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UNITED STATES  
DEPARTMENT OF THE INTERIOR  
WAR RELOCATION AUTHORITY

Washington

May 10, 1944

Mr. Charles F. Ernst  
Project Director  
Central Utah Relocation Center  
Topaz, Utah

Dear Mr. Ernst:

Mr. Harold James and Mr. Winston B. Stephens visited Topaz several weeks ago, as you know, to secure the cooperation of your entire staff, both appointed and evacuee, in identifying typical current operating problems and the areas in which additional training might assist in their solution. Topaz was selected not only as a representative project, but because of the degree to which certain training programs had already been developed.

The members of the project staff were most cooperative in giving generously of time and thought to make the survey a success. The WRA Training Committee has had a report of the results which, together with those of a similar inquiry conducted in the Washington office, will assist them in making plans and recommendations for training activities for the authority as a whole.

In the meantime, the enclosed digest of the results of the Topaz survey is sent to you together with a few suggestions which you and your staff may wish to consider in the further development of your training activities.

Sincerely,

/s/ D. S. Myer  
Director

Enclosure



Project Survey at Topaz  
To Reveal Training Needs at Relocation Centers

I. Purpose and Procedures

The purpose of the visit to Topaz was to secure the cooperation of the entire staff, both appointed and evacuee, of a representative project, in identifying current operating problems and the areas in which additional training might assist in their solution.

The original plan called for a meeting of the upper supervisory staff of the center, followed by interviews with single individuals or groups of individuals. This plan was somewhat modified after consultation with the Planning Board and the following agenda was developed:

A. Planning Board Meetings

1. February 21, 9:00 to 10:30 A.M.

(a) Explanation of the purpose of the survey and discussion of the relationship of training to management.

(b) Planning program procedures.

2. Daily from 8:45 to 9:00 A.M., February 22 through February 25.

To check progress and discuss suggestions for changing procedure or approach.

3. February 28 and 29, 8:45 to 9:30 A.M.

Summary discussions -

(a) Replacement training and training for relocation.

(b) Review of survey methods.

B. Cabinet Meetings

1. February 21, 5:00 to 6:00 P.M.

Discussion of management as the "development of people," and explanation of the use of questionnaire to identify management problems.

2. February 26, 11:30 to 12:45

Discussion of "Lines of Communication."

(a) Vertical: Through the line of direct supervision, both down and up. Provision for emergencies.



(b) Horizontal:

X. From one organizational unit to another where each has some operating responsibility in connection with a given activity.

Y. Between personnel carrying on the same functions in parts of an organization located at different points.

C. Division and Section Meetings to Explain in Detail the Use of the Questionnaire

February 22:	9:00 to 11:00	Relocation Division
	2:00 to 3:30	Project Reports, Project Attorney, Block Managers
	4:00 to 5:30	Supply, Procurement, Mess Management, Postal Service
February 23:	9:00 to 10:30	Finance, Evacuee Property, Personnel Management, Office Services, Statistics
	11:00 to 12:30	Internal Security, Business Enterprise, Welfare, Community Government, Community Analyst
	2:00 to 3:30	Health
	4:00 to 5:30	Engineering

D. Special Meetings

February 21:	10:30 to 11:00	Meeting with Personnel Officer
	11:00 to 12:00	Meeting with Relocation Interview Staff
	2:00 to 4:00	Meeting with Dr. Bane to discuss Vocational Training and Adult Ed.
February 25:	9:00 to 10:00	Meeting of Voc. Training Committee. Agenda proposed by Dr. Bane
	10:30 to 11:00	Discussion with Mr. Koyanagi, a resident supervisor in agriculture, who suggested that the questionnaire be translated into Japanese for use with Issei foremen and workers.
February 28:	2:30 to 3:00	At request of Mr. Watson, Chief Project Steward, with his supervisory group. Discussed team work, work standards, and incentives.



## E. Use of Questionnaire

### 1. Duplication and Distribution

At the Planning Board meeting on February 21, it was decided that the list of questions brought from Washington should immediately be duplicated for distribution, without change. It was thought that an explanation of the general nature of the questions and instructions to answer them, only from the viewpoint of the individual and his environment, would be adequate and save delay that a revision of the questions would cause.

Questionnaires were distributed to all who attended division and staff meetings. Extra copies were available in the Personnel Office for those who were unable to attend meetings.

2. It now became apparent that some were troubled by the very general wording of some of the questions in spite of explanations.

3. When Mr. Koyanagi suggested that the questions be translated into Japanese, a revision was made, reviewed, and edited by the staff of the Project Reports Division, with the idea that the amended revision, with a Japanese translation immediately below each question, would be prepared.

## II. Analysis of Results of Questionnaire

### A. General Observations

The questionnaire method of securing information about operating problems has many drawbacks as well as certain advantages. Among the latter are speed of collecting information, uniformity, and classification of data, providing both assured coverage of topics and ease of analysis. Among the most serious of the disadvantages is the reluctance of many persons to put in writing any statement which may be interpreted as reflecting unfavorably upon their superiors. This reluctance leads to evasions and sometimes to unreliable statements. In this particular case every effort was made to enlist full, honest replies. Not only was the statement made that it was not the purpose of the survey to reveal any information of a purely personal character, nor to use information obtained to take any action whatever that would put any superior or employee "on the spot", but the suggestion was made that anyone who wished to do so could omit his name and identify his questionnaire merely by giving the unit and division in which he worked. In spite of these precautions, however, a good deal of evidence was obtained from "off the record" conversations that an appreciable number of those answering the questionnaire took the easy road of giving favorable replies to most questions.

On the other hand, an inquiry of this sort gives an opportunity to those who have grudges or "gripes" to unload a lot of criticism which careful investigation may prove to be unjustified or exaggerated.



It is important, therefore, that little value be attached to a statistical tabulation of answers to questions. Each suggestion or criticism should be evaluated not only in the light of trends in the answers, but also upon the basis of a more thorough investigation of all the factors inherent in the situation, if that seems to be warranted.

Undoubtedly, it was a mistake to use the questions as originally worded for the discussion in the office of Director Myer with any but the upper level of supervision on the project. The revised form, or some further revision, should be used if the questionnaire method is to be used on other projects.

Some of the higher project officials stated that in the time available before the questionnaires had to be returned it was not possible to prepare adequate answers to all the questions, many of which were quite searching and deserved careful study and long, detailed replies. In addition to this reaction there were other evidences that the questions served to stir up a good deal of thinking about the subjects covered.

### III. Problems for Consideration

While the number of replies which indicate a need for some action in connection with the different problems covered varies considerably, there seems to be ample evidence that the following deserve careful consideration in order that decisions can be reached (1) about the advisability of action, and (2) concerning the nature of any action that needs to be taken, or program that needs to be developed.

#### A. Problems Related to Project Employment of Both Appointed and Evacuee Personnel

##### 1. Communication of Information

The answers to the questions covering an adequate understanding and acceptance of objectives, policies, and operating procedures, while very inconsistent, give an indication that in some parts of the project staff there is a feeling of uncertainty about these matters. This is particularly true at the lower levels, especially among resident employees. The transmittal of authoritative information and instructions is usually either verbal or in writing, including telegram and teletype.

##### (a) Written Materials

Such materials include manuals, handbooks, instructions, notices, letters and any other informational or instructional material in writing.



In general, manual and handbook material that has been completed and is currently maintained is of a superior quality. The following points, however, have been raised:

- (1) While operating instructions are usually complete and clear, there is not always a clear statement of purposes or objectives, and there is some question about the clarity of certain policies.
- (2) There is some complaint that wording of procedural material is not always clear and that different interpretations are made in the field.
- (3) A few find operating procedures not sufficiently detailed in handbooks.
- (4) Several state that handbook and manual material is sometimes in conflict with previously issued instructions which have not been rescinded.
- (5) There are many who assert that procedures do not always fit, or will not work, in the field, and that they are therefore sometimes disregarded.
- (6) A few state that policies and procedures emanating from Washington are checked in the field for suitability while others know of no such check of procedures covering their work.
- (7) Complete ignorance of the existence of handbooks and manuals was expressed by some. Others had heard of them but not seen them.
- (8) Some testified that written instructions were the subject of staff discussions. Others felt that such discussions should take place to establish full clarification and understanding. Evidently practices differ in different sections and units.

(b) Staff Meetings

While verbal instructions are a regular and indispensable element in administrative and supervisory relationships, most of them are given "on the spot" to subordinates and are within the framework of broader procedural instructions in writing. From certain replies to the questionnaire there may be some question as to whether some instructions or statements of policy should be put in writing of which there is at present no written record.



The most important contribution of those answering the questions dealing with policy and procedural information, however, was, on the one hand, the testimony of those who stated that such material was clarified for them in staff discussions, and, on the other hand, the suggestion of others that such discussions would be most helpful.

It was quite clear that such matters are taken up and fully discussed in the meetings of the Planning Board and the Cabinet. It was also apparent that some supervisors attending those meetings in turn discuss these subjects in their own division or section meetings.

There was an indication that this was not a uniform practice, however, and that often such discussions did not get down to the level of the man who actually had to carry out the instructions.

(c) Lines of Communication

All of these observations, culled not only from the questionnaire but also from personal conversations and group discussions, lead to establishment and maintenance of effective lines of communication for (1) the transmittal and (2) the discussion and clarification of information and instructions. Such lines of communication have, in principle, been established, but are apparently not always completed or in effective operation. The need for giving them more attention was emphasized by Mr. Bell's suggestion that they be discussed at the meeting of the Cabinet on February 26.

2. Induction of New Employees

- (a) A large majority of the replies indicated the desirability of orientation and induction training for all new employees. The matter was stressed also in conversations and group discussions. No program of orientation and induction training had been generally adopted at the time the survey was made.
- (b) Such training will be facilitated by the completion of an employee handbook with general information which all new employees need to acquire as soon as possible.

3. Turnover

Conversations with project officials stressed the magnitude of the problems occasioned by the rapid turnover in personnel, both appointed and resident. The latter are affected by selective service and relocation, both of which tend to remove the most valuable employees among the evacuee group. The problem of replacements is a particularly difficult one,



because available candidates are increasingly limited to older persons, frequently with a serious language handicap, or to youngsters just out of school, who in turn should be rapidly prepared for relocation or will soon be entering military service.

The solution of this problem lies in the intensified development and extension of two kinds of training.

- (a) Understudy coaching, for the filling of individual positions requiring specialized knowledge.
- (b) Group training, to develop basic skills and knowledge needed in classes of positions in which numbers of persons are employed.

#### 4. Work Improvement (Upgrading)

##### (a) Professional and Technical

The answers to the questionnaire reveal comparatively little recognition of a need for special training activities to meet this problem. That is not surprising, for it is a field in which little has been done and adequate facilities for increasing the professional or technical competence of employees through training are harder to provide than for training other categories of personnel. The problem should not be dismissed without further analysis, however, for there is enough evidence of a real need for this kind of training to challenge the best efforts of the administration to provide it.

##### (b) Clerical

Training in secretarial practice, stenography and typing have been offered to clerical personnel at Topaz, but lack of adequate facilities has thus far handicapped the programs. An in-school program is needed to provide basic training in this field so that clerical replacements can be qualified for their work, so far as such skills are concerned, before their appointment. The questionnaire reveals a good deal of interest in the extension and strengthening of the program for training clerical workers, including not only stenographers and typists, but file clerks, office machine operators, etc.

##### (c) Skilled Trades, etc.

This is one field in which the vocational training program at Topaz has made, and is continuing to make, a very effective contribution. Its values are repeatedly recognized in the questionnaire, and the evidence of its success is apparent in the work of certain crews of the Operations Division.



Vocational education, on the other hand, i.e. in-school vocational training, has been handicapped by lack of instructors and equipment. As in the case of clerical training, it would be well to lay the groundwork soundly in an in-school course of instruction which would encompass a broader range of skills and trade knowledge than can often be successfully included in on-the-job training of the type that is possible in the work situations at a relocation center.

#### 5. Supervisory Training

A significant number of persons expressed a feeling that supervisory training was needed. Some who had had the benefit of the foremanship training courses provided with the assistance of the State Department of Vocational Education, expressed appreciation and recommended their being made available to others.

Some felt that supervisors in office work need training in planning and organizing work, instructing subordinates, handling personnel problems and improving work methods.

It is evident that a thorough-going program of supervisory training, extending the good work already started in this field, would be welcomed.

#### 6. Attitudes

The answers to no group of questions in the questionnaire are more inconsistent and conflicting than those dealing with attitudes. The conclusion taken strictly from answers to the questionnaire on this topic would be drawn that by and large attitudes at Topaz are satisfactory or better.

It is very generally recognized, however, and often discussed in private conversations, and the higher-up staff meetings, that attitudes can make or break the WRA program and are not always of the best at the center. The question of attitudes, so far as appointed personnel are concerned, goes back to original selection for the job, and there is evidence that some mistakes in selection have been made. To what extent these mistakes, or future ones, can be corrected by a process of indoctrination and enlightenment depends to a great extent upon the individuals concerned. In any event it seems clear that a thorough discussion of attitudes and their bearing upon the success of the whole program might well be made a very important part of the orientation and induction process for all new appointed personnel. The subject is also of outstanding importance in the training of supervisors.

The attitudes of project residents are fully as important as the attitudes of the appointed staff. Each, of course, has a direct



influence upon the other and both are inevitably affected to a certain degree by the attitude of the general public, members and committees of Congress, and the press. Keeping evacuee attitudes sound and cooperative is a major concern of the entire agency, and this concern should be shared by the leaders of the evacuees themselves.

This report, however, deals primarily with those attitudes which affect project employment and relocation. While there have been occasional allusions to individual cases of various types of poor attitudes on the part of project residents, the one outstanding problem, as revealed at Topaz in discussions with both evacuee personnel and project officials, as well as in answers to the questionnaire, is the attitude towards hours of work. This attitude, admittedly bad on the part of many groups of evacuees, is attributed almost entirely to the wage scale and consequent lack of an adequate monetary incentive. In spite of the acceptance of this situation by many appointed supervisors, as well as by the evacuees as a valid reason for tolerating a shortening of working hours at both ends and in the middle, some supervisors have insisted upon a full day of work and high standards of work. The situation is not a wholesome one, especially because of the deterioration in both standards of work and respect for rules and regulations. Both together cannot fail to constitute a resulting deterioration in the respect of the evacuee worker for his supervisor and the organization which permits such a lowering of standards, and finally a deterioration in the very self-respect of the worker himself who permits his own standards to be so lowered.

Perhaps a part of the solution may lie in material incentives of one kind or another, but basically this appears to be a question of seeking new types of incentives to meet the situation in which the war and its consequences have temporarily placed project residents. Except for non-financial methods of giving recognition for good work, such incentives lie largely within the individual and the group, and boil down to self-respect and the pride and satisfaction that come from doing a job well and playing the game. If that approach to a solution of this problem is to be attempted, with or without the aid of material incentives, a carefully organized program of training is needed, starting with the entire appointed staff who have thus far contributed much to the acceptance of the present situation.

#### B. Problems Related to Relocation

Any consideration of the bearing of educational and training activities upon the successful relocation of evacuees rests upon the policy of WRA with respect to the degree to which it can and should assume responsibility for maintaining the pre-evacuation employability, or increasing the employability, of out-of-school



evacuees and for preparing evacuee youth successfully for either appropriate employment outside the projects or for post high school education in established institutions.

Items for consideration within the framework of such a policy are:

1. Records of Training and Experience

WRA Form 12 is the record available both for the employment of adult evacuees on projects and for determining their employment prospects after relocation. The completeness and correctness of these records has been questioned in general terms but the Topaz staff indicated a belief that Forms 12 on that project were up-to-date and reliable. It is clear that they should be.

From the standpoint of relocation prospects such records should be considered in the light of what has happened to the individual evacuee on the project which might influence the validity of the record for placement purposes.

2. Relation of Project Employment to Previous Experience

In this connection it is important to note whether project employment has served to

- (a) increase the skills and knowledge of the evacuee in his pre-evacuation occupation;
- (b) provide the evacuee with experience in a secondary or new occupation at an economic or intelligence level equivalent, superior or inferior, to that of his pre-evacuation occupation.

3. Number and Type of Persons Employed on Projects

The degree to which project employment can contribute to post relocation employment depends in part upon

- (a) the ratio of persons employed on projects to persons to be employed after relocation;
- (b) the number and variety of project occupations in which evacuees may engage.

4. Persons Who Expect to be Able to Return to Pre-evacuation Residence and Employment

There is considerable evidence that many evacuees are counting upon resuming their former occupations at their former homes after the war. The following questions need



to be answered with respect to this group:

- (a) Can it be agreed that this is the best solution for some evacuees? If so, which ones?
- (b) If some of the group who are employable are allowed to remain at relocation centers until they are permitted to return to their former homes, what effect will this have upon the relocation program?
- (c) If some are permitted to remain at centers for this purpose, has the War Relocation Authority any responsibility to assist them in maintaining competence in their occupational fields? If so, what does the exercise of that responsibility involve?

5. Relation of Present Employability of Out-of-School Evacuees to Their Pre-evacuation Employability

This is a question of importance both to those who seek employment through relocation and to those who may be permitted to remain at relocation centers until after the war. Idleness or participation in inferior occupations usually causes a deterioration in effectiveness. Appropriate employment or training, on the other hand, may increase effectiveness.

6. Adaptation of Educational Program, Through High School, to Meet the Needs of Youth

- (a) Those who desire, and have personal qualifications for, professional or technical careers requiring further specialized education at the college or university level. Assurance is given at Topaz that high school graduates, certified to receive such training, were making successful records.
- (b) Those who desire, and have personal qualifications for, employment on the project of a type that will prepare for relocation.
- (c) Others, who might be relocated after completion of school at center.

It is understood that at Topaz inadequacies in vocational teaching staff and equipment have weakened the contribution that the high school might make to meet the needs of these last two groups. Vocational training is in great measure limited to on-the-job training of out of school persons and to "apprentice" training in a limited number of fields.



7. Adequacy of Adult Education Program and Experience Through Project Employment to

- (a) maintain standards of employability of out-of-school evacuees in former occupations;
- (b) raise qualifications of this group for re-employment in former occupations;
- (c) provide skills and knowledge adequate for employment in a new occupation equally as satisfactory to the evacuee as his pre-evacuation occupation.

8. Preparation of Evacuees for Relocation (excluding occupational training)

It is understood that a counselling program has been instituted for this purpose, supplementing the activities of relocation supervisors, teams and other persons engaged in the relocation program. Such a program may be evaluated with respect to the adequacy with which it covers such points as:

- (a) Attitudes contributing to successful adjustment to new environment.
- (b) Information about community, work environment, social and living conditions, services available, etc.
- (c) Information about travel, assistance to be obtained from relocation offices, etc.
- (d) Employment relationships, including labor organizations, etc.
- (e) Special information for those taking educational leave to attend colleges or technical schools for the first time.

IV. Suggestions

A. Orientation and Induction

It is understood that a new induction procedure has been instituted at Topaz in recent weeks. The attached outline of a suggested program of both orientation and induction training has been submitted to the WRA Training Committee for consideration. We should like to have your reactions as to its practicability and any suggestions you and your staff may have for improving it.

The success of the induction training depends upon the supervisor's ability to instruct new employees. The type of foremanship training some of the men in the



Operations Division at Topaz have received provides this skill and emphasizes the four basic instructional steps included in the Induction Training outline.

#### B. Supervisory Training

The excellent results already obtained from the foremanship training given at Topaz with state assistance is the best recommendation for extending it to all persons in supervisory positions. It is suggested that the companion programs, stressing job relations and the improvement of job methods, be also made available to all supervisory personnel, both appointed and evacuees.

#### C. Improvement of Lines of Communication

The receipt, distribution and maintenance of handbooks, manuals and other written instructional material might be re-examined to make sure that:

1. Someone is responsible to the Project Director for planning and checking on the distribution of such material in order that every person who should see it receives it promptly.
2. New material received is read and put in the proper place. Sometimes project officials will find it helpful to delegate to their secretaries or assistants the responsibility for reading all incoming material and for calling to their attention those portions which they personally should read.
3. New manual or handbook releases, instructions, etc., are discussed at the first opportunity at all staff conferences to whose members they apply, from Planning Board and Cabinet meetings down to the staff meetings of units in which the work is actually carried on.

The objectives of such a discussion should be to secure a clear understanding of the meaning of the instructions and an agreement upon how they are to be carried out on the project; to consider any assertions that the procedure or policy, as written, is not suitable or workable in the light of project conditions; when there is agreement that such instructions are in fact unworkable or unsuitable, to prepare a recommendation for change, with a detailed statement of reasons, for submission to the Project Director, in order that, if he concurs in the recommendation, he may forward it to Washington for consideration.

4. All copies of the manual and of the several handbooks are periodically checked for accuracy of maintenance. The use of master copies, centrally maintained for this purpose, can be very helpful.



5. All superseded procedural material is removed from binders and at least one copy filed in a special central file maintained for historical and legal reference.

Staff meetings at each supervisory level may well include in their planned agenda regular provision for a two-way discussion of functions and activities in order to establish a clear understanding of objectives and policies, responsibility and authority, operating instructions, and standards of performance.

Joint staff meetings of units whose operations have an inter-relationship, such as mess management and agriculture, frequently tend to clarify common objectives and operating relationships. As a substitute for joint meetings, the head of one unit may be invited to attend and participate in the meetings of another unit in which items of mutual concern are to be discussed.

- D. Replacement training, to meet the problem of heavy turnover, especially in evacuee personnel, is a modification of induction training. The principles of instruction followed in the Job Instruction Training (that part of foremanship training already given at Topaz) apply equally well to the understudy training relationship.

To be most effective replacement training should be given the new incumbent of a position by the person leaving it. This requires that impending vacancies be listed well in advance and that there be a training overlap in incumbency. If each division maintains a record such as that on the attached sheet, supplying a copy to the Personnel Officer, it will facilitate the planning of replacement training.

In some of the clerical fields, including typing and stenography, group training for replacement purposes may also be desirable.



PERSONNEL CABINET MEETING  
Thursday, August 10, 1944

THOSE PRESENT:

W. J. Campbell  
Eudora Reed  
Ralph Howard

Dorothy Pratt  
George Lafabregue

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W.H.

The need for team work in the Personnel Section was again stressed. It was felt by all that we were affecting progress in getting good liaison between units.

The progress with the Man Power Commission was discussed. It was explained that the Council had called a meeting of key resident personnel from each section and discussed the Man Power situation. Apparently the main concern the meeting centered around compensatory time earned prior to January 1, 1944. The possibility that his group might become a sub-committee of the Labor Committee of the council was explained.

It was agreed that whenever possible women applying for positions would be referred to the hospital as potential Nurses' Aide.

The new correspondence procedure issued by Mr. Niesse was discussed and copies distributed. Mr. Niesse is signing all routine reports and personnel letters that are sent to Washington for approval.

The WRA Form 13 is being revised. Provision is being made for the signature of the Project Director. The Personnel Section will not accept WRA Form 13 that does not have the Project Directors signature.



A meeting on employment of children under 14 announced. It was a consensus of the opinion that it would be preferable not to hire children under 14, until all other potential resources for man-power could be thoroughly reviewed.

A report was made on the meeting held by a special hospital committee in regards to day care of children of working mothers. Doubt was expressed as the feasibility of this program unless residents were made fully aware of the critical need for all available man-power.

Mr. Sanford's secretary Miss Nogami is being transferred to Mr. Niesse. Miss Kawahara in Mr. Sanford's office will assume Miss Nogami's duties. A replacement will be needed for Miss Kawahara as she is planning to relocate. Miss Mary Takahashi will probably accept the secretarial position with Mr. Sanford. The Project Director and the three assistants have agreed to limit themselves to one stenographer. Mr. Bell is losing his secretary by the end of August. He has an understudy for Miss Kitashima.

It was agreed that it was necessary to get a statement from Mr. Miller, Assistant Fire Chief, as to what his future plans are.

A follow up is being sent to Washington to clarify the status of Junior Counselor CAF-7.

Mr. Campbell was asked to prepare a report to the Civil Service in order that we may obtain our allocation of Personnel through the War Manpower Commission.

Mrs. Chastain is transferring from the Elementary School to a Gate Clerk position. George Stewart will be transferred from Gate



Clerk to a position in Delta as Guard.

An increase in salary is being requested for Mr. Roy P. Stahl from Acting Project Steward to Project Steward.

Mr. Howard will review Mr. Robbins file as to qualification for the position of Property and Warehousing Officer. Mr. Howard will also set up a file on all appointed personnel showing the position on the Project for which they would qualify. This will assist in making promotion from within. The Personnel Section would thus be in a better position to make recommendations for promotions.

Mrs. Reed will become our retirement expert and prepare herself to present a brief explanation to the appointed staff at one of the Saturday afternoon meetings. Mrs. Reed will also prepare vacation list for the Administrative Management Division to distribute at the next meeting of that Division.

Mr. Howard will prepare his recommendations for a Personnel Audit. The preparation of the schedule and data to be gathered will be discussed with Dr. O. F. Hoffman. It is hoped that some of the Sections will ask the Personnel Management Section to perform a Personnel Audit where they feel that it would be helpful to the section.

A discussion was held on leave. Mr. Campbell and Mrs. Pratt will prepare a new directive to the Staff on Leave Application as well as proposed revision of our present form.

It was agreed that should any complaints reach the Personnel Section they will immediately be referred to the Personnel Officer.



The meeting of the Staff Housing Council in preparation of the next Staff party was announced. Mrs. Eudora Reed will be the general Chairsan of the coordinating committee.









WAR RELOCATION AUTHORITY  
Central Utah Project  
Topsaz, Utah

PROJECT TRAINING COMMITTEE MEETING

Thursday, October 19, 1944  
9:00 a. m.

Chairman: Mr. Luther T. Hoffman

Members Present:

Mr. Perry Carmichael  
Mr. Gilbert L. Niesse  
Mr. Roscoe E. Bell  
Mr. Raymond P. Sanford

Miss Leah Dickinson  
Mr. George Lafabregue  
Mr. Edwone W. Conrad  
Dr. Laverne C. Bane, Act-  
ing Supt. of Education

Members Absent: None

The first meeting of the Project Training Committee was opened at 9:00 a. m. in the Project Director's Office.

The chairman turned the meeting over to Mr. Carmichael who asked the committee for a discussion of the Project training policy recently set up.

On Mr. Hoffman's suggestion that residents be included in the sub-committees, Mr. Carmichael stated that it was his plan to have the Project Committee select the appointive personnel for each sub-committee and then ask them to select the resident representatives to be added to each committee.

In clarifying the orientation program, Mr. Lafabregue stated that this committee will be concerned with both the appointive and resident personnel. As well as working with the new employees, they would give constructive suggestions to old employees. All suggestions and plans will be brought before this committee for discussion and approval. Mr. Hoffman recommended that the Orientation program be divided into two parts; one for the appointive personnel, and one for the residents; as many problems would not concern both groups. In the matter of promotion, for example, the residents would not have much chance to receive an increase in salary even though they worked up to it. It was agreed that this recommendation be handed to the sub-committee in charge of orientation. Mr. Niesse suggested that the Division Chiefs give a little of their time to the new resident employees as well as the new appointive employees. In orienting new resident employees, Mr. Sanford suggested that each division, section, and unit head



Minutes  
Project Training Committee Meeting  
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have their present secretaries make an up-to-date list of their duties, with all the necessary explanations, so the new employees can take over, as there are times when terminations come up quite suddenly.

Mr. Hoffman recommended that the Orientation Sub-Committee with the assistance of the Vocational Training Supervisor, develop in-service training programs for the appointive personnel.

Changes and additions of sub-committee heads and members were made. It was planned to discuss the duties of the sub-committees at one of the Saturday afternoon work conferences. Mr. Lafabregue explained the status of the request for an additional SP-8 Vocational Teacher.

Mr. Carmichael made his report on training programs to be approved. As for clerical in-service training, a few out-of-school girls are attending commercial classes at the high school, but until the SP-8 teacher for commercial subjects is secured no satisfactory training could be given in Office Practices.

Mr. Harris, another SP-8 teacher is conducting auto mechanics classes for vocational and high school students. There are 60 students in these classes. If more space can be secured, this program of training can be expanded, and be much more effective.

The Aviation Mechanics class, a State Aid Program, under the War Production Training Program, began on October 16, 1944, with classes held at the Delta airport from 4 p. m. to 7 p. m. The State Aid Program was explained in detail to the members of the committee.

Other State Aid Courses under the Trade and Industrial Education Program or the War Production Training Program; namely, welding, body and fender repair, and advanced auto mechanics, are awaiting final arrangements as to space and equipment.

Mr. Bell made a motion that the committee approve these four courses providing satisfactory arrangements can be made with the State. The motion was seconded and carried.

Mr. Carmichael made a report on the Adult Education Unit, which he is to supervise. He stated that the major need was an appointive personnel to supervise the English language program, so that it may function in keeping with the recommendations of Dr. VanBuskirk and Dr. Lee. It was requested



Minutes  
Project Training Committee Meeting  
10/19/44 - Page 3

th  
that a clarification be made on the adult Japanese language classes, now being conducted.

He also reported that approval from Washington has been received to assign learners to the lapidary school. This course was under the Adult Education Unit until recently when it was thought that it had valuable relocation opportunities and would come under the training for a vocation. The point of whether learnerships should be secured only for positions where the product would not benefit the Project was discussed. In the case of the lapidary school, it would be difficult to arrange for the sale of the product; but this training would be an excellent opportunity for developing the skills of high school boys during the three hours that they are not in school. It is definite training for a trade. Dr. Bane questioned whether this course wouldn't be using labor for an unproductive activity when it was needed so badly in more essential work on the Project. He further questioned paying \$12.00 to learners who kept the product of their work. It was pointed out by Mr. Carmichael that this would be controlled because the section and unit head could refuse to sign the release if the worker is needed and that no person would be appointed who was already employed. The matter of the student keeping the product of his work was to be referred to the Project Attorney along with the question of students working on private property.

A motion was made by Mr. Lafabregue that as long as we had received the approval from Washington, that we go ahead with the learners in the lapidary course, with the provision that no person now employed may quit his employment to take the course, and that Mr. Carmichael make a report on the progress within thirty days. The motion was seconded and carried.

Mr. Carmichael reported that a course in Dental Mechanics had been proposed to him by Mr. Tomejire Sato who is qualified to instruct, and by a person who was interested in taking the course. The course would last for four months. It was suggested that Mr. Carmichael take the matter up with Dr. J. C. Sleeth and with Dr. Collier when he returns and their opinion about the course be reported back to the committee.

Mr. Lafabregue asked for discussion on the procedures for developing orientation training of new employees. The necessary recommendations and changes were made. It was requested that each section submit an outline for their orientation program, and in making it, try to keep it as simple as possible.

A motion was made by Mr. Carmichael that the committee approve the orientation procedures as outlined together. The motion



Minutes  
Project Training Committee Meeting  
10/19/44 - Page 4

was seconded and carried.

The meeting was adjourned at 11:55 a. m.

Respectfully submitted,

Original signed by  
Perry Carmichael

Perry Carmichael  
Executive Secretary

Lily Murematsu  
Stenographer



WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

R. P. Sanford  
Personnel

# 5.44

October 24, 1944

TO: Members of the Project Training Committee and  
Project Training Sub-Committee

FROM: Perry Carmichael, Executive Secretary  
Project Training Committee

SUBJECT: Set-up To Implement the Project Training Policy

1. The following are members of the Project Training Committee:

Chairman:	Mr. L. T. Hoffman, Project Director
Vice-Chairman:	Mr. G. L. Niesse, Assistant Project Director
Members:	Mr. R. P. Sanford, Assistant Project Director
	Mr. R. E. Bell, Assistant Project Director
	Mr. E. W. Conrad, Reports Officer
	Miss Leah Dickinson, Relocation Program Officer
	Mr. G. Lafabregue, Personnel Officer
	Dr. L. G. Noble, Superintendent of Education
Executive Secretary:	Mr. P. Carmichael, Vocational Training Supervisor

The duties and functions of the Project Training Committee are (1) to review proposed programs of training, (2) make recommendations for revision of programs of training now in operation, (3) initiate new programs of training when necessary, and (4) approve all training programs for the Project.

The regular meetings of this Committee are to be held at 9:00 a. m., the third Thursday of each month in the Project Director's office. Other meetings of this committee may be called by the chairman.

2. The following are the Project Training sub-committees:

1) <u>Office Practice</u>	2) <u>Supply</u>
Vincent Gonzales, Chairman	Walter Honderich, Chairman
Helen Fry	William Hunter
Lillian B. Christensen	Marvin Bales
Hugh J. Turner	Delvin Robins
SP-8 Commercial Teacher	Jerold Bennett
Resident Employee	Resident Employee
Representative	Representative



- 3) Bess Management  
Brandon Watson, Chairman  
Roy P. Stahl  
Laurence R. Jones  
Shelton T. Barlow  
Resident Employee  
Representative
- 4) Orientations and In-Service Training of Appointed Personnel  
George Lafabregue, Chairman  
Claud H. Pratt  
Oscar F. Hoffman  
Ralph Howard  
Doren B. Boyce  
Wendell W. Palmer  
Henry Watson  
Henry Dykes  
Cliff Purcell  
Dr. L. Bane  
Miss F. Thorp  
Resident Employee  
Representative
- 5) Motor Transport  
Ivan Sorenson, Chairman  
Robert Snyder  
Resident Employee  
Representative
- 6) Agriculture  
Alden S. Adams, Chairman  
Foy L. Enlow  
Resident Employee  
Representative
- 7) Fire Protection & Internal Security  
Charles H. Roraback, Chairman  
Robert W. Roof  
Andrew W. Kasius  
John C. Fife  
Resident Employee  
Representative
- 8) Engineering  
Wallace Crane, Chairman  
Carl H. Kinney  
Eugene E. Gardner  
Frank J. Hopkins  
Leonard A. Wood  
Resident Employee  
Representative
- 9) Adult Education  
Adult Education Supervisor,  
Chairman  
Member From Relocation  
Member From Personnel  
Member From Com. Analysis  
Member From Com. Activities  
Member From Com. Council  
Mrs. Inukai
- 10) Vocational Training  
Perry Carmichael, Chairman  
Robert W. Harris  
Marguerite W. Hudson  
Louise F. Watson  
Glenn Seal  
State Department Instructors  
Resident Employee  
Representative

Each sub-committee, except as hereafter noted, is to develop and submit to the Project Training Committee for review and approval, effective in-service training and/or training programs for evacuee employees of the unit or units it represents. It is hoped that these training programs will make desirable contributions to evacuee workers which will help them to accomplish the necessary Project work, and when possible will be also a satisfactory preparation for successful employment after relocation.

The sub-committee for Orientation and In-Service Training of Appointed Personnel (new and old) with the assistance of the Vocational Training Supervisor is to develop and submit to the



Project Training Committee for review and approval three separate training programs as follows:

- a) Orientation program for appointed personnel.
- b) Orientation program for resident employees.
- c) In-Service training program for appointed personnel.

The sub-committee for Vocational Training will plan and, after review and approval by the Project Training Committee, administer educational and training activities which will contribute most effectively to the efficiency of evacuee employees and to their employability after relocation.

Each training program is to include:

- 1) What is to be learned
- 2) What instructional methods and techniques will be employed
- 3) What written and other training materials will be used and sources from which they are to be obtained.
- 4) Who will administer the program, who will give the instruction
- 5) Who will take the instruction

It is recommended that each sub-committee meets frequently until it has developed its training programs and has them approved by the Project Training Committee.

3. The Vocational Training Supervisor is to assist each sub-committee in the formulation of its programs.
4. Responsibility

At each level of supervision, persons administering or directing the work of others are responsible for seeing that the appointed and evacuee personnel working under their direction receive the in-service training developed and offered for them.



PROJECT TRAINING SUB-COMMITTEE

Fire Protection and  
Internal Security

The meeting was called to order by the Chairman, Mr. Charles H. Roraback, at 3:00 p.m., Wednesday, November 8, 1944.

Those present were: Mr. Perry Carmichael  
Mr. R. S. Roof  
Mr. Charles H. Roraback

During the discussion, Administrative Notice No. 147 was mentioned and it was agreed that the Fire Protection and the Internal Security Sections were vitally interested in safety in all phases.

Considerable discussion was had and it was agreed that an educational campaign was desirable with possible safety awards to drivers at stated periods. It was further agreed that safety awards might be made on Block-wide basis where residents of that particular block had not had an accident during certain periods. And the suggestion was made that safety be made part of the adult education and in service training.

The pamphlet, "Safety in the Home", printed by the National Safety Council Incorporated, was examined and the suggestion made that copies be placed in each home.

Mr. Roof stated that members of the Internal Security Force were interested in finger-printing to be studied as an aid in detecting law-violators. The necessary data and instruction course is not available and some mention was made of the lack of equipment. Mr. Carmichael stated that he would look into this phase of the problem.

Mr. Roraback expressed the opinion that firemen training should be kept to the simplest form. And that probably there were three subjects: First, science of combustion; second, hose practices and fire drills; third, inspection procedure. He stated that necessary instructor's manuals and books were available; those



from the Oklahoma A. and M. College being exceptionally valuable.

Mr. Carmichael stated that he would endeavor to select an instructor from amongst the adult education staff.

There being no further business the meeting adjourned at 3:40 p.m.

Charles H. Roraback  
Chairman



WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

*R. P. Sanford*  
*J*

PROJECT TRAINING COMMITTEE MEETING

Date: Thursday, November 16, 1944  
Time: 9:00 a. m.  
Place: Office of the Project Director

A G E N D A

1. Report by divisions on the development of orientation and in-service training programs to date:
  - a. Administrative Management, Mr. G. L. Niesse
  - b. Community Management, Mr. R. P. Sanford
  - c. Operations, Mr. R. E. Bell
  - d. Project Attorney, Mr. F. S. Barrett
  - e. Relocation, Miss L. Dickinson
  - f. Reports Office, Mr. E. W. Conrad
2. Review of Administrative Notice #153 by Mr. G. L. Niesse  
Subject: Lines of Communication
3. Report on results of the Orientation Program,  
Mr. George Lafabregue
4. Discussion led by Mr. Perry Carmichael  
Subject: Can this Project make use of the Management Bulletin, entitled, "An Agency Management Program: A Guide For Self-Appraisal and Planning Economics in Operation"?
5. Report on Training Courses and Recommendations for committee action, Mr. Perry Carmichael



WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

T. Gray H 5.47

MINUTES OF THE PROJECT TRAINING COMMITTEE MEETING

Thursday, November 16, 1944  
9:00 a. m.

Chairman: Mr. Luther T. Hoffman

Members present:

Mr. Perry Carmichael  
Mr. Gilbert L. Niesse  
Mr. Roscoe E. Bell  
Mr. Raymond P. Sanford

Miss Leah Dickinson  
Mr. George Lafabregue  
Mr. Edwone W. Conrad  
Dr. LeGrande Noble

Members absent: None

The meeting was called to order at 9:07 a. m. in the Project Director's office.

A report by divisions was made on the development of orientation and in-service training programs to date.

In his report on the Administrative Management Division, Mr. Niesse stated the following:

1. That due to the decrease in personnel, the training in the Finance Section has been very slight, however, there are possibilities which can be developed.
2. The resident employees in the Statistical Section are receiving valuable training on the job.
3. Training in the Mess Management Section has been considered and discussed with Mr. Harding, but there seems to be no approach to the problem. The only points that can be stressed are good housekeeping practices and uniformity in the preparation of food.

Dr. Noble informed Mr. Niesse that the State would be willing to assist us in this field if we could draw up an organizational program.

4. Although the personnel turnover in the Supply Section has been comparatively small, very little training activity is going on at the present time.
5. A step toward training in office services is to be taken by a meeting planned for this afternoon where filing procedures, and methods of marking deletions and revisions of administrative notices, handbook releases and manual releases will be discussed.



Mr. Niesse then reviewed Administrative Notice #153, Lines of Communication. He stated that he was to be the procedures officer for this Project and would be responsible for the proper shifting and routing of material to the individuals concerned and would be responsible to the Project Director for correlating any material which may have various interpretations. He suggested that releases that come in during the week be listed and those that need attention be separated for discussion at weekly staff meetings.

Mr. Sanford reported on the development of orientation and in-service training programs in the Community Management Division. He stated:

1. That the material received from the National Safety Council would be used as a basis for a training program in the Internal Security and Fire Protection Sections.
2. There is an interest in a course in finger printing if a camera could be secured.
3. In-service training is constantly going on in the Health Section in the training of nurse's aides.
4. The Community Analyst gives a weekly report on news relative to his section.
5. In an attempt to train office workers, material is sent back for correction in spelling, whenever time permits.

Mr. Bell reported on the Operations Division. He stated:

1. That the Safety Program would come under both the Internal Security and the Fire Protection Sections. The home angle would come under the Fire Protection, while safety on the roads and at the place of work, would come under the jurisdiction of the Internal Security.

Mr. Niesse suggested that more safety posters displayed at the places of work would aid in making everyone safety-conscious.

Mr. Carmichael stated that posters should be made in the Center, picturing Center conditions rather than having commercially made posters, some of which do not apply to the mode of living here.

Mr. Hoffman stated that there should be a definite tie between the training committee on safety and the regular safety committee. The committee members were revised so as to have the same chairman and the same members in both committees.



2. That useful material had been received from the Oklahoma A & M College and from Los Angeles Fire Department.
3. A drivers training course is contemplated in the Motor Transport Section with awards to be given to qualified persons. Although the last course was not very successful, it was time to try again as many boys are reaching the driver's age and are in need of training the proper way. Courses could also be given in the operating of farm equipment and farm equipment repair.

In the Relocation Division, Miss Dickinson reported that training was being received on the job. Reading material is received daily, passed to each employee to read, initial, and pass on.

Mr. Conrad, Project Reports Officer, reported that he planned to outline the duties of each employee in his office so that the person succeeding him would have something to follow. In the newspaper unit, training was left to the editor. As most of the employees in this unit were either students of the journalism class at high school or have had previous experience elsewhere, a need for a special course was not felt.

Mr. Lafabregue urged all the divisions that have not yet submitted the outlines which are to be used in the orientation program do so at their earliest convenience.

He then made a report on the meeting of the sub-committee on orientation bringing out the following points:

1. That there was an interesting discussion on the attitudes and relationships of the appointed personnel among themselves.
2. Dr. Oscar Hoffman was requested to survey this situation and report the results at the next meeting of the sub-committee.

The new orientation outline was presented for approval and the following comments were made:

1. There is a need for a revised handbook on orientation. In compiling this handbook, Mr. Carmichael suggested that employees who have already gone through an orientation program be asked to give suggestions on what they thought was lacking.
2. It was the consensus of opinion that the orientation program be kept simple, adapting it to the individual, and giving at one time only as much as can be absorbed.



Necessary changes were made in the orientation outline. A motion was made and carried to approve this new orientation outline.

Mr. Carmichael made his report on training courses as follows:

1. That a resident was secured to assist Mr. Harris in his auto mechanics classes.
2. Progress has been made on the aircraft mechanics racial prejudice situation and it seems as though it will clear up shortly.
3. An evening class in welding WPTP began November 13, with Mr. Warren Robinson as instructor.
4. An advanced auto mechanics class has been approved by the State Department and an instructor is being contacted by the State Department.
5. The body and fender repair course has been approved by the State Department but at the present time no instructor is available.
6. Mr. Hikaru Hideshima, a resident instructor for drafting, has been employed but as yet no one has enrolled in the class.
7. Possibilities of State aid courses in farm construction, and maintenance and repair of farm machinery are being investigated.
8. No answer has been received to the request for a vocational commercial SP-8 teacher.
9. No progress has been made on the proposed dental mechanics course.
10. At the Adult Education sub-committee meeting, it was recommended that the type of courses offered in the Adult Education program should be the result of the cooperative efforts of the resident staff and appointed personnel.
11. English in all activities is to be emphasized as much as possible.
12. Japanese language classes are to be discontinued until approved in accordance with Manual Release 30.3.3.

Mr. Carmichael recommended that a safety program developed by the Fire Protection and Internal Security committees be given to the Adult Education teachers and that they be



encouraged to give a part of each class period to this in-service safety program. But the committee felt that with English lessons already included in the Adult Education program, this would occupy too much of the limited class period and would deprive the students of the instruction they came to receive. It was decided to give this further thought and discuss it again at the next meeting.

Dr. Noble reported:

1. That as soon as a replacement can be found, he would release Mr. Robinson to the State Vocational Department as a full time welding instructor for Topaz.
2. If a replacement could be found, Mr. Tyrell can also be released to do agriculture work in the vocational program.

Mr. Sanford inquired whether a maximum time could be set for these meetings. It was decided to limit them to two hours, from 9:00 a. m. to 11:00 a. m. The next meeting will be held on December 21, 1944.

The meeting was adjourned at 11:15 a. m.

Respectfully submitted,

Perry Carmichael,  
Executive Secretary

Lily Muramatsu,  
Stenographer



WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

PROJECT TRAINING COMMITTEE MEETING

Date: Thursday, December 21, 1944  
Time: 9:00 a. m. to 11:00 a. m.  
Place: Office of the Project Director

A G E N D A

1. Approval of the minutes of the November 16, 1944 meeting attached to this agenda.
2. Report on Training Programs to date by Perry Carmichael.
  - a. Approved and in progress
  - b. Approved but not in progress
  - c. Problems:
    - (1) Equipment
    - (2) Full time class attendance
    - (3) Instructors
  - d. Recommendations for committee approval
3. Discussion of Report on Training; and suggestions for needed training not in progress, by members of the Project Training Committee.



WAR RELOCATION AUTHORITY  
Central Utah Project  
Topaz, Utah

MINUTES OF THE PROJECT TRAINING COMMITTEE MEETING

Thursday, November 16, 1944  
9:00 a. m.

Chairman: Mr. Luther T. Hoffman

Members present:

Mr. Perry Carmichael  
Mr. Gilbert L. Niesse  
Mr. Roscoe E. Bell  
Mr. Raymond P. Sanford

Miss Leah Dickinson  
Mr. George Lafabregue  
Mr. Edwone W. Conrad  
Dr. LeGrande Noble

Members absent: None

The meeting was called to order at 9:07 a. m. in the Project Director's office.

A report by divisions was made on the development of orientation and in-service training programs to date.

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1. That due to the decrease in personnel, the training in the Finance Section has been very slight, however, there are possibilities which can be developed.
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Dr. Noble informed Mr. Niesse that the State would be willing to assist us in this field if we could draw up an organizational program.

4. Although the personnel turnover in the Supply Section has been comparatively small, very little training activity is going on at the present time.
5. A step toward training in office services is to be taken by a meeting planned for this afternoon where filing procedures, and methods of marking deletions and revisions of administrative notices, handbook releases and manual releases will be discussed.



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The meeting was adjourned at 11:15 a. m.

Respectfully submitted,

Perry Carmichael,  
Executive Secretary

Lily Muramatsu,  
Stenographer



MEETING OF EFFICIENCY RATING COMMITTEE

February 1, 1945

Present: L. T. Hoffman, Roscoe E. Bell, Gilbert L. Niesse, Raymond P. Sanford, Leah K. Dickinson and George H. Lafabregue

The general topic of discussion was the organization to supervise the yearly efficiency ratings for the Appointed Staff. The following determinations were made by the committee:

1. The Personnel Office will prepare a proposed organization chart of the Appointed Staff indicating who would be raters, those they would rate, and who would be the reviewers.
2. Personnel would prepare a rating sheet for each job assigned to the Project indicating their recommendations for underlined elements, and those elements deemed pertinent to the job. They will be submitted to each Division Chief for his consideration.
3. The next meeting of the committee is to be held on February 15, 1945 at 2 p.m. in the Project Director's Office.
4. The Personnel Officer will announce the efficiency ratings at the next Staff Meeting on February 3, 1945.
5. On March 3, the Personnel Officer will present to the Staff in detail the efficiency rating program.
6. A meeting of raters and reviewers will be held the latter part of February. The Project Director will present the basis principles underlying the efficiency rating program and the Personnel Officer will give detailed instructions as to procedure. A second meeting of this group will be held in the early part of March.
7. Emphasis will be placed on the fact that a good rating is desirable and of real value to the employee.
8. Need for objectivity on the part of raters and reviewers will also be stressed.
9. It was agreed that no reference will be made to previous efficiency ratings.

George H. Lafabregue  
Personnel Officer



C O P Y

EFFICIENCY RATING MEETING  
Conducted by the Civil Service Commission  
Salt Lake City, Utah

*DD*

February 17, 1945

Miss Marie March of the Denver Civil Service Personnel Classification Section conducted this training meeting on efficiency ratings.

1. Emphasis was placed on the fact that efficiency ratings are a tool for supervisors to use. These ratings are inventories of the personnel and analysis of their capabilities and efficiency comparable to the inventories taken in most organizations of inanimate tools and working equipment. These ratings should be given at more frequent intervals than is normally the practice, in order to enable the supervisor to properly use this tool.
2. There are four main parts to the rating program.
  1. The Rating Official, who is the key to the entire rating program.
  2. The reviewing Official who attempts to develop standards for his entire organization and to prevent any inequalities therein.
  3. Efficiency Rating Committee. This committee is responsible for maintaining uniformity between rating and reviewing officials for the entire organization and to furnish expert guidance during the rating period.
  4. Personnel Officer. He is responsible for conducting the necessary training for rating officials; to prepare the necessary forms 51, Efficiency Rating Form; to provide personnel folders where required by the rating official for review; to notify the employees of their ratings and of their rights for appeal; and to supervise the grievance procedure.
3. There are four essential factors that must be considered in the actual preparation of a rating -
  1. Knowledge of job
  2. Standards of performance
  3. Determination of pertinent elements
  4. Knowledge of performance of the employee



Item No. 2, standards of performance, is the point that requires the most attention from the supervisor. It is necessary that he establish in his own mind what is a reasonable standard for the particular job being rated.

The Civil Service Commission has recognized the importance of this item and is making various studies of positions within their own organization to see if standards of performance can be developed for most of the positions.

Miss Maron suggested that one way to help establish these standards is to have the employee prepare an analysis of his own job in the form of a work assignment sheet. This sheet should then be reviewed by the supervisor and discussed with the employee to be used as a common ground for reaching an agreement between supervisor and the employee as to job responsibilities and standards.

From discussion conducted, it was agreed that standards of performance are the most essential requirements and are the most controversial.

We were cautioned not to attempt to use an average curve in computing the ratings of our employees. They are not being rated and compared with each other, but are being rated against a set standard. It is possible that the average employee in one activity may rate a very good rating while the average employee in another organization may only be fair or good employee. If an average curve were used, this would make unfair ratings in the event of establishment of separation registers which include the employees of two different offices.

4. Standard Form -51, Report of Efficiency Rating, the elements appearing on efficiency rating form are classified in the following categories:

<u>Items</u>	<u>Elements</u>
1-20	"doing"
21-31	"Seeing to the doing."
1-10 (as a further breakdown)	"How well a person does"
11-13	"How much a person does"
14-19	"How a person does a job"



Items

Elements

20	(Used as an element only on those positions in which physical condition beyond the average is required.)
21-23	"Planning"
24-26, Plus 23	"Operating"
27-31, Minus 28	"Leadership"

In addition, Items 1-10 are further broken down as follows: Items 1-4 as "skill", 5-6 "Thoroughness", 7-10 "Accuracy". This breakdown will assist rating officials in selecting the items on which the job should be rated. The rating official should select the pertinent points, select those items which are especially important.

Employees should be rated only on those items which are pertinent to the position. On this basis, fewer elements should be considered in computing the rating than has been normally used in the past by most rating officials. This recommendation is outlined in some detail on pages 4 and 5 of Form 3823-A, Rating Official's Guide.

It was emphasized that once the rating official has selected the pertinent and important items, he should then rate the employee on the basis of the requirements of the position against these elements. Then after having made his rating on these items, he should compute the adjective rating to determine the person's final rating.

It was further emphasized that in the beginning the rating official was to ignore any pre-conceived notions in his mind of what the person's adjective rating should be and rate each item on the basis of actual performance. There should be no going back and changing element ratings merely to adjust the adjective rating.

Under unusual circumstances such as mis-assignments, where an employee is assigned to a job over and above his classification, or where a person's attitude is reflecting upon the job to a greater extent than is revealed by the element rating, it is permissible for the rating official to vary from the standard rating. However, this variation must be explained in detail on the reverse of the rating form.

Before closing the meeting, it was again emphasized that greater use should be made of periodic unofficial ratings.

The meeting was dismissed at 12:15 P.M.



FINANCE AND PERSONNEL REPRESENTATIVES'  
MEETING ON  
CIVIL SERVICE RETIREMENT SYSTEM

April 4, 1945

4:00 P.M.

Present:	Miss Helen Cox	Mr. Gilbert L. Niesse
	Mr. Herman C. Kimball	Mr. Doren B. Boyce
	Mr. Vincent Gonzales	Mrs. Dorothy Pratt
	Mr. M. Bosh	Mr. C. J. Benner, Washington, D. C.
	Mr. Reed Cannon	Mr. Burnstad, Salt Lake Civil Service Com.
	Mr. Joseph Jones	Miss Machiko Kimura
	Mr. James N. Jennings	

Mr. Niesse introduced Mr. Burnstad from the Salt Lake Civil Service Commission, who is here conducting a Civil Service Examination; and presented Mr. Charles J. Benner, Civil Service representative from Washington, D. C. to the group. Mr. Niesse indicated that Mr. Benner was here to render assistance on our retirement records and to answer questions in regard to the Retirement Legislation. This meeting was called for the purpose of having Mr. Benner explain the Retirement Act to our employees. Mr. Niesse then turned the meeting over to Mr. Benner.

Mr. Benner opened the meeting by giving the background history of how the retirement bill came into being in Congress in 1920 and the subsequent changes made thereto. He also explained to the group the definition and the origin of the word "tontine", a dollar a month deduction set aside in an individual's account. If an employee resigns with less 5 years of service then the \$1.00 a month is deducted from his refund as a penalty for leaving the service. If the individual comes back, that \$1.00 tontine is maintained in his account as long as the individual stays in service. Should an individual with less than five years of service become involuntarily separated, all of his deductions held will be refunded plus accrued interest.

If an individual has been employed by the State Extension Service, Federal Security Agency, Vocational Rehabilitation, State Service in Federal Employment, his past services can be credited; nor he cannot be credited if he was employed in a project employment in WPA, drama service in NYA, cooperative employment under Department of Agriculture or State Cooperative Agreement.

Under the new Retirement Act certain features have been liberalized as adding the voluntary contribution rights. The law now provides that an individual has the option to retire after 30 or more years of service at the age of 60 and if he has contributed since August 1, 1920. The individual will then be paid an annuity for the rest of his life. If a person reaches the age of 62 with 15 years of service and he also voluntarily retires, he is eligible to receive his full annuity; or a



person between the age of 55 and 60 with 30 year's of service can retire with reduced annuity of roughly about 67%. The mandatory age for retirement is 70 years of age, but if a person possesses exceptional qualification and after retirement he is re-employed, he can then start contributing again to his retirement fund and at the time he retires again, he will receive an increased annuity.

The Act of 1942 has been liberalized considerably. Under the old law the administrative people got no benefit and they were the ones that contributed much more, but now their retirement rights are maintained at a higher level.

The mandatory age for retirement is 70 years with 15 year's of service. If an employee does not possess exceptional qualifications he will then be automatically retired and receive an annuity for the rest of his life.

If an employee has five or more years of service and he is not acceptable for service upon medical examination then he is eligible for disability retirement. He is then retired on a disability annuity for the period he is unable to work. Each year he is subject to a medical examination by either an approved or appointed recognized physician. But if an employee recovers, he will be given one year to seek re-employment.

There are three types of annuity:

1. Life annuity, a non-forfeiture annuity is paid for the life of the annuitant. If the annuitant should die before his balance is exhausted, his beneficiary will receive the lump sum plus the accrued equity from the first of the month to date of his death. If there is no designation of beneficiary, it is paid to the estate.

2. Increased annuity with forfeiture. This annuity is slightly higher than the life annuity. If the annuitant should die before the equity is exhausted, all that his beneficiary will receive is the accrued equity from the first of the month to the date of his death. The balance will be forfeited to the Government.

3. Joint and Survivorship annuity. This is a new type of annuity that came into being in 1930. It is beneficial to individuals who have wives and do not have outside income of any sort. There are two options under this system:

Option A: This system is on a forfeiture basis depending on the age of the survivor.

Option B: is a slightly higher rate. 50% of the rate is for the survivor which is payable to the annuitant during his life and 50% will be payable to the survivor. The amount not to exceed the combine rate.



The most profitable equity is a life annuity. It depends on the individual as to what credit or what plan for annuity is used.

#### Plans for Computation

Plan I came into being in 1930. \$30 a year for each year of Government service not exceeding \$900, plus the purchase value of individual equity and deduction withheld for service credit. If the equity is large enough that it purchases more equity than \$900 a year the Government will buy or contribute an amount equal to the rate of equity payable to the individual for the rest of his life.

Plan II is for the middle bracket of average salary of \$1600 or less for five years. This figure is multiplied by the number of years in the service not exceeding 30 years, and the total is divided by 40. For an example:

$$\$1,600 \times 30 = 48,000 \div 40 = \$1200 \text{ annuity per year}$$

Plan III came into being by the act of 1942. It is for the professional, scientific, and administrative official salary bracket of \$3,000 and up. According to Plan III the individual's highest average salary is taken for the 5 year period and this figure is multiplied by the number of years worked (not exceeding 35 years) and divide by 70 and the total will equal the amount of annuity the individual receives per year.

According to the Government table the life expectancy of an average employee is 76 years. If the individual has had 35 years of service to his credit, he will draw annuity for 16 years.

Volunteer Contribution. Since 1940 this act allows the employee to put in the retirement fund to his credit up to 10% of the basic salary earned since August 1920. Volunteer contribution earns 3% compound interest and at the time of retirement it is used to purchase additional annuity.

Refund of retirement deductions when separated. Under the old law an employee can get a refund regardless of the amount of service time shown, but under the 1942 law all employees of the Federal Government with Civil Service status were brought under this act. This act freezes the refunding of retirement deductions. If you have five or more years, you cannot get any refund of any deductions withheld since January 1942. This act prevents employees from quitting their jobs and receiving refunds.

Separation Benefit. Provides that any officers or employees who have rendered less than five years of Government service is separated



before becoming eligible for his retirement annuity or before he reaches the age of 62, Plan I computation is available.

If an individual is involuntarily separated from service and he is not eligible for annuity, he can obtain it at the age of 55 at a reduced amount. However if an individual is re-employed the amount refunded must be redeposited if he desires to get benefits for his account for the period of service covered by this refund.

Money that is frozen from deduction will earn 3% compound interest until the individual reaches the age of 62.

Designation of Beneficiaries. Unless an employee has designated a beneficiary and the employee should die, whoever is entrusted as executor or administrator of the estate will receive payment. It will leave the family a large amount of money if the employee designates his beneficiary.

Date of Birth. It is very important that the correct date of birth be recorded on Form 57. If it is not correctly written on your form and when it is recorded in Washington, Washington will not adjust the claim until it is proved.

At the close of Mr. Benner's address, the following questions were asked from the floor:

Q: What salary bracket would be the most advantageous for voluntary contributions?

A: The higher brackets. The more you put in the more you receive on the amount of the annuity. Should you resign, there will be no freezing on the voluntary contribution. It will also give you a fair size equity.

Q: What happens when you resign from disability and cannot find a job within a year after recovery?

A: There is no law covering this case. It is very rare and since 1942, there has been only two cases.

Q: If you resign at any point, are you eligible for annuity at the age of 62?

A: Yes.

Q: If the birth certificate has been furnished during the time of employment, would you have to prove your birth date again?



- A: Once it is presented to the Commission and the Commission accepts it as a proper date of birth then it is acceptable. The fact is established for all times.
- Q: If an employee is separated from the service and 2806 is submitted to the Civil Service Commission and when the person accepts another job in another agency is the 2806 transferred over to the new agency?
- A: No. It stays in the Commission. Supplement 115 does not provide for inter-departmental transfers of account. If it is a transfer from the old agency, we should be allowed to transfer the records. All records maintained by the CAS should be transferred to the agencies.
- Q: Assuming that a person had service not verified on the card, how do you designate that you are certifying only for a particular period?
- A: When you put in claims for prior service, you have the date on the Form 57 for service not verified.
- Q: What is the thinking of the Commission about retirement on length of time of service rather than age?
- A: The Commission is adverse on this other than that of veterans coming back from Service. The Acken Bill provides for any individual who have rendered thirty or more years of service to receive their full annuity. This bill was to become effective six month after the cessation of hostility and to run three years, but it failed. I doubt whether or not it will be an advisable legislation at this time.
- Q: Has anything been proposed to increase this amount of 5%?
- A: Studies are being made now. If it is enacted there will be an increase in the contribution.
- 5% of your salary is taken out for retirement deduction but you are paying only for part of the annuities.
- Q: They are not even considering retiring before 70 years of age or reducing the deduction?
- A: No consideration along that line is being made, but we are considering reducing the age.

Meeting adjourned at 6:00 P.M.