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PROGRESS OF THE TRI-STATE HIGH SCHOOL

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We realize that the parents and other members of the community are very much interested in the progress of the high school. It is easy for those of us in constant contact with the situation to sense this in the improved attitude of students, in the smoothness with which class work is now functioning, and in the reactions of the teachers. However, for those outside of the school more definite information is helpful. During the first quarter an adequate supply of new textbooks arrived for almost every class, and the high school library is now functioning for reference purposes. With very few exceptions other needed supplies are now available in all departments. More important is the increase in the number of certificated teachers. When school opened in September there were 28 Caucasian teachers; now there are 46 with three more scheduled to arrive within the next month. The number of colonist teachers with college degrees has dropped from 19 in September to 12 due to the relocation program. However, those who are still teaching have benefited from a teacher training course accredited by the University of California, which was given by the Supervisor of Student Teachers. This means that the trained teacher faculty now numbers 58.

The status and functions of assistant teachers has often been misunderstood by the general public. There are now 73 assistant teachers who average about two years of college training. Their functions are chiefly to assist the regular teacher with routine classroom procedure, to aid in correcting papers, to give extra help to individual students, to aid the teacher in a better understanding of the students and of community problems, and, in cases of unavoidable absence of the teacher, to carry on the work of the class.

Obviously, with the shortage of teachers when school opened, it was necessary to give some classes to assistant teachers. They were carefully selected, closely supervised and, on the whole, did remarkably well. It was a very difficult position for them to be in, as in addition to their own misgivings, they realized that the school administration was watching them closely and that many in the community were critical. They deserve only praise for standing loyally by the school and the students when to do otherwise would have ~~only~~ further handicapped the educational program.

It may be of interest to get the point of view of

some of the colonist teachers on educational problems. The statements below are excerpts from reports turned in to the Supervisor of Student Teachers with no intention of publicity:

" When I look back on the first quarter of school, I am amazed at the progress made by the school, the faculty and students alike. When we came to school the first day, nothing resembled the ordinary atmosphere which one would expect in the schoolroom, and one could see that the pupils would have a difficult time if they wanted to learn anything. Despite the material handicaps, many of the students were anxious to further their education, and proved their willingness to study under adverse conditions. Then came the potato harvest, with its consequent lowering of morale, and the students proved a little out of hand until textbooks were put into their hands, seats were provided, and blackboards nailed on the wall.

" Now we teachers can look forward to a more organized program with a minimum of the interruptions which characterized the beginning of school, (we hope). Our efforts may be more concentrated upon the individual student, instead of planning or subject matter. "

.....

" We started school in buildings which did not look anything like school. We had no books or desks. We made a blackboard by painting a plaster board. Many of the students were eager to get back to their studies although the facilities and the atmosphere for study were not suitable. Many of the students thought it a waste of time

to attend school after the great change which has taken place in their security in the last four or five months. The future looked gloomy to them.

" It required much time and effort to drive such erroneous ideas out of their heads and to encourage them to study. I believe some still have such ideas. Most of their parents migrated to United States with little or nothing. They had the courage to come to a new country without the knowledge of its people or language and to build themselves up to such states as we have found when we left for camp. If their parents had the courage, they should have the courage and make the effort to attack the difficulties which face them now. I would think that is more important than the knowledge or mastery of chemistry. "

.....

" In conclusion I wish to say that I am appreciative for the opportunity given me in doing my part for the betterment of the educational status of these young people who deserve to have what they should have as Americans. I hope that I have accomplished my objectives and the objectives of the Tri-State High School administration to the satisfaction of the students in my class. The greatest pleasure was given me when a student who came

in after school, keeping me until 5:45, and proving his point to my satisfaction even if I was mistaken, and saying as he left for home "Thanks a lot for the help."

That student was thinking. Students like him answers the question which ran through my brain at the beginning of the year, why let them learn. Let them learn. And I repeat it again. "

Arthur S. Ranney
January 14, 1943

SURVEY AND RECOMMENDATIONS ON TRAINING AND SERVICE PROGRAM

IN CONNECTION WITH THE HIGH SCHOOL

The Tule Lake Project offers great possibilities for a training service program in connection with the high school. This report is the result of a project survey. It includes recommendations for conducting this proposed training service program.

An up-to-date (October 9, 1942) organization chart and a list of Caucasian personnel on the project was furnished by the personnel department. This material was a great help in gathering the needed information for the survey.

The production program is the largest and most essential program on the project. Most of the school students are needed to assist in this program. For this reason it is being proposed that the schools have a month's vacation in June and a month's vacation in October. The planting and thinning season on the project farm comes in June, while the harvesting season comes in October. Teachers would be able to take their annual vacations during either of these months. The vacations could be staggered so that approximately half of the teachers would be available for supervision during the vacation months.

Each division chief has been consulted and the work possibilities in each field have been discussed. In some cases the needed information was secured from the different section heads. This report deals with each division separately. A summary of the survey and conclusions are also included in this report.

COMMUNITY SERVICES DIVISION

It is the opinion of Mr. Fleming, division chief, that there is little opportunity for work experience in any of the sections pertaining to his division. However, there may be some opportunity in the community activities section during the months of June and October, when school is not in session.

Students of the elementary division would not be able to take part in the farm work program and several high school students could be used for supervising play activity for these younger children at that time.

Miss Phillips and Mr. Yada, directors of physical education at the high school feel that much needed equipment, that is sadly lacking at present, will be needed before such a program can be organized.

These directors feel that some of the physical education seniors could also gain valuable experience by supervising the noon hour at the high school, while school is in session.

HEALTH DIVISION

Dr. A.B. Carson, chief of the health division, stated that several girls would be able to get work experience at the hospital in dietetics. They would be able to get experience in the following: (1) Serving, (2) Balanced diets, (3) Special diets, (4) Isolation technique in serving diets, (5) Child feeding, and (6) Meal planning (individual and group).

Dr. Carson stated that 16 high school girls could be used in this program at one time. Two girls could be used for each ward (seven wards) and two girls could be used in the kitchen. The work could be started as soon as it is organized. The problem of organizing the girls other school work to fit in with this program would need to be solved. These girls would need to be on duty two hours for each meal or a total of six hours during the day.

It is the opinion of Dr. Carson that the girls would need a minimum of four and a maximum of six weeks training. He further stated that girls taking this work experience should have had at least two years of training in home economics.

If this program is to be organized, Dr. Carson requests the services of Miss Mary Takao, who is at present a teacher in the elementary school, to supervise the work at the hospital. Miss Takao is a graduate of Oregon State College in dietetics. Miss Hart, head of the high school department of home economics, would also have general supervision of the work. One or more lectures on "Hospital Ethics" would be necessary before the trainees began their work experience program.

If this program can not be arranged for the high school girls, it would be possible to arrange the work for Out-of-School girls who have completed high school. In this case, it is recommended that the program be organized under the Adult Education program.

It is the opinion of Dr. Carson that high school girls are not

HEALTH (Continued)

capable and qualified to do hospital nursing, so that there would not be any possibility for work experience in this field at the hospital. However, it might be possible to organize a program under the Red Cross.

COMMUNITY ENTERPRISES DIVISION

Mr. Kendall Smith, division chief, feels that there are several opportunities for high school students to gain work experience in his division.

The students would be able to get experience in accounting, purchasing, warehousing, business management, store management, clerking and selling in stores, and work as a cashier. This division operates five stores, besides the office and warehouse. Mr Smith believes that they would be able to get their best store experience at Store # 5 located at #2308.

Mr. Smith suggested that the high school students receive 18 weeks of apprentice training. He would be able to use ten students at the office and warehouse at one time. He proposes to give the students the following training:

Accounting	2 weeks
Comptroller	2 weeks
Drugs	2 weeks
Dry Goods	2 weeks
Groceries	2 weeks
Hardware	2 weeks
Shoes	2 weeks
Warehousing	2 weeks
General	2 weeks

Mr Smith believes that the training should come at the same time that the students are studying Business Practice and Management at the high school. He would like to see the course of study and text books that are being used in the high school course. Mr. Smith proposes that the students spend three hours per day, five days per week on the job.

COMMUNITY ENTERPRISES (Continued)

He suggested nine to twelve O'clock. Previous training in commercial courses might be helpful, but need not be required. This work could be started immediately as far as Mr. Smith is concerned. It is being proposed that the administration consider this in next semester's schedule. Students wishing work experience in this division and registered for the Business Practice and Management course could be given first consideration in arranging their program, so that they would be free to get this work experience from nine to twelve o'clock.

Five apprentice students could be used at one time at Community Store # 5 (2308). They would also receive 18 weeks training and would be selected on the same basis as the apprentices in the office and warehouse.

A report form, for reporting the work and progress of the students to the high school, could be developed in conference by the instructors of the high school course and Mr. Smith.

The Community Enterprises Division also has charge of the Barber and Beauty Shop. There might be possibilities for high school students to receive training as barbers and beauticians, but it is doubtful if there would be much incentive for this type of work among the high school students. Scheduling of time for work experience, so as not to conflict with the students regular high school program, might be difficult. Perhaps this work could be handled better by the Adult Education Program.

This division also operates a shoe repair shop, watch repair shop, and a radio repair shop. There is little opportunity for work experience in the first two, but several students might be interested in receiving training in repairing radios. It might be possible to organize a course in radio, under the shop program. There should be some colonist in the project who has a degree in electrical engineering. If such a person could be located, he should be capable of teaching such a course. The

COMMUNITY ENTERPRISES (Continued)

radio repair shop could be used for a laboratory in connection with the course. The shop is located near the high school, which would be a desirable feature. Mr. Ishimura, manager of the shop, favors this proposed suggestion, but stated that it might be hard to get repair parts in the future.

Boys who have had this course could get their work experience during the proposed school vacation months of October and June.

INTERNAL SECURITY DIVISION

Dr. Harold Jacoby, division chief, reported that high school boys are too immature to get work experience as wardens. He suggested that Mr. Ernest Rhoads, section chief of Fire Control, be consulted for possibilities of work experience in that section.

FIRE CONTROL SECTION

Mr. Rhoads suggested that a course in Fire Protection be given in the high school. Thirty selected senior boys would be allowed to register for the course for school credit. These 30 boys would be divided into three sections -- ten boys to each fire station. The course would be taught at each of the three fire stations on the project. Mr. Rhoads and his assistants would give the course.

It is proposed that this course be included in the curriculum for next semester. The course would be limited to 30 selected senior boys. This course would be a prerequisite to work experience. The boys who take the course would be expected to get their work experience during the months of June and October.

AGRICULTURAL DIVISION

Mr. Eric E. Eastman, division chief, reported that high school students should be available to assist in the planting and harvesting of the crops on the project farm. For this reason, it is being recommended that the high school provide for a month's vacation in June and a month's vacation in October. A further recommendation is that a well organized program be planned by the high school department and the agricultural division. This program should be planned in joint conference.

The high school students would be able to get work experience on the project farm in the following jobs: (1) Planting, (2) thinning, (3) irrigating, (4) cultivating, and (5) harvesting.

The majority of the students would not need to have had previous training. Students who have had training in vocational agriculture could be used for foreman of various crews.

POULTRY & SWINE SECTION

The agricultural division is developing a large poultry and swine enterprises. This department would be able to use 30 boys and girls at one time in each enterprise. They would be able to get work experience in the many types of jobs necessary for these enterprises. Boys wishing work experience in this department should have had at least one year's training in vocational agriculture.

Many of the high school girls would, no doubt, be interested in getting work experience in the poultry department. It is proposed that a course in poultry husbandry be offered in the high school curriculum for girls. The girls would be required to take this course before getting their work experience on the Project Poultry Farm.

AGRICULTURAL DIVISION (Continued)

PROCESSING & MARKETING SECTION

The packing shed would be able to handle 50 high school boys and girls during the harvesting season in October. They would be able to receive work experience in the various jobs available in this section. Students who have had training in vocational agriculture and home economics should be given preference for these jobs. During the past months many high school boys have been getting experience by working in the packing shed during the night shift. There is no reason why this policy can not be continued, as long as it does not conflict with Administrative Instruction No. 27 and its Supplement, which deals with employment and compensation and employment standards for persons 14 to 18 years of age.

MANUFACTURING SECTION

Mr. Floyd H. Rouner, section chief, reported that the furniture factory could use 20 boys at one time when the factory is running at full capacity (one apprentice to four men).

This work experience should be limited to boys with at least one year's training in high school shop. Mr. Rouner stated that it takes 10 years to learn the trade of cabinet making. For the work experience program, the boys should be given apprentice training for one quarter or one semester, depending upon the high school schedule. If programs could be arranged, it would be ideal to have the boys working one-half day along with their regular high school work.

Some of the jobs that they would receive training in are: (1) Cutting and ripping stock, (2) planing or surfacing, (3) jointing, (4) variety sawing, (5) band sawing, (6) finished cutting, (7) mortise and tenon, (8) boring, (9) sanding (disc, drum, and belt), (10) assembling, and (11) painting.

AGRICULTURAL DIVISION (Continued)

MANUFACTURING SECTION (Continued)

Machinery on hand or ordered include: Swing saw, rip saw, single surfacer, bandsaw, shaper, double spindle radial boring machine, belt sander, variety saw table, jointer, disc sander, hand lathe, band saw filing and setting machine, bench grinder, roll drum sander, hollow chisel mortiser, emery grinder, radial saw, saw filer, and saw setter.

The work experience program in the furniture factory could be started as soon as the work is organized, but due to the present unsettled conditions at the furniture factory, this program will have to be developed later.

Supervision of the boys, while they are on the job, should be done by the various foremen. These foremen should report their recommendations to the section chief. The section chief would then make a detailed report on each boy to the shop supervisor of the high school. The high school would then have a complete report of the boys' work on the job. These reports would be filed with each boy's accumulative record.

PUBLIC WORKS DIVISION

Mr. F. W. Slattery, division chief of Public Works, was absent from the project during the survey. For this reason, the section chiefs were consulted in regard to possibilities of work experience for high school boys in their respective sections.

CONSTRUCTION & MAINTENANCE SECTION

Mr. Frank K. Mead, chief of this section, reported that there are possibilities of high school boys receiving work experience or apprentice training under construction and maintenance. The number of apprentices used will depend upon the amount of work and type of work being done at a certain time.

Jobs that the boys would perform during their training program include: Pick and shovel, carpenter helpers, concrete work, plumbing, electricity, finishing, records, lumber survey, handling materials, and storing materials.

High school boys who receive this apprentice training program should have had at least one year's training in general shop and two years would be preferred. The boys would be required to spend the entire day on the job. Mr. Mead would not consider work on a half day's basis.

Apprentices are required to have seven years of experience before becoming journeymen. High school boys working as apprentices with the construction and maintenance section on this project should be on the job for at least one month and preferably two months. This work experience could be obtained during the months of June and October if the suggested program for school vacation at this time is put into effect.

Mr. Mead stated that under no condition are these high school boys to receive direct supervision from a high school teacher or supervisor. Supervision will have to be done thru the regular channels. The foreman on the job will report thru the channels to Mr. Mead. Mr. Mead will report the type and quality of work being done by the boys to the teacher or supervisor representing the schools.

PUBLIC WORKS DIVISION (Continued)

IRRIGATION & ROADS SECTION

Mr. William L. Miller, section chief, stated that there were really two types of work under his section. For this reason they have been treated separately.

IRRIGATION

There are four main types of work opportunities in the irrigation section. They are: (1) Drag line swamper or oiler, (2) carpenter helpers, (3) ditch riders, and (4) surveyors.

The drag lines excavate laterals, canals, and drain ditches. The high school boys choosing this type of work for work experience would act as a helper and receive training in how the work was done and they would also experience the care of the machines.

Carpenter helpers would assist in routine carpenter jobs done on the irrigation projects.

The duties of the ditch riders would be to measure the water delivered to each section, determine how much water is needed, determine the number of applications of water needed, and make a study of weirs.

Surveying would include a survey of laterals, canals, and drain ditches. There would also be leveling of land where necessary. At the present time the Public Works Division has only one survey crew. This crew does the surveying for the entire project. Plans have been made to organize another surveying crew in the near future.

There might be possibilities for work experience in the pumping plants, but Mr. Miller feels that this work might be too advanced for high school students.

Mr. Miller reported that the following apprentices could be handled by the Irrigation Department:

Drag line swampers or oilers	6
Carpenter helpers	12
Ditch riders	2
Surveyors	4

PUBLIC WORKS DIVISION (Continued)

IRRIGATION & ROADS SECTION (Continued)

IRRIGATION (Continued)

High school boys electing this type of work for apprentice training should have had work in physics, mathematics, and shop (in the case of carpenter helpers). The work would be seasonal. It would be from October to January for all cases except the ditch riders which would be from May to October.

Mr. Miller stated that it would require four to six weeks for this training program. The foreman on each job could supervise the students on the job, with a regular teacher doing the routine supervision. Possibly the same policy for supervision should be used that was explained under construction & maintenance.

ROAD DEPARTMENT

There are five types of work opportunities available in the road department.

1. Surveyors - Could be considered in connection with the irrigation department as a regular public works survey crew does the surveying for the entire project.
2. Equipment operator helpers
 - (1) Graders
 - (2) Tractors
 - (3) Scrapers
3. Carpenter helpers (Building culverts and bridges)
4. Dump Truck drivers (Consider under Motor Pool Section)
5. Paving or oiling.

Two boys could be used for helping operate graders, four boys could be used for helping operate ~~tractors~~ tractors, and two boys could be used for helping operate scrapers. Six boys could be used for carpenter helpers in building culverts and bridges. Ten boys could be used in the paving department.

PUBLIC WORKS DIVISION (Continued)

IRRIGATION & ROADS SECTION (Continued)

ROAD DEPARTMENT (Continued)

Most of the work would be seasonal, probably during the slack season when equipment was available. Although paving could not take place during the heavy winter season. The training period would be from 4 to 6 weeks. Due to most of this work coming during the slack season, when the high school would be in session, it might be difficult to arrange work experience in this department for high school boys that were regularly enrolled in high school. The training program for this department might well be transferred to the Adult Education program.

Supervision of the students or apprentices in this department would be the same as for these in the Irrigation department.

TRANSPORTATION AND SUPPLY DIVISION

Mr. M. C. Cooke, division chief, suggested that the survey be conducted by sections for his division. For this reason, each section chief was consulted in regard to work possibilities in each respective section.

MESS MANAGEMENT SECTION

Mr. Ralph Peck, section chief, stated that there were three types of jobs that high school girls could receive apprentice training or work experience in the mess department. These jobs are: Cook helpers, waitresses, and dish washers. Mr. Peck stated that some girls may look forward to the day when they will own and conduct their own businesses. This preliminary training and work experience will be very valuable to them. They will have a better idea of how to conduct their businesses in an efficient manner.

Girls selecting this type of training for work experience should have had two years training in home economics. They should get at least four weeks training on the job.

There are 64 mess halls on the project. About 20 girls could be used at one time for cook helpers. Four girls to each mess hall or 256 girls could be used at one time for waitresses. Two girls to each mess hall or 128 girls could be used at one time for dishwashers.

It should not be too difficult to arrange the high school schedules of girls who wish to receive work experience in the mess. This program could very easily be arranged by a conference between the supervisor of home economics and Mr. Peck.

At the present time there is no bakery on the project. It is possible that the Army may build a bakery for the project. If this materializes Mr. Peck plans to start a cooking school on the project. Several high school students might be able to get valuable work experience in this proposed bakery.

TRANSPORTATION AND SUPPLY DIVISION (Continued)

MOTOR POOL SECTION

Mr. C.A. Failing, section chief, stated that there were three different types of jobs that high school boys might be able to receive work experience in this section. These jobs are: (1) Greasing, (2) Issuing cars, and (3) driving cars.

Two students could be used at one time for greasing cars; two students at one time for issuing cars; and ten students at one time for driving cars. The students would not be given the actual responsibility of driving, but would accompany an experienced driver and be allowed to drive from time to time under the supervision of the experienced driver.

Mr. Failing stated that one teacher could supervise this entire program. The work could be started at any time and should be conducted for a four week's training period. Boys would be able to work on a half day program.

EQUIPMENT AND MAINTENANCE SECTION (GARAGE)

Mr. James W. Davis, section chief, recommended the inclusion of a course in Auto Mechanics in the high school shop program. A building should be erected for this purpose. This building should be 32 x 100 and should include a repair shop, a paint shop, a body repair shop, and a motor school classroom.

The course should include training in general overhaul, body repair, painting, and electricity. The course would be a prerequisite to apprentice training. The boys would be able to receive their work experience during the proposed June and October vacations. Six boys could be used for apprentices in June and six boys could be used in October.

TRANSPORTATION AND SUPPLY DIVISION (Continued)

EQUIPMENT & MAINTENANCE SECTION (Continued)

There should be a regular employed Caucasian Auto Mechanics instructor to handle this work, under the supervision of the high school shop supervisor, in case it is developed in the high school curriculum.

PROJECT REPORTS DIVISION

Mr. John D. Cook, division chief, stated that there were no possibilities for work experience by high school students in his division. However, it would seem that students with previous training in journalism should be able to get valuable experience working with the staff of the Tulean Dispatch.

EMPLOYMENT AND HOUSING DIVISION

Mr. Frank C. Smith, division chief, stated that there are no possibilities for work experience for high school students in his division at the present time. However, if such possibilities arise in the future, he will be happy to cooperate with the high school in organizing a work experience program.

ADMINISTRATIVE DIVISION

Mr. Fred L. Conner is administrative division chief. Due to the highly technical work in this division, it is felt that there is no place for work experience by high school students in this division. However, it might be possible to give boys training as office boys. A trained staff of office boys would receive valuable work experience. Their presence should speed up the delivery of project reports, memos, requisitions, etc. that have to travel thru the regular channels.

SUMMARY OF SURVEY

SECTION	WORKERS AT ONE TIME	SEX	TIME OF TRAINING	AMOUNT OF TRAINING	PREREQUISITES
<u>Community Services Division</u>					
Community Activities	Several	Both	Vacation	2 months	Ph. Ed. Squad Leader
Education	Several	Both	H.S. session	1-2 months	" " " "
<u>Health Division</u>					
	16	Girls	All Year	4-6 weeks	2 yrs. H.E.
<u>Community Enterprises Division</u>					
Office & Warehouse	10	Both	During School	18 weeks	Registered in Bus. Mgt.
Store # 5	5	Both	During School	18 weeks	" " "
Radio Repair	4	Boys	Vacation	2 months	Course in radio
Barber & Beauty	6	Both	Any Time	6 months	None
<u>INTERNAL Security Division</u>					
Fire Control	30	Boys	Vacation	2 months	Course in Fire Prevention
<u>Agricultural Division</u>					
Farm	Several	Both	Vacation	2 months	None
Poultry	30	Both	Any time	2 months	1 yr. Voc. Agri.
Swine	30	Boys	Any Time	2 months	1 yr. Voc. Agri..
Packing Shed	50	Both	October	1 month	None
Furniture Factory	20	Boys	Any Time	18 weeks	1 yr. Shop
<u>Public Works Division</u>					
Const & Main	?	Boys	June-Oct	2 months	1 yr. Shop
Irrigation	24	Boys	Oct-Jan	4-6 weeks	Physics-math-shop
Roads	24	Boys	Slack Season	4-6 weeks	Auto Mechanics
<u>TRANSPORTATION & SUPPLY DIVISION</u>					
Mess	404	Girls	All Time	4 weeks	2 yrs. H.E.
Motor Pool	14	Boys	Any Time	4 weeks	Auto Mechanics
Garage	6	Boys	June & Oct.	4 weeks	" #

CONCLUSIONS

The Tule Lake Project should provide an excellent laboratory the high school to do for ~~doing~~ some real pioneering work in a work experience program. Several factors will determine whether the program is a success or a failure. First, there should be 100% cooperation between the various divisions and the high school. Second, the school schedule must be arranged to conform with the work experience program, wherever possible. Third, no work experience program should be undertaken until all details pertaining to the job are outlined and understood by all persons concerned.

A conference should be called to determine a definite school calander for all of the schools. This conference should be attended by the administrative staff of both elementary and senior high schools, if mid-term promotion from the elementary to the high school is to be considered. The work experience program should be considered when determining this school calander. The high school department heads should also be asked to attend this conference, as they should be able to make a contribution to such a conference.

The possibility of developing a school program so that students would be able to spend one half day in school and one half day on the job gaining work experience deserves consideration.

If the previously proposed school vacation for the months of June and October is accepted and put into effect, a considerable amount of work experience could be obtained by some of the high school students in the other divisions of the project during these two months. This is true because all of the high school students would not be needed on the project farm.

To Lester K. Adle
Washington Office

SELECTED CURRICULUM PROCEDURES AND TRENDS
AT THE TULE LAKE PROJECT HIGH SCHOOL

I. The Curriculum Organized to Meet the Needs of a
Community School

In accordance with the educational policy of the War Relocation Authority, the schools at the Tule Lake Relocation Center were planned to operate as community schools with the curriculum based on the life of the community. The publication, PROPOSED CURRICULUM PROCEDURES FOR JAPANESE RELOCATION CENTERS, prepared by Stanford University, was accepted as a study guide by the teachers and administration; and the whole community school became an integration theme for the whole curriculum.

At each school level the community organizations served as a first unit of study. The relocation center offered a new and challenging situation and the teachers as well as the students learned about every phase of the political, economic, and social life in the colony. In the weeks before the books and chairs arrived, every spot of interest or information was visited and the learning situations utilized to the fullest extent.

In the junior high school the activities centered about the community as an organization set up by man to supply needs common to all members of the group, and about democracy as a way of life whereby people achieve

necessary ends through group consent.

The Study of the Community as an organization set up by man to supply common needs concluded in one class with a simulated radio broadcast given at a general assembly. Each department of government was dramatized and its duties demonstrated.

The Home Arts classes, in studying the community, made visits to various homes in the center to note the artistic effects which had been achieved in some of the apartments by dint of much labor and the exercise of a great deal of ingenuity.

The step which logically followed knowing the community was that of serving the community. One obvious service which the schools could render was education along the lines of fire prevention. That the buildings constructed of wood and tar paper were a definite fire hazard was readily apparent, especially since each apartment was heated by a coal and wood-burning stove. Classes made trips to the fire houses to become familiar with the fire fighting equipment. They listened to talks by firemen, drew pictures and wrote compositions. To stimulate interest in the subject of fire prevention, the fire chief, Mr. Rhoads, offered a prize for the best essay written by a high school student on the subject.

The cooperative enterprises organized on the Project provided an incentive for a unit on coopera-

tives. This was developed by the junior high school in accordance with the theme that democracy is a way of life whereby people achieve necessary ends through group consent. Because the cooperative cuts across so many phases of community life, the study of its organization afforded a variety of learning situations through songs, plays, moving pictures, and talks by the educational director and other informed persons connected with the cooperative enterprises. A knowledge of arithmetic, history, and geography became essential for any sort of appreciation of the economic and social benefits to be derived from the movement.

In the senior high school the "Problems" courses provided the medium through which attitudes essential to democratic participation in group life were emphasized. In these classes a careful analysis was made of the various types of community activities which would contribute to better human living.

Beyond providing the students with a common understanding of their community, the curriculum attempted to provide them with those selective subjects which would fit their vocational needs and interests. The selective subjects chosen were those which would meet college entrance requirements, California requirements for graduation, including subjects to fit the vocational and avocational needs of the non-college preparatory

group. With the exception of the courses in the first category, the effectiveness of the course offerings has been greatly hampered by inability to secure the proper physical equipment in the way of office machines and shop equipment and materials.

The school contributed to the community war effort during the potato harvest when the shortage of workers due to unfavorable labor conditions threatened the crop. The senior high school closed for three weeks and the students and teachers worked in the fields in any capacity required to get the job done.

II. The Curriculum Adjusted to Meet the Needs Arising from the WRA Policy of Increased Emphasis upon Relocation

Almost immediately after the potato harvest it became apparent that this was not to become a settled community nestled on the old lake bed between the hills for the duration.

Many workers, including some high school boys, left the Project to aid in harvesting the crops of the various west central states. Many who had left did not return.

There were other manifestations of emphasis upon the policy of relocation. Plans for factories and industries which had hitherto been formulated for the center were either delayed or abandoned. The students in high school became eager to speed up

their graduation in order to leave the Project at an earlier date.

The high school curriculum responding to new needs of the community began a shift in emphasis from the local community to the enlarged community which the student would encounter in the event of relocation. In the junior high school those teachers who were from the middle west, where many evacuees were to be relocated, introduced correspondence with the children of their former schools into the units involving a study of midwestern communities.

From an occupational survey made in the early days of the Project, it was discovered that 45% of the evacuees had been engaged in farming and it could therefore be assumed that they would return to this occupation in the event of relocation. For this reason pre-vocational and vocational agriculture classes continued to be emphasized. A fifty acre school farm has been assigned to the agricultural department where individual study will be conducted under close supervision.

Because the school was challenged to cultivate in its young people an understanding and appreciation of democratic ideals and institutions the curriculum included a two hour course in American Life and Institutions required for graduation. Here an attempt was made to secure certain basic understandings such

as:

an understanding of the long struggle for individual rights and the provisions that were made for the maintenance of these rights;

an understanding of the steps leading to the recent loss of these rights in various parts of the world today;

an understanding of the factors that have produced America and of America's part in solving world problems;

an understanding of evacuation with an attempt to interpret its causes and to influence the probable outcome.

These understandings should lead to an appreciation of the value of American institutions now at stake and give the student, not only on the project but after he leaves the project, a sense of responsibility to these institutions.

The WRA policy speeding up relocation has emphasized the student need for a knowledge of the English language and increased facility in its use. From the opening day of school each teacher has considered herself as a teacher of English in addition to other subject matter. There has been a concerted effort to counteract the tendency of the student to succumb to his environment and revert to the language of his parents.

The high school has been fortunate in having on its staff several teacher who have specialized in remedial English and various forms of the speech arts. A speech survey of the school was made to discover the

cases which most needed special help and a follow up was provided by a speech clinic. Here at least twenty-five students a week receive special help. Not only are the pronunciation and diction problems helped but also nervous stutters, lepers, and those with disphonic voices. Those students whose speech defects are of a more serious nature are referred to the hospital.

The speech activities have extended beyond the curriculum to include:

- an evening speech course offered to the non-caucasian teaching staff and other interested members of the colony;

- an announcer's club, chosen from the public speaking classes for the purpose of making student body announcements;

- the speakers bureau representing the better speakers of the school, membership invitational after passing a performance test;

- a debate club, a general speech club, and a radio speaking club.

In addition to these efforts the high school has organized a "better speech week." This is to take the form of a campaign throughout the entire school program. To insure the complete cooperation of the students the Rally Committee from the student body composed of twenty boys and twenty girls whose purpose is to promote morale building will initiate the campaign.

III. The Curriculum Recommended to Meet the Altered Community Needs

Changes are taking place so suddenly and rapidly on the Project that it is impossible to plan with certainty a detailed curriculum to meet the needs that may arise. If the policy of relocating all Nisei is adopted and speeded up, if the eighteen year olds are admitted into the armed services or into some other type of war work, this community will, at a not too distant date, be very different from the community for which the curriculum was first organized. Changes will have to be made. These changes, even if inevitable, will not effect this year's curriculum as much as next year.

Meanwhile the high school through renewed guidance and training effort will try to help those students, not immediately inducted into the army, to fit into whatever situation is open to them; whether it be continued life on the project, or relocation in the middle west for participation in one of the various war industries.

For those who remain on the Project, it is recommended that the study of the English language be especially emphasized. Every department in the school should redouble its efforts to help the student gain facility in the use of English. The success of his relocation may depend upon his ability to speak good English.

A solution of the special language problem presented by the Kibei student is being attempted by

minimizing the differences, often imaginary, which tend to set the Kibei group apart from the other students. A group of teachers especially interested not only in the language difficulties but also in the psychological difficulties of the Kibei are giving individual attention to each student. They hope in this way to effect the social as well as the educational readjustment of the Kibei and make of them loyal Japanese-Americans.

The work program assumes new importance as a means of training high school students for an active participation in the war effort. While the curriculum has been organized to include a work program the matter of putting it into actual operation is contingent upon so many factors outside the control of the school that an adequate work program still rests with the future.

It is further recommended that the democratic ideals for which our country is fighting be constantly emphasized in curricular as well as extra-curricular activities to the end that as many students as possible may become loyal Americans.

80. 243

REARRANGED PARAGRAPHS OF THE LITERARY
SCHOOL PROGRAM SURVEY BY THE DEPARTMENT
OF EDUCATION COMMITTEE.

RECEIVED
EDUCATION
DIVISION
JAN 10 1900

THE FOLLOWING COMMENTS AND RECOMMENDATIONS WERE MADE IN THE
REPORT OF THE SURVEY BY THE COMMITTEE FROM THE STATE DEPART-
MENT OF EDUCATION:

School
Placement

1. Grade placement unsatisfactory.
2. Analysis by certificated public school psychologist.
3. Feeble-minded should be put in another institution.
4. The course of study should be made more adaptable to the needs of the individual pupil.

Curricula
Organization

5. The reorganization of the entire commercial program.
6. Afternoon commercial program too narrow.
Better quarters for girls commercial classes.
6. Academic High School program too academic.
Academic program should be a compromise between a vocational
and traditional academic program.
7. Vocational program and school program should be correlated.
8. Consideration of the developmental levels in planning the
educational program.
9. Add practical and fine arts to academic program.
10. Homemaking program for girls should be added.
11. Too much time is now spent on academic or literary work in
Special Class.

School Structure

12. Principal should be responsible for organization and progress
of school program.

13. Principal should have clerk.

14. Teachers in girls' department overloaded with cottage duty.

Library

15. Trained librarian needed.
16. An adequate book collection should be made.

COPY OF REARRANGED PARAGRAPHS OF THE LITERARY SCHOOL PROGRAM SURVEY

PENNSYLVANIA TRAINING SCHOOL

MORGANZA

LITERARY SCHOOL PROGRAM

SCHOOL PLACEMENT

1. An educational program must satisfy primarily the needs of the individual per se. These needs are conditioned - first, by individual ability and interests; secondly, chronological age and physiological development, and in the case of Morganza, by the requirements of post-institutional adjustments and adaptations.

An attempt is made to ascertain the pupils educational status when he enters the institution, and he is allowed to proceed from that point at his own rate. However, the following table indicates that grade placements are still very unsatisfactory and that in a majority of instances the course of study is poorly adapted to the needs of the pupils.

Table Showing Intelligence Quotients and Chronological Age Distributions and Medians for Grades I-XII and the Commercial Course

No. of Pupils	Grades	Boys Only		Chronological Age	Median Chronological Age
		Intelligence Quotients	Median I.Q.		
20	1,2,3	52-97	77	10-20	13
22	4	55-80	61	14-21	17
50	5	53-105	71	13-20	18
55	6	59-105	74	12-20	17
46	7	63-102	81	13-20	18
35	8	60-105	82	14-20	17
23	9	76-117	93	15-21	17
17	10	78-103	96	15-20	18
5	11	85-105		16-19	17
3	12	93-99		18-20	18
50	Com.	75-116	96	15-21	18

The above table shows that in grades one to three, five, six, seven and eight all levels of mental ability, if the intelligence quotient has any significance, from feeble-mindedness to average intelligence are represented. All of the pupils enrolled in grade four apparently are of inferior intellectual ability. Apparently grades nine,

ten, and eleven have no mental defectives but some pupils of borderline mentality. The same holds for those enrolled in the commercial course. Grade twelve, apparently, has enrolled three pupils of average intellectual ability.

The table further shows that 50% of the pupils enrolled in grades one, two, and three have an I.Q. of 61 or less, that 50% in grade four have an I.Q. of 61 or less, that 50% in grade five have an I.Q. of 71 or less, that 50% in grade six have an I.Q. of 74 or less, that 50% in grade seven have an I.Q. of 81 or less, that 50% in grade eight have an I.Q. of 82 or less.

Approximately 33% in the ninth grade, 20% in the tenth grade, one pupil enrolled in the eleventh grade, and in the commercial course 38% of the pupils enrolled have an I.Q. of 90 or less.

2. The reliability of the I.Q. as an index of intellectual ability in juvenile delinquents may be questioned since the I.Q. undoubtedly, at upper age levels particularly, is influenced by educational advantages and social status and most of the juveniles at Morganza have been handicapped through educational irregularities and social deprivation; and since optimum cooperation is necessary between subject and examiner for satisfactory and reliable results in the use of the Binet Test - we received the information that subjects had been advised by their fellows not to try "too hard" in order to evade difficult or arduous educational assignments later. However, we believe that the I.Q.'s of the population at Morganza, as constituted at the time of our visit, indicate that an educa-

tional program to meet the needs of this must be extremely flexible and adaptable, and that a careful and comprehensive individual psychological analysis by a person having the equivalent preparation of an experienced certificated public school psychologist, not by a so-called "psycholetrist", is indispensable for the satisfactory educational placement and guidance of its pupils.

3. Classes of the orthogenic backward type should be organized for the mentally retarded, - the so-called mentally or intellectually inferior, dull normal - and not for the feeble-minded. In our opinion no qualitatively feeble-minded boys or girls should be enrolled at Morganza because feeble-mindedness is a permanent condition and by definition is the equivalent of social incompetence.

CURRICULA ORGANIZATION

4. Miss Mary D. Secor, the Principal of the Academic Department has organized, structurally and administratively, as much as possible the literary program on an individual basis. The so-called contract method of individualizing instruction is used freely.

Curriculum. The usual course of study is being followed in the elementary grades. In the secondary division a rather traditional academic program is offered with the addition of a commercial course. There are some variations as between the boys' and girls' departments.

Comment. 1. At least 50% of the pupils enrolled in the first eight grades are intellectually handicapped to such an extent that the need for an adapted curriculum is indicated and if the I.Q. approximates a reliable index at least 65% of the 325 boys should have educational activities adapted to their needs.

2. It is extremely doubtful whether an individual operating at an intellectual level equal to that of an intelligence quotient of 90 will succeed with commercial subjects or the traditional high school curriculum.

In some respects, full use is not being made of the staff available for the educational program. For example, Mrs. Ainsworth teaches music in the girls' section only, while there is no music program in ~~the~~ the boys' department. This teacher apparently is doing good work. A large part of her energies are devoted to working in the cottages.

If Mrs. Ainsworth could be relieved from her duties in the cottages and given an opportunity to teach music in the boys' department, a considerable improvement could be made in this program.

The following Science subjects are taught: General Science, Biology, and Physics. All of these are entirely on a textbook basis. (It is considered too dangerous to provide a laboratory and equipment.)

5. The commercial program probably should be entirely re-organized.

The commercial curriculum which is offered to the boys in the afternoon is extremely narrow, being limited entirely to the technical commercial subjects. An improvement has been made in the commercial course which is given in the morning. Boys who take this course are also given some of the regular high school subjects.

Commercial work for girls should be transferred to more satisfactory quarters. The present quarters are entirely too cramped to achieve satisfactory results. Illumination and ventilation are unsatisfactory.

6. A very careful study needs to be made of the entire academic educational program, particularly of the work which is being offered in the high school. A study of the I.Q.'s and ages of the pupils indicates that it is questionable if many of the pupils can benefit from the academic type of high school education being offered.

However, studies or courses which have specific value in citizenship training, which lead to a better understanding of human relations, and which have a definite bearing on the demeanor and conduct of individuals as it relates particularly to group and community activities, should not be sacrificed. The so-called academic or literary program must be a compromise between a curriculum with definite and specific vocational content exclusively and the traditional academic courses of

study. Its construction must be a cooperative enterprise on the part of the teachers, educational supervisors, and administrators at Morganza to answer the challenge of its socially mal-adjusted youths.

Data such as was used in this report in the analysis of the academic or literary educational program for the boys was not obtained for girls, but in general, the situation of the latter is similar to that of the former.

7. Apparently the different kinds of educational activities at Morganza are being conducted as separate programs with little or no correlation. That is to say, different educational programs such as vocational agriculture, shop training of different varieties, physical education and athletics - including a certain amount of military training - and an academic curriculum are carried on. All of these educational activities should be correlated and coordinated into a balanced formal program which should be further integrated with typically non-scholastic activities. That is to say, the whole Morganza program should be educational. It should be a way of living - a wholesome integrated experience emphasizing such phases of education and training for different individuals as an analysis of the individual and his problems indicate on a basis of the preceding discussion and the separate reports submitted. This program should engender work-a-day world conditions and situations in order that the life of the school may articulate with

extra institutional social and community organization.

Morganza is classified as an industrial school or probably more properly a vocational school. The academic or literary program should have a vocational or industrial bias and should be related in a very practical way to the industrial or vocational activities carried on.

8. Suggested Reorganization of Academic Program.

In the general introductory statement, it was asserted that three developmental levels are represented in and compose the population at Morganza: the pre-adolescent, the adolescent, and the post-adolescent; that these levels are characteristically different; and that in the development or organization of an education program, these levels, among other factors, must receive consideration.

The following table shows the number of individuals in each of these development level groups, the grade, chronological age, and intelligence quotient ranges, and the educational needs for the 325 boys.

Development Levels of Male Student Population
Pennsylvania Training School - Morganza, Pennsylvania.

	<u>No.</u>	<u>I.Q.</u>	<u>C.A.</u>	<u>Grades</u>	<u>Educational Treatment</u>	<u>Psychological Rating</u>
Pre-adolescent	20	57-105	10-13	1-7	Restoration to grade. Continuation in grade. Special Orthogenic Backward.	Normal or above. Normal or above Intellectually and mentally inferior.
Adolescent	151	54-117	14-17	1-11	Restoration to grade. Continuation in grade. Special Orthogenic Backward Prevocational and voca.	Normal or above. Normal or above. Intel. and mentally inferior. ####. All levels.
Post-adolescent	154	52-116	18+	1-12	Prevo. and vocational Continuation in grade in selected instances.	All levels. Above average and superior

The preceding table shows:

1. That 20 of the male student population are pre-adolescent, ranging in chronological age from 10 to 13 inclusive with I.Q.'s ranging from 57 to 105, and that they are distributed throughout the first seven grades.
2. That 151 of the male student population are adolescent, ranging in chronological age from 14 to 17 years inclusive with I.Q.'s ranging from 54 to 117, and that they are distributed throughout grades 1 to 11.
3. That 154 of the male student population are post-adolescent or adult ranging in chronological age from 18 years of age upward with I.Q.'s ranging from 52 to 116, and that they are distributed throughout all of the twelve grades.

In the pre-adolescent and for the most part in the adolescent groups, pedagogically retarded individuals of normal mentality or better should be restored to grade. In both groups, those at age for grade should be continued. As an alternative, individuals in the upper chronological ages of the adolescent group, normal mentality or better, should be given consideration for intensive pre-vocational and vocational instruction. The constitutionally intellectually and mentally inferior individuals, pre-adolescent, and adolescent, should have the same type of instruction offered in the special orthogenic backward classes of the public schools. Pre-vocational and vocational or occupational education and training may be considered in individual instances at all mental levels for the adolescents if the individual shows any special aptitude or competency and interest and if such training is otherwise justifiable.

The post-adolescents are adults. In general, their educational needs are best served by pre-vocational and vocational or occupational education and training. There may be exceptions in isolated

instances of boys of more than average or superior mental ability. These should be granted an opportunity for grade instruction.

We are fully aware that these three groups are not sharply differentiated according to chronological age, that there is overlapping and that there must be exceptions regarding individual placements. Investigation discloses that 70% of boys as a whole have reached adolescence at the completion of the thirteenth year and that 100% are post-adolescent at the beginning of the eighteenth year. However, it is a fact that the male population, and female as well, of Morganza is composed of these three characteristically different groups requiring differentiated educational treatment.

Due to intrinsic differences characteristic of individuals at different stages in the course of development and maturation, manifested interests rooted in desires and urges characteristic of the different developmental levels and the specific educational objectives indicated, mutually exclusive educational facilities should be established for the different groups.

The pre-adolescent, and the adolescent may have a few common interests and the differentiating characteristics inherent and acquired are less marked and more compatible than these differentiating the adolescent and post-adolescent. Therefore, under stress of necessity the pre-adolescent and adolescent might mingle in the same educational environment specially since the pre-adolescents are so few in number. However, it is extremely difficult if not well nigh impossible to establish a single uniform educational situation that will satisfy the requirements of post-adolescents and the other groups referred to. The fact that Morganza is a correctional institution even more imperatively suggests that the post-adolescents or adults be entirely segregated.

9. The academic school program should be enriched by the addition of courses in the practical and fine arts.

10. A homemaking program for girls should be established.
(A separate report has been submitted outlining in detail such a program.)

Chronological ages of the girls at Morganza range from eleven to twenty-one years; therefore, the three developmental levels referred to are represented. We also have cause to believe that there is as wide a range of intellectual ability among the girls as there is among the boys and that the general educational objectives indicated for boys obtain for girls, with a homemaking program and training in household activities predominating.

11. Special classes supposedly of the orthogenic backward type have been organized as a part of the educational program, and apparently have enrolled in them a number of feebleminded boys for whom these classes were organized primarily. At present three hours is devoted to academic work and one to manual activities.

Too much time is devoted in special classes to academic or literary training. The time allotment should be reversed and all activities integrated.

SCHOOL STRUCTURE

12. The principal should be held responsible for the organization and progress of the school program. All of the teachers' schedules should be arranged by the principal which, with no exceptions, should be on file in her office.

13. No provision is made for clerical assistance for the principal. The extent of the academic activities of the educational program justifies clerical service at least on a half time basis. We consider such service essential.

14. The teacher load in the boys' department seems to be relatively satisfactory. The teachers' duties are confined to the hours when school is in session and they have no other duties.

The teachers in the girls' department are over-loaded as an analysis of their schedules will show. The attached schedule is typical of the load which these teachers carry. They are on duty from 6:00 A.M. until 7:30 P.M. They are never free to leave the cottages where they are on duty in the evening even after duty ends.

The following teachers teach in both boys' and girls' high school departments: Miss Owen, Miss Wooster, Miss Hannen, Miss Cooper. Miss Bramhall devotes her entire time to teaching commercial work to the girls.

Comment. Planning for educational needs in an individualized instruction program, for two separate groups, one in the morning and one in the afternoon is a sufficient teacher load without any other extra duties.

LEBRARY

15. At the time of the visit a C.W.A. worker librarian was completing the cataloging of the library. The library is well housed in the annex to the main building. The room is fitted up with tables and chairs, and should be fairly adequate.

There is no trained librarian regularly in charge. The person in charge of the library is a clerk with no conception of what the library program ought to be in an institution of this kind.

Because of the set up it has been practically impossible for the teachers to make use of the library in connection with the regular class-room instruction. This is one phase of the library program which needs particular emphasis.

16. The book collection of the library is very unsatisfactory. While the shelves are rather well filled with a large collection of books, the majority of them are entirely unsuited to the needs of the boys and girls in the school. The great bulk of them should be discarded. They are the kind of books that people no longer have use for, and donate to schools. The librarian had begun to discard books; but there was no assurance that the books which she had segregated for discarding would eventually be thrown away. There is always danger that such books may find their way back to the shelves after the librarian has finished her work.

15 and 16. Comment. It would seem that the library is one part of the educational program at Morganza which should receive immediate attention. A trained librarian should be employed and an adequate book collection provided so that a real library program might be developed.

VISITING SCHEDULE

WEDNESDAY

- 1.
2. Miyamura 9AB
- 3.
4. Tsuchimochi 13B
5. Fujii 16C
6. Arima 9AB
- 7.
- 8.

Thursday

- 1.
2. Nakazato 5C
- 3.
4. Yasui 12C
5. Kuroiwa 3C
6. Momoi 7A
- 7.
- 8.

FRIDAY

1. Manji 16C
2. Mori 4C
- 3.
4. Sakiyama 4A
- 5.
6. Jinguji 16C
- 7.
- 8.

Noji
Kagiyama
Fujimoto
Koga

11:15 Mr. Tsuchimochi started promptly, reviewing some of the history of France--has pleasant, clear manner of speaking (no map of France) Drew rough outline on board. Class gave quiet attention--only a few taking notes. (mispronounced "heretics") Mr. Tsuchimochi didn't make purpose and scope of day's lesson very clear.
(student secretary took roll.)
Mr. Tsuchimochi gave list of rulers - asked class to take them down. A few students did not do so.
No comparisons made with present day. For instance, 100 years war.
No attempt made to draw students into discussion.
After reciting a long list of events and names, Mr. Tsuchimochi said "Am I getting you all confused.?"

10:39 Mr. Tsuchimochi referred to reading class did in book. Asked student a question but did most of answering himself.
Student called attention to contradiction in book.
Mr. Tsuchimochi explained that historians differ on some points, but didn't emphasize sufficiently or stress importance of that fact.
Class asks if they should remember all names he gave. Mr. Tsuchimochi replies that they should amid some protest. Says that they will be on test.

10:44 Mr. Tsuchimochi gives pages to read in text without further discussion. Says class may have rest of period to study.

COMMENTS

Mr. Tsuchimochi has good control of his class and excellent poise.

He must broaden his concept of the objectives of history for high school students.

He should learn other teaching procedures than the lecture method.

Mr. William Fujii
Junior Business Training
9 students

CLASS OBSERVATION

March 31, 1943

1:15 Mr. Fujii called roll
Announces review without mentioning unit.
Name all the ways communication can be carried on?
How many types of telegrams?
Would telephone and telegraph serve the same purpose?
(good question) "A question outside from the book."
What part does telephone directory play in a communication system?

These questions asked of individual students. Mr. Fujii has pleasant manner and makes points clear.

Similar questions continue. Class response could be improved.

A girl answered question very weakly so that teacher didn't hear so he asked someone else.

Mr. Fujii didn't seem to know all students names.

1:45 Assignment to complete workbook. "If anything looks too difficult, call my attention to it and I will throw it out."
(room too warm)
"English won't count if I can get the idea."

COMMENTS

He should state as many questions as possible in the form of practical, real life situations.

The class response could be improved.

Points to be covered in workbook should be planned in advance.

"Every teacher is an English teacher."

- 9:32 Paper passed out by Mr. Miyamura while class entering. Question for quiz put on board. Class started right to work.
- 9:35 Working on quiz. Two students preparing an experiment with help of Mr. Miyamura (faucets dripping)
(Room in fair order-some pictures on wall but no student work.)
- 9:40 Roll call by Mr. Miyamura
Two students, left end of next to last row working together--
Mr. Miyamura did not notice.
- 9:47 Mr. Miyamura asked for papers - class wanted more time.
- 9:50 Asked for papers again-still some delay by class.
Discussion of questions-all not listening. Mr. Miyamura didn't ask for attention. Later asked for quiet but didn't wait for it.
- 9:54 Class asked to turn to experiment in workbook on allotrope of sulphur.
Brief introduction by Mr. Miyamura.
Student who had been working experiment explained what he did briefly (interruption by Mr. Arima)
Mr. Miyamura assigned laboratory report. page 217
Mr. Miyamura is sometimes hard to understand.
Other student explains what he has done-better explanation.
Sample passed around class.
- 10:01 Mr. Miyamura continues discussion on sulphur. Explains how flowers of sulphur is made, using blackboard. Asks how roll sulphur is made-explains. Class follows in laboratory manual.
- 10:06 Has class turn to page 223. Test taken as class exercise.
(amorphous mispronounced by Mr. Miyamura.) Goes too rapidly for good learning-Good attention, however. Sublimation not made clear.
- 10:15 Reading assignment on sulphur given.
Asks class to turn back to workbook.
- 10:20 Class dismisses self at buzzer.

COMMENTS

The lesson was well organized around a definite topic.
There was good variety of class activities.
Roll should be taken from a seating chart rather than called.
More material was covered than could be assimilated.
Students should be encouraged to give clear reports of their experiments.

The teacher should insist on everyone's attention and speak clearly and more slowly.

A. G. Ramey
Supervisor

11:15 Roll taken by chart (too long)

11:22 Mr. Yasui made announcement concerning use of library. Referred to discussion of yesterday on Norman speech. (Why not ask class?) No statement of day's purpose illustrated on board. (Boards should have been erased before class.)

Mr. Yasui continued subject in lecture form not asking for any response from class. Some students taking notes--others not.

Good reference to names of meats as originating at this period in history. Illustration from Ivanhoe not made very interesting.

11:40 Many students' attention wandering.

11:48 One boy yawns audibly--rest of class laugh. Mr. Yasui smiles and continues.

Refers to Ethyl gas ads "What's in a name?"
(Why not bring a copy of the ad?)
Suggests follow-up for those interested.

COMMENTS

It was a well-prepared, interesting lecture, but too long and somewhat academic for a high school class.

Mr. Yasui has greatly improved in poise and ability to speak well to a class.

If lecture method is to be used, it should give an opportunity for class response.

- 9:35 Mr. Nakazato called roll
9:37 Mr. Nakazato asked if there was any trouble with home-work--none.
Mr. Nakazato stated purpose of lesson: the six common angles.--needed for entrance exams
How can you learn them? Mr. Nakazato showed an efficient way. Drew out class to help in the explanation. Developed table. How can we remember this table? (can class keep up with Mr. Nakazato?)
9:48 Gave problems to practice on from book--shows how to work them.
9:51 Class works a problem. Some students didn't try. Other problems assigned for homework.
9:59 Announcer read
10:02 Election for council representative held by student chairman.

COMMENTS

The purpose of the lesson was made clear; there might have been more discussion of the value.

Does Mr. Nakazato plan to check on mastery of table soon?

The class was attentive and co-operative.

Homeroom activities are as important educationally as class work. The teacher should work for their success.

- 8:50 Miss Manji announced that study period had been planned but would have discussion because I was there. Planning for test on Monday - Chapter on Salesmanship
Miss Manji asked class for 6 requisites for a salesman - wrote them on board as class responded. Had brief discussion on importance of each point. (good idea)
Continued discussion of other points, using blackboard.
Response of class good, but little enthusiasm shown.
- 9:05 Gave class choice of rest of period to study or discussing questions at end of chapter. Class didn't answer so Miss Manji went ahead with questions. Students called on by name - most of them answered well.
- 9:16 Class studied for rest of period. - most of students concentrated well.

COMMENTS

Miss Manji well poised, clear in explanation, had good grasp of subject.

The room was rather barren.

Has the class practiced salesmanship?

The work should be carefully planned in advance.

It would be better to give more personal experiences in relation to salesmanship rather than discuss only general principles.

Arthur G. Ramey
Supervisor of Student Teachers

Mr. Arima
Physics
Period 7

CLASS OBSERVATION

April 2, 1943

- 2:55 Student chairman in charge of class. Student reports were given on great scientists.
Student 1 read most of report. Other students on same scientist said that he had covered it all.
None of the other scheduled reports were prepared.
- 3:05 "Would you care to work this problem?" "No" said the class in unison.
Problem presented as penalty for not having reports ready. Some students didn't know how to work it.
After they had tried, Mr. Arima explained.
Then Mr. Arima gave them another problem along same line. Students seemed anxious to get it.
- 3:27 Asked class to study experiments in preparation for next week.

COMMENTS

To be sure that students will be prepared with reports a very definite schedule is needed and a check should be made on the previous day.

Work to improve delivery of reports so that they will get interest and attention of class. The student should be held responsible for the reports by testing or by requiring notes to be turned in.

There should be some discussion after most student reports to stress important points.

Mr. Arima showed foresight in having something else prepared when reports were cut short.

Arthur G. Ramey
Supervisor of Student Teachers

3:00

"Did all of you prepare your question at end of the chapter?" "No," many said. There was some confusion, but they got quiet right away. About half the class indicated that they had not read the chapter.

Miss Jinguji called on students to answer questions. Some students still talking--Miss Jinguji did not ask for attention.

(assistant should check to see that all students are following--some students hadn't brought their books)

Students answers not always correct. Miss Jinguji's explanations were clear.

(Most of students turned around when girl came in late.)

3:15

How many have prepared to answer the questions.?" Only one hand went up. Miss Jinguji assigned rest of period to work on questions and exercises. (Had they been assigned before?)

Class worked well at first--later more of them began to talk and not stick to job. However, a good deal of work was accomplished.

COMMENTS

Miss Jinguji has a difficult job--larger class and working at different levels.

Suggest that assistant help with these groups.

If reading assignment is made, hold students definitely responsible--test or written answers if necessary.

When students are not working during supervised study period, go to them and ask if you can help them. Try to give them real help and encouragement.

Miss Jinguji has excellent poise and fine teaching spirit.

Arthur G. Ramey
Supervisor Student Teachers

APRIL 6, 1943

- 8:35 Mr. Maruyama called roll. Considerable talking in back of room.
- 8:40 Mr. Maruyama started calling on students to read brief forms from board--difficult to hear Mr. Maruyama and students--talking continued in back. (Stopped to read Announcer.)
Asked class to take words down from dictation (said "exet" exit)
Students then read back in turn as called on--attention good. (who put up curtains?-push to give light)
- 8:55 Mr. Maruyama gave dictation. Students called on to read back--did very well.
- 10:02 More dictation read. Boy in back-wearing red jacket, seemed to have it already written out. Students read back.
- 10:06 Another dictation read. "whims" seemed to bother some. (Mr. Maruyama's voice should vary more in tone and in rhythm) After this reading, students started talking with neighbors, probably checking to see if they got it right.
- 10:16 Announced test in Chapter IV. Asked how many are having other tests tomorrow.
How could last minutes have been used?

COMMENTS

Mr. Maruyama kept a large class working efficiently most of the period.

Has anything been done about dividing class according to ability?

Mr. Maruyama's greatest need for improvement, for teaching or for any other profession, is in his voice--more color, variety, and vitality needed.

Arthur G. Ramey
Supervisor of Student Teachers

CLASS OBSERVATION

10:25 Mr. Momoi gives Mathematics assignment--asks if there ^{are} ~~is~~ any questions on yesterdays problems. Question raised, Mr. Momoi explains using Socratic method. Diagrams put on board. Class attention good.

10:42 Asks if there are any other problems causing difficulty. Takes up another type of problem. While he is talking a few students continue working. A boy is brought to the board to review an explanation (good idea--use often).

10:45 Mr. Momoi continues explanation of interest problems--a number of students doing other work. Calls on individual students. One boy says he doesn't know. Mr. Momoi says the boy said more than usual. Another boy who agreed the point was clear backed down when asked to explain it on board.

In answer a student says "you don't get nothin'"--not corrected.

Two students asked to repeat what was said because of their inattention.

"Formula not taken from book; we proved it."

COMMENTS

Mr. Momoi's voice is louder than necessary. Most of time it is better to use more of a conversational tone.

Be careful in the use of sarcasm to stimulate attention or learning. It often produces negative results. Try to get attention of the whole class before starting.

The explanations were well presented by Mr. Momoi, but they seemed unnecessarily long if it was review. Perhaps if a few were having difficulties, they could be cleared up individually or in a small group while the rest of the class was working.

Mr. Momoi is doing excellent work in getting students to think problems through for themselves and to participate in the discussion.

Arthur G. Ramey
Supervisor of Student Teachers

May 13, 1943

- 10:20 "Any question about term paper?"
"Yesterday we were studying Part 6."
"Are there any question you want to discuss?"
Good question brought up by class. Clearly answered by Mr. Mizutani.
- 10:30 "Let us go on with part 7, Care in Writing Checks."
Mr. Mizutani asks questions from book--class answers well.
- 10:38 Answers given to vocabulary quiz in book.
Further questions asked by Mr. Mizutani.
- 10:50 Assignment: Parts 9 and 10. Given rest of period to work on that or on term paper.

COMMENTS

It is usually best to ask class what we were studying yesterday. They should mention subject or topic not part or chapter.

Students should fill in front seats.

Where possible give more real or imaginary situations which illustrate the points.

Have the students practiced writing checks correctly?

It might be well to bring in as a part of such a lesson more active experience.

Arthur G. Ramey
Supervisor of Student Teachers

Mr. Kishaba
Physics, Period VI

May 31, 1943

CLASS OBSERVATION

What did we cover last time? Class responded.

Mr. Kishaba reminds them of what they did on Coefficient of Linear Expansion.

Why does water freeze on top first?

What is one of the important laws governing the expansion of gases?

Charles Law)
Gay Lussan's) explained by Mr. Kishaba

Refer to books

States of matter - Discussed led by Mr. Kishaba
interesting. sidelights given.
Formula analyzed

COMMENTS

No clear cut objective for the day was apparent.

Class attention was good. Mr. Kishaba was successful on drawing them out through many questions.

Students don't listen carefully enough to other students answers.

Excellent, informal class spirit.

Are there any girls taking Physics?

Arthur G. Ramey
Supervisor of Student Teachers
5/31/43