

2. Teacher handbooks

2 vols.

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Teacher's Handbook

Hunt High School

76/41
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Hunt High School
Hunt, Idaho

TEACHER'S HANDBOOK

I. ATTENDANCE

- A. In general, problems of attendance shall be regarded as essentially guidance problems. It shall not be the policy of Hunt High School to serve as a policing organization to keep students in school. Rather, when it is determined that a student is not attending classes in which he has enrolled, the core teacher should find out why and help the student make the necessary adjustment so that he attends all of his classes in a manner consistent with his own purposes. In order that we may coordinate our efforts to this end, the following procedures will be adopted:
1. Absences will be reported on the approved blank and delivered to the attendance clerk by the end of the day.
 2. The absentees and the periods in which they were absent will be indicated. This record will be duplicated and sent to all teachers.
 3. There will also be a record made, on an individual attendance record, of all absences.
 4. Records of all absences shall be kept in teachers' class books as well.
 5. It shall be the responsibility of the core teachers to note the absentees and the periods in which they are absent and find out what the cause may be. Guidance procedures should be initiated in accordance with the cause of absences, and the circumstances surrounding the child's enrollment in school.
- B. Every pupil should be in every class every day unless he is sick or a member of his family dies. Absences are necessary because of various circumstances, therefore we have arranged to have excuses prepared in advance. Any person who wishes to be absent from school for any reason other than those stated above may arrange to do so in advance by filling out an excuse for absence blank. This blank is to be filled out in triplicate (3 copies) in case the pupil intends to leave the project. In this case two of the copies go to the permit section where the pass is obtained and the third copy is retained as an absence excuse when the pupil returns. If the pupil intends to remain on the project, then only one copy of this blank

is necessary to serve as an absence excuse upon returning to class. No other absences are excusable under any circumstance.

- C. When pupils have appointments at the dentist or O.P.D., for medical services which covers a period or two and are made in advance, excuses will be granted without counting as an absence. Pupils should have their excuses O.K.'d at the hospital indicating the time they were there. Cases hospitalized will be reported as absent on account of illness.

D. Drops

1. Report students absent until you definitely receive a drop slip for them. If they come to school late, we want it to be on our records as a series of absences. Thus it is important that we do not cease reporting them.
2. Unofficial drops.
Students must know that they cannot drop a course without official approval through the guidance office. If a student drops a course on his own initiative, an unofficial procedure takes place and he receives an "E" in the course.

E. Excuses

1. Excused absences on the Project.

Excuses for all absences must be presented upon returning to classes. There are only three excuses which may be accepted. (1) illness of person involved (2) a death in immediate family (3) an absence arranged for in advance and approved by core teacher and Assistant Principal.

No absence will be excused unless accompanied by a written statement or proper form which covers the cases.

Students returning from absences due to illness, must go to the nurses' aide in the Health and P. E. office before the core teacher may make out an admit slip. The reason for this should be obvious as it is very important. We should be sure that people have fully recovered from their illness before they are admitted to school. Otherwise, they might infect other people with the disease.

For all other absences readmittance to class must be arranged for between 8 to 8:20 A.M. and 12:45 to 1:20 P.M. and between classes.

F. Problems:

1. In case of special attendance problems, the teacher is asked to send a special report directly to the Assistant Principal. The regular report should be sent in as usual.
2. The green class admit slips issued by the Assistant Principal are temporary only and do not constitute an excused absence. Excused absences will come through the core teachers or through other official channels on approved forms. If students do not bring the proper excuse the following day to cancel the temporary green admit slip, it shall be recorded as an unexcused absence.

G. Penalties covering cuts, tardies, and unexcused absences.
The Student Council has passed the following resolution which has been accepted by vote of the faculty.

1. Tardiness

- a. That all students entering after the final ringing of the second bell will be considered tardy in all cases except the following:
When a student has been unavoidably detained and is able to present a legitimate written excuse.
- b. That three unexcused tardinesses will result in one unexcused absence.

2. Absenteeism

- a. That all absences without proper excuse from home or the Nurses' Aide in charge will be considered unexcused. (For definition of "proper excuse" see section I E 1.)
- b. That for each unexcused absence after the first three in each grading period the pupil's grade shall be reduced one step; e.g., from A to A-; C+ to C or the like.

3. Right of Appeal

- a. That any student has the right of appeal when he feels that he has been unjustly recorded absent or tardy.
- b. That the teacher involved in each case shall have the final authority to make the individual adjustments.

II. BULLETINS

- A. All core teachers must read the Student Bulletin to all their classes. Other teachers should be sure that the pupils are aware of items of importance to their classes. A good deal of confusion results when pupils do not know what has been announced. It is especially recommended that all teachers read the bulletin to all classes first, second, and third periods.

III. CASE CONFERENCES (See X A 1 & 2)IV. CREDITS & HOURS (See X B)V. DINING HALL & KITCHEN

Request for use of the dining hall and / or kitchen 23 is to be made at least one week in advance of date to be used. Three copies of a regulation form which are available in the office are to be filled out completely and taken to Mrs. Corkill for approval (first, fourth, eighth periods or at noon before fifth).

Soap, aprons, dish towels, folders, etc., are to be furnished by the group using the kitchen. All waste paper is to be burned, garbage emptied, and room left in good condition. Other details relative to use are on the request blank which all users should read.

*Insert form for
D. W.*

TEACHERS- Please read comments on bottom of other side. M.L.C.

REQUEST FOR USAGE OF DINING HALL AND KITCHEN EQUIPMENT IN BLOCK 23

Requested by: _____

(Group, organization, etc.)

Signature of responsible person: _____

Address of responsible person: _____

Date of function _____ Time: _____

(From, to)

Approved in office _____

CHECK NEEDS

Dining Hall	Kitchen	Refrigerator	Stove

Kitchen Equipment (Indicate number and kind)

<u>Dishes</u>	<u>Silverware</u>	<u>Utensils</u>	<u>Miscellaneous</u>
Cream Pitchers	Forks	Dishpans	
Cups	Knives	Kettles	
Dinner Plates	Serving Spoons	Knives	
Salad Plates	Teaspoons	Lids	
Serving Dish		Mixing Bowls	
Soup Bowls		Pitchers	
		Skillets	
		Spoons	
		Strainers	
		Trays	

**NOTE: All dish towels, cleaning rags, holders, aprons, soap are to be furnished by the organization.

**MENU: _____ NUMBER TO BE SERVED: _____

SUGGESTION FOR USE AND CLEAN-UP

Since the kitchen is used daily for preparation of school lunch and home economics food classes, and since janitor service and supplies are very limited, we shall appreciate your cooperation as follows:

1. Wash and stack:
 - Plates.....stacks of 20
 - Saucers.....stacks of 20
 - Knives.....stacks of 10
 - Forks.....stacks of 10
 - Spoons.....stacks of 10
 - Cups.....rows of 3
2. Thoroughly dry pots and pans so they will not rust.
3. Wash tabletops.
4. Sweep floors and mop if necessary.
5. Remove with a wet mop wax tracked onto kitchen floor from dining room.
6. Clean and hang mops.
7. Leave stoves clean and dry.
8. Burn all waste paper; put garbage in outside garbage cans.
9. Remove all borrowed equipment, such as pop bottles, etc.
10. Replace lost or broken equipment.

All food in refrigerators, towels on drying rack, aprons in closets are for school lunch or classes and should not be used by guest groups.

Rooms and equipment will be checked at 8:15 the morning following the function. It is desirable for the responsible person or representative to be present.

Checked by _____
(Home Economics Dept.)

3 copies of this form is to be filled out in office, then brought to me at least a week in advance of date of function. If at all possible, have students see me 1st-4th or 8th periods or before 5th rather than during class. It might be well for teacher to ok. Be sure menu is given, that student read note and suggestions.

M.L.C.

VI. FIRE DRILLS

Fire drills will be conducted at intervals so all persons will be familiar with the procedure for evacuating the school grounds in an emergency.

The signal will be continuous ringing of the regular bell. A short ring of the bell will announce the completion of the drill and will be the signal for returning to classes.

All persons are to walk steadily without haste until they have reached the far side of the road surrounding Block 23. These roads must be kept clear so the fire apparatus can reach the hydrant nearest the fire without endangering persons standing on the road.

Persons in the shop building shall leave it upon hearing the signal. They shall not remain in the spaces between the building and the roads. In other words all students in the shop area shall stand away from the shop building on the north or east side only. (These instructions will be modified when the gymnasium is completed.)

A diagram of recommended routes is attached. These routes should be followed unless emergency situations make it advisable to take other routes.

A student Fire Brigade has assumed the responsibility for planning and executing fire drills; and for providing instruction on fire prevention and safety measures.

VII. GIFT GIVING

Christmas is the season for giving gifts but there are times when this very pleasant activity should be curtailed. The faculties of all the project schools discussed the problem from all angles and decided that teachers would not receive gifts from their pupils. This decision was adopted by the Superintendent of Education and made into a policy.

This policy means that students may not bring gifts to teachers in school. This policy does not say, however, that gifts may not be given to friends. It applies only to the giving of gifts in school, to teachers in school.

VIII. GRADE CLASSIFICATION (See X C)

IX. GRADUATION REQUIREMENTS (See X D)

X. GUIDANCE

A. Case Conferences

1. If a core teacher has a student problem on which she feels unable to proceed alone, she should request a case conference of all teachers concerned and file a summary of the case in the Guidance Office. Forms for this summary are available. The Guidance Office will then call together all of the student's teachers and any other individuals who may be concerned for the purpose of pooling information and planning for the procedures.
2. If a special subject teacher has a problem with a student (for instance, frequent absences, poor attitude, etc.), the first step should be to consult his core teacher. If the matter cannot be cleared up by this method, it is the responsibility of the core teacher and the special subject teacher to request a case conference as described in (1) above. Any teacher who is aware of a problem shall accept the responsibility for requesting a case conference.

B. Credits and Hours

1. In grades seven and eight students should be signed up for a total of six periods, which allows for one elective.
2. In grades nine through twelve students may take either five or six hours of class work including physical education. This should be decided by the counsellor in conference with the student and other consultants, including the parents.
3. One credit will be given for each semester of work experience, providing the student works more than half the possible hours in the semester and is enrolled in P. E. for the balance. For students enrolled in high school, the work experience shall be restricted to a maximum of four hours a day. In general, the number of hours of school classes should be at least four; and in accordance with labor regulations, work hours may not exceed a total of four on school days for students under 18 years of age.
4. Credit may not be given for repeating a subject already completed with credit granted by this or some other school.

Agriculture

5. Courses will be conducted on a five-day a week basis and equal credit will be granted for all courses except physical education and vocational experience courses, regardless of outside study, laboratory, academic status, or other considerations.
6. Students who, because of work experience, were permitted to waive the taking of physical education and who spent part of the year in physical education and part of the year in work experience shall be given credit for one or the other, depending upon the course in which they were enrolled most of the semester. Under this circumstance the granting of credits for both physical education and work experience will not be allowed. Only where work experience and physical education are both included in the same schedule will double credit be granted.

C. Grade Classification

1. In general, it will be the policy to promote students from grade to grade along with their social group rather than to hold them strictly accountable to certain credits. A student who fails one or two courses of a given grade shall be promoted to the succeeding grade at the proper time until it becomes clear that he will be unable to accumulate enough credits to graduate with his classmates. When such a circumstance arises, he shall be reclassified in a lower grade.
2. Credits from grades 7 and 8, are not included in the credits required for graduation. Promotion from these grades shall be made on the recommendation of the core counsellor, but as a guide, it is recommended that by the end of grade 8 at least six units be required for promotion to grade 9.

D. Graduation Requirements

1. In general, graduation requirements will consist of the following:
 - a. Four years of attendance in high school (high school meaning grades 9, 10, 11, and 12)
 - b. The completion of fifteen units of credit plus physical education.
 - c. Enrollment in core class while enrolled in Hunt High School.
 - d. A unit in United States history and government. (This is the social studies part of Core 11.)

- e. Three units of English; a unit of English and two years of core; two units of English and one year of core; or three years of core.
2. During this emergency, graduation will be granted to all students who have:
- a. Completed at least three and one-half years of attendance in a recognized senior high school (grades 9, 10, 11, and 12).
 - b. Accumulated fifteen units, plus P. E., including:
 - 1. One unit of American history and government
 - 2. Three units of English
- All such pupils must have been enrolled in core classes, and P. E. or work experience during their attendance at Hunt High School.
3. Inductees into the armed forces will be granted their diplomas when they have completed graduation requirements. The following provisions are suggested as means of meeting them:
- a. Students in the final semester of their senior year may obtain deferment until the completion of the semester if they so request.
 - b. If a student completes more than half of the semester in which he is inducted and remains in school until induction, he may receive credit for the work if it is of passing grade.
 - c. If a student remains in school until induction and is doing acceptable work at the time of withdrawal, he may receive up to four credits for military science after he has been in the service for nine months.
 - d. Credits from the Armed Forces Institute are acceptable toward graduation. Information about these courses is obtainable upon induction.
4. During the emergency, students who have accumulated fifteen units before the completion of three and one-half years of attendance in a recognized high school may apply for graduation on the basis of their credits earned and will be considered as special cases. Graduation will be granted upon the merits of the case.

5. While students are permitted to take five units a year plus physical education, the accumulation of fifteen units in less than three and one-half years will not permit graduation except in the case of volunteers into the armed forces, or in 4 above. Extra credits thus earned will not in effect count towards graduation unless failure in one or more credits requires their use to make up the deficiency.
6. Credits for work experience will be included as part of the fifteen units required for graduation from Hunt High School. (We are unable to guarantee, however, that these credits will be acceptable for college entrance. We are confident that some colleges will accept them and we expect that some colleges will not.)

E. Post Graduates

1. There will be no post graduates of any kind, including those who have graduated from high school in Japan. We will accept students up to, but not including, 21 years of age who have not graduated from high school, but we cannot accept students older than that. Those requesting enrollment should be referred to night school.

F. Program Changes

1. If a student wishes to have his program changed, he must consult with his core teacher first. If she approves, the core teacher fills out a Request for Program Change blank. The core teacher fills out one copy of the blank listing those subjects which are to be dropped in the left hand column and those subjects which are to be added in the right hand column. If the student is working, the hours should also be indicated in this column. This blank should be signed and then sent to the Guidance Office. The Guidance Office will make the change if it is feasible and send notice of the drop or add to the teachers concerned, and a memorandum showing the student's new schedule to the core teacher. Because it is not always possible to give a student the section he desires in a particular course, it is the policy of the Guidance Office to require that students accept the schedules which they receive.
2. Teachers receiving notice that a student has been dropped or added are requested to sign the drop or add slip and return it to the Guidance Office as an indication that the student has been officially dropped or added to the section. At no time may a student be permitted to attend a class in which he is not thus officially enrolled.

G. Registration

1. Registration period

- a. Before the close of the school year the core teacher shall devote a unit to life planning. As a culmination of this, the teacher and student together, shall make out a list of subjects desired for the coming year. These will be scheduled during the summer and programs distributed to the students at the opening of school in the fall.

2. Late Registration

- a. Students who register after the general registration period will be assigned by the Guidance Office to a core teacher who will advise them in choosing courses. When the choice has been made, the list of choices will be referred to the Guidance Office for assignment of specific periods.
- b. The student shall then have his program blank signed by the teacher at the beginning of each period that he has class. The teacher will accept this as authorization to add the student to his roll.

H. Reports on Student Progress

1. Student Rating Sheets

- a. The Student Rating Sheet is to be filled out YES or NO rather than with checks, and comments used where the teacher feels them to be desirable.

A note is printed on the Student Rating Sheet:
"A blank means that the teacher did not feel qualified to judge."
- b. The Student Rating Sheet shall contain the breakdown items for the course taught by the issuing teacher, in addition to the general aims of the school.
- c. The Student Rating Sheet is to be filled out at least once a semester; oftener if the teacher wishes. In addition, it shall be filed in the Guidance Office at the time the student withdraws.
- d. Teachers are to fill out a Student Rating Sheet on each student with the privilege of omitting any or all items.

- e. The Student Rating Sheet shall be filed in the ~~Guidance~~ Office and called to the attention of the students' core teachers in special cases.

2. Report Cards

- a. Notice shall be printed in the Irrigator in both the Japanese and English editions when report cards are about to be issued.
- b. Two days shall be set aside for putting grades on students' report cards and counseling with them.
- c. Report cards are to be marked on a 5-point grading system with plus and minus (A, B, C, D, E), except in the case of Physical Education and certain music courses, which may be marked either S (Satisfactory) or U (Unsatisfactory).
- d. Every "E" given shall carry with it an explanation.
- e. The report card is to be issued to the student by his core teacher the day before the counseling period begins. During this counseling period students present their cards to have grades recorded. Grades must be recorded in ink.
- f. Core teachers should issue the large envelopes for report cards. Additional envelopes may be obtained in the Principal's Office.
- g. When the student's copy of the report card has been signed by his parent, it shall be returned to the core teacher.
- h. At the end of each semester each teacher shall file an individual report card for each of his students in the Guidance Office.

3. Letters Home

- a. The Guidance Office will prepare letters home with an extra copy for the teacher writing them. The teacher requesting such a letter should supply the Guidance Office with a draft of message.

I. Student Placement

- 1. Division heads and other authorized persons send requisitions for workers to the Project Placement Office.
- 2. If the requisition is for student part-time workers, the Project Placement Office sends the high school

Guidance Office a copy. (We cannot place anyone except in response to one of these requisitions.)

3. This office will forward the information about job opportunities to core teachers, or vocational teachers.
4. Core teachers will determine if there are pupils in their various classes whom they would recommend for the various job opportunities. When core teachers recommend pupils for placement on particular jobs, they will send them to the Guidance Office during the core period or a period in which they do not have a class to get blanks for securing recommendations. Pupils who come in after the requisition has been filled will not be sent to the Placement Office and will have to try again.
5. The student, if under 18, must have the blank signed by at least one parent indicating Permission to work.
6. After obtaining the signed consent of his parent and core teacher the student should bring the paper to the Guidance Office for final approval.
7. The Placement Office will assign the pupil or send him out on referral. If he goes out on referral he will be assigned if and when he is accepted by the employing officer concerned.
8. When a pupil has been assigned, the Placement Office notifies the Guidance Office.
9. From there the Guidance Office makes the necessary changes in the records.
10. If a change of schedule is required, it is made upon receipt of the notice of assignment.
11. As far as the core teachers are concerned, transfers from one job to another are handled in the same way as new placements.
12. When an officer puts in a requisition for a worker, he usually needs the worker at the time the requisition is sent in. It is therefore, important that the placement process be as rapid as possible. However, speed should not be obtained at the expense of guidance and educational values.

J. Withdrawal

If a student withdraws, he should obtain a withdrawal blank from the Guidance Office and have each of his teachers sign it. It should then be returned to the Guidance Office.

When a teacher signs a withdrawal blank he should also remove the student's name from his roll as of that date.

1. If a student is relocating on seasonal leave, he should bring his parent to school to discuss the matter with the Principal, Vocational Advisor, and his core teacher before release is granted by the Leaves Section.
2. Students withdrawing from school, but remaining on the Project must have a conference as in 1 above before withdrawing.

XI. LIBRARY

- A. The library is for students who wish to do library work. The social hall is provided for those who wish to talk, visit, knit, play games, or engage in any other kind of activities besides study.

All students owing library fines or responsible for loss or mutilation of a book will have grades and credits withheld until a settlement is made.

B. Rules

1. Books placed on reserve shelves behind the charging desk can be checked out for one period or for overnight use. The fine for reserve books is five cents per period, 40 cents per day. This restriction is rigidly enforced to protect pupils who plan to use reserve material at any certain period of the day.
2. All books on open shelves out in the room can be checked out for seven days. The fine for such books when overdue is one cent per day.
3. The faculty conference room can be used by pupils only when arranged by a teacher or permission given by the supervisor in charge.
4. Magazines and books are to be returned to shelves.

5. No pupils will be admitted to the library after the tardy bell rings without a written admit slip from his teacher or the assistant principal's office. Students leaving during the hour will not be readmitted.
6. The following resolution ~~after~~ ^{of} the Student Council supports the above rules:

Because the Student Council desires to improve the utilization of our excellent library, it hereby resolves:

- A. That it shall be a place where only library material or references shall be used.
- B. That students shall not enter except between classes and when passes are issued; and shall be denied the privilege of returning after once leaving during the period.
- C. That the librarians and faculty members shall request students to leave the library if they are not using the library facilities.

XII. LOITERING

Because it is dissatisfied with the loitering in and damage to the rest rooms the Student Council hereby resolves:

- A. That there shall be no loitering in or damage to the rest rooms.
- B. That the faculty and school administration shall hereby enforce this regulation.
- C. That the first offense shall result in a conference between the offender and the principal.
- D. That the principal shall have the power of administering further penalties as he sees fit.

XIII. PERSONNEL LIST

XIV. POST GRADUATES (See X E)

XV. PROGRAM CHANGES (See X F)

XVI. REPORTS STUDENT PROGRESS (See XH)

XVII. SAFETY

A. Fire Doors

1. Fire doors or safety exit doors are to be used only for exit in case of emergency and never at all for entering a room. They should remain unlocked at all times.

XVIII. SCHOOL SCHEDULE

XIX. SMOKING

- A. The following resolution passed by the Student Council and supported by vote of the faculty is self explanatory. For purposes of regulating the smoking, the high school grounds have been defined by the Project Director as being all land and buildings in or near Block 23 bounded by the side walk on the south, the road on the west, the far edge of the athletic field on the north, and the far edge of the athletic field on the east. The two roads within these boundaries are under the jurisdiction of the school and subject to school regulations.
- B. Because it is dissatisfied with smoking on the school grounds, the Student Council hereby resolves:
 1. That there shall be no smoking on the high school grounds
 2. That the faculty and school administration should hereby enforce this regulation.
 3. That the first offense shall result in a conference among the offender, his parent or guardian, and the

Principal or whomever he shall delegate; Second offense shall subject the offender to suspension from school; Third offense shall result in expulsion from school.

XX. SOCIAL HALL

The dining hall in Block 23 is at present set up as a social hall. It is for the use of students during their leisure hours in as much as our daily schedule makes it inevitable that students will have periods in which they have no classes or studying to do.

The social hall shall be under the supervision of a member of the faculty at all times that it is open. It may be reserved for assemblies and other programs for large groups of students. Under these circumstances, students who would normally be there during their leisure time are entitled to stay for the programs.

The rules of conduct are: 1. There shall be no noise louder than conversational tones used in normal talking: 2. There shall be no rapid moving about: 3. There shall be no tussling or other forms of physical competition: 4. Feet shall not be placed on any of the seats: 5. There shall be no activity which might result in damage to the building or furnishings.

XXI. STUDENT ACTIVITIES

A. Activity Period

1. Effective April 4, 1944, activity periods will be held on alternating periods on Tuesday of each week. School clubs will be divided into two groups. Group I will meet on Tuesday of the first, third, fifth, etc. week, and Group II will meet on Tuesday of the second, fourth, sixth, etc. week from above date. Tuesday activity periods will alternate in the following fashion: first week--8th period; second week--1st period; third week--5th period; fourth week--2nd period; fifth week--6th period; etc.

2. Group I Departmental Clubs, sponsors, places of meetings and date of meetings are:

Thepian--Cline--5-AB

Chess--Gwinn)
Takao)--7-EF

Science--Barber)
Haglund)--14-B
Jaeger)

Art--Pomeroy--8-EF

Home Economics--Corkill--1-EF

Meetings:

April 4, 1944	-	8th period
April 18, 1944,	-	5th period
May 2, 1944	-	6th period
May 16, 1944	-	7th period

3. Group II Departmental Clubs, sponsors, places of meetings and date of meetings are:

Debate--Phifer)--7-CD
Hunt)

Spanish--Askew--4-CD

Music--Jann--2-EF

Commercial--Hines)--2-AB
Lyday)

Meetings:

April 11, 1944	-	1st period
April 25, 1944	-	2nd period
May 9, 1944	-	3rd period
May 23, 1944	-	4th period

B. Departmental Club Regulations

1. All clubs must submit a constitution to the Student Council for approval
2. Names of members, sponsors, and officers must be given to the Vice-President of the Student Council.
3. For the purpose of guidance and best possible use of the club time, both sponsor and officers must be consulted in making all plans.

C. Council Meetings and Committee Meetings

1. Wednesday is open for scheduling of Student Council meetings, committee meetings, etc.
2. Arrangements for securing vacant rooms for these meetings must be made one day in advance through Mr. Light's office and the students applying for the rooms must consult the teachers whose rooms are to be used.

D. Student Activity Committee

1. A Student Activity Committee composed of faculty members is in existence for assisting the Student Body Club Chairman in organizing clubs, establishing an activity period, and any other student body activity.

E. Club Sponsors and Class Sponsors.

1. Each club is sponsored by one or more faculty member who is interested in that particular field of activity. These faculty members have specific knowledge and contributions which would be helpful in club activities.
2. Core teachers are automatically made sponsors of their respective Core classes.
3. Special teachers should identify themselves with some club or Core class to act as co-sponsors.

Insert list of sponsors

XXII. STUDENT BODY CONSTITUTION

CONSTITUTION OF THE ASSOCIATED STUDENTS
OF HUNT HIGH SCHOOL

PREAMBLE

We, the Associated Students of the Hunt High School, in order to co-ordinate our efforts toward the betterment of our school, our community, and ourselves; to promote a spirit of unity and loyalty among the students; to instill in all the student the appreciation and the fundamental concepts of democracy; and to foster greater participation in American life; do hereby adopt this Constitution.

ARTICLE I

Name

This organization shall be known as the Associated Students of Hunt High School.

ARTICLE II

Purposes

The principal purposes of this organization shall be:

- Section 1. To provide experience in the privileges and responsibilities of a democracy in this school so that all students may develop a growing understanding of membership in a democracy.
- Section 2. To unify all student organizations under one general administration and to promote the general activities of the school.
- Section 3. To promote the welfare of the school and community by arousing a spirit of loyalty and co-operation among the students and faculty.
- Section 4. To inspire the students to work toward a greater America.

ARTICLE III

Membership

- Section 1. All regularly enrolled students of Hunt High School shall be voting members of this organization.
- Section 2. The Hunt High School faculty shall be eligible for non-voting membership of this organization.

ARTICLE IV
The Governing and Advisory Board

The governing body shall be the student council composed of:

- Section 1. The elective officers: president, vice-president, secretary, treasurer, historian, and publicity manager. These officers of the student body shall occupy the same offices in the student council.
- Section 2. One representative elected from each core class.
- Section 3. The principal of Hunt High School.
- Section 4. Faculty representatives who will act in the capacity of advisors.

ARTICLE V
Qualifications

- Section 1. All officers must have a good scholastic standing and the approval of the faculty of Hunt High School.
- Section 2. Student council representatives must have good scholastic standing and the approval of their respective core teachers.
- Section 3. Faculty representatives shall be two Caucasians and two colonists.

ARTICLE VI
Election and Term of Council Members

- Section 1. A primary election shall be held two weeks before the general election to nominate four candidates for each elective office. The primary election shall be open to all candidates with petitions signed by 50 voting members of the student body, and said petition must be filed with the student body secretary one week before the primary election. The four nominees receiving the highest number of votes cast by the student body in the primary election shall run in the general election. The candidates receiving the highest number of votes cast by the students in the general election will be declared elected.
- Section 2. The general election shall take place before May 1st of each year. A special election, in case of a vacancy in any elective office, must be held to fill the in-expired term within two weeks after said vacancy occurs.
- Section 3. At the beginning of each school year, every core class by popular vote, shall elect one of its members as a representative to this council.

- Section 4. The council shall have the power to set the place and procedure (with exception of voting, which shall be by secret ballot) of all general and special balloting.
- Section 5. The inauguration of new officers shall take place at the last meeting of the Student Council of that current year.
- Section 6. In the event of a tie in any first election, a re-election shall be held. Should a second tie occur, the council shall determine the method of selecting the officer or officers.

ARTICLE VII
Power to the Student Council

- Section 1. To assist and legislate any rules necessary for the improvements of the school, its life, and interests, such as:
- A. Student Council
 - B. Social activities
 - C. Assemblies
 - D. The preservation of school and community property.
- Section 2. To grant charters to clubs and organizations.
- Section 3. To investigate and report on matters especially referred to it by the student body or the faculty.
- Section 4. To assist in organizing and supervising all school activities.
- Section 5. The council by a three-fourths vote may demand the resignation of any member of the council who does not maintain the duties of his office.
- Section 6. The principal and the faculty representatives of Hunt High School have the power to veto. In cases other than W.R.A. and other administration policies, the student council by a quorum vote shall have the power to over ride the veto.

ARTICLE VIII
Recall

- Section 1. Any elective member of the council who does not maintain the duties of his office may be removed by a recall initiated by three-fourths vote of the Student Body.

ARTICLE IX
Meetings

- Section 1. The Student Body shall meet regularly
- Section 2. The student council shall meet on the first and third Tuesdays of each month of the school year.

ARTICLE X

Quorum

- Section 1. A quorum for conductin a business meeting of the student council must consist of two-thirds of the voting members of the council.

ARTICLE XI

Clubs and Organizations

- Section 1. All new clubs and organizations, before becoming active must have their constitutions and by-laws approved by the student council. All changes made thereafter must also be approved by the council.
- Section 2. All clubs and organizations must present to the council for approval their reasons of existance, at least one month before the end of the school year. In the event that any club or organization is disapproved by the council, it shall be automatically disbanded.
- Section 3. All clubs and organizations are entitled to have one non-voting and representative to the student council.

ARTICLE XII

Amendments to the Constitution

- Section 1. Amendments to the constitution may be proposed by one of the two methods. First by a petition signed by 150 students which must be approved by a quorum vote of the student council; and second, by a proposal of the council itself, with the approval of three-fourth vote cast by the student body.
- Section 2. Amendments proposed in either way must be ratified by three-fourths vote of the student body. The amendment will become effective one week after ratification.
- Section 3. To amend an amendment, the same procedure must be followed as in introducing a new amendment.

BY-LAW

ARTICLE I

Duties of the President

- Section 1. The president shall preside at all meetings of the student council and student body and shall have the power to call special meetings of these two organizations mentioned above, and shall perform all duties usually pertaining to student body affairs.
- Section 2. The student body president may not hold the office of presidency in any other club or organization.

- Neither may any other student holding the office of presidency in more than one club or organization, the only exception will be the presidents of the core class.
- Section 3. The president shall be an ex-officio member of all student body committees.

ARTICLE II
Duties of the Vice-President

- Section 1. The vice-president shall act as the president in the absence or resignation of the president until a new successor for that office is elected.
- Section 2. The vice-president shall have charge of all clubs and organizations of _____ High School and will aid them with their activities.

ARTICLE III
Duties of the Secretary

- Section 1. The secretary shall take minutes of student council and student body business meetings; shall take care of all correspondence; shall perform all other duties such as roll call or the student council; shall record all paid bills of the student body. He shall turn over all of the minutes, record, and correspondence to his successor.

ARTICLE VI
Duties of the Treasurer

- Section 1. The treasurer shall receive, deposit, and disperse all money of the student body and make a record of the same.
- Section 2. The treasurer shall check the treasurer's book of all the other clubs and organizations at the end of every month.
- Section 3. The treasurer shall not pay bills of the student body without the approval of the student council, with the exception of routine bills.
- Section 4. The treasurer shall perform his duties under the supervision of a commercial teacher.

ARTICLE V
Duties of the Historian

- Section 1. The historian shall save all clippings, pictures, etc. concerning the activities of _____ High School and properly arrange the same in a book and shall record name of those students participating in student activities. He shall also include in the book a copy of the school calendar of activities.

ARTICLE VI
Duties of the Publicity Manager

- Section 1. The publicity manager shall publicize and advertise all student body affair by preparing sufficient poster concerning these affairs and by submitting write-ups to the school and community papers and by making announcements of such affairs.
- Section 2. The publicity manager shall see that the materials on the High School bulletin board are neatly arranged and that old articles, posters, etc., are removed.

ARTICLE VII
Duties of the Core Class Representatives

- Section 1. The representative must be present at all student council meetings except in cases of illness or emergencies. In the event that he is unable to attend a standing substitute should take his place.
- Section 2. The representatives must at all times represent the interest of the majority of his core class. After each student council meeting the representative must give a complete report of the proceedings to his core class.

ARTICLE VIII
Duties of the Faculty Representatives

- Section 1. The faculty representatives acting as advisors to student council shall represent the views of the majority of the faculty.
- Section 2. At the faculty meetings the faculty representatives shall make a report of the proceedings in the student council.
- Section 3. Faculty representatives must be present at all student council meetings except in cases of illness or in emergencies.

ARTICLE IX
Duties of the Club and Organization Representatives

- Section 1. The representatives of clubs and organizations who are non-voting members shall represent the interest of the club or organization he is representing.
- Section 2. These representatives shall have the floor only in cases where the club or organization is concerned.
- Section 3. It is also their duty to present to the student council the reason for existence mentioned in Article XI, Section 2.

XXIII. STUDENT PLACEMENT (See X I)

XXIV. STUDY ROOMS

1. Unoccupied classrooms will be designated from time to time in which pupils may study or confer quietly in the presence of a teacher. No talking or unnecessary moving about will be permitted.
(See also XI and XX)

XXV. SUBJECT OFFERED

XXVI. TEACHERS

A. Attendance

1. All teachers are requested to check in twice a day on the chart near the mail boxes in the Principal's Office. This is very important if we are to keep our records correct and up to date.

B. Furniture Moving

1. All teachers are requested not to move furniture from one room to another without first consulting the office. This request is made so that we may keep our records straight and up-to-date.

C. Mail Boxes

1. Teachers should obtain contents of their mail boxes in the Principal's Office first thing in the morning and first thing in the afternoon.

D. Requisitions.

1. There are two requisitions to be used by teachers. One is for supplies available in the Principal's Office. The other is for ordering materials, equipment, or supplies which must be purchased. They are to be filled out in detail for all items requested. If, in the case of requisition for purchase, teachers are unable to specify accurately what they wish, the Principal's Office or the Procurement Office will assist in finding what is needed.

E. Schedules

1. All teachers are expected to maintain the same time schedule as required for Civil Service employees on this Project unless other time schedule has been specifically arranged. This time schedule is from 8 - 12 and 12:35 - 5 except Saturday, which is 8 - 12 and 1 - 5. Compensating time is allowed for personal business on alternate Saturday afternoons. They should expect to be in the school during these hours unless on some specific business elsewhere.

Work should not be taken to the rooms or parlors in the dormitories. The reason for both of these requirements, which seem to be unnecessary for a professional group, is that we are on the same status as other Civil Service employees on this Project and it was agreed among members of the Project administrative staff, including school administrators, that teachers could work as effectively during the scheduled hours and in their appointed places as otherwise, and the feeling of unity among the teachers and the rest of the appointed personnel, which we desire so urgently to foster, can thereby be fostered.

2. Teachers whose rooms are occupied by other classes during their free periods are requested to find another place to do their work. Even though it would seem that marking papers and the like would not cause distractions, it is inevitable that another person not sharing the responsibility for the class in progress would attract a certain amount of attention. The library is available and it is a desirable practice for teachers to go there at regular intervals. The Curriculum laboratory is also highly desirable. Teachers are urged to schedule such periods for the kind of work that can best be done in the Curriculum laboratory or the library.

XXVII. TEXT BOOKS

- A. Text books are charged out to the teachers and should be checked back into the Principal's Office when their use is completed, either during or at the end of the year.

Due to the fact that in many instances several different groups of pupils use the same set of text books, thereby making it impossible to charge specific books to specific students, all books missing shall be determined before the end of any semester and the cost of such books pro-rated among pupils who have used these books during the year. Credits for the courses will be withheld until these charges are paid.

In situations wherein text books are charged to individual students, these students are responsible for returning the books in good condition or paying their cost. If these conditions are not met, credits shall be withheld.

XXVIII. VISUAL AIDS

- A. Maps and charts are charged out to teachers in the same manner as text books. Care should be taken to keep these items in the rooms where they are used and to return them to the Principal's Office for credit when their use is completed.

Some pictures and other visual materials are available in the library.

- B. Delineascope

This combination opaque projector, slide projector, and strip film projector is available in the Principal's Office. It is for the use of the entire school system. Orders for slides and strip films should be placed when items suited for your use are found. This machine is most useful for projecting photographs, book illustrations, diagrams, typewritten material and the like. A high degree of darkness is necessary for this use.

One very valuable use for the delineascope is to project maps on to a large piece of paper so the shadows may be traced and thus an accurate large map or other diagram obtained.

C. Beaded Screens

The School owns two beaded screens, one of which is now loaned to Community Activities. The other beaded screen is kept in the Guidance Office and should be used when any form of projection is used as it makes the pictures much brighter and sharper.

XXIX. WITHDRAWAL (See X J)

XXX. FORMS

CB 91:249

J. J. Fogarty
2-10-43

Minidoka Adult Education Bulletin



MARCH - 1943

Director J. J. Fogarty

MINIDOKA ADULT EDUCATION

DEPARTMENT

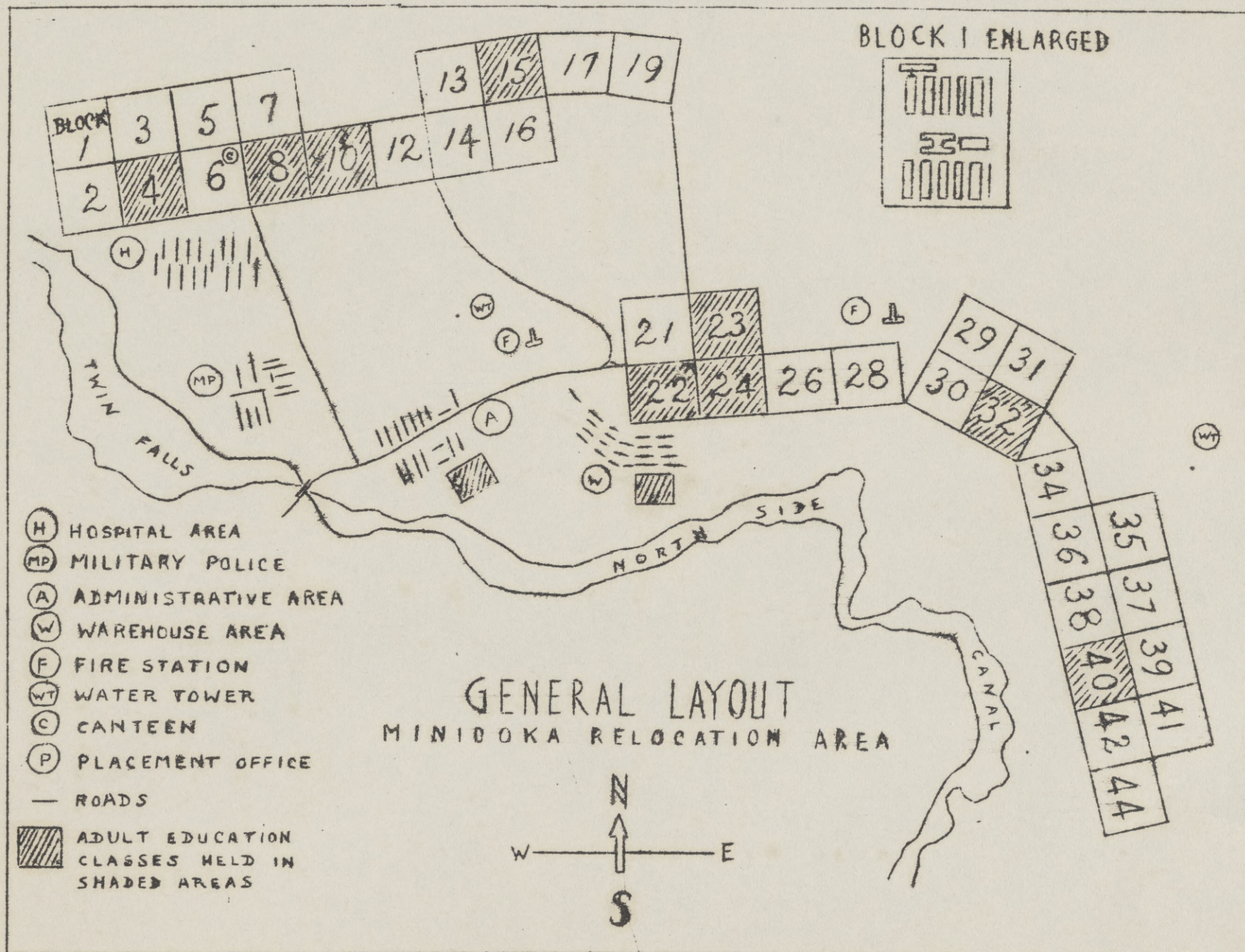
George L. Townsend, Chief of Community Services

Richard Pomeroy, Superintendent of Education

Jerry J. Fogarty, Director of Adult Education

Yoriaki Nakagawa, Adult Counsellor

NOTE: Cover designed by Edward Tautakawa,
Adult Education instructor, Minidoka
Art Department.



MINIDOKA RELOCATION PROJECT

NIGHT SCHOOL

General Aims

1. To assist in the program of relocation by keeping alive skills already developed by the residents and through developing new skills in those fields where employment possibilities seem most promising.
2. To assist in the Americanization of those residents desiring to make their home in this country through a study of the English language, our history and folklore.
3. To provide a training program designed to develop new community leaders and workers.
4. To foster community morale through worthwhile leisure-time activity and through providing information relative to administrative policy.
5. To provide opportunity for democratic discussions of current problems and to assist in maintaining contact with worthwhile individuals, organizations, and developments in the outside world.

Policies Affecting Adult Education

The adult education department is to function on as nearly a self-supporting basis as possible. Instruction, with the exception of resident personnel, must be voluntary unless furnished by some outside agency. The general policy of the Minidoka Project has definitely discouraged hiring resident personnel unless their hours of work could be rigidly accounted for; "boondoggling" must be avoided. In a normal community, adult education is a community project supported by those participating in the program. It was felt that our program here should follow insofar as possible a similar policy. For this reason, only five instructors (out of a total of 31) have been put on the adult education payroll. In addition to this, the director has hired one full-time stenographer.

The idea of voluntary service for community welfare, it was felt, should be kept alive on the project or there would be grave danger of developing individuals with little group responsibility. This advantage, it was believed, would outweigh any disadvantages accruing from such a policy.

With the exception of administrative supplies for the office, all materials used in the adult education classes are either furnished by the students or used in common with high school classes. Several hundred dollars worth of books and equipment have been purchased for students either locally or through wholesale concerns.

Integration of adult education with the needs and activities of other departments is fostered through weekly conferences of the community services staff and through general staff meetings. Discussion of group problems makes evident the need for coordinated effort and indicates the contribution each department can make.

A glance at the map enclosed with this report will disclose the widely dispersed character of the Minidoka Project. Because of the severe climate in this region and the distances involved, it has been considered advisable to set up classes in any area where sufficient interest is manifested. In such popular subjects as shorthand and Americanization, classes are held in as many as five different sections.

Initiation of the Program: The Survey

A fundamental guiding principle in developing the Minidoka adult education program has been that all courses must originate from the interests of the residents on the project. If adult education fails to meet the needs of the people, enrollment will not remain constant enough to maintain regularly scheduled classes. For this reason, the following survey form was prepared by consulting community leaders representing various organizations and age groups.

- - - - -

ADULT EDUCATION SURVEY

You will find below a list of suggested adult courses, discussion groups and leisure-time activities. Afternoon and evening adult education groups will be organized in those fields where sufficient interest is shown and leadership is available. If you have completed high school or if you have not completed high school but are above high school age (18 years), you may enroll in one or more adult education classes. Indicate not more than five subjects in which you are interested by numbering them (1, 2, 3, 4, 5) in the order of choice. Use the spaces provided. You are urged to add any subjects you choose in the spaces on the other side of this survey. Do not limit yourself to those mentioned. Draw a circle around any subject you are willing to lead or teach--a teaching certificate is not necessary. Do not fail to mention any skills you have. We need your cooperation to make this program a success.

ADULT EDUCATION SURVEY
(continued)

A. ART

- ☐ Flower Arrangement
- ☐ Cartooning
- ☐ Lettering
- ☐ Painting
- ☐ Sketching
- ☐ Sign Painting
- ☐ Wood Carving
- ☐ Handicraft
 - ☐ a. Weaving
 - ☐ b. Crepe Paper Work
 - ☐ c. Basket Weaving
 - ☐ d. Needlecraft

B. COMMERCIAL

- ☐ Accounting
- ☐ Marketing
- ☐ Business Management
- ☐ Commercial Geography
- ☐ Commercial Arithmetic
- ☐ Commercial Law
- ☐ Bookkeeping
 - ☐ a. Beginning
 - ☐ b. Advanced
- ☐ Shorthand
 - ☐ a. Beginning
 - ☐ b. Advanced
- ☐ Typing
 - ☐ a. Beginning
 - ☐ b. Advanced

C. HEALTH

- ☐ Mental Hygiene
- ☐ Marriage Problems
- ☐ First Aid
- ☐ Prenatal Care
- ☐ Public Health
- ☐ Physiology

D. HOME ECONOMICS

- ☐ Drafting & Designing
- ☐ Sewing
- ☐ Home Management
- ☐ Cooking
- ☐ Interior Decorating
- ☐ Personality Development
- ☐ Textiles
- ☐ Nutrition
- ☐ Child Care
- ☐ Family Relations

E. LANGUAGE ARTS

- ☐ Current Literature
- ☐ Americanization (learning to read, write and speak English)
 - ☐ a. Beginning
 - ☐ b. Intermediate
 - ☐ c. Advanced
- ☐ World Literature
- ☐ Public Speaking
- ☐ Speech Correction
- ☐ Parliamentary Law
- ☐ Dramatics
- ☐ Creative Writing
- ☐ Foreign Languages

F. MATHEMATICS

- ☐ Arithmetic
- ☐ Algebra
- ☐ Geometry
- ☐ Abacus (Soroban)

G. MUSIC

- ☐ Music Appreciation
- ☐ Basic Harmony
- ☐ Advanced Harmony
- ☐ Orchestra (Mention your instrument)

H. SCIENCES

- ☐ Astronomy
- ☐ Biology
- ☐ Geology
- ☐ Nature Study
- ☐ Taxidermy

I. SOCIAL SCIENCES

- ☐ American History (Japanese Translation)
- ☐ American Government
- ☐ Current Events
- ☐ Cooperatives
- ☐ Post-War Problems
- ☐ Economics
- ☐ Sociology
- ☐ Psychology

ADULT EDUCATION SURVEY
(concluded)

J. VOCATIONAL

- ☐ Vocation Opportunities
- ☐ Agriculture
- ☐ Electricity (Radio Repair)
- ☐ Plumbing
- ☐ Carpentry
- ☐ Machine Shop
- ☐ Gardening
- ☐ Landscape Gardening
- ☐ Drafting
- ☐ Nursing

K. MISCELLANEOUS

- ☐ Leadership Training
- ☐ Teacher Training
- ☐ Hobbies (Please list your choice)

- a. _____
- b. _____
- c. _____

ADDITIONAL
COURSES DESIRED

- 1. _____
- 2. _____
- 3. _____

ADDITIONAL
SUBJECTS YOU CAN TEACH

- 1. _____
- 2. _____
- 3. _____

Name _____

Address _____

WRITE YOUR NAME AND ADDRESS ON THIS SHEET AND RETURN
IT PROMPTLY TO YOUR BLOCK MANAGER

- - - - -

Results of Survey

After a period of publicity, approximately 4,000 survey forms were distributed to the various families on the project. A return of 950 forms indicated the tremendous interest in the suggested courses. Tabulation of the survey proceeded by subject, name of student, residence, and degree of interest manifested. These forms were then filed for use in notifying prospective students as rapidly as classes could be organized in the fields where sufficient interest existed to justify the formation of such groups.

According to the survey, the younger residents were interested primarily in shorthand, typing, bookkeeping, shopwork, drafting, radio, electricity, etc., while the older residents indicated an overwhelming interest in Americanization,

sewing*, drafting and designing, cooking, and various types of craft work. Many other interests were indicated by both groups, but because of the urban character of the Minidoka population their preferences clustered around the business and industrial courses.

It is realized by the adult education department that although a curriculum should be based on present interests of the people, yet education should develop new interests. A flexible, constantly changing curriculum must be provided to meet the needs of any community. Here particularly, because of the rapid change in the status of our population, it is essential not only that interests be guided but that new needs be met as they develop.

Adult Education Classes in Progress

The following schedule of adult education classes indicates the present scope of our program. It must be remembered that much additional work of an educational nature is available to the residents. Chorus, music appreciation, instrumental lessons, weaving, sewing, needlecraft, flower-making, and a host of similar activities are being directed by the recreation department.

Classes are scheduled from 2 p.m. until 11 p.m., with the most popular period being from 7 to 8 p.m. The convenience of the students and instructors is the principal basis used in determining the place and time of meeting. Curriculum content, with the exception of a few subjects such as shorthand, book-keeping, and mathematics, is planned cooperatively by students and instructors. The wide range of accomplishment characteristic of our classes here has made division necessary in many instances.

*Sewing, drafting and designing, and craftwork have been under the supervision of the recreation division. Drafting and designing has recently been transferred to adult education.

Proposed Courses

Recently courses in elementary electricity; farm carpentry; the operation, care and repair of tractors, trucks and automobiles; and the repair, operation and construction of farm machinery and equipment have been set up under the Vocational Training for Out-of-School Rural and Non-Rural Persons for War Production program. If these courses are successful, additional classes will be arranged.

Local vocational agriculture instructors have been contacted relative to setting up courses in dairying, poultry, swine, vegetable garden production, and general training for farm employees in this locality. When our farm program gets under way there will be added incentive for work of this nature.

The adult education department is now organizing classes in drafting and designing to supplement the sewing projects which are under the supervision of the recreation division. Classes in flower arrangement (for which there is considerable demand) will be started as soon as our instructors feel that there is an abundance of available materials to insure successful courses. This probably will be in the spring or summer when there are flower gardens.

An expansion of our training program to replace workers who leave the project permanently is essential. Our present courses are adequate in the clerical field, and courses recently organized under the defense training program for out-of-school youth should ameliorate the condition somewhat in agriculture, carpentry, and mechanics. However, there should be many projects similar to the stenographic-pool, where work experience is combined with classroom instruction under skilled supervision. A detailed description of the "steno-pool" will be given on following pages.

Courses in geography designed to answer the many questions concerning possible areas of relocation are being planned. In addition, all those leaving the project will be required to participate in a discussion of problems facing them in their new environments. Material for this "relocation etiquette" course is being assembled through the cooperation of the Leaves and Furlough Division.

Forums

A community-wide forum has been organized for the specific purpose of informing residents in regard to administrative policy. Topics are chosen to meet the prevailing interest of the community. Those persons most qualified present the subject, which is then interpreted in Japanese for the benefit of those who have difficulty in understanding English. Free discussion is encouraged.

SCHEDULE OF ADULT EDUCATION CLASSES
(Subject to change);

SUBJECT	INSTRUCTOR	TIME	DAYS	PLACE
Accounting	Takashi Hori	7:00-8:00	T-Th	23-6-B
Algebra I	Tom Toyota	6:30-7:30	M-W-F	23-11-A
Algebra II	" "	7:30-8:30	M-W-F	23-11-A
Am. Gov't.	K. Nakashima	7:30-8:30	M-W	Rec. 4
" "	" "	6:30-7:30	M-W	10-11-E
" "	Y. Nakagawa	8:30-9:30	W-F	23-9-EF
Am. History	" "	7:30-8:30	W-F	23-9-EF
" "	" "	2:30-3:30	M-W	Rec. 32
" "	K. Nakashima	7:00-9:00	Th	10-11-E
Americanization (Beginning)	Hayatsu	1:30-3:30	T	Rec. 40
"	K. Okajima	1:30-2:30	M-W-F	Rec. 32
"	" "	6:30-7:30	M-W-F	32-2-AB
"	Kiyoshi Sugai	6:30-7:30	M-W-F	10-11-G
"	" "	7:30-9:00	M-W-F	10-11-G
"	Tharp-Gwinn	7:00-8:00	M-Th	23-9-AB
(Intermediate)	Kiyoshi Sugai	2:00-3:30	M-W-F	Rec. 8
"	K. Okajima	7:30-8:30	M-W-F	32-2-AB
(Advanced)	Jerry J. Fogarty	6:45-7:45	M-W	23-6-B
Bookkeeping	T. Okamoto-Papa	7:00-8:00	T-F	23-7-EF
(Beginning)	Karl Nakamura	7:00-8:00	M-Th	32-2-C
Carpentry	Henry Linke	7:00-11:00	M-W-F	Whse 14
Cartooning	T. Hirai-C. Shoji	7:30-9:30	M	23-8-EF
"	" " " "	7:30-9:30	W	Rec. 15
Drafting	Tom Toyota	7:30-8:30	T-Th	Rec. 24
Electricity (Elementary)	Idaho Power	7:00-11:00	M.W.F	23-1-A
English Grammar	Jerry J. Fogarty	7:00-8:00	T-Th	23-9-EF
General Arts-Sketching	Ed. Tsutakawa	7:30-9:30	M	Rec. 15
" " "	" "	7:30-9:30	W	23-8-EF
Harmony	Erling Erlandson	4:00-5:00	T-Th	Rec. 22
Lettering-Poster Design	M. Naito-H. Hirai	7:30-9:30	T	Rec. 15
" " "	" " " "	7:30-9:30	Th	23-8-EF
Mathematics (Advanced)	Tom Toyota	6:30-7:30	T-Th	23-11-B
Mental Hygiene	Mildred Bennett	7:00-8:30	T	32-2-C
Machinery (Farm)	Homer Sisco	7:00-11:00	M-W-F	Whse 14
Post War Problems	J. Light	7:00-8:00	M	23-7-CD
Radio Physics	Ky Fujioka	7:30-9:30	T	23-14-A
Shorthand (Begin.)	R. Aoki-Y. Okada	7:00-8:00	M-W	10-11-D
" "	A. Morita-Ikeda	7:00-8:00	W-F	32-2-C
"	Fukiko Seki	6:30-7:30	M-W-Th	Ad. Bldg
" (Intermediate)	Fumi Ohashi	7:00-8:00	M-W-F	23-12-F
" (Advanced)	Shiori Kajikawa	6:30-7:30	T-F	Ad. Bldg
Steno-Pool Shorthand I	" "	8:30-9:30	M-T-W	" "
" " " II	" "	"	Th	" "
" " " II	" "	7:30-8:30	T-F	" "
" " Office Tr.	" "	9:30-10:30	M-Th	" "
" " " "	" "	7:30-8:30	W	" "
" " " "	" "	9:30-10:30	W	" "
Steno-Pool Typing	Seki-Supervisor	6:30-10:30	Daily	" "
Tractor, Truck	Herron	7:00-11:00	M-W-F	Whse 14
Motor Mechanics				

ADULT EDUCATION ENROLLMENT
February 28, 1943

	<u>Subject</u>	<u>Instructor</u>	<u>Men</u>	<u>Women</u>
1.	Accounting	Takashi Hori	5	
2.	Algebra I	Tom Toyota	5	
3.	Am. Gov't.	K. Nakashima	11	9
4.	" "	" "	6	5
5.	" "	Y. Nakagawa	11	14
6.	Am. History	" "	12	13
7.	" "	" "	12	42
8.	" "	K. Nakashima	13	9
9.	Americanization	John Hayatsu		17
10.	(Beginning)	K. Okajima		82
11.	" "	" "	2	17
12.	" "	Kiyoshi Sugai		23
13.	" "	" "	2	24
14.	" "	Tharp-Gwinn	6	20
15.	(Intermediate)	John Hayatsu	1	13
16.	" "	Kiyoshi Sugai	4	3
17.	" "	K. Okijima	11	27
18.	(Advanced)	Jerry J. Fogarty	6	2
19.	Animal Husbandry	John Briggs	10	
20.	Auto Mechanics	Arthur Herron	45	
21.	Bookkeeping	Okamoto-Baba	23	14
22.	(Beginning)	Karl Nakamura	12	9
23.	Carpentry	Henry Linke	8	
24.	Cartooning	Hirai-Shoji	5	
25.	Drafting	Tom Toyota	19	3
26.	Electricity (Elem.)	George Buckley	25	
27.	English Grammar	Jerry J. Fogarty	9	5
28.	General Arts	Ed. Tsutakawa	8	2
29.	Harmony	Erling Erlandson	3	5
30.	Lettering-Poster	Naito-Hirai	16	2
31.	Machinery (Farm)	Homer Sisco	18	
32.	Mathematics (Adv.)	Tom Toyota	14	
33.	Mental Hygiene	Mildred Bennett	10	11
34.	Post War Problems	Jerome Light	7	6
35.	Radio Physics	Ky Fujioka	22	
36.	Shorthand (Begin.)	Aoki-Okada	8	23
37.	" "	Morita-Ikeda	3	20
38.	" "	Fukiko Seki		15
39.	" (Intermediate)	Fumi Ohashi		8
40.	" (Advanced)	Shiori Kajikawa	1	7
41.	Steno-Pool Short. I	" "	3	15
42.	" " " II	" "	9	2
43.	" " Office Tr.	" "	5	15
44.	" " " "	" "	3	11
45.	Steno-Pool Typing	Fukiko Seki	7	30
46.	Vegetable Production	Albert Ficke	20	
			450	523

Total Enrollment. 973

Adult Forum Attendance--Average 800

As had been anticipated, these forums have appealed primarily to the Issei group. Because of the language barrier, it was felt that this group particularly was in need of accurate, timely information in order to prevent rumors and misunderstandings bound to arise when community plans are not fully understood.

The forum organization consists of a general planning committee selected from leaders in the various sections of the project. In addition, the directors of community activities and adult education act as advisory members. Local chairmen and interpreters have been chosen for each of the four local sections into which the community has been divided. These groups frequently are called together for discussion and instruction relative to improving forum techniques. Details of arrangement, publicity, etc., are being delegated to selected representatives from each section.

Attendance at these meetings has exceeded expectations considerably. To date the average number contacted during the week has been approximately 800, with attendance varying greatly according to interest in the topic being discussed.

A forum organization for Nisei is being planned to replace the Youth Forum, a church-sponsored group. As far as possible, responsibility will be delegated to local committees with the adult education department acting in an advisory capacity.

Stenographic-Pool

A strong demand for secretarial courses, an inexhaustible backlog of stenographic work accumulated by the project departments, together with an anticipated shortage of clerical help led to the formation of the "steno-pool". After a general staff conference, the details of organization were delegated to the adult education department, the employment division, and the guidance department of the high school. It was decided that the quota of students allotted to the "steno-pool" should be primarily adults, with high school students having a secondary preference. Supervision of the pool was recognized as a function of adult education.

Because students were to do useful work, it was decided they should be put on a half-time pay basis, with a total of 22 hours weekly attendance required. All those interested in the pool were routed through the employment division for selection as to their employment possibilities. In order to maintain a high quality of work, a minimum of two semesters' training in typing were prerequisite to admission.

The prime aim of the "steno-pool" was to train competent stenographers; for this reason, the work accepted was to be selected for its training possibilities. A two-weeks' time limit

on all typing work was established to prevent departments from using the pool as a dumping ground for rush jobs. The success of the undertaking was to be judged by the competency of the help turned out, not by the quantity of work performed. Quality was to be stressed, regular attendance and excellent work habits encouraged.

In executing the general policies agreed upon, the adult education department selected a full-time "steno-pool" supervisor and a full-time commercial instructor. The office of the pool was set up in the administration area, with the supervisor free each afternoon to make contact with the various offices, select suitable typing material, order supplies, observe skills required in different types of work, and note possible employment opportunities for those in training. In the evening, the supervisor outlined the work required of the students, assisted them whenever necessary, and at all times encouraged efficient work habits.

The commercial instructor was assisted in setting up classes in beginning shorthand, advanced shorthand, and general office practice. These classes were scheduled on a one-hour basis in a wing of the administration area adjacent to the "steno-pool". Classes were so arranged that periods of study would alternate with periods of work, in order to prevent fatigue. All students desiring training in switchboard operation, teletype, mimeographing, dictaphone, or similar skills were to be freed for apprenticeship opportunities.

The "steno-pool" has fulfilled a real need on the project. It has operated smoothly and has already placed several girls in responsible secretarial positions. It can serve as a model for the organization of similar projects in those fields where employment possibilities seem to justify its extension.

Out-of-School Youth Program

At the present time seven instructors are employed under the OSY program and one supervisor for the projects now underway. Though these courses have been recently organized enrollment now totals over 120 adults and many more will probably enroll as rapidly as our facilities permit.

With the exception of elementary electricity, which meets in the high school area, all other shop classes are scheduled in Warehouse 14. This warehouse has been cleared and turned over to Community Services for educational purposes. Two classes in auto mechanics, one in carpentry, and one in farm machinery repair now meet twelve hours weekly.

Useful work experience under competent supervision is provided in all classes. The cooperation of division heads has

been solicited in maintaining a steady stream of work projects suitable for instructional purposes. In the farm machinery class it is planned to accept work from farmers in the neighborhood because our project equipment is not yet in need of repair.

To supplement the farm program here and to give training to those seeking employment off the project, classes in animal husbandry and vegetable production have been outlined. These classes are taught by our two high school instructors in vocational agriculture. The classes meet on alternate days for a total of 15 hours weekly and are organized to take advantage of the local farm projects now being initiated. The carpentry class is also planning to assist the farm program by building hotbeds, cold-frames, hog houses, etc.

In the near future a cabinet maker will be hired to supervise carpentry classes throughout the day. Students will be placed on a half-time pay basis and will construct tables, benches, and other equipment requisitioned through the Public Works Division. It is felt that regular attendance and other good work habits will be encouraged if the students are treated as a normal working group.

Later in the season classes in the processing of food will be opened. At the present time neither the food or essential canning equipment are available. The State Adult Education Department has promised to provide a supervisor of parent education. Teacher-training classes will develop leaders in this field who will work under the supervision of the expert furnished by the state.

PRESENT INSTRUCTORS
OUT-OF-SCHOOL YOUTH PROGRAM

Trenhaile, Stanley
Briggs, John
Herron, Arthur
Brown, Milton G.
Linke, Henry
Buckley, George
Sisco, Homer
Ficke, Albert

Supervisor
Animal Husbandry
Auto Mechanics
Auto Mechanics
Carpentry
Electricity
Farm Machinery
Vegetable Production

Probable Future Program

Because of the rapid changes which take place in the employment status of residents, it is difficult to project an educational program capable of meeting all contingencies. However, it is apparent that there is need for an expanded program of vocational training. By maintaining close contact with the employment division, the adult education department can determine those fields with the most likely employment possibilities. In the vocational field, present limitations on the acquisition of tools, wiring and other essential equipment make our efforts in this direction particularly difficult. A possible alternative, and one which is being explored at the present time, is the possibility of interesting large industrial concerns in setting up trade classes here on the project as a means of relieving the manpower shortage.

Actual work experience on the project affords many an opportunity to acquire new skills, but this apprenticeship training must be carefully supervised and in most instances supplemented by theoretical training. There is a need for more projects similar to the "steno-pool" in order to supply the labor needs here in the community. This type of training also is invaluable in preparing the individual for relocation.

The Americanization program should be continued and expanded. There probably will be a falling off in beginning classes and an expansion in work of an advanced nature. By cooperating with the curriculum department, an increased use of visual aid materials is being planned. Dramatization of our American folklore through historical pageants, etc., needs greater emphasis.

Our program shows a dearth of so-called "cultural" courses. At the present time the people on this project are interested primarily in courses of immediate practicality. If greater interest is exhibited in literature and the arts, our curriculum will be expanded somewhat in this direction.

Due to the speed-up in leave clearances, it would appear that the younger and more capable workers will be leaving the project in large numbers. As this takes place, the adult education curriculum must be altered to meet the needs of those remaining on the project. Without doubt, Americanization classes will continue to occupy a place of prime importance in our program. However, enrollment in many of the vocational courses will drop off and new classes in such fields as cooking, drafting and designing can be added to fulfill the needs of the older age group.

TEACHERS OF ADULT EDUCATION CLASSES

<u>Instructor</u>	<u>Subject</u>
Aoki, Ruby	Shorthand (Beginning)
	Graduate Broadway High, Seattle
	Bookkeeper--Produce Co., Seattle
	Office Clerk--Broadway High, 4½ yrs.
	Secretary--Minidoka Project
Baba, Toshiko	Bookkeeping (Beginning)
	U. of Washington, 2½ yrs.
	Bookkeeper--North Coast Produce Co., Seattle
	Office Clerk--Minidoka Project
Bennett, Mildred E.	Mental Hygiene
	M.S., Stanford U.
	Child Guidance Case Worker
	Several years' experience, Elementary School Teacher and Principal
	Principal, Elementary Schools, Minidoka Project
Erlandson, Erling H.	Harmony
	Bachelor of Music, St. Olaf Col. of Music
	Iowa State Teachers' College
	U. of Montana, U. of Idaho
	MacPhail Conservatory of Music
	Instructor of Music in high schools of Minnesota, Montana, Idaho
Fogarty, Jerry J.	English Grammar
	Americanization (Adv.)
	Diploma, Montana State Normal
	B.S. & M.S., U. of Idaho
	Ph.D. (Psych. & Ed.), U. of Wash.
	Teaching Fellowship; Ass't Director of Curriculum Lab., U. of Wash.
	Director, Adult Education, Minidoka Project
Fujioka, Ky.	Radio Physics
	U. of Washington
	Washington Tech. School
	Radio Servicing
	Hemphill's Diesel School
	Radio Servicing Work

<u>Instructor</u>	<u>Subject</u>
Gwinn, Alice E.	Americanization (Begin.)
B. S. & M.S., U. of Washington	
Hartford (Conn.) School of Religious Education	
English Instructor, Doshisha U., Kiyoto, Japan, 11 yrs.	
Instructor, Public Schools, Seattle, Wash., 3 yrs.	
Instructor of Japanese Language, U. of Michigan	
Hayatsu, John	Americanization (Begin)
Wash. St. College, 1 yr.	
C.P.A., 2 yrs.	
Instructor of English, Japanese Baptist Mission, Tacoma, Wash., 17 yrs.	
English Instructor, W.C.C.A., Puyallup, Wash.	
Hirai, Hisashi.	Lettering & Poster Design
Graduate Broadway High, Seattle	
Edison Vocational School, Art Class, Seattle	
Cornish Art School, Sketch Class, Seattle	
Art & Display Service Work, Van Buskerk's, Seattle,	
Subforeman Instructor, N.Y.A., Seattle	
Hirai, Takaaki	Cartooning
Graduate Broadway High, Seattle	
Edison Vocational School, Seattle	
Cornish School, Seattle	
Free Lance Work	
Van Buskerk's, Seattle	
Art Department, Minidoka Project	
Hori, Takashi	Accounting
B.S., U. of Washington	
Accountant, Minidoka Project	
Kajikawa, Shiori	Shorthand & Office Training
Graduate Fife High School	
Office Clerk--Fife High School	
Clerk & Bookkeeper--Grocery Store	
Kaneko, Shozo	Commercial Art
B.A. (Art), U. of Washington	
Art Center School, Los Angeles	
Stanford University	
U.C.L.A.	

InstructorSubject

Kaneko, Shozo (continued) Commercial Art
Student of Gilbert Rhode, Industrial
Designer, N.Y.
Teaching Fellowship at U. of Wash.
Curator of Henry Art Gallery, U.
of Wash.
Lectured for one year on art at
colleges on Pacific coast.
Advertising, 7 yrs.

Light, Jerome T Post-War Problems
B.S., Antioch College
M.S., Stanford University
Director of Guidance & Curriculum,
Public Schools, Santa Maria, Calif.
Secondary Curriculum Coordinator,
Santa Barbara Public Schools,
Santa Barbara, Calif.
Principal, High School, Minidoka Project

Morita, Ayako Shorthand (Beginning)
Peterson Bus. College, Seattle, Wash.
Office Clerk, U. of Washington and
Madrona School, Seattle
Shorthand Instructor, W.C.C.A.,
Puyallup, Wash.
Secretary, Minidoka Project

Naito, Motoi Lettering &
Poster Design
U. of Washington
Ass't Interior Decorator at
Bolotin, Architect, Seattle
Art Department, Minidoka Project

Nakagawa, Yoriaki American History
American Government
B.S., Waseda University, Japan
B.A., U. of Washington
Principal, Japanese Language School,
Seattle, 20 yrs.
Adult Ed. Counsellor, Minidoka Project

Nakamura, Karl Bookkeeping (Beginning)
B.S., U. of Washington
Shipping Clerk & Bookkeeper, Desmann
Bros. & Co., Seattle
Accountant, W.C.C.A., Puyallup, Wash.
Senior Clerk, Minidoka Project

<u>Instructor</u>	<u>Subject</u>
Nakashima, Katsuharu	American History American Government
Keio University, Japan Instructor in Japanese Language, Reed College, Portland, Oregon Supervisor, Adult Education, W.C.C.A., Portland, Oregon	
Okajima, Kinya	Americanization (Beginning)
Meijikai College, Tokyo, Japan A.B., U. of Denver Instructor in English, Adult Education, Los Angeles, Calif.	
Okamoto, Takayoshi	Bookkeeping (Beginning)
U. of Washington, 3 yrs. Auditor, Minidoka Project .	
Seki, Fukiko	Stenographic-Pool Supervisor
Griffin-Murphy Bus. College, Seattle Bookkeeper, N. Nishimoto Co., Seattle	
Sugai, Kiyoshi	Americanization (Beginning)
Graduate Broadway High, Seattle Daichi Chugaku School, Tokyo, Japan	
Tharp, Elma	Americanization (Beginning)
Instructor, Mabie College, Yokohama, Japan, 23 yrs. Executive Secretary, Baptist Mission Headquarters, Tokyo, Japan, 2 yrs.	
Toyota, Tom T.	Algebra I & II Drafting Mathematics (Adv.)
B.S. & M.S., Tri-State College Oregon State College, 3 yrs. Ass't Mch. Engineer, Navy Yard, Portland, Oregon	
Tsutakawa, Edward	General Arts & Sketching
U. of Washington .	

*Instructors for the OSY Program are listed on
page 9.