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## DUTIES AND POWERS

### I. Principal:

- A. Programing of Classes
- B. Assignment of Teachers
- C. Supervision of all members of the staff
- D. Approve any memos or correspondence going out from the high school staff; if such correspondence concerns the school, teachers, or pupils
- E. Authority of final appeal before any matter is referred to the Superintendent
- F. Any other duties not definately assigned to other members
- G. Graduation of classes
- H. Any other duties assigned by Superintendent

### II. Assistant Principal:

- A. Boys' Counsellor
- B. Attendance
- C. Organization of office, records, files, forms
- D. All notices to teachers and students and all publications, posters, bills, etc.
- E. Accounting of all school funds collected by teachers, pupils, or school organizations
- F. All out-of-school boy pupils
- G. Inventory of school supplies which are non-expendables
- H. Any other duties assigned by Principal

### III. Curriculum Adviser:

- A. Girls' Counsellor
- B. Curriculum
- C. Supervision of teachers in connection with curriculum work
- D. Assignments and accounting of books to teachers and library
- E. References to magazine articles which will be of value to teachers.
- F. Work with supervisor of teachers on meetings
- G. Any other duties assigned by Principal

### IV. Supervisor of Teachers:

- A. In service training of all teachers who are directly in charge of classes
- B. General classroom visitation, either by schedule or request



IV. Supervisor of Teachers:

- C. Conferences with teachers following classroom visits
- D. Employment and assignment of assistant teachers.
- E. Assignment of a teacher to any class where there is a teacher absent
- F. In charge of all school organizations and ~~committees~~
- G. To work with curriculum adviser on meetings and conferences for Saturday mornings
- H. Any other duties assigned by Principal



### QUALIFICATIONS OF TULE LAKE PROJECT TEACHERS

High school teachers must possess a four year college degree plus a secondary teaching credential. There are now fifty two civil service teachers in the high schools. Twenty four members of the faculty have Masters of Arts degree, which is an unusually high percentage.

Elementary school teachers must possess an elementary teaching credential issued by a State Board of Education. For the great majority this means at least four years of college training; only two at present have less than that. There are twenty eight civil service teachers in the elementary schools.

Standards for Colonist teachers having full charge of classes in the high school are a four year college degree. As our original staff has been depleted by relocation, we are assigning some with less college training but who have demonstrated their ability through internship as assistant teachers. There are now fourteen Colonist teachers in full charge of classes, nine of whom have college degrees.

Colonist teachers in the elementary schools are required to have at least two years of college training with the exception of kindergarten teachers who are given a special period of training here. There are now nine classes being handled by Colonist teachers. In charge of two of these are regularly certificated Colonist teachers.



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## NATIONAL TEACHER SHORTAGES

In the foregoing estimates the probable losses have been estimated at 65,000 to the armed forces and emergency war work.

The total number of emergency certificates issued in 1942-43 amounts to about 37,000. This total is nine times the number of emergency certificates issued in a normal year.

Reports from states indicate that during the school year 1942-43 the issuance of 37,000 emergency certificates has not closed the gap because there are at least 13,000 vacant or unfilled positions in elementary and secondary schools.

The number of emergency certificates and the number of vacancies together make a total of 50,000. The difference between this figure and the 65,000 loss indicated at the first of this section has probably been adjusted by the employment of retired teachers who have returned to the profession and of women who resigned for marriage in one school district but have since accepted employment in other areas. Closed schools, crowded classes, and curtailed school programs also have decreased the demand for teachers.

The question may be raised as to who filled the vacancies created by withdrawals for marriage, retirement, and other reasons. These reasons, in a normal year, probably make a net loss of 34,5000; in the present emergency these reasons account for a possible net loss of 36,000 (it is assumed now that with fewer restrictions today, at least 18,000 of the newly married women remained in teaching.) It is likely that most of these vacancies have been filled this year, as in normal years, by the graduates of teacher training institutions. However, with the present decrease of teachers-college enrolments (at least 25 percent) and with opportunities open to graduates in private employment, this source of supply in the summer of 1943 may drop as low as 25,000.

NEA Research Division  
THE JOURNAL OF THE NATIONAL EDUCATION ASS'N  
Volume 32 Number 4  
April 1943



## TEACHER SHORTAGE EVERYWHERE

Late in January the five teachers colleges of North Dakota sent out a letter calling attention to the serious conditions in the state. The following paragraph is taken from that letter: "Based on the number of new certificates issued by the State Department of Public Instruction, the number of teachers normally new to the state, the shortage this year, and the number of youth now in preparation to teach, we estimate the teacher shortage in North Dakota next fall will be well over 2000."

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Volume 32, Number 4  
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## EVALUATION OF TEACHING SKILLS

The purpose of this evaluation is to focus attention on the many elements which enter into effective teaching and to reveal those elements which should be strengthened to provide the maximum personal growth.

You are not comparing yourself with any one else; you are making a relative evaluation of your own teaching skills.

Number the main groupings in descending scale from the one in which you consider yourself most skillful or competent to the one in which you feel you are least skillful or least experienced. Do the same for the sub-points within each group. Some points may be given the same number if you wish.

- ( ) I. Class management and organization
  - ( ) Developing a friendly, co-operative spirit
  - ( ) Controlling pupil behavior
  - ( ) Roll call, records, seating arrangements, etc.
  - ( ) Heat, light, ventilation, and appearance of room
  - ( ) Collection and distribution of materials
  - ( ) Organization of class government
- ( ) II. The art of presentation
  - ( ) Motivation
  - ( ) Making assignments
  - ( ) Leading discussions
  - ( ) Questioning
  - ( ) Lecturing
  - ( ) Use of child psychology--humor, surprises, challenges, stories, etc.
  - ( ) Personal appearance: posture, grooming, expression
  - ( ) Voice: quality, projection
  - ( ) Speech: diction, vividness
- ( ) III. Preparation
  - ( ) Consistent, adequate preparation
  - ( ) Lesson plans
  - ( ) Adapting plans to class
  - ( ) Planning in terms of needs and interests of students
  - ( ) Providing for individual differences
  - ( ) Originality and initiative
  - ( ) Providing varied activities and experiences
- ( ) IV. Management of materials
  - ( ) Visual aids
  - ( ) Class room equipment
  - ( ) Maps
  - ( ) Use of blackboard
  - ( ) Use of texts
  - ( ) Use of supplementary materials
  - ( ) Use of micrograph material
  - ( ) Use of radio programs



- ( ) V. Developing reading and communication skills
  - ( ) Improving reading speed and comprehension
  - ( ) Vocabulary building
  - ( ) Spelling
  - ( ) Oral and written reports
  - ( ) Panels, symposiums, debates
  - ( ) Creative expression
- ( ) VI. Developing research and study skills
  - ( ) Use of library
  - ( ) Taking notes
  - ( ) Outlining
  - ( ) Use of texts and reference books
  - ( ) Problem method
  - ( ) Laboratory method
  - ( ) Study questions, study guides, and workbooks
  - ( ) Notebooks
- ( ) VII. Participating in life of school
  - ( ) Knowing the activities of students in your class
  - ( ) Reading the school paper
  - ( ) Reading school bulletins
  - ( ) Going to assemblies
  - ( ) Sponsoring student activities
- ( ) VIII. Evaluation
  - ( ) Comments, criticism, and praise of student work
  - ( ) Marking papers, reports, notebooks, etc.
  - ( ) Improving students' self-evaluation
  - ( ) Testing
  - ( ) Grading
- ( ) IX. Working with people
  - ( ) Practicing accepted social courtesies
  - ( ) Adjustability
  - ( ) Professional attitude toward co-workers
  - ( ) Sharing ideas and materials with other teachers
  - ( ) Receptivity to suggestions and criticism
  - ( ) Conferring with people--students, teachers, supervisors
  - ( ) Serving on faculty committees



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  - ( ) Maps
  - ( ) Use of blackboard
  - ( ) Use of texts
  - ( ) Use of supplementary materials
  - ( ) Use of mimeograph material
  - ( ) Use of radio programs



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## OBJECTIVES IN TEACHING

- A. The importance of purpose
  - 1. Social and individual value
  - 2. Determination of effective and economical methods
  - 3. Allows for adequate evaluation
- B. General aims of education
  - 1. Historical statements of aims
  - 2. Purposes of education in American Democracy
- C. Aims of secondary education
  - 1. The "seven cardinal principles of secondary education"
    - a. Health
    - b. Command of fundamental processes
    - c. Worthy home membership
    - d. Vocation
    - e. Civic education
    - f. Worthy use of leisure
    - g. Ethical character
  - 2. Purposes of secondary schools (after Thomas H. Briggs)
    - a. Intergration
    - b. Satisfaction of needs both immediate and future
    - c. Revelation of the social heritage
    - d. Explanation of pupils' interests, aptitudes, and capacities
    - e. Systematization and application of knowledge
    - f. Establishment and direction of interests
    - g. Guidance
    - h. Differentiation
    - i. Methods of teaching and learning
    - j. Retention and direction of pupils
- D. Aims of the high school fields
  - 1. Division of objectives as an organizational necessity
  - 2. Danger of compartmentalization of learning
- E. Classification of objectives
  - 1. Knowledge objectives (understanding and items of information)
  - 2. Abilities and skills
  - 3. Emotionalized controls (attitudes, ideals, interests, appreciation)
- F. Planning in terms of objectives
  - 1. Course objectives
  - 2. Unit objectives
  - 3. Lesson objectives



OFFICE MEMORANDUM

July 25, 1945

TO: All Education Section Personnel

FROM: K. M. Harkness, Superintendent of Education

SUBJECT: Timekeeping Responsibility

Despite the fact that, at a Faculty Meeting, appointed personnel were warned that it lies with the individual to see that the time sheet is properly signed in in the morning and signed out at noon, (with the exception of high school teachers with 4th period classes, **who will sign the numeral "4"** in the sign-out column when signing in in the morning), signed in in the afternoon and signed out in the afternoon, an average of two to three individuals are failing daily to complete the timekeeping record.

This memorandum is a final warning to all teachers that this matter is entirely the individual's responsibility and no further memos will be sent from the office by the timekeeper to draw to the attention of teachers the fact that they have failed to report in or out. Negligence in the performance of this timekeeping procedure will mean that the individual failing to sign in or out properly will be reported as absent without leave during the time for which no signature appears on the sign-up sheet.



WAR RELOCATION AUTHORITY  
TULE LAKE PROJECT

OFFICE MEMORANDUM

TO: ALL TEACHERS  
FROM: KENNETH M. HARKNESS  
SUBJECT: STUDENT RELOCATION PLANNING

As teachers, many of you have been and are doing fine work within the individual students planning relocation. However, sometimes a certain amount of embarrassment has resulted because students have been given inaccurate or misleading information. For this reason, Mr. Gibbs, head of the relocation division in this center, has requested that all information to and from students be channeled through one person, acting as coordinator of this activity in the Education Section.

Miss Lillie Roudabush has been appointed to this position, and, in the future, you are requested to report to her as soon as you know of any students interested in relocating. She will in turn contact Mr. Gibbs, who will ascertain whether the individual is on the "clear list" before any further steps will be taken.

In the same manner, Mr. Gibbs's office will keep Miss Roudabush informed of contacts made direct with his office by students.

You are therefore requested not to make contacts direct with Mr. Gibbs or the ~~Leave~~ Office, but channel all efforts through Miss Roudabush.

Your usual fine cooperation will be greatly appreciated in this matter.

*K. M. Harkness*  
Superintendent of Schools *gmk*

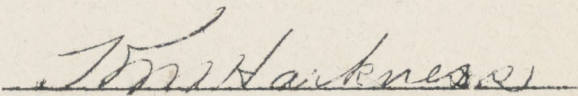


TO ALL APPOINTED PERSONNEL TEACHERS:

In a recent memorandum arriving from the Washington office, which sets forth steps to be carried out at the centers which are being closed, the following statement appears relative to the placement of teachers:

- a. "Some teachers will wish, after the center schools close, to secure employment in the Indian Service Schools from which some inquiries have already come. Superintendents should prepare one copy of WRA Form 282 for each teacher desiring employment in the Indian Schools and send to Dr. Willar W. Beatty, Director of Education, Department of the Interior, Office of Indian Affairs, Chicago 54, Illinois. This list should be limited to those teachers expressing a desire for such employment and whom you are willing to recommend.
- b. Other teachers desiring positions should be encouraged to make contacts with prospective employers during the months when teachers are usually employed."

You already have on file a copy of WRA Form 282. If you would like to have your name submitted to the Indian Schools as a possible transfer, if and when the schools are discontinued at this center, I shall have a Form 282 prepared from the copy on file in the office and forwarded to the proper authorities. This request should be in my office not later than February 12 and, if your name is not filed, it will be understood that you are not desirous of having your WRA Form 282 prepared and sent.

  
Superintendent of School



TO: High School Teachers  
FROM: G. W. Cook  
SUBJECT: Supplies

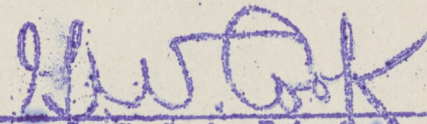
Date: July 10, 1945

A notice has just been received from the office of Mr. Butterfield regarding the first quarter allotment for 1946.

On many of the budget request for the high school, no funds were allotted, and instructions were given that we should try to secure these materials from the other Centers. No lists has been received of surplus property on other Projects, but Mr. Butterfield has informed us that if we would submit a list of the items which we should like to acquire, he would circularize the 8 Projects, to be closed, and have them list the items which they are able to supply on a transfer basis giving the condition of these items.

Knowing that supplies and equipment will be difficult to secure, teachers are urged to check their needs and list textbooks or other supplies which are needed. Any article listed should be completely described; that is, if a textbook, give the complete title, author, edition, and publishing company. It is important that this be done carefully at this time, as this will constitute the last opportunity to procure these school items, inasmuch as most of the materials in other projects have been declared surplus and have been transferred to other agencies within the Department of the Interior.

These requests should be submitted at this office not later than 4:30 Friday, July 13th.

  
G. W. Cook, Principal



MEMORANDUM

TO: Appointed Personnel Teachers  
FROM: K. M. Harkness  
SUBJECT: Placement

In order that I may have full information in order to answer enquiries that may come in, or to write out on behalf of teachers, will you please fill out this sheet and return to my office before the close of business, Wednesday, November 21, if you want me to list your name.

Name \_\_\_\_\_ Age last birthday \_\_\_\_\_ years.

Date when you will accept another position \_\_\_\_\_

Address where you may be contacted if you have already left the project  
\_\_\_\_\_  
\_\_\_\_\_

What certificate (s) do you hold? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How many years of college preparation? Undergraduate \_\_\_\_\_ years.

Post-graduate \_\_\_\_\_ years.

How many years of teaching experience have you had? \_\_\_\_\_

What are your teaching majors? \_\_\_\_\_

minors? \_\_\_\_\_

What other subjects outside your teaching majors and minors have you taught?  
\_\_\_\_\_  
\_\_\_\_\_

Would you consider teaching employment in California? \_\_\_\_\_ Oregon? \_\_\_\_\_  
Washington? \_\_\_\_\_

Note: Contacts which I shall make will be outside of government service. Any contacts for positions in federal positions should be made through the Personnel Section.



# NOTICE

TO: ALL TEACHERS

FROM: Kenneth M. Harkness

The second quarter budget estimate, covering the period October 1 to December 31, must be submitted before August 15 for the allocation of funds. Therefore it will be necessary for teachers wanting workbooks or other teaching aids in their classes to get in the requests for such items not later than Wednesday, August 8.

Do not confuse this request with the lists that had been submitted previously for sending to other Centers to see whether or not books, and workbooks were on hand which could be transferred to this Center. Also bear in mind that if a budget estimate has not been made for an item, no funds will be allocated for the purchase of such materials and supplies; and, therefore, it will be impossible to put in requisitions for such items during the second quarter.

In addition to workbooks, if there are other special needs that you may have and which you did not list previously in the annual estimates, such requests should be handed in at this same time.

Teachers leaving for vacation during the interim while the high school is closed, should get in their requests before leaving.

It is extremely important that teachers give careful thought to this memorandum, because the beginning of the next semester will fall within the second quarter; and, therefore, any workbooks which you plan to use during the coming semester must appear on the budget estimate request at this time.



### N O T E

One hundred and five persons requested Auto Shop and only 40 could be accommodated in the two sections. Therefore a number representing each person's name was put into a box and 40 names were drawn from the 105. Those whose names were drawn were given Auto Shop. We are sorry to have to disappoint the others.

In Typing II a preference was given to those who were taking Shorthand with the typing, and after these had been accommodated, a similar lottery ~~was~~ conducted for the remaining names requesting Typing II and those whose names were drawn were enrolled in the classes.

In order to equalize the number in sections, it has been necessary to assign some of you to different periods from that for which you registered.

If subjects were crossed off your program sheet, this indicates that there were not sufficient students requesting this subject to warrant setting up a class.

We found that the greatest number requesting Special English had the fifth period vacant, therefore the class was set up for that period.



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## DUTIES OF THE EDUCATIONAL DIRECTOR

### I Duties Performed

The Educational Director supervises all publicity and public relations work. (All publicity releases must be approved by the Chief of Consumer Enterprises, Don Elberson.) All Co-op press releases are channeled over the Educational Director's desk.

Issue bulletins.

Spoke to school and showed movie.

Supervised Educational Committee.

Supervised the War Educational Leaders as a co-educator.

Attended the Board of Directors meeting and Executive Committee meetings.

Read all meeting minutes.

Kept in touch with all phase of the local Co-op activities.

Coordinated functions with the Personnel work.

Utilized Research Dept. for preparing dissertations on, for instance, membership drive and have the Research Dept. prepare lessons for study classes. The Educational Director should work together with the Research Director to plan lessons, etc. Kept minute records of all matters.

### II Duties to be Performed

Prepare bulletins more frequently.

Prepare posters (the Community Activities Dept. under Harry Mayeda have pledged their whole-hearted support and cooperation to prepare posters. The poster department is located at 3001-B).

Prepare bulletins or obtain dodger's from regional wholesales and the Co-op League to distribute over the store counters.

Translate carefully edited Co-op literature into Japanese and distribute.

Actually bring to maturity the planned essay contest. (Prize of \$10.00 already approved.)

Plan oratorical contest regarding Co-op.



Hold Co-op forums.

Through the Ward Education Leaders -- by working with the block Co-op Representatives and Committeemen -- hold Block Membership Meetings to impart information and spread the principles of the Cooperative. Such meetings could be held: 1) for the general group; 2) Issei women; 3) Nisei's. Utilization of existing block clubs and campwide organizations is a good approach.

Use of moving picture; display of Co-op merchandise; demonstrate the use of Co-op cosmetics and explain the quality of such merchandise will entice people to attend the various educational meetings.

Co-op education in school and through clubs are important.

The Ward Leaders are to make personal contact to convert individuals. They will do fieldwork to act as the coordinator between the office and the people.

They will attend weekly Ward Assembly meetings; the respective committees to which they are assigned and other important functions.

The Educational Director should arrange a weekly meeting with the General Manager and his Assistant to which the Ward Education Leaders should attend to receive the latest developments in the business field.

The attendance of various meeting and the representation to the various committees by the members of the educational staff provides an ideal coordinating instrument in the Cooperative education and movement here.

Reading of the Educational Committee minutes and also the minutes of the Ward Education Leaders meeting will reveal many interesting suggestions. It will also reveal the psychological approach that the Educational Committee have discussed.

It seems that every committee has been reappointed for the new term. Due to the difference in the manner of appointing members of the educational committee, it has been quite difficult to reappoint new members of the committee. The Educational Director has been asked by the Board of Directors to recommend persons desirable for the Educational Committee. This has not been done as yet, owing to the fact that the present Project turmoil has slowed up the educational program. The original committee is still active, but new faces should be added to the committee due to the reason that some of the very qualified committeemen are too busy to participate.

There are enough program planned which should make the educational program a very extensive one if materialized.

This is just a rough outline. There are many new developments to come and details to carry out.