.G.-----1/2 credit  
(2 periods a day per semester)

WOOD SHOP X - XII, P.G.-----1/2 credit  
(2 periods a day per semester)

LEATHER CRAFTS VII - XII -----1/2 credit

COMMERCIAL ART VIII - XII -----1/2 credit  
Entrance to this class on approval of instructor

DESIGN VII- XII -----1/2 credit  
Entrance to this class on approval of instructor

ART I -----1/2 credit

ART II -----1/2 credit

HIGH SCHOOL GRAMMAR XII & P.G. -----1/2 credit

Students who enroll in this course must have completed English III.

LATIN I IX - XII -----1 credit  
Student must have acceptable understanding of English.

GERMAN I IX - XII -----1 credit  
Student must have acceptable understanding of English.

OFFICE PRACTICE XII & P.G.-----1/2 credit  
Entrance to this class on approval of instructor

TRANSCRIPTION XII & P.G.-----1/2 credit  
Entrance to this class on approval of instructor



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TRI-STATE HIGH SCHOOL  
Newell, California

"SOME PRACTICAL TECHNIQUES OF EVALUATION" FEB 4

A teacher's total task of teaching may be broken down into the following categories:

1. Setting up aims of instruction--general and specific
2. Studying the needs of the child
3. Cooperatively setting up objectives--skills, understandings, attitudes, and appreciations to meet child's needs
4. Choosing the experiences--activities
5. Choosing the various techniques (methods)--Both teacher and pupil
6. Choosing materials
7. Evaluation (Outcomes)

WHAT?

What is the meaning of evaluation?

- I. Since educational measurements have been introduced into education about the turn in the century, three concepts have developed:
  - A. TESTING--Objective devices for testing intelligence and achievement of pupils were developed.
  - B. MEASUREMENT--Teachers used objective methods in their own examinations and more use was made of test results, and more tests were constructed for measuring different types of instructional outcomes which were not easily measured by the objective test.
  - C. EVALUATION--The idea has finally developed that paper and pencil tests measured only a part of the outcomes of instruction and types of pupil behavior about which we need information. Therefore, tests constitute a major part of evaluation, but such other means of measurements as:
    1. Anecdotal record
    2. Interview
    3. Questionnaire
    4. Rating scale
    5. Individual pupil profile
    6. Class record
    7. Cumulative record
    8. Case study

Also evaluate pupil behavior and achievement.



## II. What Tests Should We Make or Choose (Criteria for Choice)

### A. Tests should meet the following criteria:

1. Validity--degree to which a test measures what it is supposed to measure
2. Reliability--consistency--gives the same measurement for the same group and individual every time it is used.
3. Scaling--items of test progress according to some quality as difficulty, etc.
4. Norms (Test, Grade, and Age)--Averages of a large number of students taking tests over a certain area--country, states, etc.
5. Scaling--Every person should be able to do a few exercises correctly; difficulty should be increased gradually until the last of series cannot be done by most superior student
6. Variety of types of items or exercises--a variety of situations should be presented causing use of different types of mental activity, since we have many different types and not one special type.
7. Discrimination--scores should vary in accordance with number of differences in pupil, ability. A good test will mark level of pupil's ability definitely from inferior through average to every superior.
8. Economical--In cost and time of administering and scoring.
9. Alternate forms--For achievement tests and teacher made tests.
10. Standardized directions--Same directions should be given for same type of item to make directions habitual. They should be direct, simple, and clear.

### III. Kinds of test:

1. Type teacher made
2. Essay and objective
3. Scales--A group of test items or exercises arranged in order of difficulty
4. Survey--Variety of items or exercises in one or more fields of school instruction designed to yield a general or average measure of pupil achievement in the field or fields measured.
5. Diagnostic Test-- Gives detail information concerning pupils achievement in one or more restricted subject field. Contains several of each type of problem at each level of difficulty, locating specific weaknesses as basis of remedial instruction.
6. Aptitude--(Prognostic) prediction of pupil status at some future time, usually in one subject field. (Mental tests are present best base for aptitude measures)



### III. Kinds of test: (Continued)

7. Mental Test--Standardized test used for measuring mental ability.
8. Achievement Test--Measure pupil mastery of subject matter taught in school.
9. Standardized Test--Contains items which have been selected and checked. It is provided with exact procedures for controlling methods of administration and scoring, and with norms and data concerning reliability and validity of the test.

### IV. Types of test:

1. Rating test--Materials of uniform difficulty. The number of equal exercises pupil does in given time.
2. Power test--Items ranges in order of difficulty. Scaled with items arranged by gradual steps.
3. Cycle test--Includes identical items of same or equal difficulty re-occurring at regular intervals throughout test.
4. Spiral test--Cycle form, but arranged in accordance with difficulty of items. (Usually several of these are included in a single test.)

### WHY?

It is obvious that we must evaluate what we have done in order to see if we have done it, and, in order to improve the process. The 3 steps of planning, executing, and evaluating constantly re-occur as in a cycle. Tests are used for the following purposes:

1. To discover pupils needs
2. To determine the effectiveness of the learning situation
3. For pupil guidance--Direct students away from fields in which they have little aptitude.
4. Handling disciplinary cases and helping students to adjust themselves
5. Individual problem, diagnostic, and grading processes
6. For class analysis and diagnosis
7. For group comparison (Pre-test on proficiency of class to know weaknesses and strengths, so that we can direct their work to obtain best results)
8. Background of students



#### WHEN?

Tests should be given:

1. As pre-tests (involuntary). Process of determining objectives.
2. Diagnostic testing which should usually occur during the learning process.
3. Final achievement or mastery tests to find out whether the objectives in learning have been obtained.

Standardized tests should usually be given near the end of each year as final achievement test, as well as for diagnostic purposes and pre-testing process for the next school term.

4. Intelligence test--need only be repeated once every three years.

#### WHERE?

Tests should be given in normal class room conditions. These conditions should be controlled as much as possible and interruptions should be kept to a minimum. If possible, they should be given in the same situation as the learning process. (See Test Administration Procedure under "How")



HOW?

## I. Test Construction

THE TESTS SHOULD BE BASED ON THE OBJECTIVES COOPERATIVELY SET UP BY TEACHERS AND PUPILS.

### A. Ways to Improve Essay Test:

Due to low reliability which is caused by subjectivity and low validity due to limited sampling, and also due to the fact that average teacher spend too little time in test preparation, wide use of essay test should be discouraged. However, since teachers will continue to use them, the following means of improving them are suggested:

1. No penalty should be placed on writing and no grading should be done on the writing or spelling or on the English content unless a separate grade is given.
2. The test should be well planned in advance with the objectives clearly in mind, and the exact purpose of the examination must be understood by the teacher and the pupil.
3. The content of the examination should be governed by its purposes and the test should show outcomes of the group.
4. Definite rules should be formulated to control irrelevant factors in scoring the papers.
5. The name of the student should be written on the back of the test paper so that the subjective factors will be eliminated.
6. Each separate item in each item should be corrected before the teacher proceeds to the next item.
7. Teacher should ask for definite response and write an excellent answer herself before judging a student's answer.
8. Teacher should avoid the use of weighed items unless students are aware of it before the test is taken.

### Completion Test

Criteria for constructing completion test.

1. Make each blank call for a single idea
2. Avoid a large number of blanks in a single sentence or paragraph.
3. Make all blanks of the same length to avoid giving clues to the length of the answer expected.
4. Do not attempt to make each dot of a blank stand for a letter of the required word.
5. It is ordinarily unwise and uneconomical to make completion tests by copying a passage from a text book.



### Completion Test (Continued)

6. Avoid "a" and "an" immediately before the required word. Use a(n) or a-an.
7. In order to use scoring keys easily, it is suggested that a letter or number be placed in the blank and the word copied over to the left of the number of the blank as (answer) 1
8. The item statement should be carefully phrased to demand a single specific answer, otherwise other answers as to dates and places may occur.
9. The number of blanks usually affects the difficulty of the test; therefore, for less mature students, the simple recall type test involving one item in a test should be used and not more than two or three blanks in a completion statement should be used in the upper elementary class.

### True and False

Criteria for constructing True and False test.

1. Avoid double negatives
2. Avoid items which are part true and part false unless T - F - N, is used where N stands for neither. It permits use of items concerning truth or falsity of which authorities disagree or items which are true but do not tell the whole truth.
3. Avoid long sentences with modifiers
4. Include a few duplicate items to check consistency which should be worded differently
5. One statement should not answer another
6. Never use always, never or, as these determiners give clues to the correct response.
7. The language of the test should be the language of the course.
8. Controversial issues should not be placed into true and false test.
9. Arrange the items according to chance.
10. More items should be made than you need and then eliminated so as to get better selection.
11. Trick questions should be avoided which involve ambiguous or misleading expressions.
12. If true and false tests are ever dictated, the statements dictated must be short, since the human memory cannot cope with long and involved statements.



13. Do not use hard or unfamiliar words which may make the test a vocabulary test.
14. Use approximately same number of true and false items.
15. Students should be told that the test is being corrected for chance so as to avoid guessing.

#### Multiple Choice (Multiple response)

1. The test should include at least 4 or 5 choices to minimize chance.
2. The use of an irreverent item may be used to also eliminate chance.
3. If you do not correct for guessing, see scoring above.
4. It is usually not necessary to correct for guessing.
5. Watch the use of "A's" and "An's".
6. Make the correct response according to chance. (Avoid patterns unless you have developed a hobby of it). Never have less than 3 choices. Avoid duplication of items.
7. Use short statements.
8. Use letters preferably instead of numbers to the left of the number of item for ease of scoring A 1.
  - a. Variations of the multiple choice items may be used. For example:
    1. The basic and most common multiple choice form is that in which the correct completion is to be selected from 3 or 5 items furnished in the incomplete statement.
    2. A slight variation of the above is that in which two or more of the completions are correct, and pupil is expected to choose the one that best completes the statement.
  - b. Another variation, sometimes called multiple response is that in which the pupil is asked to select all of the correct completion from the 3 to 5 typically given.
  - c. Do not allow the correct response to appear in the same position or order in successive items.
  - d. Arrange the responses so that the correct answer occurs in each position in about equal numbers.
  - e. The same number of responses should be given to each item in the same test.



- f. As much of the statement as possible should occur in the introductory position.
- g. Alternative answers should be stated in a correct grammatical style. It should be possible to match any of the alternative answers and the statement should be grammatically correct.
- h. Alternative answers should ordinarily occur at the end of the sentence.
- i. Answers should be required in a high objective form.
- j. Letters, numbers, or the word should be marked in a special answer column.



## Matching Test

### Criteria for constructing a matching test:

- A. Avoid the use of determiners.
- B. Avoid the use of unfair foils or obvious answers.
- C. Avoid the use of ambiguous items.
- D. Items to be placed on associational level.
- E. Do not over-emphasize the factual side.
- F. Avoid having 2 items on one side and only one item on the other side.
- G. Avoid giving clues such as, Gen. DeGaulle, a French leader.
- H. Make the number of items on each side slightly different.
- I. Avoid the use of hidden scoring devices unless you have had sufficient practice in developing them.
- J. Since very little subject matter renders itself to use in matching test, only items that are absolutely definite and correct are available for use in this examination.
- K. Similar subject matter should be used.
- L. Unimportant words or facts should not be used, and cue words should be avoided.
- M. A measuring exercise ordinarily should include 10 items in the left hand column.
- N. The right hand column should include at least 12 items to assist in reducing chance guessing.
- O. If more than 10 items in the left hand column are used, they should be arranged in groups of 10 with appropriate directions given.
- P. The items in the right hand column should be arranged in alphabetical order or some other chance order.
- Q. Types including unbalanced measuring sets for pairing purposes.
  - 1. All items in the longer list may be paired by the use of as many times as it is individually necessary of the items in the shorter list.
  - 2. Diagrams, maps, charts, and pictures may be used by requesting pupil to match with locations, etc.
- R. Only one of the matching items for each item should be possible.
- S. A set of matching item should be complete on one page.



## Other Types of Test

### I. Identification Test

- 1. Almost a form of matching test mentioned above.

### II. Re-arrangement test

- 1. Alternate response where several items are grouped together as one exercise and are to be re-arranged in the correct order. They are very good in developing time sequence.

### III. Correction Type

- 1. Sometimes used in grammar and where many forms are presented for the pupil to cross out.

## Steps in Testing

The test should be announced so as to encourage review

### I. Making the general plan.

The test maker should prepare a skeleton outline of the material which he wishes to cover. It will help guard against the omission of important phrases of the subject; avoiding over-emphasis of any portion of the field; and avoid producing a poor balance in the selection of items.

After the outline has been made, it is well to decide what percentage of the test or what proportion will be devoted to each topic. It should represent the teachers best judgment as to the relative values of the various topics studied. For example: A civic's examination might be as follows:

City government	50%	World Affairs	5%
State government	25%	Historical material	5%
National government	10%	Prominent men	5%

### II. Devising the testing item:

- 1. After the outline has been made, a large number of items should be prepared which cover the field thoroughly, yet, do not include unimportant details.

1. It is necessary here to decide what types of items shall be chosen.

- B. Each item should be written on a 3 x 5 card or its equivalent which should have a key letter as is indicated in the following example:

S - 16	T F
The governors of the states are elected for eight year terms.	True <u>False</u>



Key: 1. The S-16 refers to the 16th items of the section of the test under state government.

2. The T. F. means True and False--through various types of items.

3. Test item.

4. Correct response.

C. 25 to 50% more items than are required for the final examinations should be included to give better selection.

### III. Fixing the length of examination

A. The length of the test must be fixed to meet the time available.

1. If plenty of items are found, it might be wise to make up 2 forms of the test. The second form can be used for a make-up examination for students who are absent or have failed in the first test.

### IV. Selecting the final items:

A. All choices of mis-interpretations should be avoided.

B. Good sentence structure should be used.

C. Punctuation should be used to clarify the meaning.

D. One should include a number of items which everyone can answer. However, some items which require thought are valuable, and it should contain some items which challenge the most superior students.

E. It should be long enough to cover what has been taught.

F. Duplication of items should be avoided.

G. Typographical errors and faulty printing should be avoided.

### VI. Arranging the final form

A. Cards should be sorted into groups according to the type of response required; completion in one; true and false in another, etc. This makes for a great deal of clarity in administering the test.

B. If two or more forms of the examination is to be made, divide the material equally. This insures making them roughly equal in difficulty since they will be sorted for chance.

C. The items in each section should be arranged approximately in order of their difficulty. To do this, take the items one at a time and assign a numerical value to them.

D. Have the (1) item so easy that all students can answer. Number (5) should be so difficult that nearly all students will fail. Fill out the scale with 2, 3, and 4 between. These ratings should be included on the cards, so that they can be arranged in order of the difficulty.



E. Preparing Directions:

6. The purposes of test directions is to make perfectly clear just what he is to do and just how he is to do it. This should be done in as little time as possible. The detail necessary in directions depend upon the mental and chronological age of students, and whether the pupils are familiar with objective tests. It is good practice to write directions which will meet intelligence of the lower mental ages of the group to be tested. Simple language should be used and sample items answered clearly should be given as samples.

7. Administering the Test.

- A. Insure good working conditions, comfortable seats; desks cleared, good lighting system and sharpened pencils should be provided for each student, if they do not already have one.
- B. Plan to avoid disturbances. Place a sign or notice on door to keep out visitors.
- C. Have necessary materials ready for standardized test. This should include paper, stop watch, manual, and pencil.
- D. A class list should be on hand, to record all absences as well as to check birth dates which the student will record.
- E. Pupils must be in the proper mental attitude. Examiners should maintain a good attitude by comments having nothing to do with the test. Care should be taken to avoid anything about the test which is provided for in the directions.
- F. See that pupils have necessary equipments, one or two pencils, erasers, and scratch papers, if the examination calls for it.
- G. Tell pupil what to do before papers are distributed; especially if the test is timed. Papers may be left face down until all of them turn theirs over if it is impossible to give directions beforehand.
- H. Distribute the test in the same manner that papers are distributed in that room to avoid confusion.
- I. Make sure that the headings are filled in by giving them sufficient time. Date should be announced to the class or written on the black board.
- J. If very young children, or immature mental children, it will be wise and more economical to fill in heading before papers are distributed.
- K. Give directions with exactness--In <sup>standardized</sup> testing follow the directions exactly as printed to prevent error and lower objectivity of the test. The examiner may either read the instructions or have them memorized; however, in each case the speech should be slow and distinct.
- L. Keep time accurately by using a stop watch or an ordinary watch which has a second hand. It is wise to write down the exact time on the board when the test begins. For example: Starting time - 9:42:21, testing time - 2:30, stopping time - 9:44:51. When time is up, examiner should say "stop" in a fairly loud voice. The author suggests the following procedure: "Pencils Up". All students raise their pencil in hand resting arm on elbow. "Ready" - "Go" and finally "Stop" - Pencils Up" to avoid students running over time.
- M. Do not permit questions to be asked after starting the test.
- N. Give no assistance on test items. No help should be given on difficulty with directions if it involves ability to follow directions. You may



tell them to read it carefully and to do just what it says.

- O. Watch students carefully; examiners should walk quietly about the room and see that every student is doing his own work; watching that they do not turn the pages back to finish some back work; seeing that students have enough paper, sharpened pencils.
  - P. Collect papers after the test by the same method usually used in the room.
  - Q. Count the papers to be sure that a test paper is obtained from each pupil.
  - R. Test papers should be tied together and put in a big envelope.
  - S. Make necessary notations with each set of papers, with name of student, teacher, school subject, date, time of day.
- F. Scoring
- A. Training the scorer. All people scoring the same test should meet together to adopt uniform rules in scoring. Each scorer should try scoring papers, so that they can discuss any difficulties that appear.
  - B. Use of keys and stencils. Most standardized tests are provided with keys and stencils to correct papers efficiently and accurately. Many keys have been devised of which the following are samples: Window stencils, Carbon correction device, other trick devices.
- G. Correction for Chance.

There is little or no chance of simple recall items, but on true and false and multiple choice items, the chances are 50-50. The correction for chance formulae are:

1. True and False--Score equals right minus wrong--  $S=R-W$
2. Multiple choice questions--Score equals rights minus wrongs divided by N minus one, where N stands for number of possible answers.  
 $S=\frac{R-W}{N-1}$ . For multiple choice items of 3, 4, and 5, the formula becomes respectively three items. Score equals  $R-\frac{W}{2}$ ; four items  $R-\frac{W}{3}$ ; five items  $R-\frac{W}{4}$ . It need not necessarily be used with multiple choice if four or more responses are given as the chance of making a correct guess is not so great. Matching tests are not corrected for chance, for there is little opportunity to guess if they are properly constructed.

If several different people are using the test, it is wise to use the same mark and from the efficiency stand point the teacher should use the same mark. While many advocates a + - right -wrong and 0 omitted



the author marking it in the following manner:

/ --undecided

✓ --right

✗ --wrong

✓ --half right

O --omitted

One will find as he becomes very skilled in marking that he will merely draw a diagonal line for wrong responses doing nothing with the correct responses. Colored pencils should be used in marking.

3. Specialization of scoring. If the project is large, it is wise to have the one person specialize and correct only one item of a test or one section of a page of a test.
4. Doubtful items. If in doubt, an attempt should be made to ascertain the intent of the pupil's answer and correct it. (Give the student the benefit of the doubt.)
5. Piecemeal Scoring. Only a portion of the test should be scored at a time as this makes for more rapid work.
6. Checking: It is wise to have second person re-score and check the first scorer at a later time; however, this is usually not done due to the doubling of effort.

( Compiled from lectures, class notes, and past experience in tests and measurements.)

Glenn Walker

December 31, 1942



## TEN COMMANDMENTS FOR SUCCESSFUL STUDY

### Practical Tips for High School Students on Starting a New Year

In the world outside the walls of classrooms there are Horrible Examples by the thousand--people who can show you how not to get your work done. These people live on the principle: "Never do today what you can put off until tomorrow." They briskly and cheerfully ask how to kill time. And they find plenty of answers.

Who is the greatest spendthrift of time? The man who leans upon his shovel by the hour or the brain worker? The brain worker can think of a hundred excuses for not coming to grips with his job. He sets his desk in order, on the pretext that he is getting ready. Then he sits down, groans inwardly, takes off his coat, and picks up a pencil. He drums with it a moment, then thirst overpowers him. He gets up and has a drink of water. Sits down again. Drums. Picks up a book, and examines it as though he had never seen one before. Sees a torn page and fingers it tenderly. Chews his pencil abstractedly for a while. Thinks of something about which he has to consult a neighbor. Goes to the telephone. Talks for fifteen minutes, swapping funny stories. Sits down again. Picks up book and plunges into it for a tough five minutes, swapping funny stories. Sits down again. Picks up book and plunges into it for a tough five minutes. Thirst unbearable. Takes another drink of water. And so on, and so on, and so on.

Why do we do it? For we all do it, old and young, brain worker and ditch-digger. One reason is that we honestly don't love work. But neither do we like to neglect our work. So our consciences are always at war with our laziness. And in the end we do get our work done--somehow, and it takes a lot longer and far more nervous energy than it needs to. If we all learned good work habits as high school freshmen, we wouldn't be such pencil - drummers, floor-pacers, time-wasters.

Here are four questions you can ask yourself, as a sort of check on your study habits, if any. Do you respect mentally efficient men and women? Do you want to be an intelligent citizen of your own community? Will you make the effort to acquire the will to learn? Can you master the best way to learn?

In high school corridors you and your friends are always saying: "What is the assignment for tomorrow?" "How does he expect me to do all this in one study period?" "Where are the conjugations for irregular verbs in this book?" "Now what did I do with my pencil?" "What's this all about anyhow?" Excuses--every one of these questions! Just another form of shovel-lean-ing and pencil-drumming.

Half the battle is won, whether you're a freshman, a college student or a big executive, when working quietly and quickly



becomes a habit. In high school you only go to school for half the days in a year. So on those days you may as well plan to do a decent day's work. Your tasks aren't so heavy. Your teachers seldom make unreasonable demands on you. All you have to do, is to learn how to take your tasks in your stride without brooding over them.

To save time and prevent misunderstandings, I'm going to put my advice in the form of ten commandments for good study. These are not intended to be cure-alls for people who cannot really put their minds to work. Nor are these proposals any short-cut to learning. They are merely good useful ways to get things done, if you honestly follow them.

Study is always easiest when it goes hand-in-hand with interest. You already know that. Your teacher suggests you read a good, exciting novel for English class. Bed-time comes then at the very most gripping moment, you go way beyond your assignment. But, if you find mathematics dull, you can think of a pile of things you'd rather do than your algebra. What to do about that problem? Well, do your algebra anyway. Make yourself do it. You'll have to get used to it, and it's much easier to boss yourself than to take orders from your teachers or your parents. College people all have to command themselves, so why not begin early and know you can boss yourself long before it's time for college?

1. Study with a system.

Lay out your day so you can have exercise, play, and study, all in due course. Never try to mix one with the other. Set aside so many hours for study, and do it then. Don't listen to your own Excuse-Maker, who says it would be a lot more fun to tune in on the radio. Turn off the radio, take yourself in hand and go to it.

2. Get on your marks, get set, and go speedily.

Settle down at once in a business-like way, and get your job done. Always study in the same place, so when you look at your desk and sit down before it, you'll think "study", and you'll soon be able to put your mind to it. Keep at your desk, or table, everything you need to study--paper, pens, sharpened pencils, ink, compasses, notebooks, and textbooks. Then you won't have any excuse to get up every three minutes. Put away that funny paper, that magazine, and that puzzle, no matter how much they tempt you. Get as far away from the radio, the telephone, and your chattering family as you can. Don't sit too close to the window, because a fire truck might go by, and so might your friends, and you know how easy it would be to hang out.



3. Work hard and intensely.

"Well begun is half done," you know. The more efficiently you go to work, the sooner you'll be done. Don't let your mind go wool-gathering. No day-dreaming. If you detect any fleecing on your wits, pick up a pencil and write down what you're studying. Or else switch to another subject and finish what you started later. Always pick out the main points of what you're studying. In a text they are usually in the opening sentence of each paragraph. Note how other points follow that sentence. Tie them together into a logical whole by seeing if you can't state the whole paragraph in your own way. Try to find what the book is getting at, that is, the conclusions your facts are leading you toward. Can you draw your own conclusions before you get to them? If not, why not? Can you think of some good illustration of the facts? If you can put down your book a minute and think ahead about what you're reading, you're getting a curious mind. Do you ever look up words you don't know in the dictionary? Do you like to find out a little more about something or somebody by going to an encyclopedia? It's really fun. I know people whose only complaint about the encyclopedia is that they can't have a really good argument, because the encyclopedia always shows who is right and who is wrong. It's a game.

4. Make your daily assignments part of a connected whole.

Have a notebook where you write down all your assignments. It's really easier than scribbling on scraps of paper or making marks in your books. Of course you could hide your scribbles in some pocket and then you'd have an alibi for wasting time playing, "scrap, scrap, where did I put my scrap for tomorrow?" But that's against the rules. Your notebook should tell you all you need to know about what you're expected to know. It's a good idea to look back at yesterday's assignment and pull it together in your mind before you start today's. That's a way of winding up to pitch. Another good idea is to see if there's any connection between your Social Studies work and your English, and your Science, and your Foreign Language. It's there, you may be sure, but it isn't very obvious. It takes a bit of thought. Then see if you can see any connection between all your school work and what's going on in the world. How does it tie in with what your Dad does and thinks, for example? Not to mention the other grown people you know. School never is a thing apart. It's no ivory tower, shutting out the world. So if there's something about your school work you don't understand, make a note of it and speak to the teacher about it before class. Remember the advertising slogan: "It's fun to be fooled, but it's more fun to know."

5. Do your own work.

Don't ask for help unless you're hopelessly stalled. If you must have help, go to the right person. It won't help you very



much to study with one of your friends. You know how it is. Friends can be as bad as funny papers and radios to take your mind off your work. Remember, they're just like you--naturally lazy. Besides, your friend may have a 40 horse-power mind to your 60 h.p. Or vice versa, perish the thought!

6. Use your extra time for quick mental reviews.

Before school or class give your mind a quick brush-up. When you enter the room, be ready for class. That may give you no chance to relax between periods. But you'll feel easier because you know you know. You may get all tired out and tied up in knots because you are afraid to be called upon, knowing you don't know.

7. Know your textbook.

Don't flounder through your book looking for things you can find more easily by looking in the table of contents, index, chapter summaries and headings, paragraph headings, graphs, tables, notes, glossary and lists of illustrations. If you're studying a foreign language, don't thumb through your vocabulary everlastingly looking for the same word. Write down the words you don't remember easily and memorize the more common ones. Don't do your art work or keep your diary in your textbook. It may belong to the school. And don't write in your translations. It won't do you much good. It's like trying to carry around a sort of directory with your friend's names in it. You might as well learn the names now.

8. Recite outside of class as well as in.

Recite to yourself. Recite to your family or to anyone who knows the thing you're learning. Let somebody test you. Beat your teacher to the questions and answer them to yourself. If you can't give a decent recitation outside school, how can you recite in school?

9. Keep a systematic notebook.

You'll be glad when it comes time to review for tests. Use regular notebook paper, because scraps won't last. Keep your notebook in good order and refer to past notes. You'll feel proud if you keep it readable and tidy. And when you get to college, you'll feel prouder to think you can do what lots of freshmen have yet to learn. Follow recitations in class carefully and ask questions if you are not perfectly clear about all points. Have your notebook with you in class, and use it.



10. Never stop learning.

If you find you rather like to study, as you probably will if you learn to do it right, you'll keep it up. Your teacher's teacher has never finished. There's always extra or "honors" work to do, and that doesn't mean you need to consider yourself a grind. Knowledge can't be measured. It's like dropping a pebble into water. First there's a little circle, then outside it another, and so on, until tiny rippling circles spread to the edge of the pool. That's the way one bit of knowledge spreads out toward another, but the difference is that there's no limit of what's left to know.

Ten Commandments for Successful Study

1. Study with a system.
2. Get on your mark, get set, and go speedily..
3. Work hard and intensely.
4. Make your daily assignments part of a connected whole.
5. Do your own work.
6. Use extra time for quick mental reviews.
7. Know your textbook.
8. Recite outside class as well as in.
9. Keep a systematic notebook.
10. Never stop learning.

Taken from Scholastic, September 17, 1938.



*Wilder*

War Relocation Authority  
Tule Lake Project  
Newell, California

July 24, 1942

TEACHERS INSTITUTE

<u>Time</u>		<u>Place</u>
Monday, September 7	General Meeting	Staff Recreation Bldg.
(9:00 to 11:00 A.M.)		

Subject:

## Introduction:

Harkness - Education  
Shirrell - The Project  
Mrs. Tierney - Modoc County

Philosophy of Education for  
the Project

Housing - Frank Smith's Staff

Food - Luther Stults' Staff

Tour of Project

( 1:30 P.M.)  
(to 3:30 PM)

Subject

Divided  
Session

What is Good Teaching - Jacoby

( Secondary Schools - Wilder

( Progressive Practice

( Elementary Schools - Gunderson

( Progressive Practice



<u>Time</u>		<u>Place</u>
Tuesday, September 8	General Meeting	Staff Recreation
(9:00 AM)	(Chairman from Colonists)	Blg.
<u>Subject:</u>	What Sort of Education do We Want?	- Members of Advisory Committee of Colonists
	Civic Organization	
	Block Managers	- Frank Furakawa
	Council	
	Wardens	
	Firemen	
(1:30 PM)		
<u>Subject:</u>	Guidance Principles and Practice	
	Discussion	- Vice Principals of Secondary Schools
		Principals of Elementary Schools
	Sections.....	Recreation Hall(2) Annex-Dining Room Harkness' Apt. Fleming's Apt.
	<u>Secondary</u> (Arrangement by Wilder)	<u>Elementary</u> (Arrangement by Gunderson)
	Mathematics & Physical Sciences	
	Biological Sciences & Physical Education	
	History and English	
	Music and Art	
	Home Economics	



Time

Place

Wednesday, September 9  
(9:30 A.M.)

Subject:

Education for Life in  
the Project - Harkness

Employment - Fagan's Staff

Education for Employment  
in the Project

Education for Employment  
after Project

(1:30 P.M.)

Sections - Arranged by Wilder & Gunderson

Thursday, September 10

(9:30 A.M.)

Subject:

Activities - Mayeda et al.

Social Welfare

Other Learnings - Fleming

Emotional Well-Being

Physical Well-Being

Adjustment with Physical  
Environment

Social Techniques

Increasing Self-Direction

Aesthetic Appreciation

Leisure-time Activities

Vocational Exploration

(1:30 P.M.)

Sections



Time

Place

Friday, September 11  
(9:30 A.M.)

Subject:                      Medical and Hospital Services - Carson et al.  
                                 Public Health  
                                 School Health

(1:30 P.M.)

General Meeting

The Project as a Cooperative  
Society

- Elberson et al.

Faculty Meetings - Routines  
for Opening School

- Wilder-Gunderson



TEACHERS INSTITUTE

September 2, 1942

Tule

CHAIRMAN: Mr. Kenneth M. Harkness, Supt. of Schools

WELCOMING ADDRESS: Mr. Elmer L. Shirrell, Project Director

MR. SHIRRELL:

"As city dad, I welcome you to the city. I'm not sorry to see you living in such utter discomfort--I am glad that you are going through it--crude quarters are a part of such a pioneer enterprise, and it is good training for your spartan souls to have the experience the rest of us have had, and that the colonists have had from the beginning, in living in different type of accommodations from those which you used to have at home.

Mrs. Shirrell and I came on April 25 to a level meadow, with piles of lumber dumped indiscriminately everywhere. A captain of engineers of the U. S. Army was on the job. We spent quite an afternoon! We've lived here almost continuously ever since. We watched the city grow from piles of lumber to what it is at present. We're thrilled to have had a hand in this pioneer enterprise. At no time has the United States Government attempted such a gigantic enterprise--at no time in the history has the United States attempted to evacuate and colonize 117,000 people. This is a military necessity and a military job. I cannot feel sorry for you. Because of the military necessity, you must be able to put up with all kinds of discomfort.

It is a thrilling opportunity to do a real job, not only in colonization, but in education, which is one phase of our job.



The W.R.A. was organized on March 15 as an independent bureau, responsible only to the President of the United States. So, you see, we're not a very old government agency.

On May 27, we received our first colonists. Now, ours is the largest city in northern California (north of Sacramento). One-third of the population is from Oregon and Washington--two-thirds is from California. We practically took intact the assembly centers of Sacramento and Marysville, as well as scattered people from all the rest of northern California. We have here the blending of three states--all of us must do our part in getting those states together, welding them into one community.

As W.R.A. employees, you are government representatives at all times. If I were chairman of the school board, I would caution you to behave in public --to always conduct yourself as a worthy representative of the city of Tule Lake. I always regarded those as surplus comments. If you have survived the teaching game as long as this, you can get along without my advice. However, since you are now with the government, there are a few things that may be new.

Despite the fact that we do not consider this a prison, it is so considered by Japan. In order to meet this sentiment from Japan, so as not to bring down upon our heads any criticism, we lean over backward in fair treatment --we must all follow that policy. If we had one single incident, it would immediately be in the headlines of the New York Times and be broadcast by short-wave from Japan. The Spanish Ambassador's Office, and the International Red Cross have already made one survey of the projects. This will give you some concern as to the importance of our jobs here.



I am responsible--and it is a heavy responsibility--for knowing at all times where every colonist is. There are certain areas of freedom in the daylight hours, and certain areas at night. At no time do you have the liberty to take a colonist out of the project area. There are rules and regulations under which colonists go to the farm--and there are no exceptions to the rules. There is a procedure by which you check people out of the gate when you have occasion to go on an excursion--watch the procedure by which those things are done. The only time colonists can go to any other place besides the farm is by special permission, which is very rare. Dr. Carson may issue such permission for expert medical assistance and that is about all. Transfers are regulated by the military and by the regional office. There are explicit instructions. You should know about these, as questions will be directed to you.

External protection of the Tule Lake Project is handled by Captain Patterson--everyone who enters must have a pass to get in. This is granted by the Director and the Assistant Project Director. If you leave your pass at home, don't expect to get back in. Admittance is by card only. Keep it with you--otherwise, expect trouble. The pass will take you in and out. Visitors ask for a pass to come to see you. We furnish the main gate with a list of employees. Your visitor will be admitted if your name is listed thereon. We are very careful about the people who enter--we must be careful. At times your friends may object to their cars being searched as they come in, but if they want to come, they must follow the usual procedure for getting in.

There are certain things that the military say are contraband, and cars are searched for them. We must obey the rules. There are four items: NO FIRE-ARMS. They will probably be taken away from you at the gate--but you may



be allowed to keep them under lock and key. NO CAMERAS. (Except under lock and key). There is one official photographer who comes to the Tule Lake Project periodically. NO SHORT-WAVE RADIOS. Your radios will be checked. NO LIQUOR. If you bring liquor in, it must be kept under lock and key. Please dispose of the dead bodies yourself. Don't put them in the garbage can. The colonists are not allowed to have liquor--and if we cannot be careful of the use of it in our quarters there will be further edicts from the Regional Office.

One other provision: Never leave your keys in the car. There is a group of young adolescents who love automobiles--we don't want to put too much temptation in the road. Keep your keys in your pocket. Watch the speed limit: 20 miles per hour within the project on ward boundaries; 30 miles per hour in the military zone; 12 miles per hour on gravel roads separating the blocks. If you get a second ticket, your car will be kept at the front gate. These rules are very rigid. We have a lot of children--and one accident will be one too many. You may not park within 25 feet of any building, nor closer than 25 feet of a fire hydrant because of the fire hazard. If we had a fire in the cantonment, it could be a bad one on a windy day--we might lose many blocks in spite of the three fire departments being here. The fire breaks were placed so we would have a chance to stop a fire, or at least evacuate the people. No vehicle other than for emergency may cross the fire breaks. So at all times bear in mind the necessity for teaching fire prevention--the time spent on that subject should be doubled--remember that when you come to planning curriculum dealing with safety education.

As to charges for accommodations: Meals are 35 cents each. Guests will



be charged 50 cents each--for one meal or three, the rate is the same. The charge for accommodations is \$5 per month per person in the barrack-style accommodations you have at present. The lumber is arriving, so we hope to have you in better quarters before long. Single rooms will be \$12 per room. Most of the new accommodations will be double rooms, at \$7 per person. There will be a few single apartments--all of these are furnished, of course--one bedroom--at \$20; and a few 2-bedroom apartments at \$22.50

As to the hospital: If we had a nearby hospital or doctors within a reasonable distance, medical care could not be furnished except for emergencies; however, since our closest town is Klamath Falls--35 miles away--we will be given the privilege of using the project hospital. You must take the chance of getting the doctor or dentist on duty. The schedule of charges, which will not be very large, will be posted soon. Of course you can go to Klamath if you prefer. Our hospital is a first class base hospital, and when it is complete we will have excellent facilities. Dr. Carson has a fine background, as many of you former Oakland residents know.

We are going to run a standard school--standard as far as the state is concerned in which the project is located and from which the majority of the children come. That means we are immediately thrown in with the California system. We have an agreement with the State Board of Education whereby, at the next meeting of the Legislature, a law will be proposed creating here at Tule Lake Project, an entirely different type of school district from that known under California law before--. We shall operate exactly as a school in California which is expecting to get money from Average Daily Attendance. If the legislature does not go through with this plan before



July 1, 1943, the W.R.A. will continue its appropriation for educational purposes just as it has this first year.

We at Tule Lake have been talking about education for a long time. This whole project is an education enterprise. What the Regional Office and the Washington Office expect of Tule Lake is production. We are fortunate-- most fortunate of all the projects--as we are the only one producing food on a large scale.

I hope that some time during the week there will be an excursion to the farm for all of you. We have an economic background. We are shipping vegetables out in carload lots. We'll be plenty busy in the next few weeks. We have shipped two carloads of turnips already and have hardly made a dent in the field--I am floored by the amount of transportation it will require to load them and store them in the warehouses--marvelous soil.

As you know, a very few years ago, right where you are sitting, this particular site was under eight feet of water. This is a new country. Beginning in October, 1922, the Reclamation District started to receive the first colonists. Little by little, people (mostly veterans) were allowed to take up homesteads. But it was a radical change from the type of homestead that you see in New Mexico and Arizona. The Reclamation District has plans which are being completed--they have installed, since April 4, tremendous pumps. There is a tunnel  $1\frac{1}{2}$  miles long into the Lower Klamath Basin through which the water from Tule Lake is being pumped. This is a part of the tremendous enterprise to do our part in subjugating more land to increase food production.



Two factories are under construction and will be ready to operate within the next 30 days. One is for the manufacture of furniture, the other for tents. The tents are for the Quartermaster. The furniture is particularly office furniture. The people here are hard at work.

We are proud of the fact that over 7,000 of the total 15,200 people on the project are now on jobs, and we defy any city in America to make as good a showing as that. The employment problem for the winter is our worry. Outdoor activity will have to cease. We will welcome any ideas for winter employment. The people here are paid. Nobody has to work--nobody is forced to work. Simply being colonists here means they are furnished food, shelter, medical care, elementary and high school education. Nobody is obliged to work. For everyone who wishes to work, we endeavor to find the opportunity. If they refuse to work, they do not receive any other allowance besides subsistence--such as clothing or cash allowances. The pay schedule is not very high. In the \$12 classification are job trainees and apprentices. The great mass of people are in the \$16 classification. There are a few professionals in the \$19 category--doctors, lawyers, and teachers. All these jobs carry with them clothing allowances, and in cases where the total wage is not sufficient for a family--cash allowances.

Tule Lake Project is expected to produce. That is fundamental. If we can make the project nearly self-sufficient, we will have achieved an outstanding success in American history.

But hand in hand with the business of production, we must train the colonists--this is a learning opportunity, and if we are not ready to offer that opportunity, we have failed. We know, and they know, that they are going



back to a tough world. Every lost American soldier in the Far East means a more difficult situation for the colonists. They know that job opportunities will be scarce--many may be closed to them--and they are anxious that while they are here and producing, that they be given training opportunities so that when they return, they will be better able to cope with the difficult world.

You are wondering just how we can accomplish this training program. We are, too. We ask that you study every job that we have and find out how the people may, by part-time training--and continuing the job with evening classes or apprentice training enhance their skills. It is the Tule Lake philosophy, and we hope that very shortly you will have digested some of the things that we have worked out and be able to help us in that program.

We have an opportunity here to do an outstanding training job. No city in America has ever placed in the lap of the School Department every facility of the city to use in its training program. There is nothing in the cantonment that is not yours to use--hospital, kitchens, shops, factories--all yours to use in any way that you can. I hope that you can do here an outstanding job of productional and promotional training.

I have been trying to get this vision over to educators. It is not called "education". We are sugar-coating that word "education" and avoiding the word "curriculum"--we are talking about training programs, job analyses, and a few other things. We hope that this language will be contagious and that you will all be using it before this is through.

We hope that universities will come in, and other Departments will come in.



We hope to have courses tied up to neighboring junior colleges and the University of California Extension Division--and we are going to avail ourselves of every opportunity.

This is a pioneer community, with no precedent to go by--it has some bad effects. There is nothing in Government procedure which applies to all the things we have to buy. The Office of Emergency Management eventually washed their hands of us, and finally we have authority to buy our stuff ourselves. They were overwhelmed with an order in one day consisting of 2 thrashing machines, an X-ray machine, 600 Muzzey's "U. S. History" books, 20,000 baby chicks of various descriptions--10,000 feet of board lumber in different sizes--and a live female rabbit, age not to exceed 11 months. It is agonizing for the Project Director to sit and wait for authority to buy things that are needed right then and now, and being encumbered by a payroll system that is weeks and weeks behind. Now we are to have a local disbursement office, payment will be by check, and all the things that have been tormenting us will be on the way toward correction. The recent conference held in San Francisco gave us a year's start of anything we could have accomplished before. It does not mean every time you need a piece of chalk you can have it, but we are now better organized to purchase our essentials.

You have to function under the rudest accommodations, without the facilities you have a right to expect, and that we wish to get for you. The stuff you do use to build a course of study out of will be pretty crude. I think you can do it. After all, a lot of us went to the little red school house--some have taught in country schools and done a good job of it. You must do with little and do without. Many things that are normally available--



such as lumber and metals of all kinds--are almost impossible to obtain. We must not interfere with the military effort. We must train ourselves to get along without a lot of things we are accustomed to having, and do the best we can with what we have.

I am glad you are here. The colonist-students have lost the growth of a whole summer of American community life. It is a burden on our souls. They used to hear English, and now they hear more Japanese than they have ever heard before. I am glad you are here to start school on a year-round basis. The schools must make up for lost time in keeping before them the principles of American ideals.

It must rest heavily on your soul, as it does on mine, to run a normal American town. Be interested in everything that goes on. You must share the responsibility of running an American city as far as it can be done.

Be very honest with the people in your classroom, honest in endeavoring, fairly and squarely, to answer questions. The chief question the children ask is WHY they were evacuated. The answer is that on the orders of General DeWitt, all persons of Japanese ancestry were evacuated because of the military situation. Have no hesitancy in discussing anything about the war. There is no ban, no censorship. We must lean over backward to emphasize American things. We must pick up the ground lost in their command of English. If you ask my advice, I say devote twice the time to written English and spoken English. It is very necessary because of the lost ground, and you have to make it up. I'm trying to impress the staff--and I think it is working--that the colonists are just people--that they are just the same folks that you have always known, eager for friendship and interest, just



like the children in all schools.

If you find any hesitancy in dealing with them, if you find that you cannot like the Japanese and the Japanese-Americans, you can leave any time you please. I have had two men come to me and say, "I cannot like the people I am working with," and I made it possible for them to go to other Civil Service jobs.

You share the responsibility of a pioneer job, sacrificing at all times just as those who have been at Tule Lake from the beginning have done. We find it so interesting here nobody could pry us loose from Tule Lake--and I think you'll find yourselves in that exact position.

Stop Mrs. Shirrell and me and introduce yourselves. I've been concentrating on Japanese names and lost any ability I may have had to remember English names, but we want soon to know each of you, personally.

It is a privilege and a challenge to be here.

Good luck to you!"



STUDENT ACTIVITIES IN A JAPANESE RELOCATION  
HIGH SCHOOL

"They may call this a high school, but it will never be like the high school we know. It can't compare with good, old Sacramento High, Tacoma High, Seattle, Modesto, Kent, and all the rest of the 110 schools from which we came." These young Americans of Japanese ancestry may not have said it exactly in these words, but you could see it on their faces; you could sense it in the spirit of the school. Or, we should say, lack of spirit, for school spirit was non-existent. All these enjoyable school activities--interscholastic sports, assemblies, clubs, socials, and so on--had been suddenly cut off. It is no wonder they came to these barren tar-paper barracks of the Tule Lake Relocation Center school with glum faces and dark forebodings. The affection and loyalty they had developed for their former high schools made the adjustment here doubly difficult.

There were other reasons, also, for their depressed spirits stemming from the evacuation and relocation center life. These things the school could not do very much about directly. But the teachers and administrators did earnestly want to make the high school as good a



substitute for their former schools as possible. They wanted the spirit of the American high school as well as its curriculum. They realized that without it they would fail in one of their most important objectives, that of teaching the American way of life.

It was no easy task. Handicaps in physical equipment, psychological barriers, restrictive regulations, inadequate personnel, and even the weather, combined to make the job more difficult.

We shall never forget the first school assembly held soon after school opened in September. It was a "pep" rally to build school morale. The 2200 students gathered around a raised platform in the center of the school block. (The high school occupied one block of barracks in this barracks city of 15,000 people) The wind blew; the fine dust from this dry lake bottom filled the childrens' eyes. They listened to speeches, mostly by administrators, as a student government had not been organized; they sang songs; they gave some yells led by one of the assistant teachers--all without enthusiasm, school spirit, if changed in any way, was lower than ever.

On the next attempt, there was some improvement. A temporary student government had been organized. The rally had a student chairman, some student talent, even an appointed yell leader. But the dust blew again, and



the audience did not seem greatly moved by this second injection of school spirit.

From the very first day of school, however, a few members of the faculty had been working energetically to start certain key activities. One teacher was meeting with the temporary student council, a representative from each homeroom to write a school constitution. Another teacher had gathered together some budding journalists and wasted little time in issuing a mimeographed school paper. The music teachers were preparing a band, orchestra, and glee clubs for public performances. These were the activities that began to create a better medium for the growth of school spirit.

A club program is ordinarily developed most soundly through a slow period of growth. We did not want to wait for that. We decided to experiment with a sudden launching. A questionnaire was issued to all students containing a long list of clubs, with instructions to check the ones they would like to join. Also teachers were asked to indicate which clubs they would be interested in sponsoring. On the basis of these results, a list of proposed clubs was issued. Then a club sign-up period was held the last period of the day. Most of the students went home.



But those who did stay were real enthusiasts and they and the teacher sponsors persisted. As the programs developed and were pushed with lots of publicity, the clubs gained strength, and by the second quarter twenty-eight active clubs with over 450 members were functioning on the Tri-State campus.

That name, Tri-State High School, did much alone to improve the attitude toward the school. Compare that name with Tule Lake Relocation Center High School. The new name came as a result of a vote on names submitted by the students--it represents the three states from which they came. They also chose their colors, blue and gold, and their symbol, the Golden Eagle. It did not take long after this for school songs and yells to be written, and for pep rallies to generate a little pep.

The greatest handicap was in the field of sports. There was no gymnasium, unsuitable weather much of the time for playing outdoors, shortage of equipment, and insufficient trained leadership. However, the most serious drawback was the lack of any opportunity for inter-scholastic competition. To most American high school youth, whether they be participants or roosters, the games with other schools are high points of their school career.



The songs and yells and rallies all relate to that phase of school life; school loyalty is built around it. That was one gap we could not fill. Interclass games were played, a school track meet was held, ribbons and cups were awarded, but the essential ingredient was lacking.

The establishment of a well-organized student government played a vital role in the life of the school. The constitution, written by representatives from each home-room and adopted by vote of the student body, was an excellent one. It embraced the experience of students and teachers from many different schools. The first officers under the new constitution were installed in January.

The limited participation in student leadership allowed to these Japanese-Americans in their former high schools was expected to be a handicap in the smooth functioning of the student government. This undoubtedly did have a bearing on the initial apathy by the mass of the students toward school issues and the backwardness of the large majority in taking any active part in the school government. However, most of us were surprised at the initiative, responsibility, and capability of the first officers. There were not as many experienced



leaders as in the average American high school of this size, but what these young people lacked in experience, they made up for in zeal and hard work.

The high point of the year in school-wide student activity was a carnival which took place in May. Under the leadership of the student council, forty-four groups--clubs, homerooms and classes--swung into action to enter concessions and booths. There was everything from dart throwing to a dog show, from a band concert to a magic show, from waffles to stuffed dates. "Let's go Hawaiian" was the theme for the affair and crepe paper leis were a decorative feature of the day. Not even a steady downpour of rain the whole afternoon and evening dimmed the gayety of the occasion. Booths were moved inside the school rooms, and students ducked in and out of buildings with little regard for the dampness.

This carnival demonstrated in a clear and unmistakable way the value of students working enthusiastically together in a common enterprise. Group ties were strengthened, new leaders were discovered, the base for student participation in school activities was greatly widened, and, from that day on, there was little doubt that school spirit existed at Tri-State High School.



The conclusion should not be drawn that extra-curricular activities were emphasized at the expense of the regular curriculum, as this article is only intended to describe the former. The seriousness with which parents and most of the students viewed the work in the classroom would preclude neglect of that phase of school. It should be noted that our purpose was to fuse the activity program with the curriculum, to make it, in fact, co-curricular. The educational philosophy of the school centered around the concept of a community school. The activities program contributed to the development of that concept in many vital ways.

We cannot say that we succeeded in creating a completely satisfying substitute for the high school back home, although we did make life a good deal more pleasant and school more enjoyable for these evacuee students. From the educational standpoint, however, we are convinced that the program of student activities was of great value. It provided many opportunities for democratic group planning and decision and it fostered the development of leadership. Probably in these respects the students have gained from life in a relocation center. Also they received personal enrichment in special interest groups, social adjustment from the various meetings and parties,



and they learned the value of service to the school and community. Through the activities program the students were better able to preserve the customs, the attitudes, even the "lingo" of American high school youth. All of these experiences help to cement their loyalty to the United States, and will make easier the adjustment to future schooling, jobs, and social life in normal American communities.

Arthur G. Ramey  
Supervisor of Teacher Training

July 8, 1943



MEMBER OF THE FACULTY, HONORED GUESTS AND FELLOW STUDENTS

Tonight, as President of the Senior Class, I have the honor of welcoming you to the graduation exercises.

On this important occasion when we experience mingled feelings of pessimism, happiness, and hope for a brighter future, the fact remains that we have the unique opportunity of being the first graduates of Tri-State High School, here at Newell, California. Graduating under the present circumstances, is in itself one of the most unusual experience that a person can have. When we consider the abnormality of the whole situation, such as the completion of our fourth year of high school in barracks during our confinement in the relocation camp, it is quite natural that we take the pessimistic view of the whole picture. But we should consider too, the privilege of having been able to contribute our efforts to the establishment of a new school and the initiation of student government, then we can recognize the significance of such an experience.

In spite of obstacles, senior activities have gone on in much the same way as they would have back home. I wish to extend our sincere appreciation to our amiable class sponsors, Miss Editha Hartwig, Mr. Charles Palmerlee, and Mr. Garret Starmer for their help in senior activities.

When we first entered Tri-State High, there were no set traditions or precedents for us to follow. The gradual development of the school from its preliminary barren state to its present firm structure in both internal and external aspects, can be directly attributed to the unselfish efforts of the members of the faculty, and office staff, as well as to student leaders. Interested teachers left secure positions to come here to render their greatly appreciated service. So, with the help of faculty members and our diligent student body officers, extra-curricular activities such as the yearbook, the newspaper, the "Kanaka" carnival, harvesting out at the farm, rallies, interclass sports, and the Scholarship Fund Drive were successfully managed.

Our association with students from all over the Pacific Coast has shown clearly that whether from city or country, North or South, we can become good friends and can work together for mutual benefit.

Let us also give credit and thanks where it is largely due, to our parents, who aided us and encouraged us throughout our entire school career.

When we depart, we will miss those familiar faces in our former classrooms, the patient teachers, and even the tardy buzzer and siren.

With the aid of our increased initiative, we will strive onward using the experience and education we have gained in school, to help us guide our way through this troubled world.

—Andrew Sugiyama



## COMMENCEMENT SPEECH

The story of the building of our American empire has been one of crisis after crisis which were manifested in wars, depressions, labor and internal strife, racial prejudice, and countless other obstacles in the path of progress. These problems have confronted numerous generations of Americans and it has been the lot of each generation to solve them with a better America as their goal.

Today, we the Nisei are confronted with a problem which seems to us to be colossal in magnitude, not unlike the war raging on the four corners of the earth which exemplifies the greatest problem facing the American public today.

At no time since the momentous day of December 7, 1941, has the position of Japanese Americans in the United States been as critical as it is today. We may consider ourselves as an army - an army engaged in a struggle against those forces in the outside world which use as their weapons, prejudice, racial animosity, and hate with the ultimate purpose of depriving us of our sacred rights as Americans. Our right to live happily and freely in the post war America hinges on the way we fight this war against injustice. Although the majority of us are still confined in relocation centers all over the country the vanguard of our army has already begun to fight. How? By leaving the uninspiring life of the centers to resettle in the Eastern states of this country.

We are beginning to realize, for the present at least, that our destiny as Nisei lies in the industrial cities of the East and plains of the Midwest. Our fulfillment of this destiny lies in two steps. The primary step is relocation and the secondary step is assimilation.

When we leave the west coast and W.R.A. camps behind we must also leave behind all those actions which have tended to arouse suspicion and distrust toward the Nisei in the pre war era. Once outside we must not congregate into groups in which Nisei associate solely with Nisei thereby leaving ourselves open to further attack from our opponents. Although this may prove difficult we must realize that so long as we live in a narrow and confined world of our own making so long will a barrier exist between the people of America and ourselves. We must go into the outside world prepared to work and mingle with all the races and creeds which make up the life blood of America.

Equally important will be our ability to see the future as it really is devoid of any illusions of easy living or quick prosperity. The road we are about to take will be a difficult one and we must keep in our hearts the knowledge that only through patience, hard work, and study will we reach its end.



The 397 members of the first graduating class from Tri State High School are but a portion of the army of Nisei in the United States but before each of us lies perhaps the greatest challenge which has faced any generation of Americans in history. It is within our power to set a precedent for all of our race to follow and to help create a land free from all the ugly elements of racial hatred in which coming generations of Japanese Americans may live in peace and harmony. Toward this goal we, the American youths of Japanese ancestry, must hereby pledge our lives, our hearts, and everlasting effort.

-- Jiro Enomoto



## YOUR JOB AND MINE

We, as Nisei, are confronted today with many problems, problems which seem so trivial to others and yet so important to us.

One of the main topics of conversation among the colonists is that of resettlement or relocation. The question is, when, where, why, and how should we go about this great job which has been set before us.

It is true, rumors and tales, some of which may be true, come flying back to us from those already relocated stating numerous unpleasant incidents. However, we do find a great majority of the Nisei, already relocated finding the treatment good. How we are received from those on the outside will depend largely upon us. If we act like an American, we will be treated as an American.

It is true again that we were forced to come into the relocation centers. Assigned certain blocks, barracks and even apartments to live in. Mess halls were assigned to us as well as everything else. We had no say so about these things, but a time has come when we can move on our own power. A time has come when we have been given a chance to make our own decision. Sooner or later we will all be leaving the project. It is of utmost importance to decide wisely when we should resume our life in a normal community.

There is a real job awaiting us, young Americans, if we would only take the initiative, show our courage and confidence, face the job, face it squarely and unafraid. No one has gone through life without some hardship, and by all means, we should not expect our lives to roll merrily along without a few obstructions on our road to life. Democracy will not be handed down to us on golden platters, nor will it be sprinkled upon us like magic flakes. We must fight for it and fight hard.

Your job and mine, as Nisei, is to take the first steps in blazing the trail. No, not only for ourselves, but for the older generation as well as for the younger generation, so that their way may be easier to tread. Our parents, as well as others, who came to America in the past worked and sacrificed so that we have a better life. Now, it is up to us to do the same.

Though our paths seem very narrow, our roads rough and bumpy, our future black, and the world insecure for us Nisei, we must not falter on the threshold of our lives. Let us make this our aim, yours and mine, to do the job with which we are faced in the right way and in the clean way which is the American way of achievement.

-- Sadame Kageta



Today the importance of education is greater than at any previous time in history. This mad world of turmoil cannot exist forever. A time must come, and will come, when the war will end, and people will start anew to build an enduring society of neighborly humanity. In order to create such a world we will need men of good will and understanding, experts in politics, economics, sciences and education, cooperating to construct a better world. There also must be intelligent citizens who will understand and heartily support the experts. It is through higher education and continued study that experts and intelligent citizens will be made.

We may normally think of higher education as study in colleges or universities with some preparing for professions such as law and medicine, while others are acquiring general academic training and a cultural background.

On the other hand some of us may enter various types of specialized training schools that will train us in skills such as art, music, commerce or aeronautics. These schools have their advantages for us if we have a definite plan for life. Such institutions enable us to start our training in a vocation immediately, and offer concentrated knowledge in this field of occupation.

However, education does not mean attending an educational institution day after day. Some of us will find that we can attend only part of the time, and perhaps just at night. If we have a real sincere desire to learn we can obtain knowledge by self-education. Perhaps the best example of this is seen in Abraham Lincoln. We all know how great a man he was, and yet most of his education was derived from books through his own study.

Education is not limited to institutions and books. Experiences of all kinds are educations. Some of us will be alert and sensitive enough to learn from the lessons they teach. Even in this place we could gain invaluable knowledge through experiences. These experiences that we have may be contributing factors to our future success or failure.

At the present time, when all activities have been geared to the pace of war, the educational system has also changed. Many educational institutions have military training stations on their campuses to train men for active duty. Most colleges now have an accelerated year-round program which makes it possible for students training for war time services and pre-military education to complete their courses sooner. The acceptance of younger but more matured students allows a boy to acquire more education before entering the services. Because of these military programs at various institutions the educational pursuits of normal and peaceful times have been subordinated, but they will return, for the new society of the post war world will demand more education.



Now, as we the class of 1943 graduate from Tri-State High School, there is a challenge before us to create a better world to live in through higher education. Tonight, as we graduate, we have completed our first twelve years of this training under the kind, patient and excellent guidance of our teachers. Let us so develop our lives in the education before us so that we may meet this challenge and completely execute our motto, "Today we follow. Tomorrow we lead."

-- Paul Ohmura



## TODAY WE FOLLOW, TOMORROW WE LEAD

Today we follow, tomorrow we lead. When our senior class adopted this as our class motto, some of us weren't fully aware of the significance of these words. To a few it may have meant just another motto which was selected because it was the tradition of each graduating class to have one, but to most I'm sure, it presented a totally different aspect toward life.

For the past twelve years we have been taking things more or less for granted and depending a great deal upon our elders for suggestions, aid, and guidance. After tonight, however, everything will be on an entirely different basis.

Upon receiving our diplomas this evening, we can no longer be classified as students, but we will step out as adults into an entirely new and different world--a world which is full of many baffling and complex problems.

Undoubtedly, quite a few of us plan to relocate after graduation. This is indeed a very fine and wonderful opportunity. Others will remain behind in camp for some length of time and it is to these people in particular that I would like to address my speech this evening.

We all know, only too well, that camp life is very boring and monotonous. But through our active community leaders, our life here has been built up and made so much more interesting and worthwhile than it would have been otherwise.

Fortunately for them, but unfortunately for us, a great number of these capable leaders are continually leaving the project; consequently leaving us without persons to guide us in our community activities. Therefore, it will be up to the present senior class to take over and carry on with this unusually tremendous job.

So many wonderful and useful opportunities for leadership, service, and personal development are being offered that everyone should take advantage of them as much as possible. Jobs at the base hospital, recreation halls, schools, civic affairs, and in the government of our camp are just a few of which are open. Statistically speaking, there are one hundred eighty-three different types of jobs within this project.

No person need get discouraged nor disheartened in his job merely because of the low wage scale for wages are, in reality, of very minor importance, especially during times like these. What is money compared to the increased knowledge and educational value derived from your work and experience? Wouldn't it prove much better in the long run if we could learn to adjust ourselves to the environment and society here, for if we can, it would be so much easier for us to do so in other circumstances?



In addition to the experience gained through jobs, vocational training is also being offered through the Adult Educational Program. Just to mention a few, bookkeeping, typing, shorthand, drafting and sewing are some. Persons taking any one of these courses will find that it will be of great value to him, not only now, but also in later life.

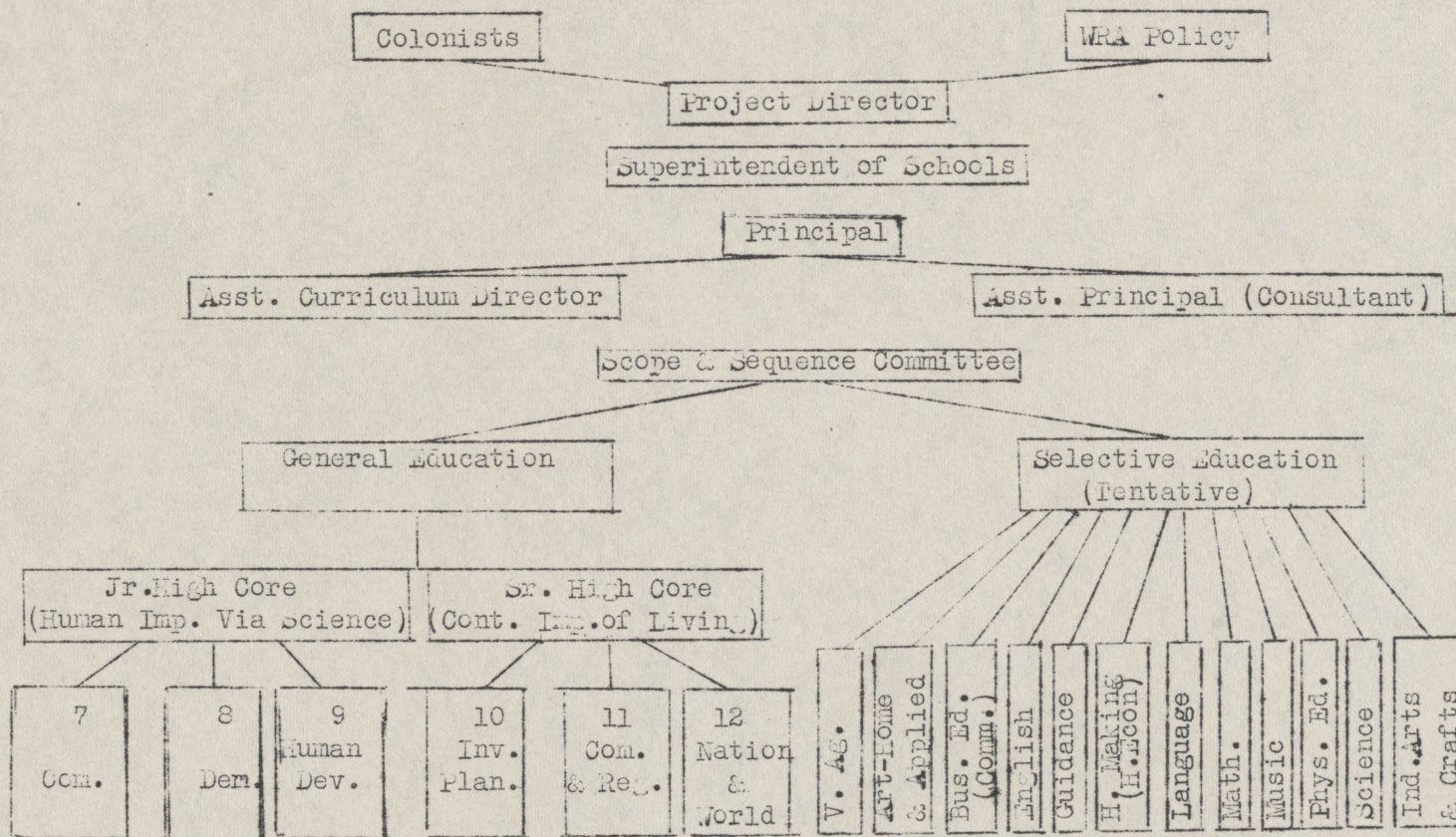
In summarizing my speech there is one point, particularly, that I would like to emphasize and that is, take advantage of every opportunity-- be it big or small. You and only you will be the one to profit from it the most.

Today we realize that we have been cut away from the main stream of American life but this is only temporary. At one time or another all of us will once more resume our normal way of living on the outside again. Through our preparation here in camp, we can and we will do a great deal toward leading American in its solution to its many social, economic, and racial problems.

-- Ellen Haasegawa



Tule Lake Project High School  
1942 - 43  
Proposed Curriculum Organization





### ATTENDANCE

Every child between the ages of eight and eighteen is required to attend school unless he has been graduated from a high school. This is carrying out the principles of law stated in the following excerpt of the California State School Code.

- (7.) 1.130 "Every parent, guardian, or other persons having control or charge of any child between the ages of eight and eighteen years, not exempted by graduation from high school, shall be required to send such child to the public full time day school for the full time for which the public school of the school district in which the child resides shall be in session."

It is important to attend school every day and it is equally as important to be on time every day. Since you are forming a habit for your future, you should make it a practice to be on time and to be consistent on attendance.

If you have to be out of school, come back as soon as you can. Your own illness or death in your family are your only legal excuses for absences. You may be interested to know that section 1.303 of the school laws of California states that: "Any child may be reported as a truant who shall be absent from school without valid excuse more than three days, or tardy for more than three times." It then further states that a child who is reported three or four times may be declared an habitual truant.

ALWAYS BRING AN EXCUSE FROM HOME WHEN YOU HAVE BEEN ABSENT FOR ANY REASON. This, too, is required by law, for a school must have the reason for your absence stated in writing.



WAR RELOCATION AUTHORITY

SUBJECT: Compulsory School Age and Employment of  
Persons Under 18 Years of Age

The compulsory school age for children on the project will be sixteen years; that is, children who have passed their sixteenth birthday may discontinue school if they have an opportunity to work, and if the consent of their parents has been verified by the school. The Placement Office will not place any child between sixteen and eighteen years of age without evidence that he has graduated from high school or a notification from the high school that the parents are willing for the child to leave school for employment and that the child is over sixteen. The school shall be notified of the termination of employment of a child under eighteen not a graduate of high school by the employing division, and he shall return to school until reemployed.

The Placement Office will not furnish any jobs to children under the age of sixteen, either on full-time or part-time basis. In all other respects, employment of those under eighteen will follow Administrative Instruction No. 27, Supplement 1.

cc: Mr. Harkness  
Mr. Wilder ✓



B B

OFFICE PROCEDURES

Tule Lake Project High School  
Newell, California

CLERICAL WORKERS  
Employment Regulations

1. Newly assigned employee must report to Rose Katagiri, Secretary to Mr. Wilder, for completion of non-certificated personnel records and for assignment.
2. Report to work at the Administration Building of the High School, 6615, from 8:00 a.m. to 12:00 noon and 1:00 p.m. to 5:00 p.m. Monday through Friday; 8:00 a.m. to 12:00 noon on Saturday.
3. Each employee must work 190 hours per month. There will be no overtime work unless an emergency arises, in which case time-off will be granted according to the employee's choice, provided that sufficient notice be given (At least 24 hours, except in emergencies). All overtime work must be straighten out before the end of the month.
4. An employee on sick leave will be on non-pay status until he secures a certificate from a doctor to cover the full period shown on sick leave.
5. An employee, in asking for termination, must give as much notice as possible in order that the employer may break in a new person in his position.



## OFFICE PROCEDURES

### GENERAL POLICIES OF CLERICAL WORK

1. Each clerical worker will be responsible for receiving and studying the following material set up by the clerical committee.
2. All procedures for correspondence, forms, etc. should be followed by each clerical worker in producing materials except where special permission is secured from the principal.

### GENERAL OFFICE PROCEDURES

1. When the clerical worker reports for work in the morning, unless she has unfinished work on file in her desk drawer, she should report to the secretary of the vice-principal for a clerical project assignment, filling out the clerical project form correctly and including one copy of the form with the clerical job to be accomplished.
2. She will be responsible for seeking advice from the secretary of the vice-principal at any time during the completion of the clerical job. She will be responsible for the completion of each clerical project and for refusing to accept another project until the project issued has been completed except by special permission from the secretary of the vice-principal in case of emergency.
3. She will be responsible for reading the job description of her particular position or of the position for which she is an assistant.
4. She should be responsible for turning out a fine piece of work and should include her initials on this work and should receive credit for it. It is a project policy for the administration official to cooperatively rate the clerical worker, and many workers who have left the project have written back to the principal or vice-principal for letters of recommendation; so all work done should be that individual's best work regardless of how quickly the job is to be completed. We will try to avoid working under pressure, so that the clerical worker is not forced to turn out a piece of work in a shorter length of time than that required to have it be her best work.
5. She will be responsible for avoiding visiting with friends or other clerical workers during working hours. At any time the worker wishes time off to meet visitors to the project or for any purpose and sufficient notice is given, she will be given permission.
6. She will be responsible for accepting no responsibility involving another person's job, but the clerical worker should refer all such cases to the proper individual. Since our office has grown considerably, we must educate all teachers, assistants, and students to use the proper channels to secure information, etc.
7. She will be responsible for returning all items borrowed from the clerical supply pool in the reception room for she will be charged out with such equipment during the time of completion of the clerical job.
8. She will be responsible for taking dictation accurately and neatly in preference to speed and for taking pride in avoiding strike-overs, erasures, and corrections on typewritten material.



OFFICE PROCEDURES  
Concluded

9. She will be responsible for maintaining a business or professional attitude in greeting all visitors to the administration building and in being helpful in explaining the organization of the office.
10. She will be responsible for keeping not only her designated desk or desk space clean but for keeping the entire office and administration building neat and tidy since everyone has a share in such responsibility.
11. All clerical workers should be responsible for consulting "General Office Procedures", "Standards of Clerical Work", and "Requisition Procedure" before turning out correct clerical work.
12. All clerical workers will be responsible for routing all outgoing mail or outside contacts without the school over the desk of the principal, who, in turn, will route the request over the desk of the superintendent of schools.
13. She will be responsible for reporting all rumors, grievances, new ideas, etc., to the clerical committee since we want to make our experience here as valuable as possible. All policies will be set up democratically with every worker who is involved in the operation of the policy having a voice in setting it up. Turn all suggestions for improvement of this present system in to the secretary of the vice-principal.
14. All outgoing mail including requisitions, memos, etc., must be signed by the principal or in his absence by the vice-principal.
15. All clerical supplies needed should be reported to the clerical supervisor in the reception room who will try to keep a reserve supply on hand. Any new materials, tools, etc., which would be beneficial in your work should be ordered through her.



## I. RECEPTION ROOM

### C. Receptionist--Frances Yoshikawa

1. She will be responsible for meeting all visitors and routing them to the proper administrative official.
2. Serving as assistant secretary to the Principal and contacting the secretary to the Principal to make all appointments with him.
3. Attempting to solve as many problems as he can, keeping a log of all problems solved or not.
4. As attendance clerk, she will refer all attendance problems involving health to the health clerk which includes permits to leave school as well as re-entry to school.
5. Will solve only those cases of attendance known to be excused according to our "Handbook of Child Accounting." She will leave all other unexcused cases to the attendance secretary who will refer boys to the Vice-Principal's office, girls to the Curriculum Advisor's office.
6. Will serve as information clerk for the entire school.
7. She will receive all lost and found articles, keeping a record in a lost and found ledger (see form number OP 10.15217-5)
8. Will have charge of issuing all attendance forms and should keep these forms professional information at all times. These forms should be given only to students who fill them out in her presence and she should supervise the completion of them at the reception desk.
9. Will be responsible for publishing a list of all lost and found articles in the school paper and Student Announcer for 3 consecutive weeks and for turning all articles remaining there at end of 20 day period over to welfare department.

GIVE NO FORMS OUT TO STUDENTS UNLESS ACCOMPANIED BY REQUEST FOR FORMS (form number OP 10.15217-4)



## I. RECEPTION ROOM

### A. Clerical Supervisor -- Agnes Morioka

1. The clerical supervisor will work with the receptionist during rush hours and in turn the receptionist will help her during her rush periods. The messenger will also aid the receptionist and clerical supervisor during rush periods.
2. She will receive all clerical work requested by teachers including all duplicating work and clerical work.
3. She will be responsible for filling out "order cards" for all clerical work and "requests for duplicating work" and routing them to the proper office.
4. She will be responsible for filling out all request forms for supplies, custodial work, and improvements in the school plant on proper requisition forms. (Consult Requisition Handbook).
5. She will be responsible for all printed forms and the issuing of same to teachers when "Request for forms" Form #OP-10.15217-4 is properly completed.
6. She will supervise all duplicating work and be responsible for the satisfactory completion of same.
7. She will serve as mimeographing artist, sketching all drawing and designs needed for her work.
8. She will have the responsibility of ordering supplies, forms, etc., far enough in advance to avoid shortage which will impair her work or the work of the clerical force.
9. She will be responsible for charging out and scheduling visual education equipment.



## II. PRINCIPAL'S OFFICE

### A. Secretary to the Principal -- Rose Katagiri

1. She will be responsible for interviewing all students, teachers, and visitors desiring an audience with the principal handling those cases which she can solve and keeping a record of same for the principal.
2. She should work with the assistant secretaries in not allowing anyone to enter the principal's office unless they have first talked with the assistant secretary concerned.
3. She will be responsible for answering the phone, recording messages, and calling individuals concerned to the phone.
4. She will be responsible for receiving and opening incoming mail and routing it to the individual or the administrative official concerned eventually passing all matter to be filed over the vice-principal's desk.
5. She will be responsible for handling all the correspondence of the principal.
6. She will be responsible for timekeeping and all other procedures and functions for the clerical force.
7. She will be responsible for knowing the whereabouts of the principal at all times.
8. She will be responsible for making appointments with the principal according to the schedule set up by the principal.
9. In the absence of the principal, she will be responsible for referring all problems concerning the principal to the vice-principal's office unless she can solve the problem herself. In that case a record should be made of all business carried on.
10. She will be responsible for seeing that no material is filed in personal file unless a copy is made for central files.



### III. CURRICULUM ADVISOR'S OFFICE

#### G. Secretary to the Vice-Principal--Chiye Kiyono

1. She will be responsible for meeting all students, teachers, and visitors wishing to confer with the Vice-Principal.
2. She will solve as many problems as possible, referring to the Vice-Principal only those situations which are acute or require the advice of an administrative official.
3. She will receive all mail from the Principal's desk and work with the Vice-Principal in answering same and in placing file numbers on; if turning materials to be filed over to the file clerk.
4. She will schedule appointments for all people (both students and teachers) wishing to confer with the Vice-Principal during the 1st, 5th, or 8th period of the day. Periods 2, 3, 4, 6, 7, should be reserved for research work and class visitation. Only emergency appointments should be scheduled at other times.
5. She will meet all attendance cases and counter-sign all those involving no administrative problems, referring questionable ones to the Vice-Principal.
6. She will meet all students involved in vocational placement or requesting work permits, issuing same or referring such cases to the Vice-Principal.
7. She will meet all boys involved in attendance or behavior problems, solving those which she can and referring all others by appointment to the Vice-Principal. In all cases, records of action should be kept and should go over the desk of the Vice-Principal.
8. She will have charge of all clerical work turned out by the clerical pool, entering clerical jobs by number on a chart and assigning the jobs to individual clerks either directly or through the public relation's secretary.
9. She will be responsible for entering all appointments in both her calendar and the calendar of the Vice-Principal.
10. She will supervise the writing and proof-reading of all correspondence leaving the Vice-Principal's office.
11. She will be responsible for seeing that no material is filed in personal file unless a copy is made for central files.



### III. CURRICULUM ADVISER'S OFFICE

#### F. Secretary to the Curriculum Adviser--Yoshiko Suzuki

1. She will be responsible for receiving, opening, and passing all mail concerning personnel matters, supervision of regular Caucasian teachers, and curriculum matters over the curriculum adviser's desk.
2. She will be responsible for meeting all teachers and making appointments with the curriculum adviser according to any schedule she sets up.
3. She will be responsible for meeting all girls involving attendance, health, or educational problems, since the curriculum adviser will serve also as Dean of Girls.
4. She will be responsible for all correspondence coming from the curriculum adviser's office, editing the same and passing central file copy of the correspondence over the vice-principal's desk for filing.
5. She will be responsible for checking out of the curriculum library any materials needed by the curriculum librarian in her research work. She will also see that individual teachers are issued material through the curriculum librarian.
6. She will be responsible for handling all publicity coming from the curriculum adviser's office as to date and time of meetings, conferences, etc., and routing same to the public relations secretary or to the individual concerned.
7. She will be responsible for filling out title and description of material requested from the central files on the form provided for that purpose.
8. She will be responsible for seeing that no material is filed in personal file unless a copy is made for central files.



### III. CURRICULUM LIBRARY

#### D. Curriculum Librarian -- Mrs. Koko Matsuda

1. She will be responsible for the entire curriculum library which includes the following:
  - a. Responsibility for checking out books and curriculum materials to teachers via the Assistant curriculum librarian, keeping accurate records of all curriculum materials which have been charged to the library.
  - b. Responsibility for ordering curriculum materials, for receiving curriculum materials, cataloging, and supervising the assistant librarian in maintaining neatness on the shelves.
  - c. Responsibility for safeguarding all curriculum materials, making sure that anyone who removes an item goes to the assistant librarian to be charged with them.
  - d. Responsibility for setting up a system of fines for overdue books; for cataloging books and materials donated to the clerk librarian, so that the individual who donated materials may call them in at any time.
2. Curriculum librarian's responsibility as file clerk:
  - a. She will be responsible for all materials which enter the central files.
  - b. She will be responsible for filing all materials as soon as they leave the office of the Vice-Principal immediately, for someone may want some material immediately.
  - c. She will be responsible for keeping all materials involving personalities professional information, charging out cumulative folders only to teachers of that student or to the registrar or her assistant.
  - d. She will be responsible for charging out reference materials for a period of time of one hour only to be used in the teacher's room and for calling in such short-loan materials on completion of the hour. This list should include cumulative records, reference materials, and any other material which is used in regular day to day administrative work.
  - e. She will be responsible for calling in all curriculum material needed by administrative officials in doing research work.
  - f. She will be responsible for locking file any time that she or her assistant is not in attendance.
  - g. She will be responsible for keeping the file plan in constant revision, revising each administrative official's file plan at the same time she revises her own.
  - h. She should refuse to find any item unless properly called for by submitting "Central File Card, Form #OP-10.15217-6".



### III. CURRICULUM LIBRARY

#### E. Public Relations Secretary--Hisa Miyamoto

1. She will serve as a supervisor of all public relations materials which include information to the Tulcan Dispatch, outside publicity, school newspaper, announcers, and any other publications involving publicity for the school.
2. She will be responsible for keeping all announcements for the weekly announcer and of editing the announcer every Friday morning.
3. Will be responsible for editing all administrative bulletins to teachers and students.
4. She will edit weekly the agenda of each faculty meeting to be prepared by Friday noon.
5. She will be responsible for reading the Tulcan Dispatch and all publicity materials to provide information for the teachers and students of coming events, entering these events on the Vice-Principal's calendar.
6. She will be responsible for giving publicity to all students, teachers, and administrative organizations provided that she is notified of same in advance.
7. She will also serve as an assistant to the secretary of the Vice-Principal and will replace her during the latter's absence.
8. She will supervise her assistant in placing materials, communications, etc., in teacher's boxes and direct her in carrying out inter-school communication.



### III. CURRICULUM LIBRARY

#### A. Attendance Secretary - June Yoshino

1. She will be responsible for all attendance including compilation and computation of attendance records and reports. The attendance clerk will refer all doubtful cases to her and she in turn will refer cases which she cannot solve to the vice-principal's office.
2. She will serve as assistant secretary to the principal, making appointments with the secretary to the principal with anyone who desires to see the principal and intercede those who pass her desk and to solve their problems if possible.
3. As attendance secretary, she will receive absence reports from the messenger or the attendance clerk to transcribe these on the daily attendance sheet.
4. She will be responsible for checking daily summary reports against daily attendance sheet.
5. She will place one copy of the daily attendance sheet on the teachers' bulletin board in the teachers' room sometime during the eighth period when that day's record is complete. It will remain there until the eighth period of the following day when it will be replaced by that day's daily attendance sheet.
6. She will call the warden's office to report suspected delinquents and absences between 9:30 and 10:00 a.m. each day with the results of the attendance during first and second periods.
7. She will study the child accounting handbook for additional responsibility in connection with attendance procedure.

ALL ATTENDANCE MATTERS SHOULD CLEAR THROUGH THE ATTENDANCE SECRETARY, AND SHOULD REMAIN PROFESSIONAL INFORMATION.



### III. CURRICULUM LIBRARY

#### C. Registrar and Assistant Attendance Secretary - Martha Endo

1. She will be responsible for all new entries and withdrawals.
2. She will be responsible for knowledge of the current enrollment to date.
3. When a new student enters school or when a student is changed from class to class, he should clear through the registrar who will follow the following procedure:
  - a. A new enrollment card and a daily schedule of classes will be filled out. He should be assigned to the room with the smallest enrollment unless he is a special case in need of a special treatment. Registration form should be sent to the new teacher.
  - b. A carbon copy of the registration should pass over the principal and vice-principal's desk.
  - c. She should adjust all statistics on enrollment in light of the new entry adding one enrollment card to the total enrollment increasing the enrollment by one.
  - d. Name should be entered on the total enrollment list.
  - e. A report should be made to the principal and superintendent of schools in the form of a registration card.
4. When a student transfers from our school, the procedure below should be followed:
  - a. A transfer slip should be filled out in triplicate. One transfer report should be filled out and turned over to his homeroom teacher or to the various classroom teachers for the current estimate of his work. This should be signed by teacher and principal.
  - b. All services such as library, physical education, etc., should be consulted to make sure that he has no unpaid dues or fines.
  - c. He should be given a transfer record as well as his current report to date properly filled out and signed. His name should be removed from the enrollment list. Card should be removed from the enrollment file and be placed in his Cumulative Record which in turn should be transferred from 10.12 Cumulative or permanent records division to 10.14 "Transfer or Withdrawal Section."
5. She will be responsible for filling all transcripts of students coming from other school systems, as well as supplying information to other schools requesting it. This should all be cleared through the vice-principal or principal's office.
6. She will be responsible for issuing blank report cards to all teachers and in turn receiving same for approval by signature of the principal or vice-principal and for distributing same through the homeroom teachers. She will also be responsible for follow-up work where the signature of the parent is required.
7. She will be in charge of all cumulative records including transcripts of credits, records of credits by year, copies of social, physical, and academic development and aesthetic development as well as any other information concerning an individual pupil of any type which is to be filed in his cumulative record.
8. She will serve as assistant attendance secretary during the attendance secretary's absence or during rush periods of the day. The attendance secretary will in turn take over her work when she is absent.

THE REGISTRAR SHOULD KEEP ALL INFORMATION CONCERNING STUDENTS PROFESSIONAL INFORMATION AT ALL TIMES AND SHOULD ONLY RELEASE SAME UPON CONSENT OF THE FILE CLERK, PRINCIPAL, OR VICE-PRINCIPAL.



# THE CHARTER FOR THE NEWELL EDUCATIONAL ASSOCIATION

Organized at Newell, California on October 9, 1942.

Purpose: The purpose of the Newell Educational Association is to aid the professional advancement, to maintain the social morale, and to further the academic recognition of, the teachers and administrators of the Elementary and Secondary Schools at the War Relocation Authority, Tule Lake Project, Newell, California.

## BY-LAWS

### ARTICLE I MEMBERSHIP

Section 1. The membership of the Newell Educational Association shall consist of three classes: Active, Associate, and Honorary.

(a) Active members of the Association shall be those actively engaged in the profession of teaching or in administration.

(b) Associate membership shall be limited to all assistants.

(c) Honorary membership may be extended to those who are not actively engaged in the profession of teaching or other educational work, but who are otherwise interested in the promotion of education.

(d) The privilege of membership shall be withdrawn if the member fails to attend three consecutive meetings.

Section 2. The dues and assessments shall be as follows:

(a) The dues of active and associate members shall be \$1.00 per year, payable in one or two installments within 60 days of the first regular meeting.

(b) Special assessments may be made upon the voting consent of a majority of two-thirds of the Association.

Section 3. The right to vote and to hold office in the Newell Educational Association shall be limited to active members whose dues are paid.

(a) Each active member shall have one vote.

(b) Voting shall be by secret ballot.

### ARTICLE II OFFICERS

Section 1. (a) The officers of the Newell Educational Association shall be a president, two vice-presidents, a secretary, and a treasurer, nominated and elected for the term of one year.

(b) Administrators shall not be eligible for office-holding.

Section 2. The duties of the officers shall be as follows:

(a) The president shall preside at all meetings of the Association and shall perform the customary duties of his office.



(b) The first vice-president shall serve as assistant to the president for such services as may be required of him. In case the office of president becomes vacant, the first vice-president shall assume the office and duties of the president until such time as a new president is elected. In addition, the first vice-president shall act as chairman of the Welfare Committee.

(c) The second vice-president shall serve as assistant to the president for such services as may be required of him. In addition he shall act as chairman of the Program Committee.

(d) The secretary shall keep a full and accurate record of the proceedings of the meetings of the Association, and he shall give individual and public notifications of meetings and any items of importance or interest to the members.

(e) The treasurer shall collect and hold in safe-keeping all moneys paid to the association and keep a full and accurate account thereof.

Section 3. Nominations for office shall be made from the floor at the second meeting of the regular school year. The election of officers shall take place at this same meeting. A majority vote of the members present shall be necessary for the election of any officer.

Section 4. The Executive Council shall consist of the president, the two vice-presidents, the secretary and the treasurer.

Section 5. There shall be two standing committees:

(a) The Welfare Committee shall consist of three members who are to be appointed by the Executive Council. The first vice-president shall be the chairman.

(b) The Program Committee shall consist of three members who are to be appointed by the Executive Council. The second vice-president shall be the chairman.

(c) As many additional members as are deemed necessary may be appointed by the chairman for specific occasions and for specific purposes.

Section 6. Any officer or committee member is to be removed from office if he fails to attend three consecutive meetings.

#### ARTICLE III

#### MEETINGS

Section 1. There shall be one regular monthly meeting of the association. This meeting shall be held on the evening of the third Monday of each month while school is in session. The place of the meeting shall be posted by the secretary three days in advance of the meeting.

Section 2. No business shall be conducted at any meeting at which the attendance falls below fifty-one percent of the active membership.

#### ARTICLE IV

#### AMENDMENTS

Section 1. By-laws may be altered or amended at the regular meetings by a vote of two-thirds of the Association members.



MUSIC - Continued

JUNIOR BAND - VII to IX 1/2 cr. 3 qtrs.  
If you play a band instrument you may join this group. It plays for concerts, rallies, home games while sitting in concert style.

SENIOR BAND - XI to XII 1/2 cr. 3 qtrs.  
Advanced arrangements and semi-classical music will be played, in addition to offering a greater diversity in instruments. This group will play in civic parades while marching.

JUNIOR ORCHESTRA - VII to IX 1/2 cr. 3 qtrs.  
If you play an orchestra instrument and enjoy playing with others, you will be interested in playing simple instrumentalizations. Great joy and satisfaction will grow out of group playing.

SENIOR ORCHESTRA - X to XII 1/2 cr. 3 qtrs.  
Here you will study the best type of ensemble music which might be presented to the public, moving on to advanced and semi-classical music. This group will make many public appearances.

HARMONY - XII 1 cr. 3 qtrs.  
This study is provided for those students who are interested in writing music. Here you may develop eye and ear training in listening, writing melodies, building chords, study harmonic progressions, create simple compositions, or arrange for instruments. Students will have a chance to publicly present their original work each quarter.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - VII to XII 1 cr. 3 qtrs.  
Each group from grade 7 to 12 will spend one period per day in physical education which will include learning simple skills in team games. Individual sports and rhythms and dances will be included. Intramural program will be developed for each sport in season.

SCIENCE

GENERAL SCIENCE - IX 1 credit  
In this course simple scientific constructions in the home and community will be studied. In addition, natural phenomena and man's development of control over it will be studied. The function of simple mechanical devices will also be classified.

BIOLOGY - X 1 credit  
This course offers you an opportunity to study about the plant and animal kingdoms. The use of a microscope will be taught. Laboratory experiments will be conducted; local field trips taken and nature collections made in order to study plants and animals in their natural settings.



*Revision for Teachers' Committee 80.24.11*

THE CHARTER FOR THE NEWELL EDUCATIONAL ASSOCIATION

Organized at Newell, California on October 9, 1942.

Purpose: The purpose of the Newell Educational Association is to aid the professional advancement, to maintain the social morale, and to further the academic recognition of the educational staff of the Elementary and Secondary Schools at the War Relocation Authority, Tule Lake Project, Newell, California.

BY-LAWS

ARTICLE I MEMBERSHIP

Section 1. The membership of the Newell Educational Association shall consist of two classes: Active and Honorary.

(a) Active members of the Association shall be the members of the educational staff.

(b) Honorary membership may be extended to those who are not actively engaged in the profession of teaching or other educational work, but who are otherwise interested in the promotion of education.

Section 2. The dues and assessments shall be \$.25 per year.

(a) Special assessments may be made upon the voting consent of two-thirds of those being assessed.

Section 3. The right to vote and to hold office in the Newell Educational Association shall be limited to active members whose dues are paid.

(a) Each active member shall have one vote.

ARTICLE II OFFICERS

Section 1. (a) The officers of the Newell Educational Association shall be a president, first vice-president, second vice-president, a secretary, and a treasurer, nominated and elected for the term of one year.

(b) Office holders must be actively engaged in classroom teaching.

Section 2. The duties of the officers shall be as follows:

(a) The president shall preside at all meetings of the Association and shall perform the customary duties of his office.



Curr - Scope & Seq.

80.2411

### Time and Place of Meeting

- Period I-----Agreement on Scope & Sequence. All read proposed curriculum procedure before next meeting.
- Period II-----Editing Committee  
Suggestion of membership
- Period III-----Functions of the Scope & Sequence Committee
- A. Set up criteria for choosing experiences, techniques, etc.
  - B. Experiences
    1. Is the number of occasions or opportunities to use this experience many or few?
    2. Is the number of pupils who have occasion to participate in such experience many or few?
    3. Can this experience be taught in application to life situations?
    4. Can this function be learned sufficiently well so that it can be used at any time that it is needed?
    5. Could this function be more efficiently handled by some group other than the school?
- Period IV-----Bibliography
- Bell "Youth Tells the Story"
  - Set up goals--Another function
  - Setting up a pattern of the sequence and scope activity.
  - (Theme translation)



### Time and Place of Meeting

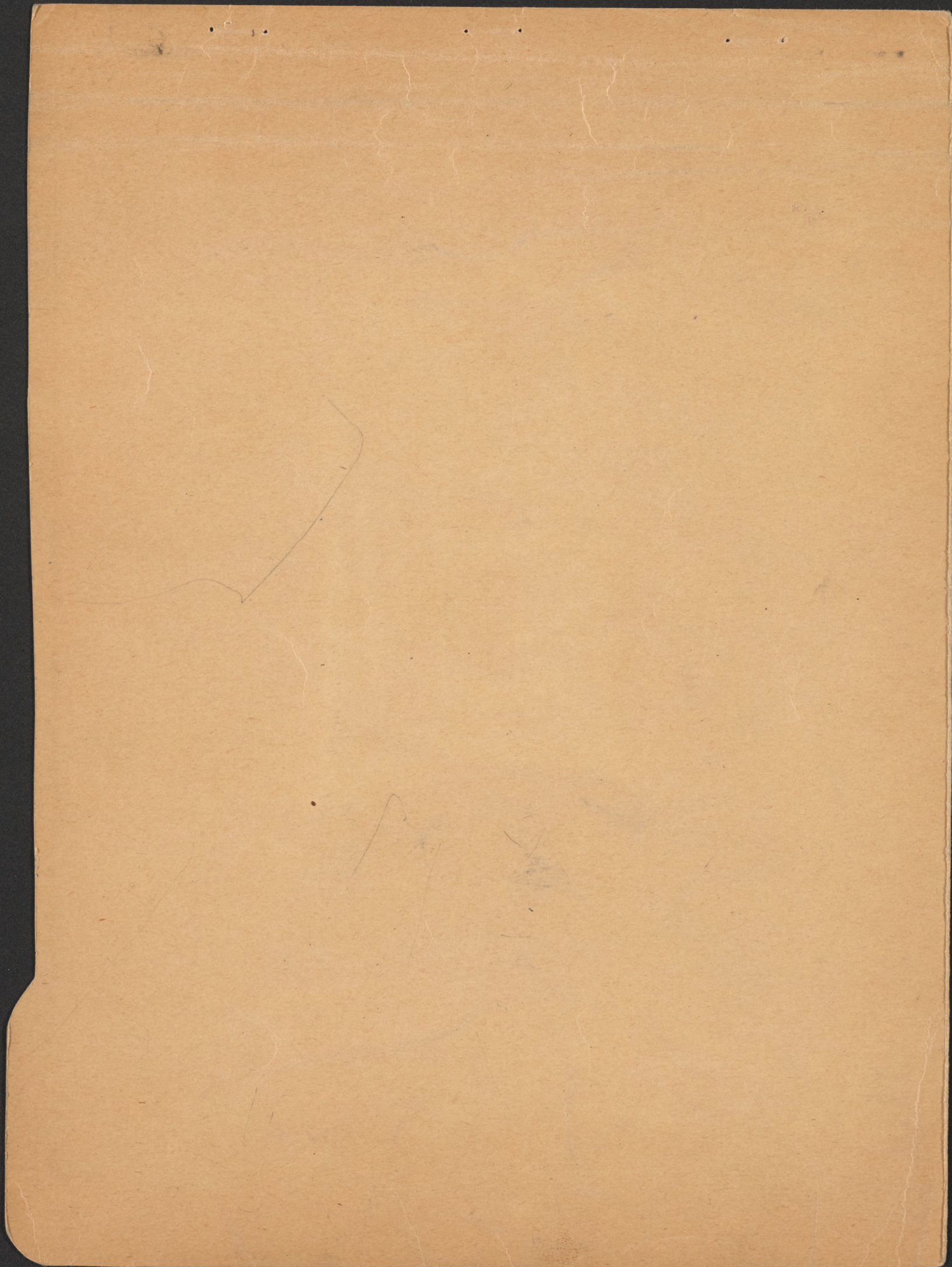
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- Period IV-----Bibliography
- Bell "Youth Tells the Story"
  - Set up goals--Another function
  - Setting up a pattern of the sequence and scope activity.
  - (Theme translation)



got out  
of file

10.1122	General Corres.
10.1124	School Inter (letters from and to school).
10.1125	Division Intra To Harkness From Harkness General Corres.
10.1126	School Intra- Tri-State Memos
70.11	Announcer
70.12	Student Announcer
80.2751	Attendance Report Health Annual
50	Principal-Vice personal file
40	Principal personal file
#2	extra (anything that is run off)







TULE LAKE PROJECT HIGH SCHOOL  
Filing Plan

File No.

Classification

Curriculum

10. Administration

10.1 Accounting Child

10.111. Active

10.111 No Transcript

10.12 Cumulative or Permanent Records

10.13 Graduate

10.14 Transfer or Withdrawal

10.15 Delinquent

10.2 Articulation

10.20A Nursery

10.20B Kindergarten

10.20C Elementary Courses of Study

10.21 Junior High School Courses of Study

10.22 Junior High School Enrollment Procedure

10.23 Senior High School Bulletins

10.24 Senior High School Courses of Study

10.25 Senior High School Guidance

10.26 Adult Education Courses of Study

10.261 General

10.262 Americanization

\* 10.3 Attendance

10.31 Current Attendance Policies

10.32 Current Attendance Reports

10.33 Perfect Attendance Reports

10.34 State Distributive Fund Reports

10.35 Tuition Record

10.4 Board of Education

10.41 Board Meetings - Minutes

10.42 Bulletins from Superintendent of Schools

10.43 Committee Meetings and Recommendations

10.44 General Reports

10.45 Personal Correspondence

10.46 School Finance

10.47 Special Data

*In State High*



## 10.5 Plant Control (School)

- ✓ 10.51 Bulletins to Custodians
- 10.52 Custodians and Janitress's Work Schedule
- 10.53 Inspection Reports
- 10.54 Use of Building Policy
- × 10.55 Office Procedure
- 10.56 School Plants
  - 10.561 Buildings
  - 10.562 Equipments
  - 10.563 Grounds

## 10.6 Child Welfare

- 10.61 A Typical Student
  - 10.611 Hearing
  - 10.612 Physical *10.6121 Mental Cases*
  - 10.613 Speech ✓
  - 10.614 Vision
  - 10.615 Non-English Speaking
  - 10.616 Handicapped Children*
- 10.62 Discipline
- 10.63 Psychiatric Reports
- 10.64 Special Educational Guidance —
- 10.65 Special Student Reports
- × 10.66 Student Organizations ✓
  - × 10.661 Clubs
  - 10.662 School Traffic Patrol
  - × 10.663 Student Council
- 10.67 Subject and Student Failure Reports
- 10.68 General

## 10.7 Code

## 10.8 Enrollment (*also promotions*) —

- 10.81 Age - Grade Reports
- ✓ 10.82 Enrollment by Grades and Home Rooms
- 10.83 Students' Names by Home Rooms
- 10.84 Grouping



10.9 Health

- 10.91 Health Reports
- 10.92 Health Service
- 10.93 School Nurses' Report
- 10.94 State Health Department

10.10 Miscellaneous

- 10.101 Week - Day Church School

10.11 Operation

- 10.111 Budget for Current Year

10.112 Correspondence

- 10.1121 Division-Inter *Rec. [unclear]*
- 10.1122 General (Filed Chron. - Most Recent on Top)
- 10.1123 Project
- 10.1124 School-Inter *Sent to different schools*
- 10.1125 Division-Intra *Schools, etc. different school within colony*
- 10.1126 School-Intra *In State Memo*
- 10.1127 Regional Office
- 10.1128 Federal-W.R.A.

10.113 Notices

10.114 Payroll Duplicates

10.115 Promotion Lists

10.116 School Fund Accounts

10.117 Students' Transfer Record Summary

10.118 Textbook Inventory Record

10.119 Yearly Promotion Report

10.120 *Office Procedure*

10.12 Organization

10.121 Federal Projects Organization

10.122 Organization for Current Year

10.1221 School Calendar

10.1222 Schedule

10.123 Teachers' Programs

10.124 Teaching Assignments

10.13 Reports

10.131 Annual

10.132 Department Heads

10.133 Principal



## 10.14 Safety

- 10.141 Fire Drill Record
- 10.142 Fire Safety
- 10.143 Safety (Bicycle)
- 10.144 Safety (General)
- 10.145 School Traffic Patrol
- 10.146 State Highway Department

## 10.15 Supplies

### 10.151 Materials

- 10.1511 Requisitions
  - 10.15111 Filled (Filed chronologically)
  - 10.15112 Unfilled (Filed chronologically)
- x 10.1512 Supply Receipts *Inventory*
- 10.1513 Yearly Supply Requests
- 10.1514 Sample Supply Lists *future orders*
- 10.152 Printed Forms *10.1514 - future orders*
  - 10.1521 Handbook of Forms *10.15211 attendance forms*
    - 10.15211 Child Accounting *report cards*
    - 10.15212 Correspondence
    - 10.15213 Educational Warehouse ✓
    - 10.15214 Evaluation ✓
    - 10.15215 Health ✓
    - 10.152151
    - 10.152152
    - 10.15216 Library ✓
    - 10.15217 Misc. ✓
    - 10.15218 Office Procedure ✓
    - 10.15219 Personnel
    - 10.152110 Acquisitions
    - 10.152111 Records-Cumulative
    - 10.152112 Visitation
    - 10.152113 Vocational

### 10.153 Order Blanks

## 20. Community Relations

### 20.1 Community Conferences

#### 10.11 Minutes

### 20.2 Community Projects

- 20.21 American Junior Red Cross ✓
- 20.22 Boy Scout
  - 20.221 Boy Scouts
  - 20.222 Cubs



20.23 Community Fund  
20.24 Girl Scouts  
20.25 Good-Will Industries  
20.26 Y.M.C.A.

20.3 Parent Teachers Association

20.31 Programs

20.4 Publicity

20.41 Administrative

20.411 File Copies

20.412 Work Files

*Commencement*  
20.42 ~~American Education Week~~

20.421 Programs

20.43 Bulletins

20.431 Active

20.432 File

20.44 Current

20.45 Press Releases

20.46 Scrapbook

20.47 Special Days

20.5 Outside Agencies

20.6 State and National Parent Teachers Association

30. General (Miscellaneous)

Curriculum Laboratory

(Alphabetically arranged by subjects in subdivisions)

40. Principal - Personal File

Principal's Office

50. Principal, Vice - Personal File

Principal, Vice Office

60. Professional

60.1 Directories

60.2 Local Associations



60.3 Local Teachers ' Associations

60.4 National Associations

60.41 Department of Elementary Principals

60.42 Department of Secondary Principals

60.43 National Education Associations

60.44 American Council of Education

60.5 Professional Magazines and Book Lists

60.6 Regional Division of State Education Association

60.7 Research

60.71 Bibliography

60.8 State Association

60.81 California Teachers' Association

60.9 State Association of Supervisors and Directors of Instruction

60.10 State Education Association

60.101 Legislative Bulletins

60.102 Other Communications

60.11 State Department of Education -

60.12 State School Legislation

70. Special Files (By Volume and Year)

Curriculum Laboratory

x 70.1 Announcer

70.11 Regular

70.12 Student

x 70.2 Bulletin

70.21 Administration *Administration Bulletin*

70.22 High School

70.3 Newspaper

70.31 Project

70.32 Schools

70.33 *Other school*

70.4 College Catalogs



80. Supervision

Curriculum Laboratory

80.1 Curriculum (Teaching)

80.11 Construction

80.111 Aims

80.1111 General

80.1112 Specific

80.112 Needs of Child

80.113 Objectives

80.114 Experiences

80.115 Techniques

80.116 Materials

80.1161 Correspondence

80.1162 Bibliography

80.11621 Local

80.11622 County

Modoc

Los Angeles

80.11623 State

California

Pa.

80.11624 Federal

80.116241 Office of Education

80.116242 Sup. of Documents

80.116243 Children's Bureau

80.117 Evaluation

80.118 Development

80.1181 Methods of

80.2 Evaluation

80.21 Marks and Marking

80.22 Promotion

80.221 Graduation

80.222 Maturation and Learning Readiness

80.223 Non-Promotion

80.224 Records

80.2241 Cumulative

80.22411 Elementary

80.22412 Secondary

80.225 Special Promotion

80.23 Testing

80.231 Analysis

80.232 Diagnosis

80.233 General Program

80.234 Records



- 80.2341 Achievement Expectancy
- 80.2342 Group Records
- 80.2343 Individual Age Grade Tables
- 80.2344 Intelligence Grade Placement
- 80.2345 Intelligence Test Records
- 80.2346 Summaries of all other Test Records

80.235 Sample Tests.

- 80.2351 Tests, Manual, and Key (for major tests available in all subjects and areas)

80.24 General

- 80.241 Bulletins to Teachers
- 80.242 Correlation
- 80.243 Curriculum Revision
  - 80.2431 Handbook- Elem.
  - 80.2432 Handbook- Secondary
- 80.244 Excursions
- 80.245 Experimentation
- 80.246 Guidance
- 80.247 Intermediate Grades
- 80.248 Primary Grades
- 80.249 Programs
  - 80.2491 Elementary
  - 80.2492 Junior High School
  - 80.2493 Senior High School
- 80.2410 Substitute Instructions
- 80.2411 Teachers' Meetings
  - 80.24111 Minutes
- 80.2412 Teachers' Annual Reports
- 80.2413 Visual Education

80.25 General Catalogs

- 80.251 Supplies
- 80.252 Textbooks
  - 80.2521 Texts
  - 80.2522 Supplementary *general*
  - 80.2523 Library
- 80.253 Tests
- 80.254 Visual Aids- (*motion picture films*)

80.26 Organization

- 80.261 Committee Minutes
- 80.262 Council Minutes

80.27 Personnel

- 80.271 Certificated
  - 80.2711 Applications
  - 80.2712 Assistants
  - 80.2713 Former
  - 80.2714 Regular
  - 80.2715 Student



80.272 Non-Certificated

80.2721 Present

80.2722 Former

80.2723 Future

80.2724 Procedure

80.273 Record of Individual Teacher Supervision

80.274 Summer School Records

80.275 Teacher Welfare

80.2751 Health. *attendance report*

80.2752 Pension

80.2753 Salaries

80.2754 Education

80.276

80.28 Special Supervisors

80.281 Agriculture, vocational

80.282 Commercial

80.283 Home Economics

80.284 Industrial Arts

80.285 Physical Education

80.286 Vocational

80.2861 Reports and Recommendations

80.2862 Manual of Procedure

X 80.29 Subjects

80.291 Elementary

80.2911 Arts and Crafts

80.2912 Arithmetic

80.2912A Character Education

80.2913 Geography

80.2914 Handwriting

80.2915 History

80.2916 Language Arts

80.2917 Music

80.2918 Reading

80.2919 Physical Education

80.29191 Health

80.29110 Science

80.29111 Social Studies

80.29112 Spelling

80.292 Secondary

80.2921 Art & Crafts

80.2922 Commercial

80.29221 Business

80.2923 English

80.29231 Composition

80.29232 Literature

80.29233 Speech Arts

80.2924 Guidance (Counselling)

80.2925 Home Economics (*Home Nursing*)

80.2926 Languages

80.2927 Mathematics



80.2928 Music

80.2929 Physical Education

80.29291

80.29210 Science

80.29211 Social Studies

80.292911 Government

80.2929111 C. C. C.

80.292912 Sociology

80.292913 Economics

80.29211A Study

80.29212 Vocational

80.292121 Agriculture

80.292122 Drafting

80.292123 General Shop

80.292124 Guidance

80.292125 Woodshop

80.292126 Work Experience

80.292127 Procedures

80.293 Adult

80.2931 General

P.W.A.  
F.W.A.

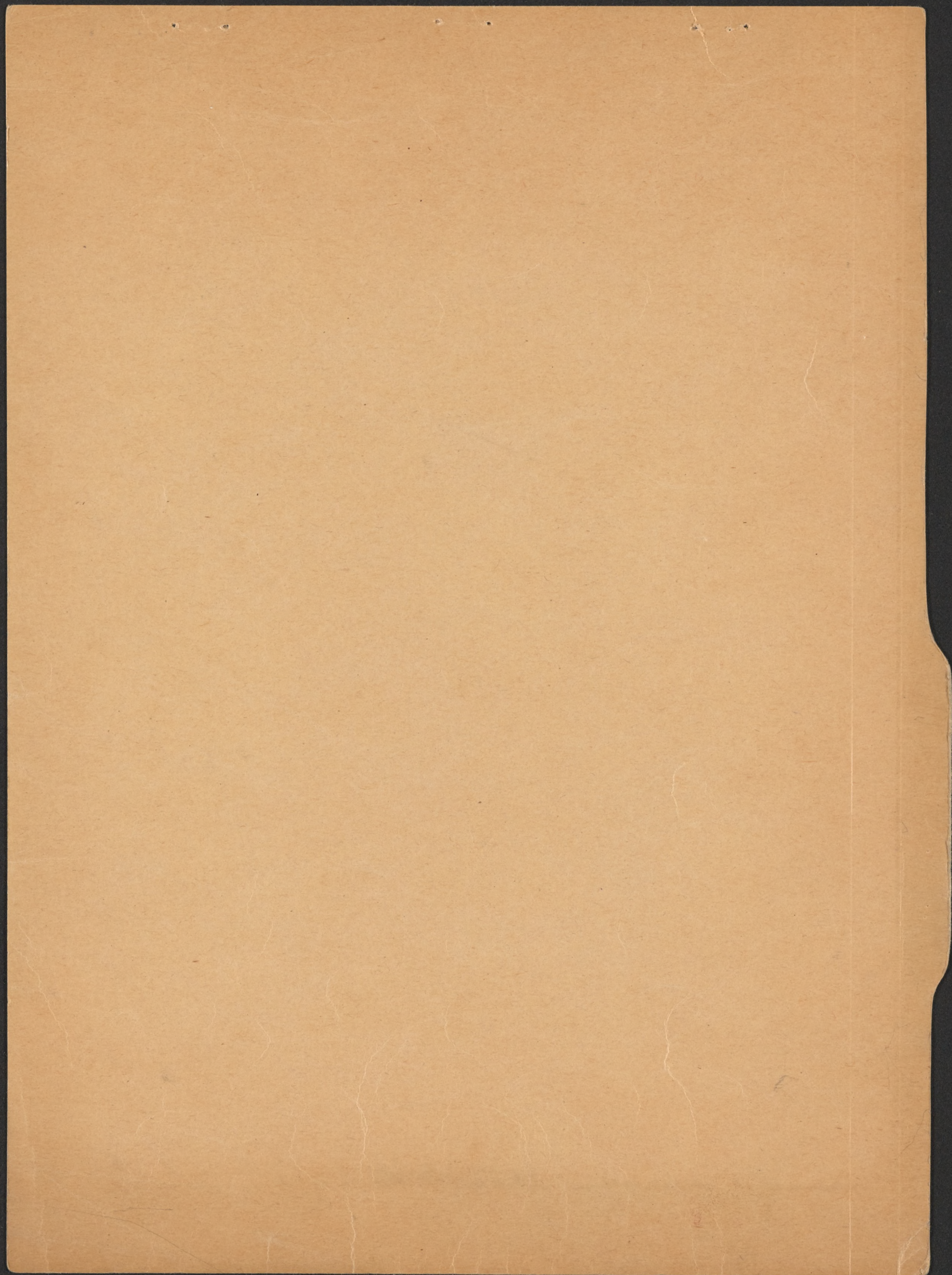
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*Chemistry, physics, Bio. Physiology*

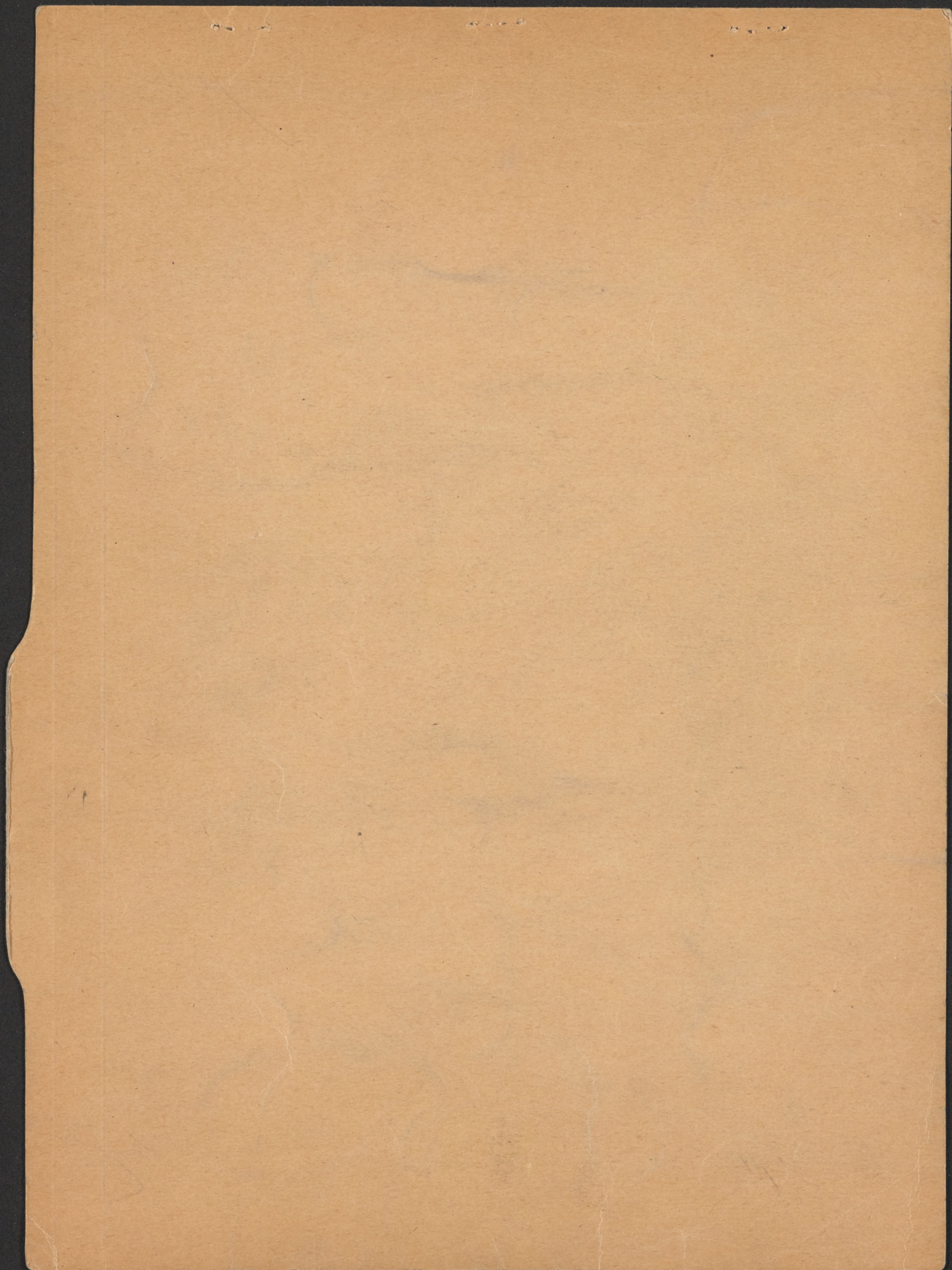
*U.S. History*

*Swedish*



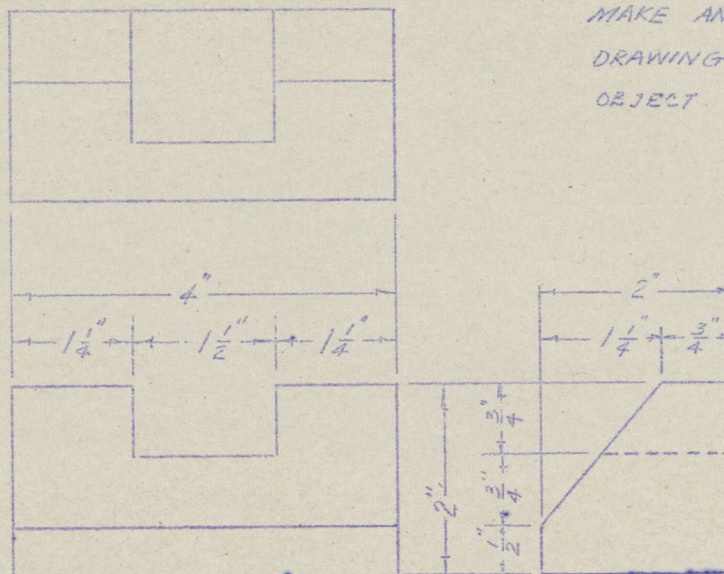






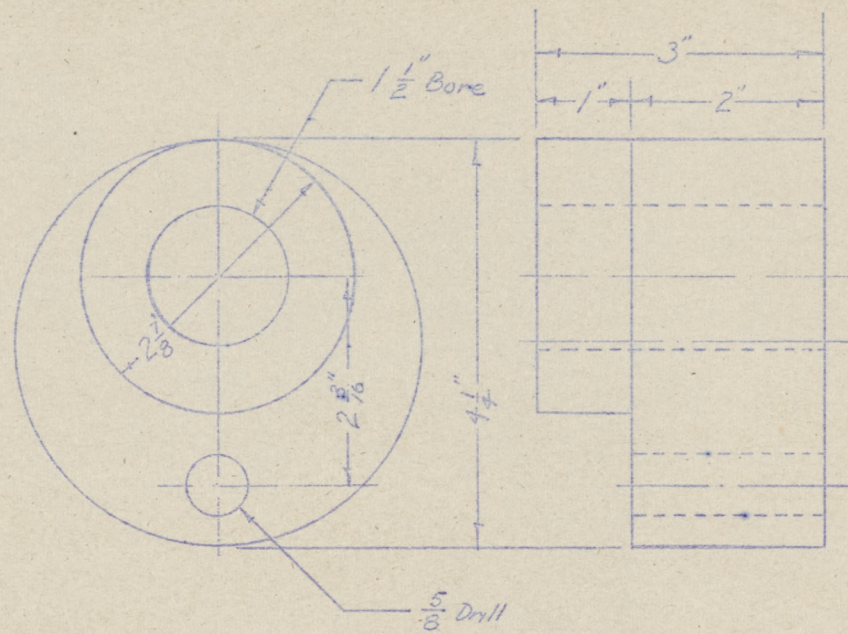


MAKE AN ISOMETRIC  
DRAWING OF THIS  
OBJECT



SLOTTED WEDGE  
Scale Full Size





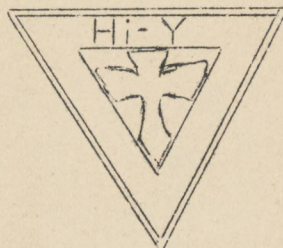
MAKE AN OBLIQUE DRAWING

ECCENTRIC  
Scale Full Size

37



*Jackson*



TRI-STATE HI-Y APPLICATION

I would like to apply for membership in the Tri-State Hi-Y.

I understand that the purpose of the Hi-Y is "to build school morale, to be of service to the school and community, and to build high standards of character in line with the Hi-Y platform of clean living, clean speech, clean athletics, and clean scholarship."

\_\_\_\_\_  
(signed)

Grade \_\_\_\_\_

Previous school activities and positions of leadership:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

School activities and positions of leadership at Tri-State:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Recommendations of six teachers as to character and citizenship:

_____	_____
_____	_____
_____	_____



9ad.

Tri-State High School  
JOB ANALYSIS CHECK LIST

Cost Account No. Address

Division \_\_\_\_\_ Division Head \_\_\_\_\_  
Section \_\_\_\_\_ Section Head \_\_\_\_\_  
Department \_\_\_\_\_ Department Head \_\_\_\_\_

A.  
\$12 per month

B  
\$16 per mo.

C  
\$19 per month

_____ Agricultural Junior	_____ Accountants
_____ Aide	_____ Adult Activity
_____ Adult Activity Leader	_____ Leader
_____ Artist	_____ Administrative
_____ Baker	_____ Jr. Assistant
_____ Bookkeeper	_____ Agricultural
_____ Butcher	_____ Principal Aide
_____ Botanist, Junior	_____ Agronomist
_____ Boilerman (High	_____ Architect
_____ pressure	_____ Attorney
_____ Beautician)(c)	_____ Associate
_____ Barber )\$19.00	_____ Agricultural
_____ Clerk, Audit	_____ Economist
_____ Cashiers	_____ Architect,
_____ Carpenter	_____ Jr. Landscape
_____ *Clerks, Store	_____ Auditor
_____ *Clerk Statistical	_____ Artist
_____ *Clerk Coding	_____ Blacksmith
_____ *Clerk Cost Accounting	_____ Foreman
_____ *Clerk Fiscal Accounting	_____ Block Manager
_____ *Clerk Payroll	_____ Bldgs; &
_____ *Clerk Procurement	_____ Ground Supt.
_____ **Clerk Assistant	_____ Botanist
_____ **Clerk Assistant Fiscal	_____ Chemist
_____ Accounting	_____ Cashier, Sr.
_____ **Clerk Assistant Mail	_____ Chiropracter
_____ ***Clerk Junior	_____ Clerk, Sr.
_____ ***Clerk Junior Cash	_____ Clerk, Sr.
_____ Accounting	_____ Audit
_____ ***Clerk Junior Fiscal	_____ Clerk Sr,
_____ Accounting	_____ Fiscal Acc'tg.
_____ Clerk Mail and File	_____ Communication
_____ Cooks (c) \$19.00	_____ Sr. Foreman
_____ Concrete Finisher	_____ Community Asst.
_____ Caterpillar Operator	_____ Worker
_____ Dental Assistant	_____ Cook Chief
_____ Dietician	_____ Dentist
_____ Dispatcher Motor Vehicle	_____ Department Hea
_____ Draftsman (any kind)	_____ (Education)
_____ Electrician	_____ Dietician
_____ Engineering Aide	_____ (Hospital)
_____ Engineer Operating	_____ Dispatcher
_____ Fireman	_____ Principal
_____ Foreman	_____ Draftsman Sr.
_____ Farm Mechanic	_____ Engineering
_____ First Aide Man	_____ Entomologist
_____ Gardener Senior	_____ Editor, Asst.
_____ Hospital Attendant	_____ Elem. School
_____ Interpreter	_____ Principal
_____ Interviewers	_____ Engineer Asst.
_____ Irrigators	_____ Hydraulic
	_____ Engineer
	_____ Engineer Asst.
	_____ Civil
	_____ Engineer
	_____ Associate Civil
	_____ Engineer Jr.
	_____ Civil
	_____ Engineer Asst.
	_____ Construction
	_____ Engineer Jr.
	_____ Electrical



JOB ANALYSIS CHECK LIST - Page 2

A

B

C

In the Clerical Line the title of the position is selected to fit the job for which the clerk is required as well as the amount of responsibility and supervision required.

\* - This group has no prefix and are assigned the more advanced clerical positions in Class "B". Additional types may be added as needed.

\*\* - Where the prefix "Assistant" is added, clerks assume lesser duties than plain clerk.

\*\*\* - Where prefix "Junior" is added, more supervision is required.

\_\_\_\_\_ Janitor Head  
\_\_\_\_\_ Laboratory Helper  
\_\_\_\_\_ Laundry Foreman  
\_\_\_\_\_ Librarian Junior  
\_\_\_\_\_ Locksmith

\_\_\_\_\_ Mechanic Automobile  
\_\_\_\_\_ Mechanist  
\_\_\_\_\_ Medical Assistant

\_\_\_\_\_ Nurse (not graduate)  
\_\_\_\_\_ Nurse's Aide

\_\_\_\_\_ Office Machine Operator  
\_\_\_\_\_ Oiler (Machinery)

\_\_\_\_\_ Painter  
\_\_\_\_\_ Painter, Showcard  
\_\_\_\_\_ Playground Supervisor  
\_\_\_\_\_ Plumber  
\_\_\_\_\_ Poultry Work  
\_\_\_\_\_ Pump Operator

\_\_\_\_\_ Recreation or Group  
\_\_\_\_\_ Activity Leader  
\_\_\_\_\_ Recruiter of Labor  
\_\_\_\_\_ (assign as Employment agent)

\_\_\_\_\_ Reporter  
\_\_\_\_\_ Repairman  
\_\_\_\_\_ Refrigerator Mechanic

\_\_\_\_\_ Sanitation Inspector  
\_\_\_\_\_ Seamstress  
\_\_\_\_\_ Secretary (assign as Stenographer)  
\_\_\_\_\_ Social Case Asst. Worker  
\_\_\_\_\_ Statistical Clerk  
\_\_\_\_\_ Stenographer  
\_\_\_\_\_ Stenographer Jr. Clerk  
\_\_\_\_\_ Steward Senior  
\_\_\_\_\_ Store Department Head  
\_\_\_\_\_ (assign in clerk series)  
\_\_\_\_\_ Store Manager Assistant  
\_\_\_\_\_ (Assign in clerk-series)

\_\_\_\_\_ Engineer Jr.  
\_\_\_\_\_ Highway  
\_\_\_\_\_ Engineer Jr  
\_\_\_\_\_ Mechanical  
\_\_\_\_\_ Engineer Jr.  
\_\_\_\_\_ Sanitary  
\_\_\_\_\_ Farm Asst. Supt.  
\_\_\_\_\_ Foreman Chief  
\_\_\_\_\_ Foreman Sr. (Supervising 5 or more 'B' or 'C' workers)  
\_\_\_\_\_ High School Instructor  
\_\_\_\_\_ or  
\_\_\_\_\_ High School Jr.  
\_\_\_\_\_ Instructor  
\_\_\_\_\_ Lab. Technician  
\_\_\_\_\_ Manager store, Dining Halls, etc.  
\_\_\_\_\_ Mechanist Foreman  
\_\_\_\_\_ Marketing Jr.  
\_\_\_\_\_ Specialist  
\_\_\_\_\_ Mechanic Foreman  
\_\_\_\_\_ Medical Associate  
\_\_\_\_\_ Officer  
\_\_\_\_\_ Medical Sr. Officer  
\_\_\_\_\_ Medical Technician  
\_\_\_\_\_ Nurse Asst. Chief  
\_\_\_\_\_ Nurse Graduate  
\_\_\_\_\_ Optometrist  
\_\_\_\_\_ Painters Sr Foreman  
\_\_\_\_\_ Pharmacist  
\_\_\_\_\_ Photographic Senior  
\_\_\_\_\_ Plant Supt.  
\_\_\_\_\_ Poultry Jr. Husbandma  
\_\_\_\_\_ Physician & Surgeon  
\_\_\_\_\_ Social Worker  
\_\_\_\_\_ Steward Asst. Project  
\_\_\_\_\_ Sr. Storekeeper  
\_\_\_\_\_ Statistician  
\_\_\_\_\_ Teacher--Jr. Supr.  
\_\_\_\_\_ Teacher--Elem. School  
\_\_\_\_\_ Teacher--Adult Ed.  
\_\_\_\_\_ Teacher--Nursery Sch.  
\_\_\_\_\_ Translators  
\_\_\_\_\_ Veterinarian  
\_\_\_\_\_ X-Ray Technician



JOB ANALYSIS CHECK LIST - Page 3

A

B

C

- \_\_\_\_\_ Storekeeper Assistant
- \_\_\_\_\_ Shoemaker
- \_\_\_\_\_ Scientific Helper
- \_\_\_\_\_ Saw Filer
- \_\_\_\_\_ Saw Operator Electric
- \_\_\_\_\_ Teacher Assistant
- \_\_\_\_\_ Timekeeper
- \_\_\_\_\_ Truck Driver (Heavy Duty  
over 1½ ton)
- \_\_\_\_\_ Truck Driver's Supervisor
- \_\_\_\_\_ Typist, Senior
- \_\_\_\_\_ Tractor Driver
- \_\_\_\_\_ Veterinarian (Not graduate)
- \_\_\_\_\_ Warden
- \_\_\_\_\_ Welder
- \_\_\_\_\_ Welfare Worker Assistant
- \_\_\_\_\_ Waiter Head
- \_\_\_\_\_ Waitress Head
- \_\_\_\_\_ Youth Activity Leader (Boys)
- \_\_\_\_\_ Youth Activity Leader (Girls)

A OR B

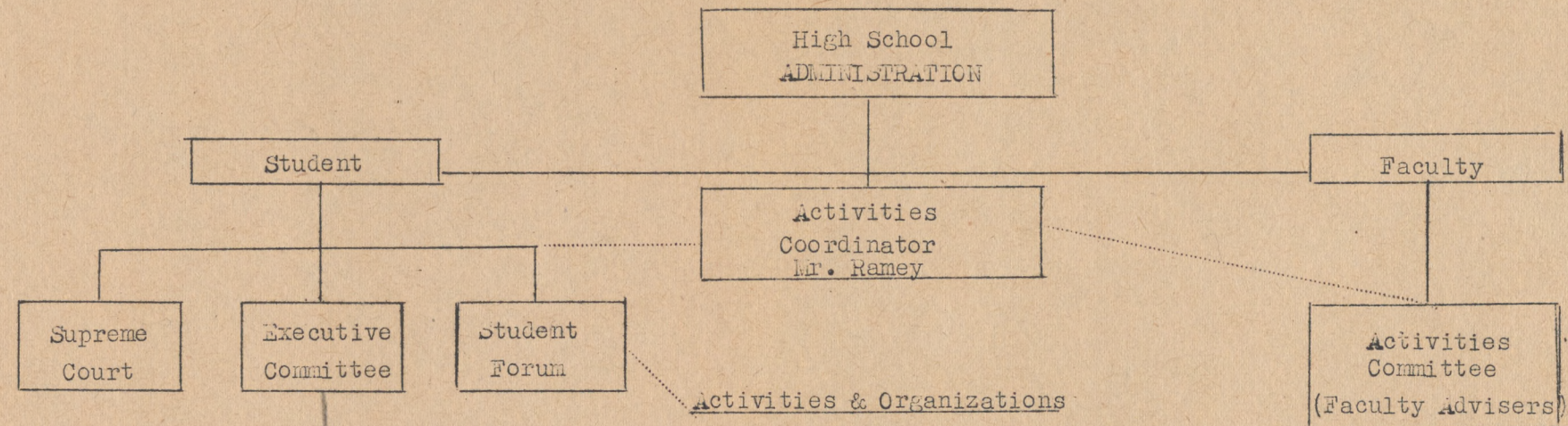
(A) - \$12.00 per month; (B) - \$16.00 per month

- |   |  |
|---|--|
| _____ Auto Mechanic Helper              | _____ Hospital Attendant                         |
| _____ Blacksmith's Helper               | _____ Houseworkers                               |
| _____ Boiler Fireman (Asst.<br>Janitor) | _____ Ironer                                     |
| _____ Butcher's Helper                  | _____ Janitor                                    |
| _____ Chauffeur                         | _____ Kitchen Helper                             |
| _____ Checker                           | _____ Laboratory Helper                          |
| _____ Clerk, Typist                     | _____ Laborer Unskilled                          |
| _____ Clerk, Fiscal Accounting          | _____ Laundry, Worker                            |
| _____ Cook's Helper                     | _____ Library Assistant                          |
| _____ Clerk, Stock                      | _____ Machinist's Helper                         |
| _____ Dishwasher                        | _____ Mail Clerk                                 |
| _____ Draftsman Apprentice              | _____ Mechanic's Helper                          |
| _____ Engineering                       | _____ Messenger                                  |
| _____ Dietician, Assistant              | _____ Mimeograph Operator                        |
| _____ Electricians Helper               | _____ Office Boy or Girl                         |
| _____ Engineering Under Aide            | _____ Plumber Helper                             |
| _____ Farm Laborer                      | _____ Pump Operator Helper                       |
| _____ Filling Station Attendant         | _____ Seamstress                                 |
| _____ Fireman                           | _____ Sewing Machine Operator                    |
| _____ Gardener, Junior                  | _____ Storekeeper                                |
| _____ Guard                             | _____ Swamper (assign as un-<br>skilled laborer) |
| _____ Grease Man                        | _____ Truck Driver                               |
| _____ Grounds Keeper (Unskilled)        | _____ Typist Junior                              |
|   | _____ Waiter                                     |
|   | _____ Waitress                                   |
|   | _____ Ward Helper                                |
|   | _____ Warehouse Workers                          |



# ORGANIZATION CHART

Tri-State High School Activities Program 1942 - 43



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



1. THE MARINES' HYMN

From the halls of Montezuma,  
To the shores of Tripoli,  
We fight our country's battles  
On the land as on the sea.  
Admiration of the nation  
We're the finest ever seen,  
And we glory to the title  
of United States Marine.

2. JOHN JACOB JINGLE HEIMER SMITH

John Jacob Jingle Heimer Smith  
That's my name too,  
Whenever I go out,  
The people always shout  
John Jacob Jingle Heimer Smith  
Tra-la-la-la-la-la-la-la  
(repeat beginning)

3. I'VE BEEN WORKING ON THE RAILROAD

I've been workin' on de railroad,  
All de live-long day,  
I've been workin' on de railroad,  
Just to pass de time away,  
Don't ye' hear de cap'n shoutin'  
Dinah, blow yo' horn.

Fe-Fi-Fiddely i-o  
Fe-Fi-Fiddely i-o-o-o  
Fe-Fi-Fiddely i-o-o  
Playing on the old banjo.  
Fe(plunk) Fi (plunk) Fiddely i-o (plunk)  
Fe Fi Fiddely i-o (plunk, plunk, plunk)  
Fe Fi Fiddely i-o (plunk)  
Playin' on the old banjo.--(plunk)

Dinah won't you blow  
Dinah won't you blow  
Dinah won't you blow yo' horn.  
(repeat)

Someone's in the kitchen with Dinah  
Someone's in the kitchen I know-ooo  
Someone's in the kitchen with Dinah  
Playing on the old banjo.

4. DOWN BY THE OLD MILL STREAM

Down by the old mill stream,  
Where I first met you,  
With your eyes of blue,  
Dressed in gingham blue,  
It was there I know  
That you loved me true  
You were sixteen,  
My village queen,  
Down by the old mill stream.

5. PACK UP YOUR TROUBLES

Pack up your troubles in your  
old kit bag and smile, smile, smile,  
Things will be brighter if you  
keep right on  
Smiling all the while  
What's the use of worrying,  
It never was worth while, SO!  
Pack up your troubles in your  
old kit bag and smile, smile, smile.

6. HAIL, HAIL, THE GANG'S ALL HERE

Hail, hail, the gang's all here,  
Never mind the weather,  
Here we are together,  
Hail, hail, the gang's all here.  
Let the trouble start right now!

7. YOU ARE MY SUNSHINE

You are my sunshine,  
my only sunshine  
You make me happy when skies  
are gray  
You never know dear,  
how much I love you  
Please don't take my sunshine away.  
The other night dear,  
as I lay sleeping  
I dream't I held you in my arms,  
But when I woke dear, I was  
mistaken  
So I hung my head and cried.

8. LONG, LONG TRAIL

There's a long, long trail awinding  
Into the land of my dreams,  
Where the nightingales are singing  
And a white moon beams.  
There's a long, long night of waiting  
Until my dreams all come true,  
Till the day when I'll be going down  
That long, long trail with you.

9. ARTILLERY SONG

Over hill, over dale  
As we hit the dusty trail  
And the caissons go rolling along.  
In and out, hear them shout,  
Counter march and right about,  
And the caissons go rolling along.  
Then it's Hi! Hi! Hee! in the field  
artillery  
Shout out your numbers loud and strong  
Where'er you go, you will always know  
That the caissons are rolling along.

10. WE'RE HERE FOR FUN

We're here for fun right from the start  
So drop your dignity  
Just laugh and sing with all your heart  
And show your loyalty  
May all your troubles be forgot  
Let this night be the best.  
Join in the songs we sing tonight,  
Be happy with the rest.

11. OLD MACDONALD HAD A FARM

Old MacDonald had a farm, E-I-E-I-O  
And on this farm he had some chicks  
E-I-E-I-O  
With a chick chick here,  
And a chick chick there,  
Here a chick, there a chick,  
Ev'rywhere a chick-chick  
Old MacDonald had a farm, E-I-E-I-O

(Refrain)

Duck; Turkey; Pig; Ford.

12.

IT'S A GOOD TIME (Tipperary)

It's a good time to get acquainted  
It's a good time to know  
Who is sitting, right beside you  
And to smile and say hello  
Then it's goodbye lonesome feeling  
Farewell glassy stare  
Here's my hand my name is.....  
So put yours right there.

20. LET ME CALL YOU SWEETHEART

Let me call you sweetheart  
I'm in love with you  
Let me hear you whisper  
That you love me too  
Keep that love-light burning  
In your eyes so blue (repeat line 1,2)



1st prize  
TRI-STATE BATTLE SONG  
(Tune "On Wisconsin")

Onward Tri-State  
Onward Tri-State  
You're the best of all  
For the mighty friends got  
here  
We will gladly fight,  
fight, fight, fight,  
Onward Tri-State  
Onward Tri-State  
We will fight for you  
So Tri-Staters fight,  
fight, fight  
For Tri-State High

Onward Tri-State  
Onward Tri-State  
Today's your victory  
Fly your colors blue and  
gold  
And show them that you're  
bo-o-o-ld  
Onward Tri-State  
Onward Tri-State  
We will cheer for you,  
So fight, eagle, fight,  
fight, fight  
For Tri-State High  
---Hideo Morioka

TRI-STATE VICTORY SONG

O, fight! ye men of Tri  
State Hi,  
Fight for blue and gold,  
Our banner's waving  
overhead,  
For our spirits will  
never die.  
So come on and fight for  
victory,  
Come on Tri-Staters, all,  
Our goal is in sight  
And we won't fail now,  
For victory will soon be  
ours.

---Bob Tanaka

1st prize  
TRI-STATE HYMN  
(Tune---Auld Lang Syne)

The Eagles over Tri-State  
High  
Fly through the roughest  
flight  
We're proud to know our  
symbol  
Wings her way to might  
heights.

Chorus

Our banner blue and go-old  
Waves o'er us ever high  
Come on Tri-Staters never  
let our alma mater die.

---Sadame Kageta

TRI-STATE HYMN  
(Tune---"The Marines' Hymn")

We're the students of the  
Tri-State Hi  
From the coast of western  
grass  
We fight our Battles,  
Think we're great  
On the field or in the  
class  
We will fight for blue  
and gold  
As Eagle banner we  
unfold  
We are proud to claim  
the title of  
Student of the Tri-  
State High.

---Joe Miyasaki

CHEER FOR TRI-STATE HIGH  
(Tune-"Notre Dame")

Cheer, cheer for old  
"Tri-State High",  
Our "golden eagle" high  
in the sky.  
Loyal sons we all will  
be,  
Dear "Tri-State High" we  
pledge to thee  
Our spirit will always be  
Loyal to thee till eternity!  
Cheer again for "blue and  
gold"  
"Tri-State High" true to  
you we'll hold!  
Rah, Rah, Rah!(repeat)

1st prize  
CLAP YELL

E - E Eag  
(clap,clap,clap,clap,clap)  
L - L - Les  
(clap,clap,clap,clap,clap)  
Eag---(clap,clap,clap)  
Les---(clap,clap,clap)  
Eagles (yell)

---Min Mochizuki

TRI-STATE SONG  
(Tune---We're on the Upward  
Trail)

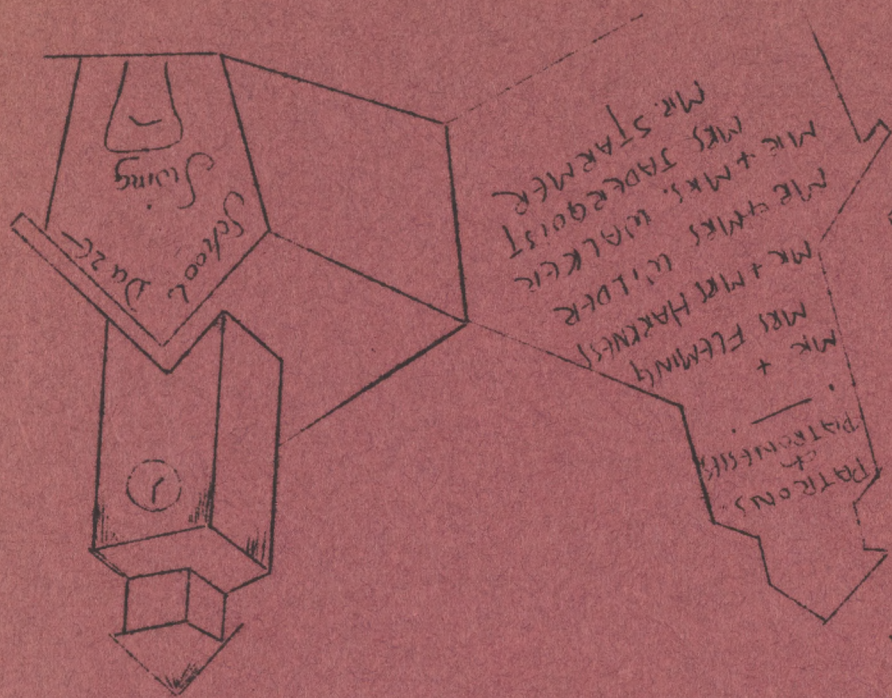
We're from the Tri-State  
High  
We're from the Tri-State  
High  
Washington, Oregon  
California,  
All three states.  
(repeat)

(Tune---On the Mall)

Have you heard about the  
students of the Tri-State  
High,  
They're from all of the  
three Western States,  
They are loyal to the  
banner of the blue and  
gold,  
Symbolized by the eagle  
so bold;  
'Neath the azure heavens  
of California sun  
They study, they work  
and they play;  
Heart and soul they are  
one, and all may claim  
a share  
Of the joy, hope, and  
courage rare.

---Jr. Boys Glee Club





MR + MRS. WALKER  
MR + MRS. JADERQUIST  
MR STARMER

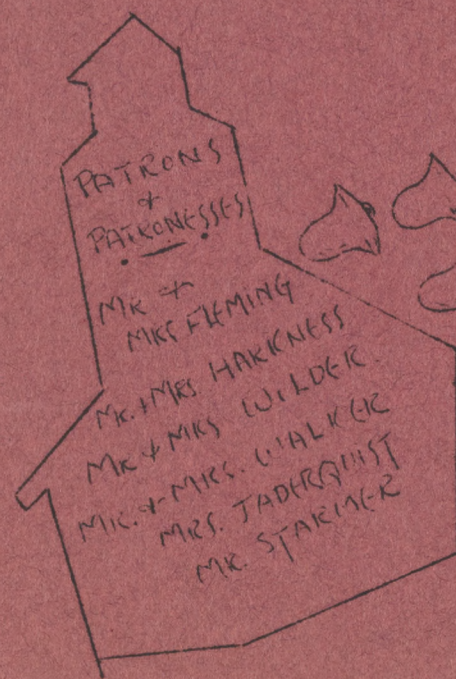
PATRONS  
+  
PATRONESSES



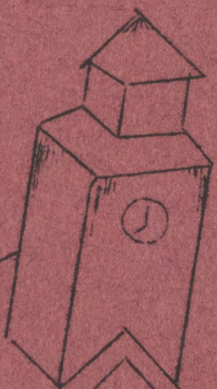
MR + MRS. WALKER  
MR + MRS. JADERQUIST  
MR STARMER

PATRONS  
+  
PATRONESSES

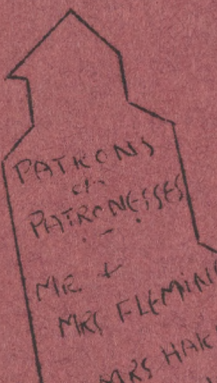
MR +  
MRS. FLEMING



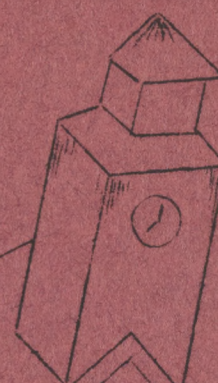
MR + MRS. WALKER  
MR + MRS. JADERQUIST  
MR STARMER



MR + MRS. WALKER  
MR + MRS. JADERQUIST  
MR STARMER



MR + MRS. WALKER  
MR + MRS. JADERQUIST  
MR STARMER



MR + MRS. WALKER  
MR + MRS. JADERQUIST  
MR STARMER



address

Harry L. Black  
Commencement Exercises  
Tri-State High School  
Tule Lake Center  
June 16, 1944

FILE COPY<sup>2</sup>

R3.24

~~Mr. J. P. Boyd~~  
~~Mr. K. E. Boyd~~  
~~Mr. K. E. Boyd~~  
files

We have come together here today to observe the occasion of ~~(S)~~ Commencement exercises, a ceremony of long tradition in American ~~high~~ high schools, colleges and universities. The ceremony is intended to give recognition to a term of years of study, training and scholastic accomplishment, culminating in the bestowal of a diploma or certificate indicating that the student has met certain academic requirements and attained certain intellectual achievements in compliance with scholastic standards established and observed by educational leaders.

Our term of "Commencement," as referring to occasions of this sort, is ordinarily a happily chosen one. In institutions of high education at the collegiate or university level it means that we have reached a point where we are equipped with the modicum of intellectual background and vocational skill to undertake the serious job of making a living, embarking on a business or professional career, or contributing in our chosen fashion to the economic, social, political, and religious life of our respective communities. It has sometimes been said thoughtlessly that Commencement is the time we stop learning and begin doing. We can all see the fallacy of this conclusion. We do not stop learning. Every day's experience should teach us something, and usually does. Neither does the function of doing need to be held off while we are learning. The progressive and advanced educational philosophy combines the learning process and the functional process with the result that we "learn to



do by doing."

At the preparatory school level we use the term "Commencement" largely because our exercises attending graduation from high school bear a similarity to the comparable ceremonies of colleges or universities. It does not mean specifically that we really "commence" anything, or that we have "ended" anything. It marks the point in our educational progress when we pause to observe the completion of one phase of our development and are prepared to take the next step.

Commencement, too, is an occasion when, in accordance with the finest tradition, elders are asked to appear in dignity as speakers before graduating classes to tell them what's wrong with the world, how everything can be fixed up, and how completely the responsibility for improving world conditions rests upon the shoulders of the oncoming generation. We dwell upon the challenge which confronts the young audience, and we exhort our class members to rise to meet the challenge. We, meaning commencement speakers like me, are supposedly endowed, by age and experience, with the wisdom to tell you what the problems of the world are, and prescribe for you the remedies, and then urge you to undertake the crusade of world betterment. At this time of year hundreds upon hundreds of graduating classes of high schools throughout the land are listening to old fellows like me, expound fine theories of social living. The traditional address is richly interspersed with idealistic references such as "world friendship," "hands across the sea," "the brotherhood of man," "good neighbors," and the like. None of us, obviously, would dispute the worthwhileness of this idealism. None of us would questions



the desirability of bringing our dreams and ideals of world peace and harmony into actuality. The theme has been the same for generations. And while the great emphasis has turned the spotlight on international affairs, the same theme has been developed at every level of human society, in this country at the level of the nation, the state, the county, the district, the city, the town, and the neighborhood.

It is purely a rhetorical question to ask whether the world, meaning society at every level, is getting better. the global cataclysm of today, with the direct effects touching the lives of nearly every human being on the face of the earth, is the answer.

To what purpose is it then, that elders should declaim, on such occasions as this, on the state of society? To what end and for what goal should we give voice to our exhortations? More years ago than I care to remember, I found myself in a group such as this graduating class and listened to a highly respected senior citizen of our small-town Colorado community as he analyzed the world prospect before us. He was the leading physician of the town, the president of the Board of Education, and incidentally he was the father of Lowell Thomas, now a leading radio comentator. Dr. Thomas brought to us a keen realization of the shortcomings of society and made us itch with inspiration and resolution to make society better for our having lived and moved and worked in it.

A few years later I found myself in a group graduating from the college of my choice. The Commencement speaker was Dr. William Trufant Foster, at that time the president of Reed College. Again we absorbed the traditional exhortations, and



again we felt the enthusiasm to make our membership in society be strongly felt, and felt on the side of good, on the side of right, on the side of progress, on the side of humanity.

I survey today the years between then and now. In this interim I have participated in one savage world conflict, and I now find myself standing on the sidelines of another. I can't help but reflect on the futility, on the fantasy, of the idealistic pronouncements of my commencement speakers. The world they presented to us was an unholy mess. I have lived through many, many commencement seasons since then, and the world we today are presenting to you as an oncoming scholastic generation is still an unholy mess.

Much as I esteem it an honor and a distinction to be allowed to speak to you today, I have a deep appreciation of my own inadequacy. If I were asked to give a Commencement talk to a group of graduating high school students on the outside, I should have no difficulty. Appropriate comments could be easily devised.

But, my friends, this is not an ordinary Commencement, and this is not an ordinary graduating class. Certainly all of us appreciate the uniqueness of our situation here. There is no parallel, even in Relocation Centers where students of Japanese ancestry attend the Center schools. You are here, or at least most of you, because your parents, and in some instances, you yourselves have arrived at the determination that your futures lie in Japan rather than in the United States.

I am sure that you have been told time and again that we of the War Relocation Authority recognize your right and the right of your parents to make this determination. I am sure also that



you realize that this determination has no unfavorable effect upon your relationship with responsible members of the WRA staff and especially with the teachers and supervisors of the Center schools. You should further be assured that whatever decisions people of Japanese ancestry feel impelled to make under the stress of this war and its far-reaching implications - these decisions will be accepted by a large segment of the American people with understanding and sympathy. Therefore, you must appreciate that the sound and the fury which emanates from certain elements of the public press, from some individuals and groups, is no dependable criterion on the true state of public opinion in the United States. More people than you think bear toward you a feeling of respectful good will and view your situation with sincere compassion.

If we are not able to make a satisfactory analysis of our social problems of today, if we feel unable to make up our minds concerning what's wrong with the world, if we are doubtful as to the future of society and the manner we may fit into it, there are yet some more specific and immediate aspects concerning which we can do some thinking.

In the first place, it is not likely that many of this class will leave this Center within the predictable future. Perhaps a negligible few may make application for hearings leading toward transfer to another center and ultimate relocation. In the second place, from all we are able to learn, there is only a remote possibility that arrangements may be made between the United States Government and the government of Japan for the



resumption of the exchange of nationals. If such arrangements were made, there still remains the question of how many persons and families may be taken from Tule Lake Center to go to Japan, or how rapidly or how slowly such exchanges can be made. In the third place, no sound prediction can be made as to the duration of the war or as to the liquidation of the responsibilities of the WRA after the war comes to an end.

The conclusion for most of us then must be that our plans should take into consideration the prospective continued residence in this Center for an indeterminate length of time. In that case, it seems reasonable that we should plan to continue our study here in some systematized and organized fashion; that we should take advantage of whatever good opportunities we have to receive instruction and pursue studies in adult education classes, in vocational classes or in casual groups. We should also embrace the opportunity to learn all we can concerning the Japanese language, Japanese history, and Japanese culture. The study of English-speaking culture and Japanese-speaking culture can proceed here side by side, each study enhanced, strengthened and balanced by the other, contributing to the intellectual and social attainments of the individual. How many hundreds of young American have I known who would envy you your present opportunity for personal accomplishment in two national cultures!

Other opportunities for self-expression are to be found in participation in well-selected phases of Center life. Our mind turns first to employment opportunities which, unfortunately, are today not too plentiful. However, I can assure you that the Administration policy calls for the development of plans for employment on a more extensive scale and in a greater variety



to improve your opportunities in this direction. Your choice of employment, to the extent it is possible to exercise a choice, should be governed by your aptitudes, your interests, and your judgment as to the opportunity for self-improvement.

Lacking an opportunity for paid employment there are many and diverse fields in which there is a demand for voluntary participation in constructive community affairs. There is never enough good leadership among the activities of juveniles and younger children, and many successful professional people owe their success in notable careers to the experience derived from some form of volunteer service to others. People need each other, and you must never have a doubt that other people need you. Something you have to offer is helpful to your family, to your friends, to your neighbors, and to the community at large. And there is no blessing that can come to a person as comforting and as precious as the feeling of being needed. The devotion of your time and your effort to some worthy cause, to the welfare and wellbeing of this community or some segment of it will be bread cast on the waters to return and bless you many times over - rich in soul-filling satisfaction, rich in the esteem of associates, and rich in experience which contributes to the growth of the individual.

It would not be right to leave our discussion without giving some thought to what is possible or likely to befall us ultimately.

We look forward to the period when the war is over, when peace comes again, and the nations of the world are no longer at each other's throats with armed force. There may be, and probably are, many, many residents of the Center who do not



agree with me in my judgment as to the outcome of the war. There may be many parents in your homes, perhaps many among you yourselves who do not agree. But I am an American. I hold the American point of view, and the American point of view is that there can be no termination to the conflict except as a complete victory for the cause of the United Nations. This, of course, implies the defeat of the Japanese armed forces and the breaking of their will to fight. It does not imply, however, the annihilation of the Japanese nation. It does not imply a greater devastation of the country than is necessary to win a military victory. It does not imply a greater hardship and suffering for the Japanese civilian population than is made necessary by its adherence to the Japanese war leaders and their program.

A post-war Japan which faces the problems of reconstruction and rehabilitation will be ready to make good use of the best contributions all of its people can make. There will be need and a challenging opportunity for able leadership in all fields of human endeavor. After the exhausting years during which every resource of Japan has been devoted to military necessities, the nation and its people must undertake the task of creating a new social and economic structure to fit the opportunities and the requirements of the peace.

If it should be your destiny to make your homes in Japan in the post-war period, it will be your duty and your responsibility to society to devote your talents, your abilities and your efforts, to the reconstruction of a new economy in the national and local community of your choice. There never has been and there never will be any nation on the face of the earth supplied with a



sufficiency of good leadership, leadership with sound philosophy, righteous humanitarianism, courageous in devotion to the principles and ideals of peaceful and harmonious relationships among men and among nations. The bitter lessons of World War I and World War II should impress upon all of us the danger that lurks in blindly following false leaders in any government. Dictatorships have always been minority leaderships composed of individuals and groups, who, guided only by their own greed for power and self-aggrandizement, terrorize into submission the vast peace-loving majority who fear to raise a hand or voice to maintain the right of man to participate in the making of the law which governs him.

Therefore, if you young people who look forward to making your homes in Japan in the post-war period, find that such shall be your destiny, remember that the price of freedom is the responsibility to defend it at all costs.

We must recognize a second contingency. While it may be your present intention and determination to make your homes in Japan after the war, a great many things can and may happen to change that intention and determination. There is a great probability that many who have made application for repatriation or expatriation may never go to Japan. The course of the war and the terms of the peace can and may make a radical difference in the plans now made. The probability is that many of you will later determine to spend the remainder of your lives in this country. If that should, perchance, be the case, I assure you that there will be favorable opportunities here for you. There



is already a substantial trend throughout this country for a better understanding of the problems of persons of Japanese ancestry, and an appreciation of the bitter hardships and experiences which overcame them with no justification other than the exigencies of military necessity. There is a greater trend toward the acknowledgment that the military necessity was debatable. There is a greater trend in sentiment that the principles of justice require a popular reparation in terms of public acceptance.

It is profitable to point out that the few instances in which the Relocation program has had difficulties, including such instances as the Yamamoto case publicized in a recent issue of Life Magazine, and the case of the Great Meadows farmers widely publicized in the daily press, these instances sink into insignificance as compared to more than 22,000 cases of families and individuals successfully relocated to resume normal social and economic lives in far-flung communities outside the restricted West Coast military zone.

Yes, they say, but they who have relocated are not those who have chosen to become residents of Tule Lake Center, and, they say, they who have chosen to become residents of Tule Lake Center are thought of by the public as the "disloyal" Japanese, for whom there is no contemplation of a post-war life in the United States. I can point out that many individuals and families are here for a variety of reasons entirely unrelated to the question of "loyalty" either to Japan or to the United States. I can further point out that eventual circumstances may, and probably will, make a substantial difference in the thinking



and the planning of not only of you and your families who are concerned, but of the War Relocation Authority, and even of the government of the United States. At the present time there is a procedure whereby residents who do experience a change in thinking and planning may apply for a hearing to determine eligibility for transfer to some other center and eventual relocation. As to those who feel no desire for this optional program, there is little to do except await the developments and modifications of policy which hinge on the course of the war. It is the conviction of WRA officials that problems as yet unsolved will be determined on the principles of justice and equity. And it is our conviction that the widespread popular appreciation of the sacrifices the war has entailed on residents of Japanese ancestry in this country during the war will bring about a resurgence of favorable popular attitude toward the victims of cruel circumstances. We feel no serious concern for the inanities of certain newspapers, for the ax-grinding activities of certain politicians, nor for the derogatory resolutions adopted by special interest groups and organizations. The overall effect of these antagonisms will be infinitesimal. There is too much sound common intelligence, too great a sense of fairness and justice in the general citizenry of the United States to permit pettiness and prejudice to prevail.

A third consideration may be explored. Great wars are always followed by eras when men devote their lives to repairing the ravages of war. This will be true in this country, in Japan, and throughout the world. There is nothing which compels the conclusion that you people must spend your lives either in the United States or Japan. The whole wide world is your stage and



your opportunities may be pursued to the far corners of the earth. The next many years must be devoted toward the material repairs and the restoration of wealth to repay the destruction of war. And just as the war is the concern of the entire globe, the healing of war's wounds will be the concern of the entire globe. It makes no difference whether any country was a combatant in the war or not, it still will have a hand, through production, through professional service, or through trade, in the restoration and development of civilization's resources.

Your opportunities will be where you are. Your need is to be prepared to grasp those opportunities. In this age, as in all ages, the prime requisites for achievement are knowledge, understanding, skill, personal development. To that end is your education.

"Ye shall know the truth and the truth shall make you free."